

# Wednesday 20<sup>th</sup> May 2020

## L.O: To use the past tense correctly and consistently.

Today you will learning about the past tense, and how to change a verb from the present tense into the past tense.

A verb is a doing or being word  
(for example: sit, talk, eat, think, feel).

A verb tense tells us when the action or state described by the verb happened. The three main verb tenses in English are the **present**, the **past**, and the **future**.

While most verbs form their different tenses according to an established "formula", some verbs do not form their tenses in a regular way and are called **irregular verbs**.

When putting a verb into the past tense a **regular verb** is one that conforms to the usual rule for forming its simple past tense and its past participle.

In English, the "usual" rule is to add "-ed" or "-d" to the base form of the verb to create the past forms

For example:

play -> played

laugh -> laughed

	Present tense	Past tense
Most verbs form the past tense by adding -ed	walk answer borrow listen play	walk <u>ed</u> answer <u>ed</u> borrow <u>ed</u> listen <u>ed</u> play <u>ed</u>
Verbs with a short vowel ending in a consonant form the past tense by doubling the consonant before adding -ed	pat fit stop pet step	pat <u>ted</u> fit <u>ted</u> stop <u>ped</u> pet <u>ted</u> step <u>ped</u>
Verbs that end in -e form the past tense by adding -d	hope announce bounce raise share	hope <u>d</u> announce <u>d</u> bounce <u>d</u> raise <u>d</u> share <u>d</u>
Verbs that end in -y form the past tense by changing the y into i and adding -d	hurry worry cry copy rely	hurry <u>ied</u> worry <u>ied</u> cry <u>ied</u> copy <u>ied</u> rely <u>ied</u>

Some verbs are irregular and do not follow this pattern but form their past tense in a particular way (by changing a vowel, for example); sometimes their past participle is the same as the past tense (as it is in regular verbs), but sometimes it differs.

	Verb	Past tense	Past participle
Verbs ending in -ay	pay say lay	paid said laid	paid said laid
A double vowel changing to a single vowel	shoot choose	shot chose	shot chosen
A change of vowel	know rise ride sing come give	knew rose rode sang came gave	known risen ridden sung come given
Verbs ending in -eep, changing to -ept	sleep weep keep	slept wept kept	slept wept kept

## Irregular verbs

(they break the rules! You just have to learn them)

go



went

say



said

make



made

take



took

think



thought

is



was

I usually play football

'play' is the verb in the sentence therefore to change it into the past tense it becomes

I played football.

I throw the ball to my friend and she catches it.

'Throw' and 'catches' are the verbs in the sentence. However, if we just simply added an 'ed' or a 'd' to the verbs it wouldn't make sense -> throwed and catched - these are not real words!

Therefore these are irregular verbs and become 'threw' and 'caught'

I threw the ball to my friend and she caught it.

Your task:

Change the verbs from the present tense into the past tense in the sentences.

Mr Grinling and Mrs Grinling live in a small, white cottage.

At night, Mr Grinling sleeps with the lights off.

Mrs Grinling prepares lunch for Mr Grinling each day.

The seagulls eat Mr Grinling's lunch.

Mrs Grinling gives Mr Grinling lunch everyday.

The seagulls fly out into the sea.

Mr Grinling took a walk to the lighthouse.

Challenge: Write 2 of your own sentences in past tense.

## Your task:

Change the present tense into the past tense in the sentences.

## Answers

Mr Grinling and Mrs Grinling lived in a small, white cottage.

At night, Mr Grinling slept with the lights off.

Mrs Grinling prepared lunch for Mr Grinling each day.

The seagulls ate Mr Grinling's lunch.

Mrs Grinling gave Mr Grinling lunch everyday.

The seagulls flew out into the sea.

Mr Grinling walked to the lighthouse.

# Thursday 21<sup>st</sup> May 2020

## L.O: To write a retell.

Today you will be writing a retell of the story The Lighthouse keeper's lunch.  
Listen back to the story to remind yourself of what happened in it. Think about:

**Paragraph 1:**

Who are the main characters?

Where is story set?

**Paragraph 2:**

What is the problem?

How do the characters try to solve the problem?

Can they solve the problem?

**Paragraph 3:**

How do they eventually fix the problem?

What happens at the end?

