



Masterclass objectives

The aim of this masterclass is to help move students from Level 3 to Level 4. To achieve Level 4 in this aspect of AF5, students should:

- Vary tense and verb forms accurately

What AF5 looks like at ...

Level 3

- Students demonstrate some limited variation in use of tense and verb forms in most writing, though it is not always secure.

Level 4

- Students demonstrate some variation in tense and verb forms across a range of writing, which is generally accurate.

Please note: For further guidance on helping to secure the move from Level 3 to Level 4, please see page 64.



Resources

Main lesson stimulus

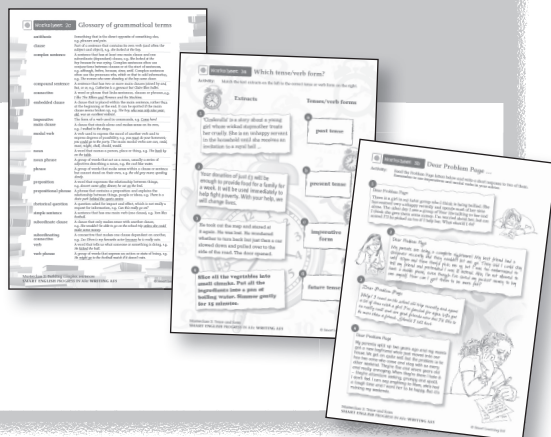
'How to Foil a UFO Alien Abduction'
handbook extract
(*Student's Book*, p. 51)

Worksheets

Worksheet 2c:
Glossary of grammatical terms

Worksheet 3a:
Which tense/verb form?

Worksheet 3b:
Dear Problem Page ...



Teaching progression

Starter

Remind students of the main tenses (for example, *past and present*) and explain that verbs change form according to which tense is being used. Give an example: *'I listen' in the present takes the form 'I listened' in the past.*

Write a range of verbs, in their present form, on the board. Use verbs that have a variety – regular and irregular – of past forms. For example: *talk, play, cook, run, sing*. Ask students for the past form of these verbs (talked, played, cooked, ran, sang).

Now invite students to think of a verb in its present form and to raise their hands when they are ready. Choose students to share their verb with the class, who must give the past form of that verb. Play this game for a minute or two.

Without warning, give some orders to students, for example: *'Give me that'* or *'Stand up'*. Ask them what you were doing and draw out the idea that you were giving commands or orders. Explain that commands and orders use a verb form (or 'mood') called the 'imperative'.

Explain that different text types use different tenses and verb forms; for example, *a diary entry might use the past tense, while instructions might use the imperative form*. Tell students that in this masterclass they will be looking at how to vary tense and verb forms accurately, and that this is a skill they need to achieve a Level 4 in AF5.

Main/development

Note: *Worksheet 2c* provides a glossary that may be useful for reference when explaining sentence construction and grammatical terms.

Distribute *Worksheet 3a*. Tell students that each of the text extracts on the left uses a particular tense or form of verb. Ask students to read the text extracts carefully and match them to the correct tense on the right-hand side. Share findings as a class to check students' answers. (Correct pairings: 1b, 2d, 3a, 4c.)

Ask students what type of texts they think the extracts on *Worksheet 3a* might be from (1 – a review; 2 – a charity leaflet; 3 – a story; 4 – a recipe). Lead a discussion about why each text type identified uses the tense or verb form that it does. Draw out that: the review is written in the present tense to give a sense of immediacy; the charity leaflet uses the future tense to emphasise the aim of the campaign, to show a determination to change things and to demonstrate that a donation really will make a difference; stories are often told in the past tense to explain events that have happened to a character; a cookery book uses the imperative to give the reader clear instructions.

Emphasise to students that different types of text use different tenses and verb forms for specific reasons. Explain to students that they are now going to focus on an advice text and that this type of text often uses the imperative form of the verb, because it is instructing people to take particular steps.

Read the handbook extract '**How to Foil a UFO Alien Abduction**' (*Student's Book*, p. 51) as a class.

Give students, working in pairs, a few minutes to identify all the imperatives in the text, then check their findings. (Imperatives: 'Do not panic', 'Control', 'Do not think', 'Try', 'Resist', 'tell', 'Resist', 'Picture', 'Resist', 'Go for', 'Stay', 'record', 'use', 'Sketch', 'Mark', 'draw', 'Try', 'record', 'Report', 'Contact', 'Be'.)

Explain that you are now going to look at another type of verb often used in advice texts like the handbook extract: modal verbs. Ask students if they can name any examples of modal verbs or if they know what their function is. Draw out that modal verbs are used in combination with other verbs and that they express degrees of possibility or necessity. Give some examples:

- 'the EBE *may* have the ability to read your mind' (possibility)
- 'Physical resistance *should* be used only as a last resort' (necessity)

Elicit what other modal verbs could replace 'should' in the above sentence; for example: *can*, *could*, *may*, *might* or *would*. Explain that these are all modal verbs. Now give students a few more minutes to examine the extract in pairs, this time identifying all the modal verbs in the text. (Modals: 'may sense', 'may have', 'may encourage', 'may get', 'should be', 'may prevent'.) Check students' findings.

Tell students that they are going to practise using different tenses and verb forms in a short piece of writing. Give them a choice of writing tasks:

1. Write the opening of a story about an alien landing in the town.
2. Write the opening for a charity leaflet on how we need to protect abandoned aliens in the UK.
3. Write the opening to some instructions for aliens about how to greet humans.

Remind students to use the tense or verb form that is most appropriate for the text type they have chosen (Task 1 – past, Task 2 – future, Task 3 – imperative).

Plenary

Ask students to swap their writing with a partner. Partners must highlight all instances where the appropriate tense or verb form has been used and explain why this usage is appropriate. Take feedback from the group and celebrate examples of good practice in each tense or verb form covered in this masterclass (past, present, future, imperative, modal).

Explain that by varying tense and verb forms students are able to write clearly and appropriately for purpose and effect. Remind them that tense and verb forms need to be chosen carefully to suit the purpose of the text type in question. Tell students that when they vary tense and verb forms accurately, they are working at a Level 4 in AF5.

Homework/extension work

Hand out copies of *Worksheet 3b*. Ask students to read the problem page letters and to write a short response to two of them, using some imperatives and modal verbs as appropriate. You may wish to draw out that, like the alien abduction extract they examined in the masterclass, their responses will be advice texts which often use imperatives and modals.