Practical verb classroom pack

Verb worksheets: take, get, make, do, achieve.

Choose and print the STUDENT pages and context cards for learners. Keep TEACHER pages and answer keys separate.

Status: editorial review by AI completed with limits. This document is not a human-reviewed publication. CEFR has not been verified.

The activities below have been checked by a structured desk walkthrough. Timing is a teaching estimate, not an observed classroom result.

For each word: multiple-choice worksheet, written tasks, context cards and dialogue, then teacher answer keys and marking guidance.

Print format: A4 with 18 mm side margins. No external assets or audio are required.

TAKE | STUDENT - choose one answer

Name: _____ Date: _____

1. Yesterday it ___ me ten minutes to log in.

A. takes

B. took

C. taken

D. taking

2. Please ___ these books to the other classroom when you leave.

A. take

B. taken

C. takes

D. taking

3. In 'I took the wrong folder by mistake', what does took describe?

A. Accepting a job

B. Removing an object

C. Requiring time

D. Using transport

4. A sign says 'Cash only'. The café does not take cards. Which statement fits?

A. It accepts cash but not card payments.

B. It accepts cards but charges a fee.

C. It accepts cards only for small payments.

D. It prefers cash but still accepts cards.

5. Rewrite 'We went to the museum by tram' using took, without changing the transport.

A. We took the tram to the museum.

B. We took the museum to the tram.

C. We took to the museum by tram.

D. We took by the tram the museum.

6. During a discussion about medication, the nurse asks 'Have you taken any tablets today?' What is being checked?

A. Whether the patient collected a prescription.

B. Whether the patient bought a medicine.

C. Whether the patient swallowed medicine in tablet form.

D. Whether the patient was prescribed tablets.

TAKE | STUDENT - choose one answer

Name: _____ Date: _____

7. To record key points for your own revision during a lecture, you ___ notes.

A. make up

B. do

C. give

D. take

8. I took the comment as a joke. How did I understand it?

A. As a serious instruction

B. As a payment

C. As something humorous

D. As a destination

9. Choose the correct sentence about a completed journey relevant now.

A. We have took the train.

B. We have taken the train.

C. We has taken the train.

D. We have taking the train.

10. It takes Mira twenty minutes ___ the classroom.

A. prepare

B. preparing

C. to prepare

D. prepared

11. The tutor took my suggestion seriously, but decided against it. What can we conclude?

A. The tutor agreed to use the suggestion.

B. The tutor considered it carefully without accepting it.

C. The tutor treated the suggestion as a joke.

D. The tutor misunderstood the words.

TAKE | STUDENT - use the language

Write your own answer. More than one answer can be correct in the writing tasks.

12. Correct: We have took the train twice this week.

_____

13. Use took: I checked the equipment. I needed fifteen minutes.

_____

14. Rewrite using accept: The shop does not take cash.

_____

15. Write one sentence describing when you take notes.

_____

16. Write a sentence with take something seriously.

_____

TAKE | STUDENT - context cards and dialogue

Match each card to a use or function in the lesson. Explain the context that supports your answer. Closely related uses may overlap; justify the best focus.

Card A Before leaving home, I took the library books with me.	Card B It took the class twelve minutes to finish the puzzle.
Card C I took the poster from the board so the wall could be painted.	Card D The centre offered me a place on the course, and I took it.
Card E We took a taxi because the last bus had already left.	Card F The patient told the pharmacist that she had taken her prescribed tablet.
Card G The visitors took photographs during the tour.	Card H I took his smile as approval, although he said nothing.
Card I The manager took our concerns seriously but disagreed with our proposal.	

Partner dialogue

Role A: You are organising a visit to a museum. Ask your partner which transport to use, how long the journey takes, and what materials to take.

Role B: Suggest transport, estimate a duration, and name two useful items. Then exchange roles and report yesterday's imagined trip using took.

TAKE | TEACHER - answer key

Keep this section separate from student copies.

1. B - took

Yesterday sets a finished past time: took.

2. A - take

An instruction begins with the base form take.

3. B - Removing an object

The folder moved from its previous location; by mistake says it was accidental.

4. A - It accepts cash but not card payments.

Does not take cards rules out card payments; Cash only confirms that cash is accepted.

