Session 30: Tenses Introduction

Session Title	Tenses Introduction
Objective	By the end of this session, students will 1. Understand that tenses show time past, present, or future. 2. Identify actions related to yesterda and 3. Use basic tenses in simple spoken
Topics/Concept	1. Tense = Time of action 2. Three types of time: Past, Present, I 3. Simple usage of verbs in each tense
Material Required	1. Verb cards 2. Board and chalk 3. Open space for movement
Methodology	1. Active learning 2. Collaborative learning 3. 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)

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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