

CONTROLLED PRACTICE ACTIVITIES

LESSON A: What Time Does..."

Simple Present Tense: Beginning Learners

Dialogue 1

Complete the sentences using the pictures.
With your partner take turns playing both roles.

Stranger: Excuse me,  _____   ?

Mark: It  at  a.m.

Stranger: Thank you. _____  at  p.m.?

Mark: No, it _____  at  ; it  at .

Stranger: Thank _____ again.

Mark: My _____.

Dialogue 2: Excuse me, what time **does**.....?

Stranger: Excuse me,  _____   ?

Christine: They  at  a.m.

Stranger: Thank _____. _____ they  at  ?

Mark: No, they _____. They  at  &  again at .

Stranger:  _____ they  again?

Mark: They  at .

Stranger: _____ you again.

Mark: _____ pleasure.

CONTROLLED PRACTICE: PRESENT PROGRESSIVE/CONTINUOUS (5 pages)

LESSON B: HURRY UP!

NOTE: if you are able to translate the infinitive verbs into the students' language then you can have a vocabulary and a grammar session! e.g., This afternoon I (buy) a new phone. → This afternoon (comprar –or-acheter –or-anshaffen-or-покупать) a new phone.

1. Laurent is in the kitchen. He (to make) dinner.
2. Please be quiet! The Volunteer (to make) a video of our class today.
3. The telephone (to ring). Would you answer it please?
4. Listen! The baby (to cry) again.
5. I (to come back) this evening.
6. Everyone (to have fun) at this party!
7. Naam (to plan) to come to visit us next month.
8. Hurry, the boat is (to leave) in five minutes.
9. My mother (to talk) on the phone right now.
10. Oh no! Our neighbors (to argue) again.
11. Masha (to try out) the new computer.
12. We (to pick up) our brother at the taxi station tomorrow.
13. Please turn down the radio. The music (to bother) me.
14. The students (to take) a test tomorrow morning.
15. Our principal is (to look for) a new secretary.

CONTROLLED PRACTICE:

LESSON C: LOW COST CONSTRUCTION

CHOICE OF PRESENT SIMPLE OR PRESENT PROGRESSIVE

NOTE 1: if you are able to translate the infinitive verbs into the students' language then you can have a vocabulary and a grammar session! e.g., This afternoon I (buy) a new phone. → This afternoon (comprar –or-acheter –or-anshaffen-or-покупать) a new phone.

NOTE 2: In this activity, students have to decide which tense to use based on the time expression (today, next week vs. often, sometimes) and special types of verbs (perceptions, feelings, states & possession). For lower level learners who are just encountering having to choose between the two tenses, it would be best to begin with time expressions and just work with them and come to the special verb categories as part of a separate follow up lesson latter.

Complete the sentence using the correct tense. Then make negative and yes/no questions with the sentence.

1. He (to leave) tomorrow.
2. I (to hear) a noise.
3. John (to listen) to the radio.
4. Now we (to study) English.
5. The coffee (to smell) good.
6. The woman (to smell) the flowers.
7. Usually I (to ride) my bicycle to school.
8. The girl (to feel) her forehead for a fever.
9. The weather (to feel) hot.
10. Today (to rain)
11. He (to watch) movie.
12. What you (to do)? [for a job]
13. What you (to do)? [at this moment]
14. Look! That man (to paint) the wall.
15. The classroom (to look) neat.
16. (to turn out) every light before leaving.
17. Water (to freeze) at 0° Celsius.
18. I (to take a shower) every day.
19. Oh, there's Juan. He (to wait for) the bus.
20. Sometimes I (to dream) in English.

CONTROLLED PRACTICE: WH QUESTIONS—PRACTICE 1

LESSON D: A TRIP TO THE CAPITAL

Make questions replacing the underlined word with a WH- word.

