

# Verb Forms and Tenses Mosaic

Read the verbs and decide which tense they are written in.  
Use the key to colour in the squares to reveal the hidden picture.

Simple Past Tense = Pale Yellow	Present progressive tense = Bright Orange	Present perfect tense = Black
Simple present tense = Light Blue	Past progressive tense = Dark Orange	Past perfect tense = White (blank)

see	go	look	eat	say	help	meet	had smashed	walk
worry	copy	hurry	talk	pull	push	buy	jump	had carried
play	stay	rain	shut	slip	was worrying	win	had fought	sit
was walking	hit	clap	chat	were walking	is loving	were hurrying	hop	had eaten
am	were eating	swim	was winning	am stopping	had played	had walked	were jumping	run
are playing	am pulling	was looking	are buying	are skipping	had danced	have danced	is going	was calling
is walking	is pushing	are jumping	is playing	are dancing	are patting	am worrying	are talking	were buying
am hurrying	was dancing	were shutting	is raining	is nodding	has played	is shutting	is saying	was playing
were playing	went	said	was hopping	am tapping	is planning	have walked	was raining	bought
saw	looked	ate	met	were skipping	was tapping	were nodding	helped	jumped

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# Verb Forms and Tenses Mosaic

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Past perfect tense = Skin Tone (of your choice)	Present progressive tense = Red	Simple past tense = Green
Present perfect tense = Brown	Past progressive tense = Black	Simple present tense = White (blank)

hop	have ridden	has hidden	has slid	bake	carry	use	force	pull
knit	have shaken	had walked	had strolled	behave	empty	type	save	mix
visit	has baked	had galloped	had stroked	care	marry	tire	raise	feel
wait	push	had fought	yell	chase	spy	smile	rake	wash
target	am taking	are writing	is caring	close	worry	serve	want	watch
helped	is driving	are deciding	am loving	needed	shone	admitted	chatted	grabbed
looked	was smiling	was jumping	was buzzing	played	visited	begged	clapped	skipped
knocked	were hurrying	hated	were shouting	poured	waited	snap	were helping	stop
jumped	had kicked	loved	had made	shouted	treated	was looking	slip	was snowing
melted	are coming	planted	is hating	snowed	rained	wrap	were melting	tap

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Read the verbs and decide which tense they are written in.  
Use the key to colour in the squares to reveal the hidden picture.

Past perfect tense = Black	Present progressive tense = Green	Simple past tense = Red
Present perfect tense = Light Purple	Past progressive tense = Blue	Simple present tense = Yellow

had led	were	had won	got	had offered	have	make	know	had loved
had stood	had	have helped	made	have played	think	have	have written	had waited
had watched	did	have put	knew	have run	take	use	find	had bought
had followed	said	have left	thought	have moved	see	have sat	have stood	had served
had stopped	have talked	went	have turned	have liked	come	want	look	had sent
had created	am being	am making	are wanting	have lived	was working	were calling	have lost	had fallen
had spoken	are having	have started	is looking	have believed	was trying	have met	was leaving	had built
had read	is doing	are giving	are using	have held	were asking	was putting	have set	had cut
had allowed	is saying	have shown	am finding	have brought	were needing	have changed	were beginning	had reached
had added	are getting	had spent	had grown	is telling	was feeling	were becoming	had opened	had walked

# Verb Forms and Tenses Answers

Read the verbs and decide which tense they are written in.  
Use the key to colour in the squares to reveal the hidden picture.

Past perfect tense = Black	Present progressive tense = Green	Simple past tense = Red
Present perfect tense = Light Purple	Past progressive tense = Blue	Simple present tense = Yellow

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had stood	had	have helped	made	have played	think	have	have written	had waited
had watched	did	have put	knew	have run	take	use	find	had bought
had followed	said	have left	thought	have moved	see	have sat	have stood	had served
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had created	am being	am making	are wanting	have lived	was working	were calling	have lost	had fallen
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## Year 6 SATs Survival: Grammar, Punctuation & Spelling Booster Intervention Pack 3: Verb Forms & Tenses Overview

	Session 1	Session 2	Session 3	Session 4	Session 5
Warm-Up	<b>Remember Me!</b> Simple past, present and future tense matching memory game.	<b>How Perfect Am I?</b> Identify sentences written in simple past tense and present perfect tense.	<b>Actors' Actions</b> Children act out various actions for others to guess. Together write sentences and identify the verbs and tense.	<b>Passive Problems</b> Identify sentences written in active or passive voice.	<b>What the Future Holds</b> Children use modal verbs to predict the future.
Input	<b>A Tense Time</b> Identify tense of sentences.	<b>Is It Perfect?</b> Children to choose the correct verb/s to make the given sentences present perfect tense.	<b>To Progress or Not to Progress? Game</b> Write sentences in past progressive or present progressive to win the game.	<b>What Would You Suggest?</b> Children identify and use the subjunctive form.	<b>More Tense Times</b> Read a text and discuss whether it has consistent use of verb tense or not.
Apply	<b>Picture This</b> Write sentences in simple past, present or future tenses to describe a picture.	<b>The Perfect Choice</b> Children identify whether simple past tense or present perfect tense have been used within a piece of text.	<b>Picture This</b> Describe the picture using present progressive or past progressive.	<b>Think and Write</b> Use picture to write four sentences following the criteria given.	<b>To Be or Not to Be?</b> Children rewrite a given text to ensure it has consistent use of auxiliary verbs. Discuss different choices.
Assess & Review	<b>Table Tenses</b> Fill in the gaps in a table showing words/sentences in simple past, present and future tenses.	<b>Present Perfect Bingo</b> Play Present Perfect Bingo together, discussing the sentences given.	<b>SATs-Style Question</b> Answer SATs-style question independently and share answers.	<b>True or False?</b> Children decide whether statements relating to verb forms and tenses are true or false.	<b>Spelling Test</b> Use Spelling Dictation Test 3. <b>Celebrate</b> Celebrate achievement with stickers and certificates.

Suggested Home Learning Links:

- [Verb Forms and Tenses Mosaic](#)

# A Tense Time Activity Sheet

Decide on the tense of the following sentences.

1. At the weekend, I painted a picture.

---

2. I'll eat breakfast after my shower.

---

3. It rains here daily.

---

4. My dog ran fast to catch the frisbee.

---

5. My nan swims every morning.

---

6. We will go to the gym together.

---

7. I will have a big party when I turn ten.

---

8. Did you go to college?

---



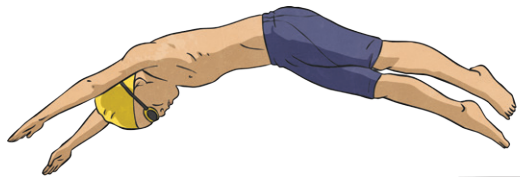
# A Tense Time Answers

1. At the weekend, I painted a picture. **Past**
2. I'll eat breakfast after my shower. **Future**
3. It rains here daily. **Present**
4. My dog ran fast to catch the frisbee. **Past**
5. My nan swims every morning. **Present**
6. We will go to the gym together. **Future**
7. I will have a big party when I turn ten. **Future**
8. Did you go to college? **Past**

**past  
tense**

**present  
tense**

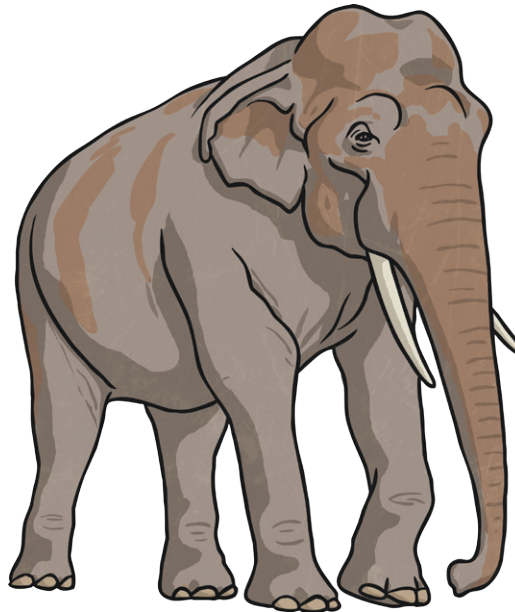
**future  
tense**



**past  
tense**

**present  
tense**

**future  
tense**



**past  
tense**

**present  
tense**

**future  
tense**



# Picture This Game Cards

## Instructions

- Print out the following cards and place them face down in two piles.
- Children choose a picture card and a tense card and write an appropriate sentence on their whiteboard.

