

Past simple past continuous exercises worksheet

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When you're trying to teach your students to master reading comprehension skills, they need to successfully maneuver through difficult texts and make inferences. Without this skill, much of what students read can go right over their heads. They need to be able to tap into prior knowledge and use context clues to draw meaning from whatever it is they're reading. Inference worksheets and exercises can help your students hone these skills. These slides cover several areas for making inferences: sample sentences, a short fiction piece, a political speech, and political cartoons. Links for each slide will take you to complete articles about the subject, which, in turn, offer links to the worksheets and exercises, including answer sheets in some cases. Getty Images Short sentences with content ranging from conversation to real-life scenarios can help middle school students through ninth-graders learn how to make inferences about what they have read. Ten questions with open-ended responses include such varied but interesting topics as eating after a baby has touched the food, a Valentine's Day gift, a man running after a bus, and a woman walking into a hospital clutching her abdomen. Getty Images A short fiction passage is aimed at students who are in 10th grade and above. Multiple-choice questions will help students who have moved past the basics and need some ACT or SAT inference practice. The worksheet will help your students master those test-taking strategies. Don Bayley/Getty Images A long nonfiction speech by Robert Emmet, who led an unsuccessful uprising in Dublin in 1803, is geared toward students in 10th grade and above. This worksheet offers five multiple-choice questions for students who have moved past the basics and need more ACT or SAT inference practice. Diane Labombarbe/Getty Images Political cartoons serve as the foundation for inference practice for students in grade 11 and above. Ten questions call for open-ended responses to the drawings. Students will need to view and read the cartoons and make educated guesses about the meaning of each one based on the information presented. This is a good exercise to use if you have a group of students who need to master making educated guesses but have a hard time staying focused on longer passages. Tim Robberts/Getty Images While you have students study and learn how to make inferences, review general reading comprehension. Without understanding what they have read, students will not be able to make inferences about it. This is a good time to help them sharpen their ability to understand and explain what they read. Use these reading practice worksheets and strategies to bolster your lesson plans. With over 25 worksheets on skills like finding the main idea, determining the author's tone, figuring out the author's purpose, and understanding vocabulary in context, your students will master the content quickly and easily. Strategies, tricks, and free printable PDF files are included. Index of contents Video: past continuous Index of contents Video: past simple / continuous This website uses cookies We and our advertising partners use cookies and other tracking technologies to improve your browsing experience on our website, to show you personalized content and targeted ads, to analyze our website traffic, and to understand where our visitors are coming from. You can find more information and change your preferences herePage 2 Past simple and continuous exercises + PDF worksheets All PDF exercises and rules from e-grammar.org: PDF book 1: English tenses exercises PDF book 2: English grammar exercises PDF book 3: English grammar rules Read more about English grammar books PDF. See also: Past simple tense Exercises with answers + PDF worksheets. Past continuous tense Exercises with answers + PDF worksheets. Online exercises with answers: Past simple and continuous exercise 1 (multiple choice) Choose the correct tense. Past simple and continuous exercise 2 (story part 1) Complete the story about James and the dog. Past simple and continuous exercise 3 (story part 2) Make the policeman's questions about James and the dog. Past simple and continuous exercise 4 (negative) Make negative forms. Past simple and continuous exercise 5 (mistakes) Correct mistakes in sentences. Past simple and continuous exercise 6 (dialogue) Complete a dialogue about a car accident. PDF exercises with answers: Past simple and continuous PDF 1 (affirmative) + Key with answers 1 Past simple and continuous PDF 2 (affirmative) + Key with answers 2 Find mistakes and correct them. Past simple and continuous PDF 3 (negative) + Key with answers 3 Past simple and continuous PDF 4 (questions) + Key with answers 4 Make questions with verbs in brackets. Past simple and continuous PDF 5 (story, part 1) + Key with answers 5 Complete a story. (James and the dog on the road.) Past simple and continuous PDF 6 (story, part 2) + Key with answers 6 Make negative sentences. (Correct the wrong information about the story.) Past simple and continuous PDF 7 (story, part 3) + Key with answers 7 At the police station. (Make the policeman's questions about the story.) Compare: Past perfect and Past simple exercises PDF Present perfect and Past simple exercises PDF Mixed tenses exercises PDF Grammar rules: Past simple and continuous