5. A - We took the tram to the museum.

Use take + the vehicle + destination: took the tram to the museum.

6. C - Whether the patient swallowed medicine in tablet form.

In this medication context, taken means used the tablets. Collecting, buying or receiving a prescription does not establish taking them.

7. D - take

Take notes is the conventional expression for recording key information. Make up notes suggests inventing them.

8. C - As something humorous

As a joke describes the interpretation, not necessarily the speaker's intention.

9. B - We have taken the train.

With the subject we, use have followed by the past participle taken.

10. C - to prepare

This construction uses it takes + person + duration + to-infinitive.

11. B - The tutor considered it carefully without accepting it.

Taking a suggestion seriously means giving it attention. It does not require agreement.

TAKE | TEACHER - writing and activity

12. Sample: We have taken the train twice this week.

Marking: Require have taken; preserve the meaning.

13. Sample: It took me fifteen minutes to check the equipment.

Marking: Accept It took me fifteen minutes to check the equipment, or Checking the equipment took me fifteen minutes. Preserve took, the person, the duration and the action.

14. Sample: The shop does not accept cash.

Marking: Require does not accept, or doesn't accept.

15. Sample: I take notes when the tutor explains a new procedure.

Marking: Open answer: check collocation and verb agreement; do not require the sample wording.

16. Sample: Our class takes online privacy seriously.

Marking: Accept a natural tense or aspect with take + object + seriously, including takes, took, has taken or is taking. Check intended meaning.

Context-card key

A: carry; B: duration; C: remove; D: accept; E: travel; F: medicine; G: activity; H: interpret; I: treat as important

Activity walkthrough

Cut out the nine supplied context cards. Sort them by use (5 minutes), justify answers from the context (4), use the supplied role cards for a travel dialogue (6), then complete the three exit checks (5). Keep the card key hidden until the sorting ends.

Marking checklist: meaning communicated; verb form; natural word combination. For open answers, accept natural alternatives that meet the task. Do not infer a CEFR level from the quiz score.

Exit check

Name a form of transport you used yesterday or invent one. Sample: I took the bus to the sports centre.

Explain how long a recent task took. Sample: It took me half an hour to organise my notes.

Use take with seriously. Sample: We take feedback seriously.

GET | STUDENT - choose one answer

Name: _____ Date: _____

1. I ___ your message yesterday.

A. get

B. getting

C. got

D. gets

2. Which form describes a change of state correctly?

A. The room is getting noisily.

B. The room is getting noisy.

C. The room is getting noise.

D. The room is getting noisiness.

3. Which sentence correctly describes arriving at your house?

A. I got to home at six.

B. I got at home at six.

C. I got home at six.

D. I got in home at six.

4. I finally get the point. What does get mean here?

A. Understand

B. Collect a parcel

C. Arrive at a place

D. Arrange a service

5. I got my laptop repaired by a technician. Who repaired it?

A. I did it myself.

B. The technician.

C. The sentence says it was replaced.

D. Nobody; it is a future plan.

6. We got the caretaker ___ the door.

A. unlock

B. unlocked

C. unlocking to

D. to unlock

GET | STUDENT - choose one answer

Name: _____ Date: _____

7. Which statement about got and gotten is correct?

A. Gotten is the American past simple.

B. Gotten is always incorrect.

C. Got is past simple in both varieties; gotten is a common US participle.

D. Have gotten always means possession.

8. I have got two keys. In this construction, have got expresses ...

A. possession now

B. arrival yesterday

C. a repair arrangement

D. a request

GET | STUDENT - use the language

Write your own answer. More than one answer can be correct in the writing tasks.

9. Correct: We got to home after nine.

_____

10. Use got: We persuaded the tutor to repeat it.

_____

11. Explain: I got my watch repaired.

_____

12. Describe a change using get + adjective.

_____

13. Write a past question about receiving a message.

_____

GET | STUDENT - context cards and dialogue

Match each card to a use or function in the lesson. Explain the context that supports your answer. Closely related uses may overlap; justify the best focus.

Card A I got the registration email this morning.	Card B The playground is getting quieter.
Card C We got to the hall after the doors opened.	Card D I did not get the joke until the last sentence.
Card E We got the classroom windows repaired.	Card F They got the librarian to open the meeting room.
Card G Our club has got twelve chairs, so nobody needs to bring one.	