# Remember Me!

## Memory Game Cards

Remember Me!

**smiled**

Remember Me!

**smile/s**

Remember Me!

**will smile**

Remember Me!

**drank**

Remember Me!

**drink/s**

Remember Me!

**will drink**

Remember Me!

**had**

Remember Me!

**have/has**

Remember Me!

**will have**

Remember Me!

**saw**

Remember Me!

**see**



Remember Me!

**will see**

Remember Me!

**knew**

Remember Me!

**know/s**

Remember Me!

**will know**

Remember Me!

**went**

Remember Me!

**go/goes**

Remember Me!

**will go**

Remember Me!

**was**

Remember Me!

**am/is**

Remember Me!

**will be**

# Remember Me! Memory Game

## Instructions

- Print out the cards and cut them out. Then place them face down on the table.
- Children choose three cards to match past, present and future tense.

## Answers

Simple Past Tense	Simple Present Tense	Simple Future Tense
smiled	smile/s	will smile
drank	drink/s	will drink
had	have/has	will have
saw	see/s	will see
knew	know/s	will know
went	go/goes	will go
was	am/is	will be

# Verb Forms & Tenses: Session 1

<p><b>Preparation</b></p>	<p><b>Print out and prepare:</b> <a href="#">Remember Me! Memory Game Cards</a>, <a href="#">A Tense Time Activity Sheet</a>, <a href="#">Picture this Game Cards</a>, and <a href="#">Table Tenses Activity Sheet</a>.</p> <p><b>Source:</b> Pens/pencils, Whiteboards and pens.</p>
<p><b>Warm-Up</b></p>	<p><b>Remember Me!</b></p> <p>Remind children that verbs are action/doing words. Ask children to choose three of the <a href="#">Remember Me! Memory Game Cards</a> to find matching groups of verbs. When they have found the matching groups of three, discuss the different tenses (simple past, present and future). To explain further, put the words into simple sentences, such as:</p> <p>I swam in the sea on holiday. I swim with my friends. I will swim on Sunday.</p> <p>Can children identify simple past, present and future tenses?</p>
<p><b>Input</b></p>	<p><b>A Tense Time</b></p> <p>Recap the different simple tenses and ask the children to give you example sentences using the <a href="#">Remember Me! Memory Game Cards</a> for inspiration if needed.</p> <p>For example:</p> <p>Past: I drank a warm cup of tea this morning.</p> <p>Present: I drink a warm cup of tea every morning.</p> <p>Future: I will drink a warm cup of tea in the morning.</p> <p>Introduce <a href="#">A Tense Time Activity Sheet</a> and ask children to identify the tense of the given sentences.</p> <p>Can children identify sentences written in simple past, present or future tenses?</p>
<p><b>Apply</b></p>	<p><b>Picture This</b></p> <p>Using the <a href="#">Picture This Game Cards</a>, children pick an image and a tense card and write a sentence, such as:</p> <p>My friends <b>fought</b> about football. (past tense)</p> <p>Children now write and share their own sentences.</p> <p>If it comes up, discuss how it can be difficult to keep to simple past, present or future tense. It is tempting to use auxiliary verbs and therefore change the tense being used to the perfect or progressive form, such as:</p> <p>My friends <b>had fought</b> about football every day this week. (present perfect tense – this will be covered in more detail in Session 2)</p> <p>My friends <b>are/were fighting</b> about football again. (present/past progressive – this will be covered in more detail in Session 3)</p> <p>Can children write sentences in simple past, present and future tenses?</p>

## Assess & Review

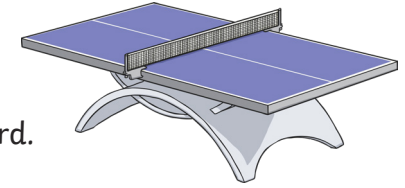
### Table Tenses

Give children the [Table Tenses Activity Sheet](#). Ask them to take it in turns with a partner to fill in the gaps giving missing words/sentences in simple past, present and future tenses.

They score a point each time they complete a word/sentence correctly.

Can children alter the tense of sentences between simple past, present and future tenses?

# Table Tenses Activity Sheet



With a partner, take it in turns to fill in a gap in the table.

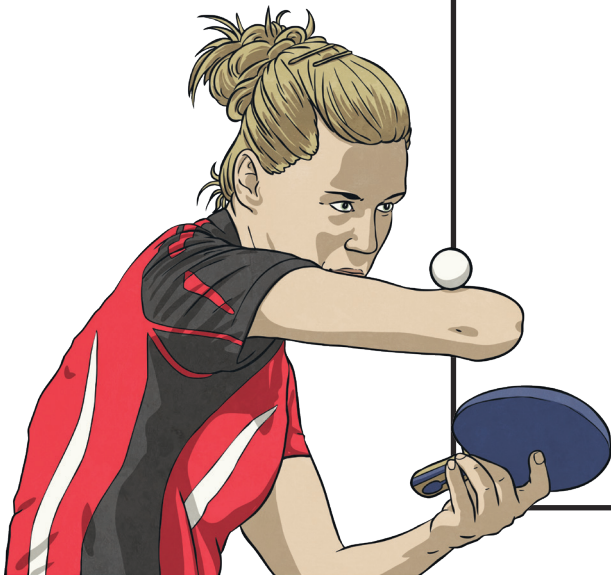
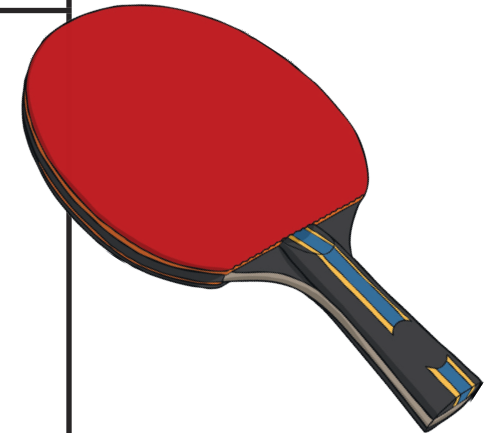
Each time you complete the missing word or sentence correctly (your partner must agree), place a point on the score card.

The winner is the player with the most points when the table is filled completely.

Simple Past Tense	Simple Present Tense	Simple Future Tense
went	go / _____	_____
_____	_____ / does	will do
I _____ table tennis with Freya.	I play table tennis with Freya.	I _____ table tennis with Freya.
Pier ate his lunch at school.	Pier _____ his lunch at school.	Pier _____ his lunch at school.
Hannah _____ the trees in her garden.	Hannah _____ the trees in her garden.	Hannah will climb the trees in her garden.
I caught a bus to see my nana.	I _____ a bus to see my nana.	I _____ a bus to see my nana.

# Table Tenses Activity Sheet Scorecard

Player 1	Player 2





My dog won the agility competition.

My dog has won the agility competition.

My sister sneaked into my room to steal my game.

My sister has sneaked into my room to steal my game.

George defeated the dragon.

George has defeated the dragon.

Farooq blew out the candles on his birthday cake.

Farooq has blown out the candles on his birthday cake.

Jermaine posted a letter to his penpal in America.

Jermaine has posted a letter to his penpal in America.

Issac threw a ball at the window.

Issac has thrown a ball at the window.

I left my coat on the field.

I have left my coat on the field.

Kimmy decorated a cake for the sale.

Kimmy has decorated a cake for the sale.

## Simple Past Tense

## Present Perfect Tense

# Is It Perfect? Activity Sheet

Read the following sentences and choose the correct verbs to make them the present perfect tense.