Here is an example of my beginning that you can use to help you. When you are writing your re-tell make sure to use lots of adjectives and subordinating conjunctions! Remember your retell needs to be written in the past tense.

past tense                      characters

There once lived an industrious lighthouse keeper called Mr Grinling. Mr Grinling lived with his beautiful wife Mrs Grinling in a beautiful white cottage that was perched on a rocky, steep cliff near the blue sea.

setting

subordinating conjunction

As you can see in my beginning I've included who my main characters are and where the story is set. I've also included adjectives to make my writing more exciting.

Key words	Conjunctions	Suffixes	Adjectives	Suffixes
Lighthouse keeper	and	wonderful	industrious (Mr Grinling)	happiness
Mr Grinling Mrs Grinling	because	spiteful	devoured (seagulls)	achievement
cottage	or	fearful	scavenging (seagulls)	excitement
lunch	if	stressful	strong- wooden (lighthouse)	amazement
basket	when	thankful	rocky, steep, white (cliffs)	punishment
seagulls	that	cheerful	majestic, spectacular (cliffs)	slowly
cliffs	but	sadness	scrumptious (food)	quietly
after	before	darkness	delicious (food)	painful
beautiful	after	rudeness	mouthwatering (food)	thoughtful
would	until	selfless	loveable (Hamish)	fearful
sugar	while	speechless	mischievous (Hamish)	powerful
hour	whenever	restless	smokey grey hair - (Mr/Mrs Grinling)	stressful
climb	although	flavorless	angelic	helpful
could	unless	hopeless	greedy	courageously

In order to support you with your retell use the word bank which has been provided.

# Friday 22<sup>nd</sup> May 2020

## L.O: To edit and improve my work.

Today you will be editing and improving your work.

You will need to check your punctuation, spelling and grammar.

- Have you ensured you have a capital letter at the beginning of your sentence?
- Have you included a full stop, question mark or exclamation mark to end your sentence?
- Did you use the word bank to make your writing more exciting?
- Did you include suffixes?

Key words	Conjunctions	Suffixes	Adjectives	Suffixes
Lighthouse keeper	and	wonderful	industrious ( <u>Mr Grinling</u> )	happiness
<u>Mr Grinling</u> <u>Mrs Grinling</u>	because	spiteful	devoured (seagulls)	achievement
cottage	or	fearful	scavenging (seagulls)	excitement
lunch	if	stressful	strong- wooden (lighthouse)	amazement
basket	when	thankful	rocky, steep, white (cliffs)	punishment
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sugar	while	speechless	mischiefous (Hamish)	powerful
hour	whenever	restless	smokey grey hair - ( <u>Mr/Mrs Grinling</u> )	stressful
climb	although	flavorless	angelic	helpful
could	unless	hopeless	greedy	courageously

Here is the word bank again to support you in making your writing more exciting.

Let's look at how we can improve our writing. This was my beginning that I wrote yesterday. Although it is very good, I think I can make it even better by adding some more adjectives and suffixes.

There once lived an industrious lighthouse keeper called Mr Grinling. Mr Grinling lived with his beautiful wife Mrs Grinling in a beautiful white cottage that was perched on a rocky, steep cliff near the blue sea.

Adding a suffix

Adding an adjective

Adding a conjunction

Adding an adjective

Now I can edit my writing to make it even better! I have made sure to double check my spellings and grammar, but I have also improved my writing by including those features I had forgotten!

There once lived a wonderful industrious lighthouse keeper called Mr Grinling. Mr Grinling lived with his beautiful wife Mrs Grinling and loveable cat Hamish in a beautiful white cottage, that was perched on a rocky, steep cliff near the majestic blue sea.

Use the checklist to assess your own writing and once you are happy with it email your edited writing to us at:

[learning@wembleyprimary.brent.sch.uk](mailto:learning@wembleyprimary.brent.sch.uk)

Don't forget to include your name and class in your email.

#### Retell Checklist

Have I used?	Tick
<b>Commas in a list</b> Mrs Grinling prepared a salad, a sandwich, biscuits and drinks.	
<b>Expanded noun phrase</b> <u>Eg.</u> The bright, shiny light shone down on the rocks.	
<b>A Range of Conjunctions</b> When, if, because, so, and	
<b>Adverbs</b> E.g. Quickly, Slowly, Carefully	
<b>Suffixes</b> <u>Eg.</u> thankful, disappointment, angrier, careless	
<b>Apostrophe for possession and contraction</b> <u>Eg.</u> Mr. Grinling's lunch, can't, won't	