

VERB CHECK 4 - HOW BELL INVENTED THE PHONE (FUN VERSION)

level - A1+/A2

How to use the set

This is a fully interactive Genially-based grammar practice activity designed to reinforce irregular verb forms through a narrative, game-style structure (verb list attached at the end).

Students complete five verb challenges practising both base forms and past simple forms in context. The activities develop accuracy, recall, and creative language use. Each challenge ends with a short speaking or writing task where students build on the story.

The teacher can use the set for:

- oral practice
- written follow-up
- whole-class interactive work
- pair/group storytelling

Learning Objectives: Students will be able to:

- recognise common irregular verbs in a narrative context
- recall and produce correct past simple forms of selected irregular verbs
- complete gap-based tasks using accurate verb forms
- follow and understand a simple story sequence using verbs in context
- use past simple forms in short spoken or written production

What's inside:

- Interactive story-based grammar practice focused on irregular verbs
- Five staged challenges with increasing complexity
- Clickable and puzzle-based tasks
- Active recall verb practice (matching, searching, timed writing, random selection)
- Gamified mechanics (progression through story stages)
- Built-in feedback and self-check system
- Self-contained digital resource (no printing required unless specifically needed)
- Suitable for IWB, online lessons, or independent work
- Final story-based consolidation task

How Bell Invented the Phone

Challenge 1 – Verb match

Students match irregular verb forms using a puzzle format. Each piece corresponds to a correct base or past form.

Follow-up task: Gapped text

CHALLENGE 1 – A PROBLEM IN THE WORKSHOP

Alexander Graham Bell was working late in his workshop. He was trying to solve a problem: he and Mr. Watson could not talk when they were in different rooms.

He often [worked] (WORK) alone and [spent] (SPEND) hours testing ideas. One evening, he [left] (LEAVE) his desk and [went] (GO) across the room. He suddenly [saw] (SEE) a long copper wire on the floor.

He [stood] (STAND) still and [thought] (THINK) about a new idea. He [knew] (KNOW) something interesting was possible. He [wrote] (WRITE) a quick note and [drew] (DRAW) a simple plan.

Mr. Watson [came] (COME) into the room and they [spoke] (SPEAK) about sound. They [said] (SAY) it might travel through wire.

Question time:

1. Where did Bell work late? In the workshop
2. What was the name of his assistant? Mr Watson.

Extension: What did they decide to do next?

Challenge 2 – Verb search

Students locate base and past forms from a mixed verb set (approx. 30 verbs). The list can be reshuffled for repeated practice.

Follow-up task: Gapped text

Bell [went] (GO) to another room and [took] (TAKE) an old metal can. While moving quickly, the can [fell] (FALL) onto the wire. The impact [made] (MAKE) a strange buzzing sound. Bell [lost] (LOSE) his balance and [got] (GET) up again. He [ran] (RUN) upstairs and [told] (TELL) Watson what happened. Watson [gave] (GIVE) him another can and they [chose] (CHOOSE) to continue the experiment.

How Bell Invented the Phone

Question time:

1. What did they use during the experiment? They used an old metal **CAN**.
2. What happened to it during the experiment? It got **damaged**.

Extension: What did they talk during the experiment? Write a short dialog?

Challenge 3 – Verb check (grid/puzzle)

Students complete a puzzle filling in the sentences with the correct verb forms. The story begins:

1. Bell [stood] (STAND) near the wire.
2. He [said] (SAY) a short sentence into the can.
3. Watson [heard] (HEAR) a voice.
4. Watson [came] (COME) closer to the device.
5. He [spoke] (SPEAK) into the can.
6. Bell [heard] (HEAR) the reply.
7. Bell [understood] (UNDERSTAND) the experiment worked.
8. He [thought] (THINK) it was amazing.
9. He [knew] (KNOW) something important had happened.
10. He [gave] (GIVE) Watson instructions.
11. Watson [brought] (BRING) more materials.
12. They [put] (PUT) parts together.
13. The machine [became] (BECOME) stronger.
14. Bell [took] (TAKE) another can.
15. Watson [made] (MAKE) a simple change.
16. Bell [put] (PUT) the wire in place.
17. Watson [came] (COME) back to the table.
18. Bell [said] (SAY) another test.
19. Watson [heard] (HEAR) everything clearly.
20. Bell [felt] (FEEL) excited.
21. He [got] (GET) an idea.
22. Watson [saw] (SEE) Bell's reaction.
23. Bell [told] (TELL) Watson to continue.
24. Watson [did] (DO) the experiment again.
25. They [met] (MEET) in the same room.

Extension: What did they decide to do next?

How Bell Invented the Phone

Challenge 4 – Verb check 1 - writing

Students write the correct verb forms in 3 rounds revealing the images

Follow-up task: gapped text

THE FIRST REAL CALL

The machine was ready. Bell [wore] (WEAR) a focused expression and [stood] (STAND) near the table. Watson [ran] (RUN) to another room.