1. Line up everyone; the bell (rang / has rung) already.
2. Look how neat the hedge is now – Dad and I (have trimmed / trimmed) it.
3. If you (have finished / finished) your lunch, you can go out to play.
4. My little sister (learned / has learned) to ride her bike today.
5. If you (have brought / brought) your wellies, you can play in the snow.
6. Amara (rode / has ridden) a horse lots of times.

Now complete the following sentences by writing the present perfect tense of the verb given.

1. Oh no, I (break) \_\_\_\_\_ my pencil.
2. Petr (win) \_\_\_\_\_ the competition before.
3. All afternoon, my dog (chase) \_\_\_\_\_ squirrels in the park.
4. Keira (visit) \_\_\_\_\_ Spain many times.
5. We (live) \_\_\_\_\_ in this house since I was two years old.
6. Because we are on holiday, we (stay) \_\_\_\_\_ in the pool most of the morning.

# Is It Perfect? Answer Sheet

1. Line up everyone; the bell (rang / **has rung**) already.
2. Look how neat the hedge is now – Dad and I (**have trimmed** / trimmed) it.
3. If you (**have finished** / finished) your lunch, you can go out to play.
4. My little sister (learned / **has learned**) to ride her bike today.
5. If you (**have brought** / brought) your wellies, you can play in the snow.
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5. We (live) **have lived** in this house since I was two years old.
6. Because we are on holiday, we (stay) **have stayed** in the pool most of the morning.

# Present Perfect Tense Verb Bingo Teacher Instructions

**Sheet 1** – AAP and HAP

**Sheet 2** – LAP

Ask children to choose five verbs written in the **present perfect tense**. On the LAP sheet all verbs are written in the present perfect tense. Read the sentences below in any order, pausing for the children to work out which present perfect verb phrase completes the sentence. Repeat until one child shouts, “BINGO!”. Keep reading for 2nd place, 3rd place etc.

1. The children (have cried) continuously since they were sent to bed early.
2. “Look!” shouted the girls excitedly. “We (have caught) a huge fish!”
3. I can’t wait to get home, my mum (has cooked) chicken curry for tea today.
4. My brother and sister (have jumped) on the trampoline every day this week.
5. The baby (has wriggled) so much his blanket has fallen off.
6. Mrs Jones (has hurried) to the bus stop every day for years – I don’t know why she doesn’t set off earlier.
7. I (have folded) the washing and put it away.
8. I (have refused) to get involved with her gang – I think it’s a really bad idea.
9. She (has run) the race many times before.
10. I’ve got all my spellings right – Finn (has whispered) all the answers to me.
11. The author (has written) his new book and is waiting to have it published.
12. My poor cat (has scratched) her face so we are taking her to see the vet later.
13. We (have dressed) as Vikings today.

# Present Perfect Tense Bingo 1

Choose five **verbs** written in the **present perfect tense** and circle them. Listen to your teacher – if the sentence they read out could be completed by your present perfect verb phrase, cross it out. When you have all five, shout, “BINGO!”.

have cried	have caught	shouted	has cooked	have jumped
sang	laughed	drank	has wriggled	hugged
has hurried	smiled	have folded	have refused	threw
hopped	has run	typed	has whispered	clapped
thought	sat	has written	has scratched	have dressed



# Present Perfect Tense Bingo 2

Choose five **verbs** written in the **present perfect tense** and circle them. Listen to your teacher – if the sentence they read out could be completed by your present perfect verb phrase, cross it out. When you have all five, shout, “BINGO!”.

<b>have cried</b>	<b>have caught</b>	<b>has written</b>
<b>has hurried</b>	<b>has whispered</b>	<b>have folded</b>
<b>typed</b>	<b>have dressed</b>	<b>has scratched</b>
<b>have refused</b>	<b>has wriggled</b>	<b>has cooked</b>



# Verb Forms & Tenses: Session 2

<p><b>Preparation</b></p>	<p><b>Print out and prepare:</b> <a href="#">How Perfect Am I? Game Cards</a>, <a href="#">Is It Perfect? Activity Sheet</a>, <a href="#">The Perfect Choice Activity Sheet</a>, and <a href="#">Present Perfect Bingo</a>.</p> <p><b>Source:</b> Pens/pencils, Whiteboards and pens.</p>
<p><b>Warm-Up</b></p>	<p><b>How Perfect Am I?</b> Read the information about present perfect sentences below to children.</p> <ul style="list-style-type: none"> <li>To change a sentence from the past tense into the present perfect tense, you need to use:</li> </ul> <p><b>'has' or 'have' + a past tense verb = present perfect tense</b></p> <p>For example, I <b>have travelled</b> a long way.</p> <p>Give the children the <a href="#">How Perfect Am I? Game Cards</a> to sort into simple past tense and present perfect tense.</p> <p>Can children identify simple past tense and present perfect tense?</p>
<p><b>Input</b></p>	<p><b>Is It Perfect?</b> Discuss how the present perfect tense can be used to give more detail about an event in the past. Present perfect tense can be used to describe:</p> <ul style="list-style-type: none"> <li>something that happened in the past and is continuing today;</li> <li>an action that was completed recently;</li> <li>an action that did not happen at a specified time;</li> <li>something that happened repeatedly in the past.</li> </ul> <p>For example:</p> <p>My friends <b>have fought</b> about football every day this week.</p> <p>Give children the <a href="#">Is It Perfect? Activity Sheet</a> and ask them to choose the correct verb/s to make the given sentences present perfect tense.</p> <p>Can children identify and use present perfect tense?</p>
<p><b>Apply</b></p>	<p><b>The Perfect Choice</b> Using <a href="#">The Perfect Choice Activity Sheet</a>, children identify whether simple past tense or present perfect tense have been used within a piece of text about an ongoing tennis match. They then complete a report about an ongoing football match using a combination of simple past tense and present perfect tense.</p> <p>Can children identify and use simple past tense and present perfect tense?</p>



## Assess & Review

### Present Perfect Bingo

Play **Present Perfect Bingo** together, discussing the sentences given.

Can children identify present perfect tense?

# The Perfect Choice

Read the following text about an ongoing tennis match. Highlight the following parts of the text in different colours:

- simple past tense
- present perfect tense



Since I arrived on court an hour ago, the crowd have cheered loudly and have struggled to remain quiet when asked by the umpire. Whenever I have won a point, my opponent has fought back but I have managed to stay ahead.

Now complete the following report about an ongoing football game and highlight any simple past tense and present perfect tense.

When the game \_\_\_\_\_,  
I \_\_\_\_\_ sure we would win. During  
the first half we \_\_\_\_\_ but our opponents  
\_\_\_\_\_ and \_\_\_\_\_ in the game.  
Although we are 1-0 up, we

---

---

---



# The Perfect Choice Answers

Read the following text about an ongoing tennis match. Highlight the following parts of the text in different colours:

- **simple past tense**
- present perfect tense



Since I **arrived** on court an hour ago, the crowd have cheered loudly and have struggled to **remain** quiet when **asked** by the umpire. Whenever I have won a point, my opponent has fought back but I have managed to stay ahead.

Now complete the following report about an ongoing football game and highlight any simple past tense and present perfect tense.

When the game **began**, I **was** sure we would win. During the first half we have dominated but our opponents have persevered and **stayed** in the game. Although we are 1-0 up, we haven't played our best football and have looked tired at times.



# Actors' Action Cards

Cut out cards and place them face down on the table.

