Past, Present, and Future Tenses

The tense of a verb shows when something happens. Verbs in the present tense show action that happens now. Some present tense singular verbs end with -s or -es. Most present tense plural verbs do not end with -s or -es.

An inventor creates a new tool. Inventions serve us well.

Verbs in the past tense show action that has already happened. Most verbs in the past tense end in -ed.

Not long ago, electronics changed the world.

Verbs in the future tense show action that will happen. Add will (or shall) to most verbs to show the future tense.

Many more inventions will appear.

• Some regular verbs change spelling when -ed is added. For verbs ending in e, drop the e and add -ed: used, celebrated. For verbs ending in a consonant and y, change the y to i and add -ed: spied, lied.

• For most one-syllable verbs that end in one vowel followed by one consonant, double the consonant and add -ed: wrapped, patted.

• Irregular verbs change spelling to form the past tense: are/were, bring/brought, eat/ate, find/found, fly/flew, go/went, have/had, is/was, make/made, see/saw, sit/sat, take/took, tell/told, think/thought, write/wrote.

Directions Write the correct present, past, and future tense of each verb.

<table>
<thead>
<tr>
<th>Verb</th>
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<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. jump</td>
<td>She ________</td>
<td>She ________</td>
<td>She ________</td>
</tr>
<tr>
<td>2. sit</td>
<td>He ________</td>
<td>He ________</td>
<td>He ________</td>
</tr>
<tr>
<td>3. worry</td>
<td>We ________</td>
<td>We ________</td>
<td>We ________</td>
</tr>
<tr>
<td>4. stop</td>
<td>It ________</td>
<td>It ________</td>
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</table>

Directions Rewrite each sentence. Change the underlined verb to the tense in ( ).

5. The Perez twins dream about a new invention. (present)

6. They study the laws of motion. (past)

Home Activity Your child learned about present, past, and future tenses. Have your child read a page in a story aloud, changing past tense verbs to present tense ones or present tense verbs to past tense ones.
Read the passage. Then answer the questions that follow.

**Build a Bubble-Powered Rocket!**

*from NASA's Space Place*

www.NASA.gov

Build your own rocket using paper and fizzing tablets! Watch it lift off. How high does your rocket go?

**Suggestion:**

Find a grown-up to do this activity with you.

**Materials:**

- Paper, regular 8-1/2- by 11-inch paper, such as computer printer paper or even notebook paper.
- Plastic 35-mm film canister (see hints below)
- Cellophane tape
- Scissors
- Effervescing (fizzing) antacid tablet (the kind used to settle an upset stomach)
- Paper towels
- Water
- Eye protection (like eye glasses, sun glasses, or safety glasses)

**Hints:**

The film canister MUST be one with a cap that fits INSIDE the rim instead of over the outside of the rim. Sometimes photography shops have extras of these and will be happy to donate some for such a worthy cause.

**Keep in mind:**

Just like with real rockets, the less your rocket weighs and the less air resistance (drag) it has, the higher it will go.

**Making the Rocket**

You must first decide how to cut your paper. You may cut it the short way or the long way to make the body of the rocket. There is no one right way to make a paper rocket. Try a long, skinny rocket or a short, fat rocket. Try a sharp nosecone or a blunt nosecone. Try it with fins or without fins. Experiment!
Here's just one idea for how you might cut your whole rocket from one piece of paper:

Here are the basic steps:

1. Cut out all the pieces for your rocket.
2. Wrap and tape a tube of paper around the film canister. Hint: Tape the canister to the end of the paper before you start wrapping.
3. Important! Place the lid end of the canister down.
4. Tape fins to your rocket body, if you want.
5. Roll the circle (with a wedge cut out) into a cone and tape it to the rocket’s top.

**Blasting Off**

1. Put on your eye protection.
2. Turn the rocket upside down and remove the canister's lid.
3. Fill the canister one-third full of water.

**Now work quickly on the next steps!**

1. Drop one-half of an effervescing antacid tablet into the canister.
2. Snap the lid on tight.
3. Stand your rocket on a launch platform, such as your sidewalk or driveway.
4. Stand back and wait. Your rocket will blast off!

*Go On*
How does the pop-rocket work?