1. Blue is my favorite color.
2. We're going to Kiev next week.
3. We meet at 12: 30 for lunch every day.
4. I'm taking the train to the town where my aunt lives.
5. Her parents live in Bangkok.
6. The Great Pyramid is 4,500 years old.
7. This book is so interesting that you can't put it down.
8. Their wedding was a lot of fun.
9. I'm waiting for my father's answer.
10. Sarah is drinking tea because we are out of coffee.
11. They're staying in Istanbul for two weeks.
12. Kwame is turning on the T.V. to watch the news.
13. Huiliang was born in 2005.
14. Jacques Perdu is a famous explorer.
15. I put my coat in the closet when I come home.
16. My new teacher is young and kind.
17. The football match is scheduled for the 16th at 3:00 pm.
18. He's looking for the key to the lock.
19. This exercise is a little long.
20. My father does the cooking at our house.

CONTROLLED PRACTICE: LESSON E: HANDOUT 2a: COMMON IRREGULAR VERBS

| INFINITIVE/ PRESENT TENSE | PAST TENSE | PAST PARTICIPLE |
|--------------------------------------|-------------------|------------------------|
| BE | WAS/WERE | BEEN |
| BECOME | BECAME | BECOME |
| BEGIN | BEGAN | BEGUN |
| BID | BID | BID |
| BLEED | BLED | BLED |
| BREAK | BROKE | BROKEN |
| BRING | BROUGHT | BROUGHT |
| BURN | BURNED/BURNT | BURNT |
| BUY | BOUGHT | BOUGHT |
| CHOOSE | CHOSE | CHOSEN |
| CUT | CUT | CUT |
| DO | DID | DONE |
| DRINK | DRANK | DRUNK |
| DRIVE | DROVE | DRIVE |
| EAT | ATE | EATEN |
| FALL | FELL | FALLEN |
| FIND | FOUND | FOUND |
| FLY | FLEW | FLOWN |
| FORGET | FORGOT | FORGOTTEN |
| GET | GOT | GOT/GOTTEN |
| GO | WENT | GONE |
| HANG | HUNG | HUNG |

| | | |
|------------|------------|------------|
| HAVE | HAD | HAD |
| HEAR | HEARD | HEARD |
| HIDE | HID | HIDDEN |
| HOLD | HELD | HELD |
| KEEP | KEPT | KEPT |
| KNOW | KNEW | KNOWN |
| LEAVE | LEFT | LEFT |
| LET | LET | LET |
| LIGHT | LIT | LIT |
| LOSE | LOST | LOST |
| MISLEAD | MISLED | MISLED |
| RIDE | RODE | RIDEN |
| RUN | RAN | RUN |
| SHAKE | SHOOK | SHAKEN |
| SHINE | SHONE | SHONE |
| SING | SANG | SUNG |
| STEAL | STOLE | STOLEN |
| SWING | SWUNG | SWUNG |
| TEACH | TAUGHT | TAUGHT |
| UNDERSTAND | UNDERSTOOD | UNDERSTOOD |
| WEAR | WORE | WORN |
| WRITE | WROTE | WRITTEN |

LESSON E: HANDOUT 2b continued: TEACHER'S TIP SHEET:

DRILLING IRREGULAR VERBS

When given time to think, students often remember and know irregular verbs very well. The problem is that when you are talking to someone, you don't have time to stop and think. So it's important to drill irregular verbs until they are automatic. One good way to do this is to drill/practice the irregular verbs in short sentences like the samples below.

NOTE: the words in capitals are "adverbials of time." It is good to reinforce expressions like these when doing verb drills so that students internalize the connection between certain time expressions and the tenses that typically occur with them.

You can substitute other irregular verbs, other short drill pattern sentences, and other appropriate time adverbials.

I ALWAYS choose my friends carefully.
LAST YEAR I chose my friends carefully.
I HAVE chosen my friends carefully.

He OFTEN hides from his brother.
YESTERDAY he hid from his brother.
He HAS hidden from his brother.