**pull a funny face**



**do 5 star jumps**



**jump up and down**



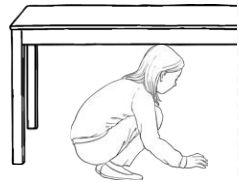
**stand perfectly still**



**do a silly walk**



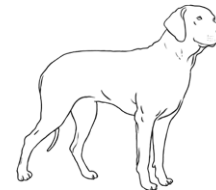
**hide under a table**



**tell a really short story**



**bark like a dog**



**wave at someone**



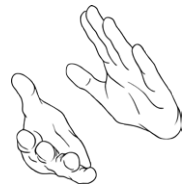
**shake hands with people**



**talk really quickly**



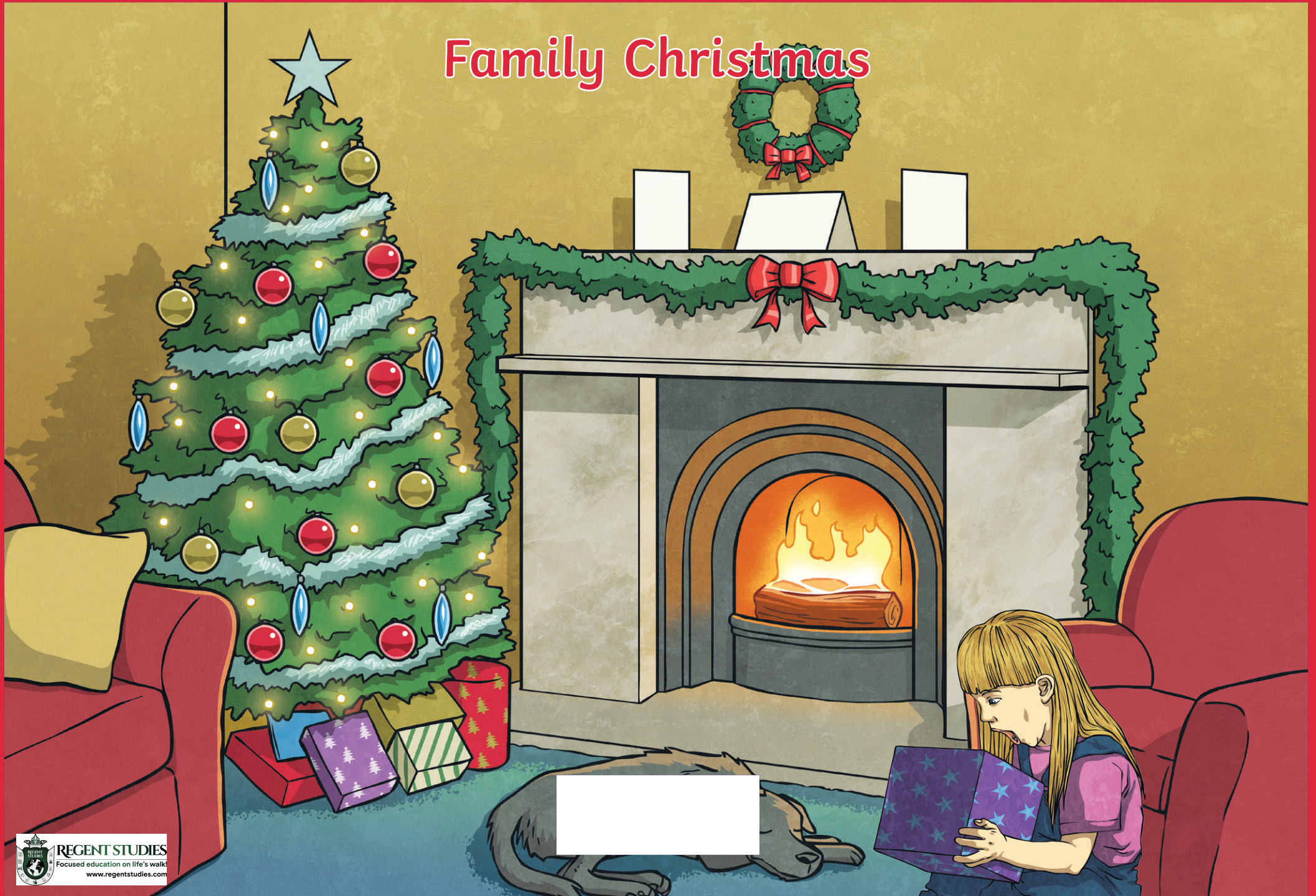
**clap and cheer**



# A Spooky Scene



# Family Christmas



# SATs-Style Questions

Cut along the lines to provide children with different questions.

1. Tick to show which sentence uses the **past progressive**.

- After Geraint finished swimming, he felt hungry.
- I have swum with a team since I was seven.
- Sophie was swimming in the finals of the competition.
- We swam every day on holiday.

(1 mark)

2. Tick one box in each row to show if the sentence is in the **present progressive** or **past progressive**.

Sentence	Present Progressive	Past Progressive
Thelma was playing chess with her dad.		
Thelma's concentration skills are improving quickly.		
Thelma is hoping to win the upcoming chess competition at school.		

(1 mark)

3. Rewrite the underlined verbs in the sentences below so that they are in the **past progressive**.

Dana visited her Nan. She ate sandwiches and biscuits with her.

↓

↓

(1 mark)

4. Rewrite the underlined verb in the sentence below so it is in the **present progressive**.

Mr Evans read an amazing story to the class.

↓

(1 mark)

# SATs-Style Questions Answers

Cut along the lines to provide children with different questions.

1. Tick to show which sentence uses the **past progressive**.

- After Geraint finished swimming, he felt hungry.
- I have swum with a team since I was seven.
- Sophie was swimming in the finals of the competition.
- We swam every day on holiday.

(1 mark)

2. Tick one box in each row to show if the sentence is in the **present progressive** or **past progressive**.

Sentence	Present Progressive	Past Progressive
Thelma was playing chess with her dad.		x
Thelma's concentration skills are improving quickly.	x	
Thelma is hoping to win the upcoming chess competition at school.	x	

(1 mark)

3. Rewrite the underlined verbs in the sentences below so that they are in the **past progressive**.

Dana visited her Nan. She ate sandwiches and biscuits with her.

was visiting

was eating

(1 mark)

4. Rewrite the underlined verb in the sentence below so it is in the **present progressive**.

Mr Evans read an amazing story to the class.

is reading

(1 mark)



# Verb Forms & Tenses: Session 3

<b>Preparation</b>	<p><b>Print out and prepare:</b> <a href="#">Actors' Actions Cards</a>, <a href="#">To Progress or Not to Progress? Game</a>, <a href="#">Large Picture 1: A Spooky Scene</a>, <a href="#">Large Picture 2: Family Christmas</a> and <a href="#">SATs-Style Questions 3</a>.</p> <p><b>Source:</b> Pens/pencils, Whiteboards and pens.</p>
<b>Warm-Up</b>	<p><b>Actors' Actions</b></p> <p>Print out the <a href="#">Actors' Actions Cards</a> and place them face down on the table. Children take turns to pick a card and complete the action for others to guess. Together, write sentences on whiteboards. Identify the verbs (and auxiliary verbs) in each of the sentences written.</p> <p>If possible, identify the tense of the sentences. This is likely to be mostly present progressive or past progressive, such as:</p> <p>Fred <b>is hiding</b> under the table. (present progressive)</p> <p>Fred <b>was hiding</b> under the table. (past progressive)</p> <p>Some children might use simple past tense, such as:</p> <p>Fred <b>hid</b> under the table.</p> <p>Can children identify verbs (and auxiliary verbs) in sentences?</p>
<b>Input</b>	<p><b>To Progress or Not to Progress?</b></p> <p>Using any of the sentences from the Warm-Up as examples, discuss how we use progressive tense to describe something that is (or was) in progress, such as:</p> <p>Fred <b>is hiding</b> under the table. (This is happening now.)</p> <p>Fred <b>was hiding</b> under the table. (This was happening earlier for a period of time.)</p> <p>Read the information about present progressive sentences below to children.</p> <ul style="list-style-type: none"><li>• To form the present progressive, you need to use: <b>'is' or 'are' + 'ing' ending = present progressive</b></li><li>• To form the past progressive, you need to use: <b>'was' or 'were' + 'ing' ending = past progressive</b></li></ul> <p>Using <a href="#">To Progress or Not to Progress? Game</a>, play the game in pairs, writing appropriate sentences in present progressive or past progressives.</p> <p>Can children write sentences in past progressive or present progressive?</p>

