

Tense it Up

Ref: EN_PTL_2



Introduction

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Description

The lesson aims to help learners distinguish and correctly use the Present Continuous, Simple Past, and Simple Future tenses in English through processing instruction. Learners are guided to focus on both form and meaning by first comprehending input rather than producing sentences immediately. Activities are designed to draw learners' attention to how time references and verb forms indicate ongoing actions, completed events, and future plans. Through structured comprehension tasks, learners develop an accurate understanding of tense usage, which will later support more precise production.



Age

10 - 12 years



Language Area

Present, Future and Past tenses



Proficiency Level

A2



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Subject

Language



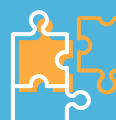
Duration

90 mins (~ 2 teaching hours)



Links with Language Curriculum

Present continuous, simple past and simple future tenses



Rationale

The rationale of this protocol is to employ the Processing Instruction approach, which focuses on the manipulation of the input so that the learners notice the grammatical phenomenon under instruction and activate psycholinguistic strategies and mechanisms in converting input into intake. The "noticing" is realized by means of structured input activities (referential and affective). In addition, the inclusion of learners' L1s (multilingual pedagogies, pedagogical translanguaging) will familiarize learners with multilingual techniques through the comparison between the L1 and the L2.

Introduction



Aims

It is expected that learners will develop connections between the morphological marking of present, past and future tenses and their meaning.

This aim is achieved by means of:

- two referential activities (Activities A and B of the Appendix), which draw learners' attention to the aforementioned linguistic phenomena, and
- two affective activities (Activities C and D of the Appendix), which further practice tenses, while the learners are engaged in communicative tasks.

In addition, learners are expected to:

- develop language skills through the inclusion of the L1
- be engaged with multilingualism and pedagogical translanguaging as ways of learning both L1 & L2



Equipment and Material Needed

- Copies (A4 paper size) with referential and affective activities
- Poster / Chart board

Instructions **Step by step development of the activity** (preparation, implementation, summing up, reflection)



01 | Introduction (10')

The teacher writes on the board (or says aloud) three sentences that refer to the present, past, and future, and shows the learners a timeline with these three points while asking them to share these terms in their L1 with the class. Below each time point the teacher provides the relevant verb (see Figure 1 in the Appendix) so that learners realize that different verb forms are used to refer to the present, past and future. Then, the teacher draws learners' attention to the morphemes that differentiate the verb forms marked for present, past and future (see Table 1 in the Appendix). Then (s)he asks them to write down (or orally produce) other verb forms that they may know and position them into the right column of Table 1 in the Appendix.



02 | Structured Input Activities (80')

The educator provides learners with a worksheet that includes all four Activities (2 Referential & 2 Affective) which will be completed during the lesson. The educator provides clarifications if needed as the learners complete the activities. The Activities are provided in the Appendix.

Referential Activity A (15')

Activity 1. The first activity consists of ten sentences. Learners, individually, have to choose and select for every sentence if it refers to the past or to the future tense in English, selecting the correct cell next to each sentence. The teacher asks the learners to provide their answers and provides feedback.

Activity 2. Learners have to translate these sentences in their L1.

Referential Activity B (15')

Activity 3. In this activity learners have to choose, individually, if the eight sentences provided refer to the future or the past tense. A certain time window is given: Mary is eating lunch now and, thus, the time point of “now” is noon. Depending on the tense of the verbs in the provided sentences, the learners have to select whether the sentences refer to the morning (past) or to the evening (future). The teacher asks the learners to provide their answers and provides feedback.

Activity 4. Learners will need to translate these sentences into their first language and underline the ones that describe activities they also do.

Affective Activity C (25')

Activity 5. For the first subpart of this activity learners have to write, individually, a list of five things that they are doing now that they have school and a list of five things that they have done during the summer season. For the second subpart they have to compare their answers with those of their fellow learner who is sitting next to them.