EVERY YEAR I catch a cold.
LAST WEEK I caught a cold.
I HAVE caught a cold.

IN FACT, I'm a teacher.
IN 2013, I was a teacher.
I HAVE been a teacher.

SOMETIMES I drive a Toyota.
LAST MONTH I drove a Toyota.
I HAVE driven a Toyota.

She RARELY drinks milk.
LAST NIGHT she drank milk.
She HAS drunk milk.

TWICE A DAY I ride the bus. YESTERDAY I
rode the bus.
I HAVE ridden the bus.

IN FACT, he finds English difficult.
AS A CHILD, he found English difficult.
He HAS found English difficult.

OCCASIONALLY they steal cookies.
AT THAT TIME they stole cookies.
THEY HAVE stolen cookies.

SOMETIMES I leave my homework at home.
YESTERDAY I left my homework at home.
I HAVE left my homework at home.

LESSON E-HANDOUT 2b: PRONUNCIATION OF THE SIMPLE PAST

(1) For most words, the -ed simply adds a "d" sound to the end of the word:

| | | |
|--------|---------|-------|
| turned | climbed | moved |
| fanned | replied | bored |

(2) However, for verbs whose base ends in "t" or "d", the -ed has an EXTRA syllable:

| | | |
|----------|------------|-----------|
| shout/ed | attempt/ed | deduct/ed |
| invit/ed | board/ed | fold/ed |

(3) Finally, words that end in "x", "ss", "c", "sh", "ch", "p", "k", and "f" sounds, have the -ed pronounced as "t":

| | | |
|---------|---------|--------|
| kissed | jumped | washed |
| looked | lurched | iced |
| relaxed | coughed | licked |

PRACTICE: Student A says, "When did he/she _____ (it)?
Student B says, "He/she _____ (it) yesterday.

| | | |
|-------------|-------------|-------------|
| to wash | to look | to stay |
| to enjoy | to indicate | to notice |
| to raise | to handle | to complete |
| to add | to tax | to park |
| to show | to hand | to watch |
| to surprise | to weigh | to start |
| to deliver | to trick | to push |
| to finish | to crowd | to package |
| to land | to reduce | to increase |
| to excite | to wire | to examine |
| to wipe | to pound | to insert |
| to install | to prove | to force |
| to laugh | to subtract | to mention |

LESSON E--HANDOUT 2c: SIMPLE PAST-CONTROLLED PRACTICE

Exercise: Put the verb in past tense; make WH questions, Yes/No Questions & Negative statements.

NOTE 1: example of the answers to provide: I (to get) a compliment from the Assistant Principal: *I got a compliment from the Assistant Principal. Who(m) did I (you) get a compliment from? Did you get a compliment from the Assistant Principal? No, I didn't get a compliment from the Assistant Principal.*

NOTE 2: if you are able to translate the infinitive verbs into the students' language then you can have a vocabulary and a grammar session! e.g., *This afternoon I (buy) a new phone. → This afternoon (comprar –or-acheter –or-anshaffen-or-покупать) a new phone.*

1. That mistake (to cost) him his job.
2. The plane (to take off) ten minutes late.
3. He (to tell) me that I (to give) him a lot of help.
4. We (to ask) him to give us a ride.
5. She (to come up with) an excellent idea.
6. We (to drink) a bottle of champagne to celebrate.
7. Kelly (to live) in Sao Paulo for ten years.
8. I (to take) English lessons every day last year.
9. The district (to reach) its farm production goals last year.
10. Abdul (to have) a hard doing that exercise.
11. Suchada (to wait) for him for an hour, but he (to show up) not.
12. The president (to resign) a month ago.
13. I (to have) company almost every night.
14. They (to see) three plays while they were in the capital.
15. Dmitri (to fill out) a lot of college applications before he (to be accepted).
16. She (to straighten up) her room yesterday morning.
17. My grandfather always (to give) me good advice.
18. The class (to last) an hour.
19. The man (to apologize for) being rude.
20. Koffi (to pay) the check at the snack bar.