<p><b>Apply</b></p>	<p><b>Picture This</b></p> <p>Explain that you are going to describe a picture by using sentences written in either the present progressive or past progressive. Look at <b>Large Picture 1: A Spooky Scene</b> together and identify verbs (ideally with 'ing' ending) by scribing on a whiteboard.</p> <p>Examples include: flying, standing, collecting, scaring.</p> <p>Model using these verbs to write sentences in the present progressive or past progressive, such as:</p> <p>The spooky witch is flying overhead. (present progressive)</p> <p>Children were collecting sweets in their pumpkin buckets. (past progressive)</p> <p>Children then write their own sentences to describe <b>Large Picture 2: Family Christmas</b> and share with the group who have to identify whether they have used past progressive or present progressive.</p> <p>Can children write sentences in past progressive or present progressive? Can children identify sentences written in past progressive or present progressives?</p>
<p><b>Assess &amp; Review</b></p>	<p><b>SATs-Style Question</b></p> <p>Provide children with different <b>SATs-Style Questions 3</b> to answer independently and share answers. Ask them to explain how they made their decisions.</p> <p>Can the child independently answer SATs questions? Can the child explain their answer?</p>

# To Progress or Not To Progress?

A game for two players/teams

1. Cut out and make the dice below.
2. Take it in turns to throw both dice.
3. Write a sentence on your whiteboard using the verb from die 1 and the verb form indicated on die 2 – past progressive or present progressive.

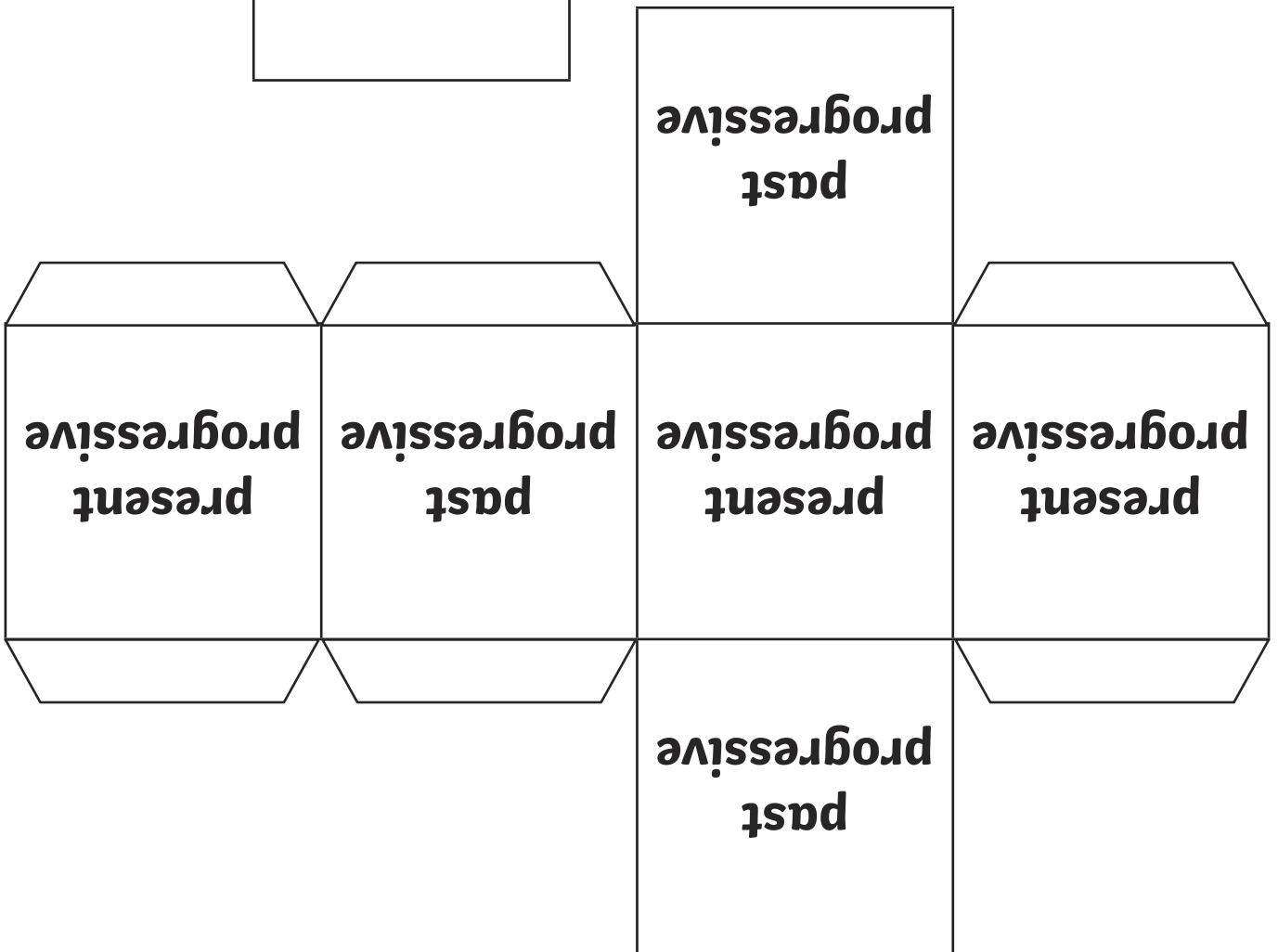
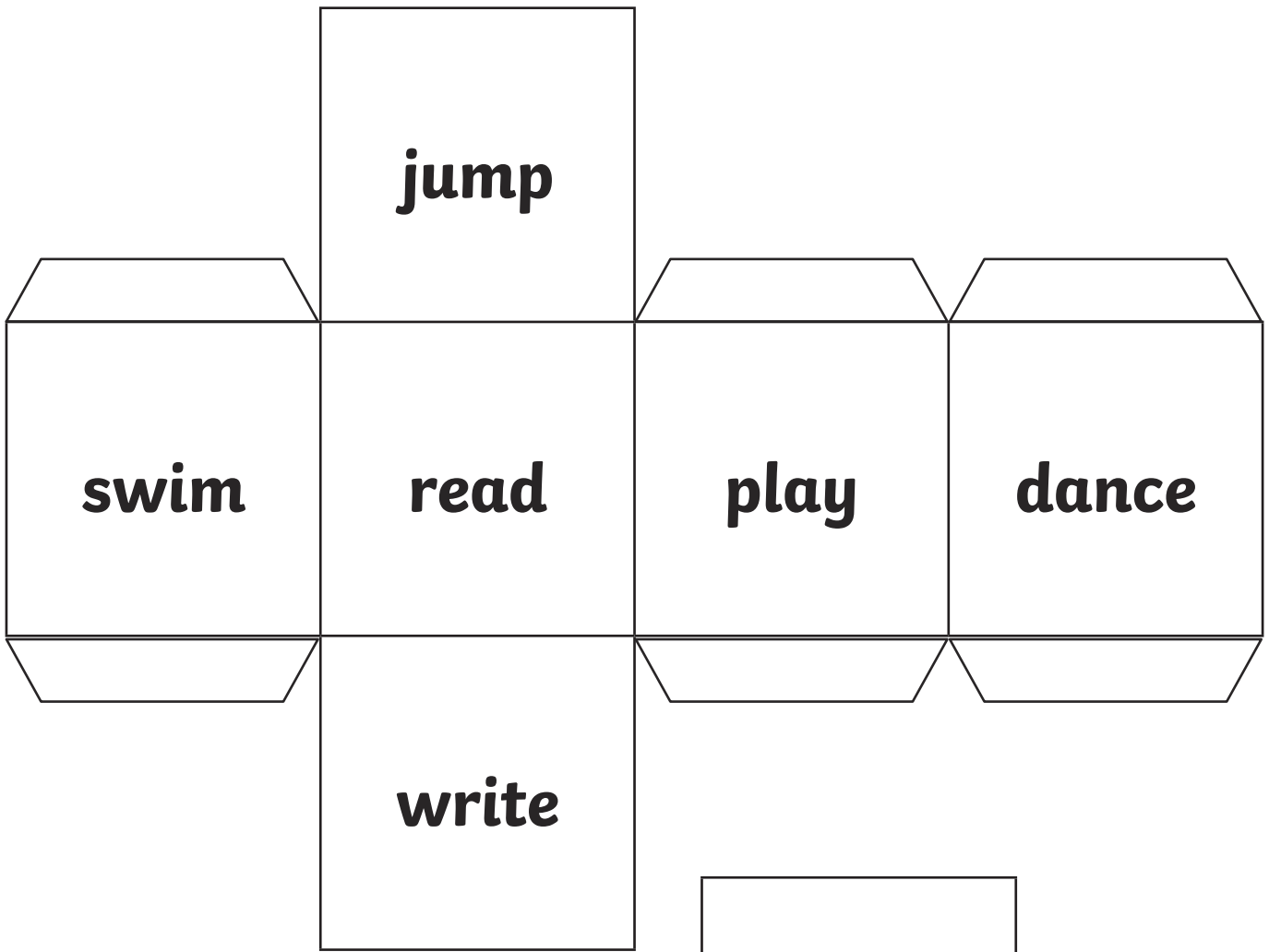
For example:

