

VERB CHECK 5 - NAPOLEON, THE YOUNG EMPEROR

level - A1+/A2

How to use the set

This is a fully interactive Genially-based grammar practice activity designed to reinforce irregular verb forms through a narrative, game-style structure (verb list attached at the end).

Students complete five verb challenges practising both base forms and past simple forms in context. The activities develop accuracy, recall, and creative language use. Each challenge ends with a short speaking or writing task where students build on the story.

The teacher can use the set for:

- oral practice
- written follow-up
- whole-class interactive work
- pair/group storytelling

Learning Objectives: Students will be able to:

- recognise common irregular verbs in a narrative context
- recall and produce correct past simple forms of selected irregular verbs
- complete gap-based tasks using accurate verb forms
- follow and understand a simple story sequence using verbs in context
- use past simple forms in short spoken or written production

What's inside:

- Interactive story-based grammar practice focused on irregular verbs
- Five staged challenges with increasing complexity
- Clickable and puzzle-based tasks
- Active recall verb practice (matching, searching, timed writing, random selection)
- Gamified mechanics (progression through story stages)
- Built-in feedback and self-check system
- Self-contained digital resource (no printing required unless specifically needed)
- Suitable for IWB, online lessons, or independent work
- Final story-based consolidation task

Napoleon - the Young Emperor

Challenge 1 – Verb match

Students match irregular verb forms using a puzzle format. Each piece corresponds to a correct base or past form.

Follow-up task: Gapped text and Comprehension questions

THE BRILLIANT SNOWBALL GENERAL

Napoleon was a student at a military school and he [had] (have) a very difficult time. He [spent] (SPEND) most of his time in the library studying math and history because he [could] (CAN) not speak fluent French.

One winter day, he [left] (LEAVE) the school and [saw] (SEE) students standing outside in the snow. He quickly had an idea. He [organized] (ORGANIZE) a snowball game and [designed] (DESIGN) a snow fortress. The students [loved] (LOVE) his plan and the game [continued] (CONTINUE) for three whole days.

Follow-up Task: **Comprehension questions**

1. What subjects did Napoleon study in the library? He studied [maths and history|history and maths].
2. What did he organize? He organized a [snowball game].
3. How long did it continue for? It continued for [three] days.

Challenge 2 – Verb search

Students locate base and past forms from a mixed verb set (approx. 30 verbs). The list can be reshuffled for repeated practice.

Follow-up task: Gapped text and Comprehension questions

THE EMPEROR AND THE SECRET FEAR

Napoleon [became] (BECOME) a military leader and later lived in a palace. He always [took] (TAKE) his sword with him.

One evening, a servant [brought] (BRING) a small cat into the room. Napoleon [became] (BECOME) afraid. His sword [fell] (FALL) and [broke] (BREAK) a lamp. The noise [made] (MAKE) the servants come quickly. They [found] (FIND) Napoleon standing very still.

Follow-up Task: Comprehension questions

1. What did Napoleon always take with him? He always took his [sword].
2. What did a servant bring one evening? He brought a [cat].
3. What did Napoleon break? He broke a [lamp].

Napoleon - the Young Emperor

Challenge 3 – Verb check (grid/puzzle)

Students complete a puzzle filling in the sentences with the correct verb forms. The story continues:

THE BRILLIANT SNOWBALL GENERAL

Napoleon lived in a palace and worked very quickly every day. Every morning he followed the same busy routine before meeting his generals.

1. Napoleon _____ [STAND] in front of the mirror.
2. He _____ [WEAR] his famous hat.
3. He _____ [SAY] he wanted breakfast quickly.
4. He _____ [GO] to the dining room.
5. He _____ [HAVE] a small meal.
6. He _____ [EAT] very fast.
7. He _____ [DRINK] a cup of coffee.
8. The cooks _____ [HEAR] the bell.
9. They _____ [COME] into the dining room immediately.
10. A waiter _____ [DROP] a spoon on the floor.
11. Napoleon ignored the accident because he _____ (NOT WANT) to waste time.
12. He _____ [GET] ready to leave.
13. Just then, a message _____ [COME] from his generals.
14. Napoleon _____ [KNOW] he had important work to do.
15. He _____ [GIVE] his officers new orders.
16. He _____ [SIT] in his carriage.
17. He _____ [TELL] the driver to leave at once.
18. The driver _____ [UNDERSTAND] and the horses started moving.
19. Napoleon _____ [THINK] about his next battle.
20. He _____ [BRING] his notebook with him.
21. He _____ [PUT] it on his lap.
22. He _____ [BECOME] very focused.
23. He _____ [FEEL] ready for the day.
24. He _____ [SEE] his horses running along the road.
25. He _____ [WRITE] his plan before he arrived.

Follow-up task

1. What did Napoleon drink in the morning? He drank [a cup of coffee|coffee].
2. What did a servant drop? He dropped a [spoon].
3. What did Napoleon write in his carriage? He wrote a [plan].

Napoleon - the Young Emperor

Challenge 4 – Verb check 1 - writing

Students write the correct verb forms in 3 rounds revealing the images

Follow-up task: gapped text and comprehension questions

NAPOLEON'S EXPLORATIONS

Napoleon [travelled] (TRAVEL) to Egypt with his army and scientists. The desert [became] (BECOME) very hot and difficult.

The scientists [found] (FIND) a stone with strange writing. Napoleon [wore] (WEAR) his hat and [stood] (STAND) near the Sphinx. He [gave] (GIVE) books to the scientists and [brought] (BRING) the stone to the camp. He [said] (SAY) the discovery was very important.