Bell [said] (SAY), “Mr. Watson, come here.” Watson [heard] (HEAR) the message clearly. Watson [came] (COME) back to Bell. They [met] (MEET) in the same room and [gave] (GIVE) each other a smile. The invention [became] (BECOME) real.

Extension: Write the conversation between Me Bell and Mr Watson.

Challenge 5 – Verb check 2 - pick the correct verb

Students pick 20 randomly generated verb prompts to collect all the points. It's a multiple choice activity where ss focus on the correct verb forms.

Follow-up task: gapped text

THE CELEBRATION

News about the invention [grew] (GROW) quickly. People [came] (COME) from towns and [saw] (SEE) the telephone.

They [said] (SAY) it was incredible and [thought] (THINK) it was like magic. Some people [ate] (EAT) cake and [drank] (DRINK) tea.

Children [ran] (RUN) outside and nobody [forgot] (FORGET) the day everything changed. Bell and Watson [felt] (FEEL) proud because they [knew] (KNOW) they had changed the world.

How Bell Invented the Phone

Final challenge – Verbs in context

Students complete the full story using past simple verb forms. This consolidates all vocabulary and grammar from previous tasks.

Extension ideas

- Students rewrite the story in present simple
- Students create an alternative ending
- Create a new “Forest” story using the same verb set

SYMBOLS AND NAVIGATION ARE SELF-EXPLANATORY

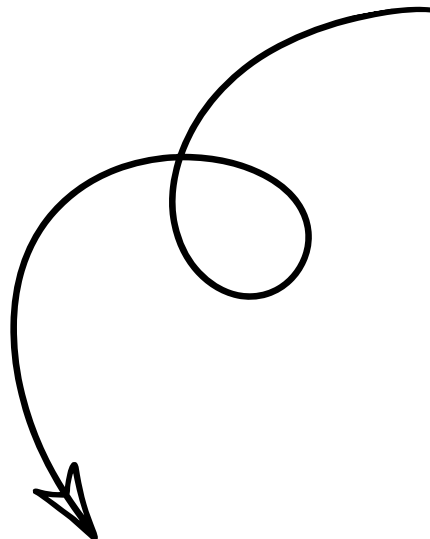


go back to the index page



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Have Fun!!



How Bell Invented the Phone

Alexander Graham Bell 1. [worked] hard on a machine that could carry sound through a wire. He 2. [spent] many long days in his workshop and 3. [didn't give up] when the experiments were difficult. He 4. [wanted] to help people communicate over long distances and 5. [tested] many different ideas.

His assistant, Thomas Watson, 6. [worked] with him every day. Together they 7. [built] different parts for the new machine and 8. [connected] wires and equipment. During one experiment, Bell 9. [spilled] some acid by accident and 10. [called] to Watson for help.

Watson 11. [heard] Bell's voice through the wire and 12. [ran] into the room. Bell 13. [realized] that his voice 14. [traveled] through the new machine.

They 15. [understood] that the experiment 16. [worked] (WORK). Bell 17. [improved] the invention, and Watson 18. [helped] him build a better telephone.

Soon, many people 19. [came] to see the new invention. They 20. [listened] to voices through the telephone and 21. [said] it was amazing.

News 22. [traveled] quickly around the world. People 23. [read] about the invention in newspapers. More people 24. [used] telephones, and the invention 25. [changed] the way people communicated. Nobody 26. [forgot] Alexander Graham Bell's famous invention.

How Bell Invented the Phone

Alexander Graham Bell _____ (WORK) late in his workshop. He _____ (SPEND) many hours there before he finally _____ (LEAVE) his desk. While cleaning up, he _____ (SEE) a copper wire and _____ (THINK) about the nature of sound.

He _____ (GO) to another room and _____ (TAKE) a metal can. As he moved, the can _____ (FALL) and _____ (BREAK) a small wooden box. To his surprise, it _____ (MAKE) a strange, metallic sound. Watson _____ (HEAR) the noise and _____ (COME) downstairs. He _____ (SPEAK) into the device, and Bell _____ (HEAR) his voice clearly.

They _____ (UNDERSTAND) the importance of this discovery and _____ (THINK) it was truly revolutionary. Bell _____ (GIVE) instructions, and Watson _____ (BRING) more materials to refine the device.

They _____ (PUT) everything together, and the machine _____ (BECOME) the world's first telephone.

People _____ (COME) from nearby towns and _____ (SEE) the invention for themselves. They _____ (SAY) it was amazing. To celebrate, they _____ (EAT) cake and _____ (DRINK) tea.

The news _____ (GROW) quickly. People _____ (READ) about it everywhere, and nobody _____ (FORGET) that day.

Verb list

be	grow	stand
begin	have	take
break	hear	teach
bring	know	tell
build	leave	think
choose	lose	understand
come	make	wear
do	meet	write
draw	put	
drink	read	
eat	run	
fall	say	
feel	see	
find	sit	
forget	speak	
get	spend	
give		
go		

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