Die 1 – swim

Die 2 – past progressive

Sentence: I was swimming with my friends yesterday.

4. Colour a square on your gameboard for the type of sentence you wrote.  
The first player/team to colour all of their squares is the winner.



Player 1 Game Board

past progressive	present progressive	past progressive
present progressive	past progressive	present progressive
past progressive	present progressive	past progressive

Player 2 Game Board

present progressive	past progressive	present progressive
past progressive	present progressive	past progressive
present progressive	past progressive	present progressive

# Passive Problem Cards Answers

## Passive Voice

**Hint:** If the sentence doesn't include an object, try adding 'by Alex' to see if it makes sense.

The chime bar is tapped with a beater.

The windows have been cleaned this morning.

Ashok's birthday present was secretly hidden by his mum.

The plane was boarded by the family travelling to Spain.

On the plain, a young antelope was chased by the lioness.

The precious jewels were stolen last night.

Turkey is always eaten by my family for Christmas dinner.

Every morning, the school is unlocked by the caretaker.

## Active Voice

As you squeeze the brakes on your bike, it slows down.

Amazingly, the magician pulled a rabbit from his top hat.

Hoping to be chosen for the solo, Helen practised her recorder every day.

Harry ate ham and cheese sandwiches for lunch most days.

In anticipation, I opened the door slowly.

The children enjoyed kayaking down the river this morning.

My lazy sister ignored her alarm clock for the fifth time this morning.

The vet gave my dog an injection against diseases.

# Passive Problem Cards Answers

## Passive Voice

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The vet gave my dog an injection against diseases.

# Passive Problem Cards

Place the cards face down on the table. Children pick a card and read it out loud. Then decide whether it is written in active or passive voice and discuss their choice.

The chime bar is tapped with a beater.

As you squeeze the brakes on your bike, it slows down.

Ashok's birthday present was secretly hidden by his mum.

The windows have been cleaned this morning.

Amazingly, the magician pulled a rabbit from his top hat.

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Every morning, the school is unlocked by the caretaker.



The vet gave my dog an injection against diseases.

My lazy sister ignored her alarm clock for the fifth time this morning.

## Verb Forms & Tenses: Session 4

<p><b>Preparation</b></p>	<p><b>Print out and prepare:</b> <a href="#">Passive Problems Cards</a>, <a href="#">What Would You Suggest? Activity Sheet</a>, <a href="#">Think and Write Activity Sheet: Group Project Work</a> and <a href="#">True or False Game Statements Sheet</a>.</p> <p><b>Source:</b> Pens/pencils, Whiteboards and pens.</p>
<p><b>Warm-Up</b></p>	<p><b>Passive Problems</b></p> <p>Recap active and passive voice with the children.</p> <ul style="list-style-type: none"> <li>• Active - In an active sentence, the subject performs the action (the verb) to the object. For example, Alex ate the apple. (<b>Alex</b> is the subject; <b>apple</b> is the object)</li> <li>• Passive - In a passive sentence, the thing that would normally be the object gets turned into the subject through the use of the passive form of the verb. They often include a prepositional phrase starting with 'by'. For example: The apple was eaten by Alex. (<b>apple</b> is the subject; <b>Alex</b> is the object)</li> </ul> <p>Place the <b>Passive Problems Cards</b> face down on the table. Children pick a card and read it out loud. Then decide whether it is written in active or passive voice and discuss their choice.</p> <p style="color: green;">Can children identify active and passive voice?</p>
<p><b>Input</b></p>	<p><b>What Would You Suggest?</b></p> <p>Recap the use of the subjunctive form of verbs.</p> <p>The subjunctive mood is all about how the verb (doing word) appears in a sentence. Subjunctives make language sound more formal.</p> <p>They can be used for:</p> <ul style="list-style-type: none"> <li>• showing conditions that are not true;</li> <li>• making a command more formal;</li> <li>• making a wish more formal;</li> <li>• making a request more formal.</li> </ul> <p>To do this, we can use the verb 'were' instead of 'was'. 'Had' can also be used to create the subjunctive mood in sentences that show conditions that are not true. Give the children the <b>What Would You Suggest? Activity Sheet</b>. They fill in the missing words in the sentences below to make.</p> <p style="color: green;">Can children identify and use subjunctives?</p>

<p><b>Apply</b></p>	<p><b>Think and Write</b></p> <p>Give children <b>Think and Write Activity Sheet: Group Project Work</b> to write four sentences focusing on grammatical terms and word classes covered so far this week.</p> <p>Sentence 1: Must be written in the simple past tense.</p> <p>Sentence 2: Needs to be written in the passive voice</p> <p>Sentence 3: Must be written in present perfect tense.</p> <p>Sentence 4: Needs to be written in the subjunctive form.</p> <p>Share sentences and compare. Use the example answer to discuss alternative possibilities.</p> <p>Can children use given verb forms and tenses within their writing?</p>
<p><b>Assess &amp; Review</b></p>	<p><b>True or False?</b></p> <p>Read out the list of statements on <b>True or False Game Statements Sheet</b>. Ask children to hold up their whiteboards with true or false written on them. Ask them to explain their choice.</p> <p>For example:</p> <p>I have borrowed my sister's favourite top without asking.</p> <p>This sentence is written in the present perfect tense.</p> <p><b>True</b> because 'have borrowed' is present perfect tense.</p> <p>Can children explain verb forms and tenses?</p>

# Think and Write: Group Project Work



Use this picture as your inspiration to **think** and **write**.

Use the following pattern of sentences:

Sentence 1: Must be written in the simple past tense.

Sentence 2: Needs to be written in the passive voice

Sentence 3: Must be written in present perfect tense.

Sentence 4: Needs to be written in the subjunctive form.

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# Think and Write: Group Project Work

## Example Answers



Use the following pattern of sentences:

Sentence 1: Must be written in the **simple past tense**.

Sentence 2: Needs to be written in the **passive voice**.

Sentence 3: Must be written in **present perfect tense**.

Sentence 4: Needs to be written in the **subjunctive form**.

Here's an example of what you could have **thought** and **written**...

We **worked** well together on the history project. The whole thing **was** finally **completed** last night. Despite finding it difficult, we **have persevered** and feel proud of ourselves. If we **were** to do it again, we would spend more time practising before showing the class.

# True or False Game Statement Sheet

Read out the following sentences and statements.

Children to decide whether the statements are true or false and explain their reasoning.

1. I have borrowed my sister's favourite top without asking.  
This sentence is written in the present perfect tense.
2. If I were prime minister, I would insist that supermarkets used less plastic.  
This sentence is written in the subjunctive form.
3. Farooq was playing football with me during break time.  
This sentence is past progressive.
4. The glass was broken by my little sister.  
This sentence is written in the active voice.
5. My class is performing a song during the festival later.  
This sentence is written in the simple future tense.
6. We wore our old clothes for forest school.  
This sentence is written in simple present tense.
7. I will travel to Spain for the summer holiday.  
'will' is the verb in this sentence.
8. After school, I always eat toast with jam for a snack.  
This sentence is written in simple future tense.