rules PDF Tenses PDF Grammar rules with examples on all English tenses. English grammar PDF All PDF grammar rules on this website. Past simple and past continuous Past simple tense The past simple has two forms: regular and irregular. These forms are different in positive statements (regular verbs: I play - I played, irregular verbs: I go - I went), but questions and negatives are made in the same way. Positive statement: I worked, He worked, I draw - He drew Negative statement: I did not work (I didn't work), He did not work (He didn't work), I did not draw (I didn't draw), He did not draw (He didn't draw) Question form: Did you work? Did you draw? Negative question: Did you not work? (Didn't you work?) Did you not draw? (Didn't you draw) See also how to make the past simple in the passive voice. Regular verbs usually end in -ed. This ending is the same for all persons, singular and plural. The auxiliary verb did is not used: 1. To make questions and negative forms with the verb to be. Were you a student? He was not happy. Read more: Verb to be Past simple 2. In wh- questions where the pronoun is the subject of the question. Who came late to school yesterday? What hurt you after the exercise? 3. To make questions and negatives with modal verbs. Could you go to the concert on Sunday? I could not understand why he had done it. 4. To make indirect questions and reported questions. I'd like to know why you refused my offer. Sarah asked me what I liked about her. The negative question normally expresses a surprise. Didn't you know it? Use 1. We use this form for activities or situations that were completed at a definite time. a) The time can be given in the sentence: I came home at 6 o'clock. When he was a child, he didn't live in a house. b) The time is asked about: When did they get married? c) The time is not given in the sentence, but it is clear from a context that the action or situation was finished. He is 20 years old. He was born in Canada. Alan: I've been to Iceland. - Greg: Did you enjoy it? 2. We use it for repeated activities. We walked to school every day. - And did you ever go by bus? 3. The past simple is used in stories to describe events that follow one after the other. Charles entered the hall and looked around. He took off his coat and put it on a chair. He was at home. Past continuous tense The past continuous is formed with the past tense of the verb to be and the present participle (-ing form). Positive statement: I was sleeping, You were sleeping Negative statement: I was not sleeping (I wasn't .... ), You were not sleeping (You weren't .... ) Question: Were you sleeping? Was he sleeping? Neg. question: Were you not sleeping? (Weren't you .... ?) Was he not working? (Wasn't he .... ?) Use We use this tense for activities or situations that were not completed. From 10 to 12 I was washing my car. I was in the garage. (I did not finish my work. It was in progress. I started before 10 and finished after 12.) The sun was setting. The beach was changing its colours. (The sun was still in the sky when I was watching it.) Compare this sentence with completed actions: From 10 to 12 I washed my car. (I finished my work. (I started at 10 and finished at 12.) Finally, the sun set. It was dark and we did not see the beach anymore. (The sun completely disappeared.) We use the past continuous for uninterrupted activities or situations. If the action is interrupted (it is not continuous - something is done in more intervals or we did more things one after another), we use the simple. Tom was watching TV on Sunday. x Tom watched TV in the morning and in the evening. Yesterday I was working in the garden. x Yesterday I worked in the garden and on my house. It is typically used: 1. To express the idea that an action in the past continuous started before the action expressed by the past simple and continued after it. When she saw me, I was looking at the trees. (These two actions happened at the same time. I was looking at the trees for some time and she saw me in the middle of it.) Compare: When she saw me, I looked at the trees. (These two actions happened one after another. First she saw me and then I looked at the trees.) 2. With a point in time to describe an action that started before that time and continued after it. At 8 o'clock Jane was doing her homework. (At 8 o'clock she was in the middle of the activity. She did not finish it.) Compare: At 8 o'clock Jane did her homework. (She started the activity at 8 o'clock and finished it.) 3. It is used to describe a situation, while the simple is used to express actions in stories. The sun was shining. Jack and Jill were lying on the beach. Jack was reading a book and Jill was sleeping. All of a sudden, Jack raised his head. Jill woke up. Something happened. 4. It describes an activity which was not finished in contrast with the simple past, which describes a completed activity. I was reading a book yesterday. And today I am going to continue. I read the book yesterday. I can lend it to you now. 5. It can be used to show a more casual action, the simple is for a deliberate action: I was talking to my neighbour yesterday. We had a nice chat. (I did not do it on purpose. We just met in the street.) I talked to my neighbour yesterday. And he promised to help me. (I did it on purpose. I needed to ask him for help.)top

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