Activity 6. Together, the pairs will pick three activities, from the ones they provided in the previous activity, they both have in common (from either list) and write them in English on a poster or a large piece of paper, along with the translations in their L1. This poster can then be shared with the class for a collective comparison of common activities in different languages.

Affective Activity D (25')

Activity 7. In the first subpart (a) of this activity, learners are asked to read the sentences that describe some activities the kids are planning to do during the summer season and to specify whether they agree with the describing activities. For the second subpart (b) of the activity learners are asked to discuss with the learner who is sitting next to them about what they are planning to do during the summer season.

Activity 8. Each learner will write two sentences in English describing their summer plans and provide the translation in their L1 underneath. These sentences will be shared with the class, and the teacher can facilitate a group discussion to compare common summer activities across different languages.



Useful Tips

01

When learners complete each referential activity, they read their answers. The teacher corrects their answers if necessary and provides feedback. The corrections can be done either after each activity or after each sentence of the activity. The second option may be more beneficial in terms of learning benefits but also in terms of time and classroom management.

02

An alternative procedure is that the learners can exchange their sheets with the referential and the affective activities and correct the answers of their peers.

03

Depending on learners' proficiency level and age, they can work with more sentences, more difficult sentences, or both. The teacher can increase the number of sentences in each activity taking into consideration the learners' needs.

04

If the learners have low literacy in their L1, they can be asked to provide the answers in their L1 orally and not in their written form. There may be different levels of L1 literacy in the groups that will be formed and, thus, the learners will be able to help each other in case some of them are not aware of the L1 translations. Moreover, if the teacher thinks that the activities cannot be performed in the learners' L1s, they can be asked to work on the multilingual activities in a foreign language the learners learn at school, like for example French, German etc.

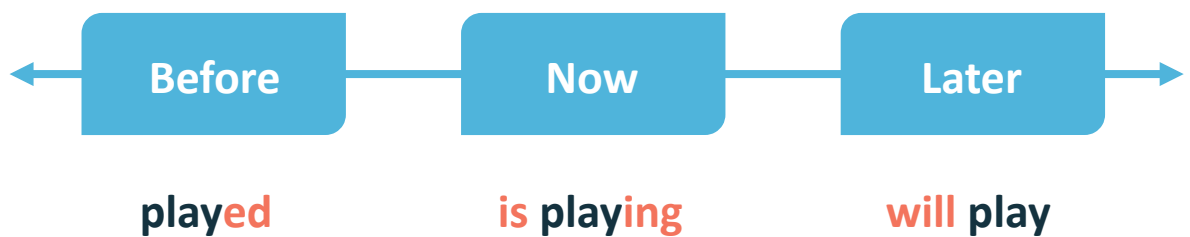


01 | Table

Introduction

- (1) Nick played with the ball yesterday.
- (2) Nick is playing with the ball now.
- (3) Nick will play with the ball tomorrow.

Figure 1



Look at Table 1. Can you fill it in with other verbs you know?

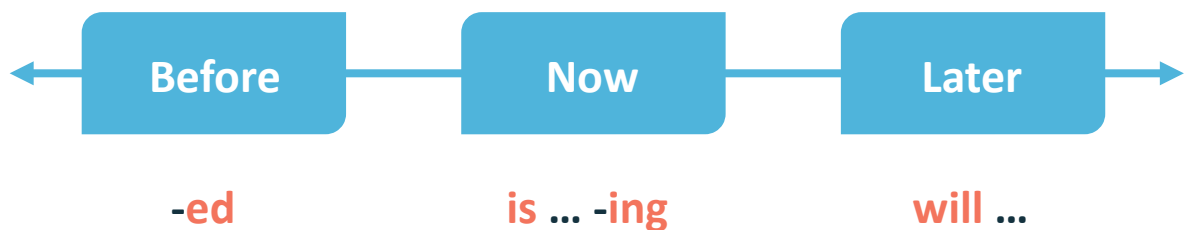


Table 1

| play-ed | is play-ing | will play |
|---------|-------------|-----------|
| | | |
| | | |
| | | |