# True or False Game Answer Sheet

1. I have borrowed my sister's favourite top without asking.  
This sentence is written in the present perfect tense.  
**True** because 'have borrowed' is present perfect tense.
2. If I were prime minister, I would insist that supermarkets used less plastic.  
This is written in the subjunctive form.  
**True** because it uses the verb 'were' rather than 'was'.
3. Farooq was playing football with me during break time.  
This sentence is past progressive.  
**True** because 'was playing' is past progressive.
4. The glass was broken by my little sister.  
This sentence is written in the active voice.  
**False** because the glass has been turned into the subject with the use of the passive form of the verb ('was broken') and it includes the prepositional phrase 'by my little sister' so it is a passive sentence.
5. My class is performing a song during the festival later.  
This sentence is written in the simple future tense.  
**False** because it says 'is performing' which is the present progressive tense. Simple future tense would be 'will perform'.
6. We wore our old clothes for forest school.  
This is written in simple present tense.  
**False** because 'wore' is the past tense of 'wear' so this sentence is written in simple past tense.
7. I will travel to Spain for the summer holiday.  
'will' is the verb in this sentence.  
**False.** 'will' is an auxiliary verb which goes with the main verb 'travel'. This sentence is written in simple future tense ('will travel').
8. After school, I always eat toast with jam for a snack.  
This sentence is written in simple future tense.  
**False** because 'eat' is simple present tense. 'will eat' would make this simple future tense.

# What Would You Suggest?

Fill in the missing words in the sentences below to make them subjunctives.



Our Queen requests that you \_\_\_\_\_ her garden party.



The teacher \_\_\_\_\_ that you join in with P.E.



If I \_\_\_\_\_ the boss, I'd make sure everyone was happy.

Now, write your own sentences in the subjunctive mood about the following pictures.



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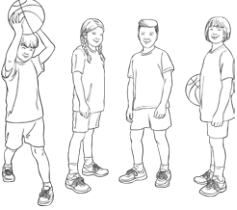


# What Would You Suggest? Answers

These are not the only possible answers.



Our Queen requests that you **attend** her garden party.



The teacher **demands** that you join in with P.E.



If I **were** the boss, I'd make sure everyone was happy.

Example sentences:



Mum **demands** that I brush my teeth before bed.



If I had known how she felt, I would never have laughed.



The doctor advised that I take the medicine twice a day.



I wish I were able to fly.

# More Tense Times

Read the following historical story. Highlight any tense inconsistencies.

The first thing that Sam had noticing about life in Filey were the air. It rolling in, unsaw, across the glittering North Sea, reaching into the streets and narrow ginnels to caress everything that it touch. After just four days in his new home, Sam could feel his lungs been cleansed of London's dust and grime with every deep breath that he taken. The air feels so crisp and clean that stood in Mrs Ward's clifftop garden and filling his chest will become a morning addiction. Even the seagulls was beginning to recognised him.

"It won't run out, you know."

Sam didn't need to turned around to knew that his host were standing in the garden behind him. Mrs Ward were a kind woman. She have welcomed Sam into her house like an aunt and has made him felt wanted. Part of her own morning ritual was to hang the damp washing out on a thin clothes line which stretch from one corner of her garden to the next. Sam often helping her.

# More Tense Times Answers

Read the following historical story. Highlight any tense inconsistencies.

The first thing that Sam **had noticing** about life in Filey **were** the air. It **rolling** in, **unsaw**, across the glittering North Sea, reaching into the streets and narrow ginnels to caress everything that it **touch**. After just four days in his new home, Sam could feel his lungs **been** cleansed of London's dust and grime with every deep breath that he **taken**. The air **feels** so crisp and clean that **stood** in Mrs Ward's clifftop garden and filling his chest **will become** a morning addiction. Even the seagulls **was** beginning to **recognised** him.

"It won't run out, you know."

Sam didn't need to **turned** around to **knew** that his host **were standing** in the garden behind him. Mrs Ward **were** a kind woman. She **have welcomed** Sam into her house like an aunt and **has made** him felt wanted. Part of her own morning ritual was to hang the damp washing out on a thin clothes line which **stretch** from one corner of her garden to the next. Sam often **helping** her.

Correct verb tenses:

The first thing that Sam **had noticed** about life in Filey **was** the air. It **rolled** in, **unseen**, across the glittering North Sea, reaching into the streets and narrow ginnels to caress everything that it **touched**. After just four days in his new home, Sam could feel his lungs **being** cleansed of London's dust and grime with every deep breath that he **took**. The air **felt** so crisp and clean that **standing** in Mrs Ward's clifftop garden and filling his chest **had become** a morning addiction. Even the seagulls **were** beginning to **recognise** him.

"It won't run out, you know."

Sam didn't need to **turn** around to **know** that his host **was standing** in the garden behind him. Mrs Ward **was** a kind woman. She **had welcomed** Sam into her house like an aunt and **had made** him felt wanted. Part of her own morning ritual was to hang the damp washing out on a thin clothes line which **stretched** from one corner of her garden to the next. Sam often **helped** her.

English

KS2

2019

**Key Stage 2  
National Curriculum Tests  
English Grammar, Punctuation  
and Spelling**

**Spelling Dictation Test 3 –  
Dictation Script Sheets**

# KS2 English Grammar, Punctuation and Spelling Test Paper 3

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## Teacher notes:

- Each spelling test should take approximately 10 minutes to complete, although you should allow pupils as much time as they need to complete them.
- For each test, please read out the following instructions: 'Listen carefully to the instructions I am going to give you. I am going to read ten sentences to you. Each sentence has a word missing on your sheet. You should listen carefully for the missing word and fill this in, making sure you spell it correctly. I will read the word, then the word within a sentence, then repeat the word. Do you have any questions?'
- Once pupils' questions have been answered, you should read the ten spellings as shown on the following pages. Leave at least a ten-second gap between spellings.
- You should take care not to overemphasise spelling when reading out the words.

## The spellings should be read as follows:

1. Give the spelling number.
2. Say: The word is...
3. Read the context sentence.
4. Repeat: The word is...

## Spelling Dictation Test 3 - Dictation Script Sheet

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Question Number	Answer
1	The word is <b>forgetting</b> . I keep <b>forgetting</b> my friend's address. The word is <b>forgetting</b> .
2	The word is <b>touch</b> . Please do not <b>touch</b> the wet paint. The word is <b>touch</b> .
3	The word is <b>strangely</b> . The person on the train looked strangely familiar. The word is <b>strangely</b> .
4	The word is <b>confusion</b> . There was much <b>confusion</b> about the winner of the race. The word is <b>confusion</b> .
5	The word is <b>chaos</b> . Roadworks caused <b>chaos</b> during the morning rush hour. The word is <b>chaos</b> .
6	The word is <b>reign</b> . Which monarch has had the longest <b>reign</b> ? The word is <b>reign</b> .
7	The word is <b>doubt</b> . I have no <b>doubt</b> as to who I will choose. The word is <b>doubt</b> .
8	The word is <b>delicious</b> . A <b>delicious</b> slice of chocolate cake lay upon a plate. The word is <b>delicious</b> .
9	The word is <b>machine</b> . The worker forced the <b>machine</b> to a sudden halt. The word is <b>machine</b> .
10	The word is <b>recommend</b> . Which option would you <b>recommend</b> ? The word is <b>recommend</b> .

You should now read all ten sentences again.

Give pupils the opportunity to make any changes they wish to their answers.

At the end of the test say: 'This is the end of the test. Please put down your pen or pencil.'

