

Session 30: Tenses

Introduction

| Session Title | Tenses Introduction |
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| Objective | <p>By the end of this session, students will</p> <ul style="list-style-type: none">• Understand that tenses show time past, present, or future.• Identify actions related to yesterday and• Use basic tenses in simple spoken |
| Topics/Concept | <ul style="list-style-type: none">• Tense = Time of action• Three types of time: Past, Present, I• Simple usage of verbs in each tense |
| Material Required | <ol style="list-style-type: none">1. Verb cards2. Board and chalk3. Open space for movement |
| Methodology | <ul style="list-style-type: none">• Active learning• Collaborative learning• Contextualization |
| Session Duration | 90 Minutes |

Intro Activity (15 minutes)

Action statues

- Tell the children that you will call out different actions. When you say an action, they need to start doing it.
- Explain that when you shout "Freeze!", they must stop immediately and hold their pose like a statue.
- Start with a few simple actions and practice freezing. For example:
 1. "Jump!" (Children jump)
 2. "Freeze!" (Children stop in their jumping pose)
 3. "Run!" (Children run)
 4. "Freeze!" (Children stop clapping)
- Continue these Action statues for a few minutes just to warm up the children.

Main Topic/ Activity (50 minutes)

What is "When" (30 minutes)

- Draw a clock on board or pointing to the classroom clock tell children to "Look at this clock. What does it tell us?" (Encourage answers like "time," "what time it is," etc.)
- Tell them today we are going to study a new topic that is very essential in English, we are going to talk about how we know when things happen in our sentences. We call this 'tenses'. It's like having a special way to show if something is happening now, if it already happened, or if it will happen later."
- Teacher: "Imagine you are telling a story. It's important to know when each part of the story took place, right?" (Give a simple example: "I ate breakfast this morning." vs. "I will eat lunch soon.")

Tenses Area(20 minutes)

- Divide three corners of class as past area,present area,and future area.
- Then briefly introduce the idea that verbs change based on when the action happens—before now (past), now (present), or after now (future).
- Demonstrate with Examples: Show a verb card (e.g., "jump") and say:
 1. "Yesterday, I jumped." (Past)

2. "Today, I am jumping." (Present)
3. "Tomorrow, I will jump." (Future)

- Student Participation: Ask students to form a circle and call on students to pick 2 verb cards each and place it in the correct section of the area, saying a sentence for each tense form

Follow up Task (5 minutes)

Ask students to write the things :

1. One thing that they did yesterday
2. One thing they are doing today
3. One thing they will do tomorrow

Review Questions/Assessment/Tasks (20 minutes)

- Tell them to think about their day - today, something you did yesterday, and something you are looking forward to do tomorrow.
- For each of these three times (yesterday, today, tomorrow), draw a simple picture representing an action you did or will do.
- Below each picture, write a very short sentence describing the action and include a word that tells us when it happened or will happen.

Expected Learning Outcome:

Knowledge building-

- Understand that "tense" relates to when an action takes place in a sentence.
- Differentiate between actions happening now, actions that already happened, and actions that will happen.
- Recognize simple time-related words (like "yesterday," "today," "tomorrow," "ago," "soon") as indicators of when an action occurs.

Skill building-

- Work in groups to categorize verbs into past, present, and future areas.
- Engage in peer discussions while forming sentences.
- Participate in "Action Statues" to associate verbs physically

Revision #5

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