

Grammar skills



Recognising verbs in text and conjugating them for grammatical tense



OBJECTIVE: To develop grammatical regularity. To teach the recognition of verbs and tenses. To develop knowledge in spelling and conjugating verbs in the past tense, as well as writing and organisational (error checking) skills.



TOOLS: Printed PDF worksheets, colour marker, writing tool of choice.



COMPLETING THE TASK

The student receives printed worksheets. The task is explained to the student. The concept of a verb, as well as the paradigm of conjugating verbs for grammatical tenses are discussed. The student is reminded how to determine the tense of a verb. It is suggested to use the sheet for checking spelling errors.

The student is asked to:

- Read the text sentence by sentence, and see if they understood the words and the meaning of the text as a whole;
- Mark all the verbs in the text;
- Think about what tense is the most prevalent in this text. When do the described events take place?
- Rewrite the text so that the events take place in the past (replace the tense of the underlined verbs: replace present tense verbs with past tense verbs);
- Check spelling mistakes using the error checking sheet;
- Read the new text out loud.

NOTE: a verb conjugation help sheet can be used if needed.



ADDITIONAL IDEAS FOR COMPLETING THE TASKS

1. The student can conjugate one of the marked verbs (see appendix).

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TASK

1. **Read** the text sentence by sentence, and **see** if you understood the words and the meaning of the text as a whole.
2. **Mark** all the verbs in the text and think about when the described events take place.
3. **Change** the underlined verbs so that the events take place in the past (use the past tense) and **rewrite** the text.
4. **Check** for spelling mistakes (use a verb conjugation help sheet).

TASK FLOWCHART

Tick the stages you have completed



1.	 	☐
2.	 	☐
3.	 	☐
4.		☐

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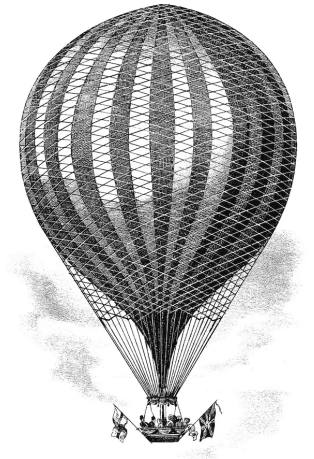


Recognising verbs in text and conjugating them for grammatical tense

Name: _____

Class: _____

This morning is perfect for a hot air balloon ride. The sun is rising. The wind is not too strong and there is not a single cloud in the sky. My friend and I rush to the agreed take-off spot. A big colourful hot air balloon is ready to fly. We climb into it. The pilot greets us and asks if we are ready to take to the skies. Absolutely! We cannot wait to take off. With the help of a burner, the pilot heats the air under the dome of the balloon, and checks all the devices. The ground team members release the ropes. Finally, we are embarking on a long-awaited trip over our beloved home town and its surrounding forests, fields, rivers and lakes!



The morning was _____

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Appendix

Present tense (what is happening now)

	singular		plural
I		we	
you		you	
he/she/it		they	

Past tense (what happened in the past)

	singular		plural
I		we	
you		you	
he/she/it		they	



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Appendix

Frequent actions in the past tense
(what happened many times in the past)

	singular		plural
I		we	
you		you	
he/she/it		they	

Future tense (what will happen in the future)

	singular		plural
I		we	
you		you	
he/she/it		they	



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ANSWER SHEET

The morning was perfect for a hot air balloon ride. The sun was rising. The wind was not too strong and there was not a single cloud in the sky. My friend and I rushed to the agreed take-off spot. A big colourful hot air balloon was ready to fly. We climbed into it. The pilot greeted us and asked if we were ready to take to the skies. Absolutely! We could not wait to take off. With the help of a burner, the pilot heated the air under the dome of the balloon, and checked all the devices. The ground team members released the ropes. Finally, we were embarking on a long-awaited trip over our beloved home town and its surrounding forests, fields, rivers and lakes!