## Verb Forms & Tenses: Session 5

<b>Preparation</b>	<p><b>Print out and prepare:</b> <a href="#">What the Future Holds Game Cards</a>, <a href="#">More Tense Times Activity Sheet</a>, <a href="#">To Be or Not to Be? Activity Sheet</a>, <a href="#">Spelling Dictation Test 3</a> and <a href="#">Celebration Pack</a>.</p> <p><b>Source:</b> Pens/pencils, Whiteboards and pens.</p>
<b>Warm-Up</b>	<p><b>What the Future Holds</b></p> <p>Recap modal verbs with children.</p> <p>Modal verbs are auxiliary verbs which cannot usually work alone. They are used with a main verb. Modal verbs can be used to show how possible something is, or how likely it is to happen/have happened. Modal verbs make questions by inversion.</p> <p>Modal verbs can also be used to show:</p> <ul style="list-style-type: none"><li>• advice or obligation</li><li>• habits</li><li>• permission</li><li>• ability</li></ul> <p>Place <a href="#">What the Future Holds Game Cards</a> face down on the table. Children pick a scenario and a modal verb and say/write a sentence to advise/predict the future.</p> <p>For example:</p> <p>They pick scenario card: It snows non-stop for a week. And modal verb: <b>might</b></p> <p>They could write: We <b>might</b> be lucky enough to have a whole week off school.</p> <p><a href="#">Can children use modal verbs in sentences?</a></p>

<p><b>Input</b></p>	<p><b>Tense Consistency</b></p> <p>Discuss the need for consistency in tense when we read and write. Give examples such as:</p> <p>Mr Hall were a kind teacher. should read Mr Hall was a kind teacher.</p> <p>Recap the different tenses covered this week:</p> <ul style="list-style-type: none"> <li>• Simple past, present and future</li> <li>• Present perfect (e.g. has written)</li> <li>• Past progressive (e.g. was raining)</li> <li>• Present progressive (e.g. are playing)</li> </ul> <p>Give children <a href="#">More Tense Times Activity Sheet</a>. They read the text and highlight where it is inconsistent. Discuss their choices and look at the example of correct verb choices.</p> <p>Can children identify inconsistent use of verb tenses?</p>
<p><b>Apply</b></p>	<p><b>To Be or Not to Be?</b></p> <p>Recap the use of auxiliary verbs, such as:</p> <p>'to be' – am, is, are, was, were 'to have' – has, have, had modal verbs – can, could, must, would, will, may, shall, should, might</p> <p>Remember, these all go with a main verb. They can all be negative (ie. with not)</p> <p>Give children <a href="#">To Be or Not to Be? Activity Sheet</a>. They highlight incorrect use of auxiliary verbs and rewrite the text with correct usage. Discuss different choices and the best fit for this text (historical fiction).</p> <p>Can children identify incorrect use of auxiliary verbs? Can children choose appropriate auxiliary verbs?</p>
<p><b>Assess &amp; Review</b></p>	<p><b>Spelling Test</b></p> <p>Use <a href="#">Spelling Dictation Test 3</a> and go through answers together.</p> <p><b>Celebrate</b></p> <p>Celebrate achievement with <a href="#">Celebration Pack</a>.</p>



# SPaG Superstar



Congratulations to \_\_\_\_\_

for \_\_\_\_\_

**I'm a SPaG superstar!**

Date \_\_\_\_\_ Signed \_\_\_\_\_



English

KS2

2019

**Key Stage 2**  
**National Curriculum Tests**  
**English Grammar, Punctuation**  
**and Spelling**

**Paper 3: Spelling Dictation Test**

<b>First Name</b>						
<b>Middle Name</b>						
<b>Last Name</b>						
<b>Date of Birth</b>	<b>Day</b>		<b>Month</b>		<b>Year</b>	
<b>School Name</b>						
<b>DfE Number</b>						

# Spelling Task

1. I keep \_\_\_\_\_ my friend's address.

1 mark

2. Please do not \_\_\_\_\_ the wet paint.

1 mark

3. The person on the train looked \_\_\_\_\_ familiar.

1 mark

4. There was much \_\_\_\_\_ about the winner of the race.

1 mark

5. Roadworks caused \_\_\_\_\_ during the morning rush hour.

1 mark

6. Which monarch has had the longest \_\_\_\_\_ ?

1 mark

7. I have no \_\_\_\_\_ as to who I will choose.

1 mark

8. A \_\_\_\_\_ slice of chocolate cake lay upon a plate.

1 mark

9. The worker forced the \_\_\_\_\_ to a sudden halt.

1 mark

10. Which option would you \_\_\_\_\_ ?

1 mark

\*\*END OF TEST\*\*

total for this page



# Terrific Tenses



Congratulations to \_\_\_\_\_

for \_\_\_\_\_

**I'm terrific with tenses!**

Date \_\_\_\_\_ Signed \_\_\_\_\_



# Spelling Dictation

## Test 3



# Spelling Dictation – Test 4

I keep **forgetting** my friend's address.

Please do not **touch** the wet paint.

The person on the train looked **strangely** familiar.

There was much **confusion** about the winner of the race.

Roadworks caused **chaos** during the morning rush hour.

Which monarch has had the longest **reign**?

I have no **doubt** as to who I will choose.

A **delicious** slice of chocolate cake lay upon a plate.

The worker forced the **machine** to a sudden halt.

Which option would you **recommend**?





# To Be or Not To Be?

Read the following text. Highlight any incorrect use of auxiliary verbs. Rewrite the text correctly.

"I like the way it tastes," he told Mrs Ward.

"You is silly, Samuel," she laughed, passing him a handful of wooden pegs and a couple of freshly washed shirts. "Air hasn't taste of anything."

"Yes it does," Sam insisted. He haven't told Mrs Ward that only his mother ever called him Samuel. He were unsure whether he will correct her. He quite liked the familiarity. "I could taste the sea."

Mrs Ward kept smiling. "What do the air smell like in London?"

Sam were surprised by how hard he have to think. He'd be away from home for less than a week, yet the memories of London was already fading.

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# To Be or Not To Be? Answers

Read the following text. Highlight any incorrect use of auxiliary verbs. Rewrite the text correctly.

"I like the way it tastes," he told Mrs Ward.

"You **is silly**, Samuel," she laughed, passing him a handful of wooden pegs and a couple of freshly washed shirts. "Air **hasn't taste** of anything."

"Yes it does," Sam insisted. He **haven't told** Mrs Ward that only his mother ever called him Samuel. He **were unsure** whether he **will** correct her. He quite liked the familiarity. "I **could** taste the sea."

Mrs Ward kept smiling. "What **do** the air smell like in London?"

Sam **were surprised** by how hard he **have to think**. **He'd be** away from home for less than a week, yet the memories of London **was already fading**.

Correct use of auxillary verbs:

"I like the way it tastes," he told Mrs Ward.

"You **are silly**, Samuel," she laughed, passing him a handful of wooden pegs and a couple of freshly washed shirts. "Air **doesn't taste** of anything."

"Yes it does," Sam insisted. He **hadn't told** Mrs Ward that only his mother ever called him Samuel. He **was unsure** whether he **would** correct her. He quite liked the familiarity. "I **can** taste the sea."

Mrs Ward kept smiling. "What **does** the air smell like in London?"

Sam **was surprised** by how hard he **had to think**. **He'd been** away from home for less than a week, yet the memories of London **were already fading**.

# Fabulous Verb Forms



Congratulations to \_\_\_\_\_

for \_\_\_\_\_

**I am fabulous at identifying  
verb forms!**

Date \_\_\_\_\_ Signed \_\_\_\_\_



# What the Future Holds Game Cards

Put the cards face down on the table in two piles. Children choose a scenario and a modal verb. They have to say/write a sentence using the modal verb chosen to advise/predict the future.

An elephant jumps into a swimming pool.

A bull runs loose into a supermarket.

It snows non-stop for a week.

A chocolate river is discovered in South America.

Aliens land in central London.

Your dog eats your homework.

You uncle wins the lottery.

School installs slides in place of the stairs.

can

cannot/can't

must

must not/mustn't

would

would not/wouldn't

**will**

**will not/won't**

**may**

**may not/mayn't**

**could**

**could not/couldn't**

**shall**

**shall not/shan't**

**might**

**might not/mightn't**