Partner dialogue

Role A: Plan a meeting: ask when your partner can get to the venue and whether they got the invitation.

Role B: Give an arrival time, ask for an explanation, and describe a repair you arranged.

GET | TEACHER - answer key

Keep this section separate from student copies.

1. C - got

Both British and American English use got for past simple.

2. B - The room is getting noisy.

Noisy is an adjective describing the changing state.

3. C - I got home at six.

Home follows get directly in this arrival pattern.

4. A - Understand

The point is an idea, so get expresses understanding.

5. B - The technician.

The technician did the work; I arranged it.

6. D - to unlock

Use get + person + to-infinitive.

7. C - Got is past simple in both varieties; gotten is a common US participle.

Distinguish the past form got from the regional participles got and gotten.

8. A - possession now

Have got is a separate possession pattern; it is not a statement of when the keys were received.

GET | TEACHER - writing and activity

9. Sample: We got home after nine.

Marking: Remove to before home.

10. Sample: We got the tutor to repeat it.

Marking: Keep the person and to-infinitive.

11. Sample: I arranged for someone to repair my watch.

Marking: Distinguish arranging from personally repairing.

12. Sample: The corridor gets quieter after the last lesson.

Marking: Accept a natural changing-state sentence.

13. Sample: Did you get my email yesterday?

Marking: Require did + get; accept original wording.

Context-card key

A: receive; B: become; C: arrive; D: understand; E: arrange; F: persuade; G: possession

Activity walkthrough

Sort the supplied context cards by meaning or function (5 minutes), explain their patterns (4), practise the supplied dialogue roles (7), and complete the exit checks (4).

Marking checklist: meaning communicated; verb form; natural word combination. For open answers, accept natural alternatives that meet the task. Do not infer a CEFR level from the quiz score.

Exit check

Describe an arrival. Sample: I got to the station at five.

Describe a change. Sample: The evenings are getting cooler.

Describe a service you arranged. Sample: I got my bag repaired.

MAKE | STUDENT - choose one answer

Name: _____ Date: _____

1. We have ___ a cardboard display.

A. make

B. made

C. making

D. makes

2. The revised diagram makes the process ___.

A. clear

B. clearly

C. clarity

D. clearing

3. The rules made us ___ our phones off.

A. to switch

B. switched

C. switch

D. switches

4. We were made ___ outside.

A. wait

B. to wait

C. waited

D. waiting to

5. Which is the usual word combination?

A. do a mistake

B. make a mistake

C. make homework

D. do progress

6. Which sentence correctly names the person receiving the food?

A. I made soup to my guest.

B. I made soup for my guest.

C. I made for soup my guest.

D. I made my guest to soup.

MAKE | STUDENT - choose one answer

Name: _____ Date: _____

7. The tutor made us redo the task. What happened?

A. We were required to redo it.

B. We freely chose to redo it.

C. We had completed it perfectly.

D. The tutor redid it for us.

8. Which sentence uses make for a non-physical result?

A. We made a wooden shelf.

B. She made a paper boat.

C. They made steady progress.

D. He made a clay bowl.

MAKE | STUDENT - use the language

Write your own answer. More than one answer can be correct in the writing tasks.

9. Correct: The rule made us to wait.

_____

10. Make passive: The organiser made us repeat the task.

_____

11. Explain: The larger type makes the text easier to read.

_____

12. Describe something you made for another person.

_____

13. Write about learning using make progress.

_____

MAKE | STUDENT - context cards and dialogue

Match each card to a use or function in the lesson. Explain the context that supports your answer. Closely related uses may overlap; justify the best focus.

Card A We made a model from recycled cardboard.	Card B The extra light makes the room brighter.
Card C The instructor made us check every strap.	Card D The team made steady progress during the project.

Partner dialogue

Role A: Plan a classroom display. Ask what your partner will make and for whom.

Role B: Explain what you will create, how it will make learning easier, and one rule using make someone do.

MAKE | TEACHER - answer key

Keep this section separate from student copies.

1. B - made

Have needs the participle made.

2. A - clear

Clear is an adjective describing the process.