CONTROLLED PRACTICE (2 pages):

LESSON E: A PROMISING FUTURE Simple Future-A Jazz Chant

Who will be good today?

We will. We will. We'll be good today.

Who will answer my questions?

We will. We will. We'll answer your questions.

Who will speak English today?

We will. We will. We'll speak English today.

Will you work quietly?

Yes we will. Yes we will. We'll work quietly.

Will you (teacher points) work quietly?

Yes, I'll work quietly.

Will you (teacher points) write neatly?

Yes, I'll write neatly.

Will you (teacher points) read the story?

Yes, I'll read the story.

Will you be (teacher points) noisy?

No, I won't be noisy.

Will you (teacher points) cheat?

No, I won't cheat.

Will you (teacher points) be bad?

No, I won't be bad.

Who will eat the candy?

We will. We will. We'll eat the candy.

Who will come to the party?

We will. We will. We'll come to the party.

Will we have fun learning English?

Yes we will. Yes we will. We'll have fun learning English.

LESSON E: HANDOUT 2—Controlled Practice—Simple Future

Work with a partner. First you ask all the questions and your partner gives a good answer. Then switch. Your partner asks all the questions and you give good answers.

Example: Will you be good? → Yes, I'll be good.

Will you be noisy? No, I won't be noisy.

1. Will you pass out the papers?
2. Will you clean the black board?
3. Will you practice English with me?
4. Will you cheat on the test?
5. Will you answer number 4?
6. Will you play tag with me?
7. Will you cry in class?
8. Will you come to the party?
9. Will you hit your classmate?
10. Will you have fun?
11. Will you study hard?
12. Will you do your homework tonight?
13. Will you be my friend?
14. Will you write in the school book?
15. Will you wash your hands?

CONTROLLED PRACTICE: RELATIVE CLAUSES

LESSON G: Relative Clauses

Quick Dialog Practice

Part I

- Read the practice dialog sets with a partner.
- For each blank line, decide if the speaker has to identify a person or a piece of equipment. Select the appropriate clue for each blank
- Remember to the correct relative pronoun and clause.

Practice Dialog Set 1:

Situation: *Noriko is new in the office. Camilla is showing her around*

| What the person does | What the equipment does |
|---|---|
| <ul style="list-style-type: none">• <i>handle customer inquiries</i> | <ul style="list-style-type: none">• <i>keep all employees' records</i> |
| <ul style="list-style-type: none">• <i>greet people and takes phone calls</i> | <ul style="list-style-type: none">• <i>needs to be visible at all times</i> |

Camilla: Okay, here we are in the reception area.

Noriko: Who's that over there?

Camilla: That's Yolanda. She's _____

Noriko: Uhuh. And what's that over there with all the files?

Camilla: Oh, those are the filing cabinets _____

Noriko: Who's that over there talking to people?

Camilla: That's Getu. He's _____

Noriko: Okay.

Camilla: And you need to get your picture taken for this.

It's the ID card _____



Practice Dialog Set 2:

Situation: *Mohammed is a new student in the EFL Program. Kumiko is showing him around*

| What the person does | What the equipment does |
|--|--|
| <ul style="list-style-type: none">• <i>help you with all your paperwork</i> | <ul style="list-style-type: none">• <i>contain important information about the EFL program and</i> |
| <ul style="list-style-type: none">• <i>coordinate all the courses and levels</i> | <ul style="list-style-type: none">• <i>belong to the instructors in the program</i> |

Kumiko: Okay, this is the EFL program Office.

Mohammed: Ah, who's that over there?

Kumiko: That's Isabel. She's _____

Mohammed: _____
Okay. And what's over there?

Kumiko: Oh, those are the offices _____



Mohammed: And who's that over there in the front office?

Kumiko: That's Professor Kama. She's _____

Mohammed: Oh, I see. _____

Kumiko: And here is your student passport. This is the book that


