**Tense round-up**

Throughout the course, children will encounter the present simple, present progressive (also known as continuous), past simple, past progressive, present perfect (labelled simply perfect throughout the course), past perfect, future, infinitive (labelled verb family name in the early parts of the course), auxiliary verbs, modals, active and passive verbs and subjunctive verbs (a construction very rarely used except in extremely formal writing).

 Participles are referred to as 'ing words' and 'regular past simple tense words'; finite verbs are referred to as 'main' or 'proper verbs', and it is for the teacher to decide the appropriate time to introduce the terms participle and finite verb.

This unit recaps on all the verb tenses the children have learned so far:

- present simple
- present progressive
- past simple
- past progressive
- present perfect (Technically, the present perfect tense is constructed with has/have + past participle. It is simpler to say that it is constructed with has/have + the past simple tense (regular or irregular)).
- past perfect (Technically, the past perfect tense is constructed with had + past participle. It is simpler to say that it is constructed with had + the past simple tense (regular or irregular). Mistakes where the past simple tense and the past participle are NOT the same can be dealt with on an individual basis.
- future

**Practice**

- Children should work individually.

**Answers**

A 1 I am sheltering under a tree.
I was sheltering under a tree.
2 The thunder is rumbling in the distance.
The thunder was rumbling in the distance.
3 Flags are fluffitng in the breeze.
Flags were fluffitng in the breeze.
4 The sun has shone brightly.
The sun had shone brightly.
5 The clouds have obscured the sun.
The clouds had obscured the sun.

B 1 It rained. It rained.
2 The wind blows. The wind blew.
3 It drizzled. It drizzled.

**Extension**

- Read and discuss the first example so children understand what is required.

**Answers**

Individual answers

**Resource Book**

**Support PCM**

- Children can work individually or in pairs.
- When complete, discuss answers.

**Answers**

1 I had painted the door and then I washed the brushes.
2 I have seen my friend in the street.
3 I had heard the thunder before I went to bed.
4 I shall carry the heaviest bag.

**Extension PCM**

- Children should work individually.

**Answers**

Individual answers

**Extra**

Make infinitive and tense cards, e.g.

<table>
<thead>
<tr>
<th>Infinitive Cards</th>
<th>Tense Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>to worry</td>
<td>past simple</td>
</tr>
<tr>
<td>to know</td>
<td>present progressive</td>
</tr>
<tr>
<td>to discover</td>
<td></td>
</tr>
</tbody>
</table>

Individuals pick an infinitive card and a tense card and make a sentence.