3. C - switch

Active make + object takes the base verb without to.

4. B - to wait

Passive be made requires to.

5. B - make a mistake

Make a mistake is conventional; do homework is another combination.

6. B - I made soup for my guest.

Use make something for someone.

7. A - We were required to redo it.

Make someone do something expresses a requirement here.

8. C - They made steady progress.

Progress is an abstract result.

MAKE | TEACHER - writing and activity

9. Sample: The rule made us wait.

Marking: Remove to in the active pattern.

10. Sample: We were made to repeat the task by the organiser.

Marking: Accept We were made to repeat the task, with or without by the organiser. Preserve the passive, the to-infinitive and the meaning.

11. Sample: The larger type causes the text to be easier to read.

Marking: Preserve the cause and effect.

12. Sample: I made a bookmark for my sister.

Marking: Check make + thing + for + person.

13. Sample: Our group is making progress with question forms.

Marking: Accept an original sentence with correct agreement.

Context-card key

A: create; B: cause state; C: force; D: combinations

Activity walkthrough

Sort the supplied context cards by meaning or function (5 minutes), explain their patterns (4), practise the supplied dialogue roles (7), and complete the exit checks (4).

Marking checklist: meaning communicated; verb form; natural word combination. For open answers, accept natural alternatives that meet the task. Do not infer a CEFR level from the quiz score.

Exit check

Name something you created. Sample: I made a poster.

Describe a resulting state. Sample: The map makes the route clear.

Use passive be made. Sample: We were made to wait.

DO | STUDENT - choose one answer

Name: _____ Date: _____

1. ___ your tutor check every answer?

A. Do

B. Does

C. Done

D. Doing

2. I have ___ the homework.

A. did

B. done

C. do

D. does

3. Which past question is correct?

A. Did she finished?

B. Does she finished yesterday?

C. Did she finish?

D. Was she finish?

4. Someone says you never listen. Which reply explicitly uses do for emphasis?

A. I do listen.

B. Do I listen?

C. I do not listen.

D. I am listening.

5. Mira checks every source, and I do too. What do I do?

A. Check every source.

B. Write to Mira.

C. Check only her name.

D. Avoid checking sources.

6. Choose the ordinary modal question.

A. Do you can swim?

B. Does you can swim?

C. Can you swim?

D. Are you can swim?

DO | STUDENT - choose one answer

Name: _____ Date: _____

7. Which is the conventional activity phrase?

A. make homework

B. do homework

C. do a mistake

D. make exercise

8. She ___ send it yesterday: I saw the message. Choose the emphatic past form.

A. does

B. done

C. doing

D. did

DO | STUDENT - use the language

Write your own answer. More than one answer can be correct in the writing tasks.

9. Correct: Did your tutor checked it?

_____

10. Make negative: She checks the links.

_____

11. What does did replace? Lea printed the handouts, and Ben did too.

_____

12. Correct someone's belief that you never practise; use emphatic do.

_____

13. Write about a task you did yesterday.

_____

DO | STUDENT - context cards and dialogue

Match each card to a use or function in the lesson. Explain the context that supports your answer. Closely related uses may overlap; justify the best focus.

Card A We did the washing-up after the club meeting.	Card B Does the library open on Sundays?
Card C I do understand the rule, but I need more practice.	Card D Omar checks the equipment, and his partner does too.

Partner dialogue

Role A: Ask two present-simple questions about study routines. Express doubt about one answer.

Role B: Give short answers, correct the doubt with emphatic do, then describe a task you did yesterday.

DO | TEACHER - answer key

Keep this section separate from student copies.

1. B - Does

A singular third-person subject takes does.

2. B - done

Have needs done.

3. C - Did she finish?

Did carries past tense, so finish stays in the base form.

4. A - I do listen.

Stressed do strengthens the affirmative statement.

5. A - Check every source.

Do replaces checks every source.

6. C - Can you swim?

Invert can and the subject; do is not added.

7. B - do homework

The usual combination is do homework.

8. D - did

Did + base verb emphasises a past affirmative statement.

DO | TEACHER - writing and activity

9. Sample: Did your tutor check it?

Marking: Require did + base verb check.

10. Sample: She does not check the links.

Marking: Accept doesn't; change checks to check.

