

Observational Profile Area

- Sentence Structure

Suitable for Years 2–6

Suitable For

- Small Group
- 1:1 Session

Verb tense matching (past tense irregular)

Language Focus

Comprehension and production of sentences using matched present and irregular past tense verbs (threw, bought, did etc).

Oral Language Observational Profile Indicators targeted:

- Use tense incorrectly, has difficulty with verb-tense agreement.

- Have difficulty imitating or repeating sentences that were heard.

Materials

- Resource sheets titled 'Verb tense matching (past tense irregular)

Make two to three copies of the sentence sheets depending on how many students will be involved in the sessions.

Procedure

- Cut out sentence pairs. (present/past tense). place them on their sheet in the appropriate column.
- Each student is given a copy of 'NOW' and 'YESTERDAY' sheet.
 - Students turn over a card, say the sentence and indicate whether it is a 'now' or 'yesterday' sentence.
 - The first student with three pairs wins.
- Turn cut out sentences over on table and explain to students that they need to find the sentence pairs
 - They turn over a second card and repeat process. If the cards are a pair they

Notes

To extend this activity, ask students to make up sentences using the same verbs in present and irregular past forms e.g. *I am buying an icecream.* > *Yesterday I bought an icecream.*

VERB TENSE MATCHING (past tense irregular)

The boy is throwing the ball.

The boy threw the ball.

The family is eating breakfast.

The family ate breakfast.

The girl is drinking orange juice.

The girl drank orange juice.

Jack is writing a letter.

Jack wrote a letter.

Sally is drawing a picture.

Sally drew a picture.

The plant is growing up the wall.

The plant grew up the wall.

Dad is leaving for work.

Dad left for work.

I am doing my homework.

I did my homework.

The boy is buying a ticket.

The boy bought a ticket.

Sam is bringing in the washing.

Sam brought in the washing.