

Laminated verbs

| | SINGULAR | PLURAL |
|----------------------|-----------------|---------------|
| FIRST PERSON | I | We |
| SECOND PERSON | You | You |
| THIRD PERSON | It | They |
| | He | |
| | She | |
| | One | |

Laminated verbs



| | | | | |
|-------|--------|--------|-------|----------|
| play | plays | played | | playing |
| swim | swims | swam | swum | swimming |
| like | likes | liked | | liking |
| eat | eats | ate | eaten | eating |
| sit | sits | sat | | sitting |
| sleep | sleeps | slept | | sleeping |
| go | goes | went | | going |

Laminated verbs

| | | | | |
|------------------------|-------------------|-------------|----------------|-----------------|
| am | is | are | was | were |
| have | has | had | | having |
| have been | has been | will be | will have | had been |
| write | writes | wrote | written | writing |
| am writing | is writing | was writing | were writing | has written |
| have written | will have written | had written | will write | will be writing |
| will have been writing | had been writing | | will have been | had been |

Laminated verbs - curriculum mapping

Adult Literacy

Ws/E3.2 Use correct basic grammar, e.g. appropriate verb tense, subject-verb agreement

- (a) Understand the concepts of past, present and future, that human beings exist in time, and that language reflects this through the tenses of verbs which can change form to convey time past, present or future
- (b) Recognise that past, present and future are expressed in different ways, such as simple, continuous and perfect aspects to convey different shades of meaning
- (c) Understand that verbs convey actions (physical and non-physical)
- (d) Understand when it is important to use Standard English grammar and when a variety may be appropriate
- (e) Understand and be able to recognise how different varieties of English use different grammatical

structures (e.g. we was) or case (e.g. me and my friend met at the cinema)

- (f) Know and understand the terms verb, tense, subject of a sentence

Ws/L1.2 Use correct grammar e.g. subject-verb agreement, correct use of tense

- (a) Understand that, while writing, a writer needs to keep checking that singular subjects have a singular verb and that plural subjects have a plural verb
- (b) Understand the inflection on present simple, third person singular, verb form. Understand that all other verb forms are the same in singular and plural
- (c) Understand and make effective selection of simple, continuous and perfect tenses, and use them consistently

Ws/L2.2 Use correct grammar, e.g. subject-verb agreement, correct and consistent use of tense

- (a) Understand that, in complex sentences which may have several parts, particular care is needed to check subject-verb agreement
- (b) Understand that the choice of tense depends on the task
- (c) Understand that in longer texts the writer needs to keep checking back while writing, not at the end, and to check that the tense remains consistent
- (d) Understand that, when writing texts such as impersonal reports, verbs using the passive voice are useful to keep the focus on the action rather than on who performs it, e.g. it has recently been revealed that the association is losing money

Adult ESOL curriculum

Ws/E3.2a Use basic sentence grammar accurately

- (a) Know the form of, and understand the concept expressed by a variety of tenses, in statement, negative and question form, and apply this in writing
- (b) Know that the range and usage of tenses and aspect does not always correspond directly with the range in learners' other languages, e.g. in Chinese there are no verb changes to express the concept of time
- (c) Understand that a verb and its subject must agree in terms of number, and apply this in their own writing
- (d) Understand that the use of tenses or subject-verb agreement in written standard English is not always the same as those in spoken varieties of English, and recognise the effect of this upon register e.g. he done it (London variety of English), I were right pleased (Yorkshire variety of English)

- (e) Develop accuracy in non-verb grammar, e.g. use of articles, comparative form of the adjective
- (f) Use pronouns to show links between different parts of a text, making it clear what the pronouns refer to

Ws/L1.2a Use sentence grammar accurately to achieve purpose

- (a) Use different linguistic features appropriately for a range of different written genres, to suit learners' needs and interests
- (b) Check for accuracy, e.g. the way countable and uncountable nouns agree with the verb; use of articles and zero article
- (c) Know the form of, and understand, the concept expressed by a variety of tenses, with continuous and perfective aspects, and apply this knowledge and understanding when composing sentences
- (d) Understand that it is easy to change tenses unintentionally while writing, that this can affect meaning, so it is important to check for consistency

- (e) Make connections between sentences and parts of sentences clear

Ws/L2.2a Use sentence grammar consistently and with accuracy

- (a) Take care over different aspects of sentence grammar that can affect the accuracy, cohesion and fluency of writing, especially: subject-verb agreement in complex sentences; form and use of a range of tenses; word order in subordinate clauses.
- (b) Understand that when writing longer texts, good writers keep checking back in the course of writing, and check for consistency of tense as well as other grammatical forms, repetition and syntax
- (c) Understand and use a full range of modal verbs where appropriate, e.g. in describing a hypothetical situation in the past or future

Source:

<http://www.excellencegateway.org.uk/page.aspx?o=sflcurriculum>