11. Sample: Printed the handouts.

Marking: Name the complete earlier action.

12. Sample: I do practise every evening.

Marking: Require affirmative do + base verb.

13. Sample: I did the shopping yesterday.

Marking: Accept a natural task phrase with did.

Context-card key

A: task; B: auxiliary; C: emphasis; D: substitute

Activity walkthrough

Sort the supplied context cards by meaning or function (5 minutes), explain their patterns (4), practise the supplied dialogue roles (7), and complete the exit checks (4).

Marking checklist: meaning communicated; verb form; natural word combination. For open answers, accept natural alternatives that meet the task. Do not infer a CEFR level from the quiz score.

Exit check

Ask a past question. Sample: Did you check the answer?

Use do for emphasis. Sample: I do want to improve.

Explain: I read daily, and she does too. Sample: She reads daily.

ACHIEVE | STUDENT - choose one answer

Name: _____ Date: _____

1. We finally ___ our goal last month.

A. achieved

B. achieve

C. achieving

D. achieves

2. Choose the natural pattern.

A. achieve to improve

B. achieve a target

C. achieve for winning

D. achieve of finish

3. Rewrite 'We achieved our goal of finishing on time' using managed.

A. We managed finish on time.

B. We managed to finish on time.

C. We managed our finishing to time.

D. We managed for finish on time.

4. We have revised six of ten chapters. Which statement describes this evidence without claiming we reached the full target?

A. We have achieved the target of ten chapters.

B. We have made progress towards the target.

C. We have completed all ten chapters.

D. We have made no progress.

5. We have not achieved our target yet. What does that establish?

A. We will never achieve it.

B. The target has been reached.

C. The target has not been reached up to now.

D. No effort has been made.

ACHIEVE | STUDENT - use the language

Write your own answer. More than one answer can be correct in the writing tasks.

6. Correct: We achieved to finish on time.

_____

7. Use achieved: Our goal was to read six chapters, and we did.

_____

8. Does 'We made progress' prove that we reached the target? Explain.

_____

9. Write a measurable study target with achieve.

_____

10. Write an update for a target not reached yet.

_____

ACHIEVE | STUDENT - context cards and dialogue

Identify the goal and evidence of success.

Card A Our target was six chapters. We read all six and achieved it.	Card B The group achieved its aim of giving every learner a speaking turn.

Partner dialogue

Role A: Choose a fictional, measurable study target. Ask whether the group has achieved it.

Role B: Report either reaching the target or making progress towards it. Give evidence using numbers, then swap roles.

ACHIEVE | TEACHER - answer key

Keep this section separate from student copies.

1. A - achieved

Last month calls for past simple achieved.

2. B - achieve a target

A target is a noun object.

3. B - We managed to finish on time.

Manage to + verb expresses successful action.

4. B - We have made progress towards the target.

Six chapters shows progress, but is short of the ten-chapter target.

5. C - The target has not been reached up to now.

Not yet does not establish future failure or a lack of effort.

ACHIEVE | TEACHER - writing and activity

6. Sample: We managed to finish on time.

Marking: Accept a natural noun-object alternative with achieve that preserves success.

7. Sample: We achieved our goal of reading six chapters.

Marking: Require a noun goal or target after achieved.

8. Sample: No. We moved forward, but may still have work to do.

Marking: Distinguish advancing from reaching the goal.

9. Sample: I want to achieve a score of eight out of ten on the next quiz.

Marking: Accept a concrete goal or result noun phrase.

10. Sample: We have not achieved our reading target yet.

Marking: Check have/has + achieved and a clear target.

Context-card key

A: goal; B: goal

Activity walkthrough

Read the two goal cards and identify evidence of success (4 minutes). Contrast achievement with partial progress (4). Use the supplied role prompts to write a measurable target and report progress (8). Complete the exit checks (4).

Marking checklist: meaning communicated; verb form; natural word combination. For open answers, accept natural alternatives that meet the task. Do not infer a CEFR level from the quiz score.

Exit check

Name a target. Sample: Our target is to revise ten words.

Report success. Sample: We achieved our target of revising ten words.

Report progress short of the target. Sample: We revised six, so we made progress but have not achieved the target yet.