

# Session 30: Tenses

## Introduction

Session Title	Tenses Introduction
Objective	By the end of this session, students will <ol style="list-style-type: none"><li>1. Understand that tenses show time past, present, or future.</li><li>2. Identify actions related to yesterday and</li><li>3. Use basic tenses in simple spoken</li></ol>
Topics/Concept	<ol style="list-style-type: none"><li>1. Tense = Time of action</li><li>2. Three types of time: Past, Present, I</li><li>3. Simple usage of verbs in each tense</li></ol>
Material Required	<ol style="list-style-type: none"><li>1. Verb cards</li><li>2. Board and chalk</li><li>3. Open space for movement</li></ol>
Methodology	<ol style="list-style-type: none"><li>1. Active learning</li><li>2. Collaborative learning</li><li>3. Contextualization</li></ol>
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)

1. Tell them to think about their day - today, something you did yesterday, and something you are looking forward to do tomorrow.
2. For each of these three times (yesterday, today, tomorrow), draw a simple picture representing an action you did or will do.
3. 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

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