When the fizzy tablet is placed in water, many little bubbles of gas escape. The bubbles go up, instead of down, because they weigh less than water. When the bubbles get to the surface of the water, they break open. All that gas that has escaped from the bubbles pushes on the sides of the canister.

Now when you blow up a balloon, the air makes the balloon stretch bigger and bigger. But the little film canister doesn't stretch and all this gas has to go somewhere!

Eventually, something has to give! So the canister pops its top (which is really its bottom, since it's upside down). All the water and gas rush down and out, pushing the canister up and up, along with the rocket attached to it.

We call this wonderful and useful fact the law of action and reaction. The action is the gas rushing out of the rocket. The reaction is the rocket taking off in the other direction. In other words, for every action there is an equal and opposite reaction. The rocket goes in the opposite direction from the gas, and the faster the gas leaves the rocket, the faster the rocket gets pushed the other way.

Blast Off!

Real rockets work kind of the same way as the pop rocket. But instead of using tablets that fizz in water, they use rocket fuel.

The rocket that launched Deep Space 1 on October 24, 1998, had four different kinds of engines. Some pushed the rocket off the ground. Then some helped it continue its climb into space. Others gave the Deep Space 1 spacecraft its final push away from Earth. But all of them forced a gas to shoot out of the rocket, thus pushing the rocket the other way.
30 Read the following sentence from the passage.

Sometimes photography shops have extras of these and will be happy to donate some for such a worthy cause.

The word "donate" most likely means
A sell
B give away
C reuse
D throw out

31 Which sentence from the passage explains why the bubbles from the antacid tablet move toward the surface of the water?
A "When the fizzy tablet is placed in water, many little bubbles of gas escape."
B "The bubbles go up, instead of down, because they weigh less than water."
C "All that gas that has escaped from the bubbles pushes on the sides of the canister."
D "We call this wonderful and useful fact the law of action and reaction."

32 Read the following directions from the passage.

Now work quickly on the next steps!

Why is it necessary to work quickly to perform the steps that follow this line?
A because the gas will cause the lid to pop off the film canister quickly after the lid is replaced
B because the water will spill from the film canister soon after the rocket is turned over
C because the water will evaporate before it is added to the water inside the film canister
D because gas will escape from the film canister very slowly after the water is poured into it

Go On
How does the water change the antacid tablet?
A  The water causes the antacid tablet to release gas.  
B  The water helps the antacid tablet fit in the film canister.  
C  The water heats the antacid tablet to a warmer temperature.  
D  The water stops the antacid tablet from exploding.

Look at the illustration. Which part of the process of making a bubble-powered rocket does the illustration help make clear?
A  gathering the materials for the rocket  
B  making the rocket blast off  
C  filling the rocket with water  
D  creating the rocket's body

Look at the photo in the "Blast Off!" sidebar. How do the photo and text in the sidebar help the reader understand the passage?
A  They show the reader that real rockets have the same shape and the same number of engines as the bubble rocket.  
B  They show the reader that rocket fuel makes real rockets launch faster than the bubble-powered rocket.  
C  They show the reader what a real rocket looks like and explain that the real rocket and the bubble-powered rocket work in a similar way.  
D  They show the reader what a real rocket can do and explain that this makes it completely different from the bubble-powered rocket.
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<tr>
<td>2. have</td>
<td>I ____</td>
<td>I ____</td>
<td>I ____</td>
</tr>
<tr>
<td>3. trap</td>
<td>You ____</td>
<td>You ____</td>
<td>You ____</td>
</tr>
<tr>
<td>4. think</td>
<td>She ____</td>
<td>She ____</td>
<td>She ____</td>
</tr>
<tr>
<td>5. eat</td>
<td>They ____</td>
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Directions Identify the tense of each underlined verb. Write present, past, or future.

6. Many people dreamed of a perpetual motion machine. ____
7. This machine runs forever. ____
8. It will make its own energy. ____
9. The machine will save tons of money! ____
10. The Perez twins created a version of the machine. ____
11. But the machine borrows energy from other machines. ____
12. Sadly, the perpetual motion machine will remain a dream. ____

Directions Rewrite each sentence. Change the underlined verb to the tense in ( ).

13. Once, the idea of a computer seems impossible. (past)

14. Now, people constantly use computers for work and enjoyment. (present)

15. Someday, perhaps a perpetual motion machine is a reality. (future)