Comprehension questions

1. Where did Napoleon travel? He traveled to [Egypt].

2. What did the scientists find?

They found a [stone] with strange writing.

3. Where did they bring the stone?

Challenge 5 – Verb check 2 - pick the correct verb

Students pick 20 randomly generated verb prompts to collect all the points. It's a multiple choice activity where ss focus on the correct verb forms.

Follow-up task: gapped text and comprehension questions

THE SECRET ESCAPE

Napoleon [lived] (LIVE) on a small island, but he was not happy there. One night, he [ran] (RUN) to the beach and [got] (GET) on a ship.

The sea was rough, but he [escaped] (ESCAPE). When he [arrived] (ARRIVE) in France, his soldiers [saw] (SEE) him and [came] (COME) to meet him.

They were very surprised and happy. They [ate] (EAT) together and [celebrated] (CELEBRATE) his return.

Comprehension questions

1. Where did Napoleon run at night? He ran to the [beach].

2. How did he leave the island? He left on a [ship].

Napoleon - the Young Emperor

Final challenge – Verbs in context

Students complete the full story using past simple verb forms. This consolidates all vocabulary and grammar from previous tasks.

SYMBOLS AND NAVIGATION ARE SELF-EXPLANATORY

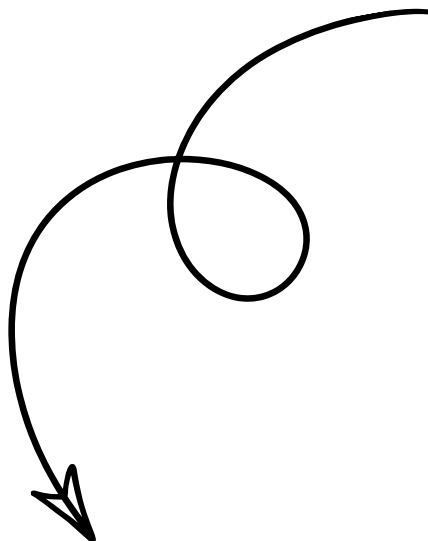


go back to the index page



[download link](#)

Have Fun!!



Napoleon - the Young Emperor

Napoleon [was] (BE) a student at a military school in France. He [spent] (SPEND) a lot of time in the library because French was still difficult for him.

One winter morning, he [left] (LEAVE) the school and [saw] (SEE) students playing in the snow.

He [had] (HAVE) a simple idea: to organise a snow game. He [made] (MAKE) a plan and [took] (TAKE) control of the students in the yard. He [began] (BEGIN) a big snowball game, and everything quickly became noisy and exciting.

The game [became] (BECOME) very organized and lasted for three days.

Later, Napoleon [became] (BECOME) a military leader and [went] (GO) to live in a palace.

He always [took] (TAKE) his sword with him. One evening, the sword [fell] (FALL) from his hand and [broke] (BREAK) a lamp.

The loud noise [made] (MAKE) the servants come quickly into the room. After that, Napoleon [went] (GO) to Egypt with his army. The scientists [found] (FIND) a strange stone and [brought] (BRING) it to the camp. Napoleon [wore] (WEAR) his hat and [stood] (STAND) near the Sphinx. He [gave] (GIVE) orders and [said] (SAY) the discovery was very important.

Later, Napoleon [went] (GO) to live on a small island but he [wasn't/was not] (BE) happy there. He decided to escape and [got] (GET) on a ship at night. He [came] (COME) back to France and his soldiers [saw] (SEE) him. They [came] (COME) to meet him, [ate] (EAT) together, and [celebrated] (CELEBRATE) that moment.

Napoleon's Path to Power

Napoleon _____ (BE) a student at a military school in France. He _____ (SPEND) a lot of time in the library because French was still difficult for him.

One winter morning, he _____ (LEAVE) the school and _____ (SEE) students playing in the snow. He _____ (HAVE) a simple idea: to organise a snow game. He _____ (MAKE) a plan and _____ (TAKE) control of the students in the yard. He _____ (BEGIN) a big snowball game, and everything quickly became noisy and exciting.

The game _____ (BECOME) very organized and lasted for three days.

Later, Napoleon _____ (BECOME) a military leader and _____ (GO) to live in a palace. He always _____ (TAKE) his sword with him. One evening, the sword _____ (FALL) from his hand and _____ (BREAK) a lamp. The loud noise _____ (MAKE) the servants come quickly into the room.

After that, Napoleon _____ (GO) to Egypt with his army. The scientists _____ (FIND) a strange stone and _____ (BRING) it to the camp. Napoleon _____ (WEAR) his hat and _____ (STAND) near the Sphinx. He _____ (GIVE) orders and _____ (SAY) the discovery was very important. Later, Napoleon _____ (GO) to live on a small island but he _____ (BE) happy there. He decided to escape and _____ (GET) on a ship at night. He _____ (COME) back to France and his soldiers _____ (SEE) him. They _____ (COME) to meet him, _____ (EAT) together, and _____ (CELEBRATE) that moment.

Verb list

be	drive	make
become	eat	meet
begin	fall	pay
bite	feel	put
blow	find	read
break	fly	run
bring	forget	say
build	get	see
buy	give	shake
can	go	sing
catch	grow	sit
choose	have	speak
come	hear	spend
cost	hide	stand
cut	hold	
do	know	
draw	leave	
drink	lose	

Terms of use

By purchasing or downloading this file, you agree to the following:

- * This product is for personal or classroom use only.
- * No part of this document may be distributed, posted on the internet, sold or edited without permission of the author.
- * You may not use any part of this resource to create another resource.
- * You may share about the use of this resource on blogs and/or social media, but please credit the author and provide a link when possible.

Thank you for respecting my copyright.