Activities

01 | Activity A

Read the sentences. Mark whether the sentences refer to "yesterday" or "tomorrow".

| John... | Yesterday | Tomorrow |
|--|-----------|----------|
| 01. will walk to the park. | | |
| 02. listened to his favorite podcast. | | |
| 03. will talk to his friend. | | |
| 04. will play chess with his brother | | |
| 05. cleaned his bedroom. | | |
| 06. will eat ice cream. | | |
| 07. finished his homework. | | |
| 08. jumped onto the trampoline at the party. | | |
| 09. will watch the game on TV. | | |
| 10. visited his cousin. | | |

02 | Activity A

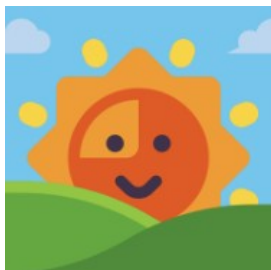
Translate the above sentences into your first language.

| John... | Yesterday | Tomorrow |
|---------|-----------|----------|
| 01. | | |
| 02. | | |
| 03. | | |
| 04. | | |
| 05. | | |
| 06. | | |
| 07. | | |
| 08. | | |
| 09. | | |
| 10. | | |

Activities

03 | Activity B

Mary does many things during the day. Right now, she is eating her lunch. What did Mary do in the morning and what will she do in the evening? Read the sentences and put an X in the correct column.



Morning



Noon





Evening

| |  |  |
|-----------------------------------|--|---|
| 01. She visited her best friend. | | |
| 02. She played the guitar. | | |
| 03. She will go to the cinema. | | |
| 04. She enjoyed her breakfast. | | |
| 05. She will eat popcorn. | | |
| 06. She listened to music. | | |
| 07. She will walk for 30 minutes. | | |
| 08. She called her grandmother. | | |

04 | Activity B

Translate these sentences into your first language and underline the ones that describe activities you also do.



| | | |
|-----|--|---|
| |  |  |
| 01. | | |
| 02. | | |
| 03. | | |
| 04. | | |
| 05. | | |
| 06. | | |
| 07. | | |
| 08. | | |

Activities

05 | Activity C

A) Write down five things you are doing right now that you have school and five things you did in the summer.

| | Now in School | During the Summer |
|-----|---------------|-------------------|
| 01. | | |
| 02. | | |
| 03. | | |
| 04. | | |
| 05. | | |

B) Take your neighbor's list and give him yours. Are they the same or different?

06 | Activity C

Pick three activities you and your neighbor have in common (from either list), and write them in English on your poster, along with the translations in your L1.

Activities

07 | Activity D

A) What will the kids do in the summer? Do you agree or disagree?

| Kids During the Summer... | Agree | Disagree |
|--|-------|----------|
| 01. will play outside. | | |
| 02. will go to the pool. | | |
| 03. will have sleepovers with their friends. | | |
| 04. will explore new parks and playgrounds. | | |
| 05. will ride bikes around the neighborhood. | | |
| 06. will enjoy various outdoor activities and sports. | | |
| 07. will eat a lot of ice cream. | | |
| 08. will build sandcastles at the beach. | | |

B) What will you do next summer? Talk to your neighbor.

08 | Activity D

Write two sentences in English describing your summer plans and write the translation in your first language underneath. Share these with the class and let's have a group discussion.

Answers

Activity A (Activity 1)

1. tomorrow
2. yesterday
3. tomorrow
4. tomorrow
5. yesterday
6. tomorrow
7. yesterday
8. yesterday
9. tomorrow
10. yesterday

Activity B (Activity 3)

1. morning
2. morning
3. evening
4. morning
5. evening
6. morning
7. evening
8. morning



Notes

This image shows a blank sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.