



# Yesterday and Tomorrow

Ref: EN\_PI\_7

## Introduction



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	<b>Description</b>	<p>In this English lesson, students develop grammar awareness, comprehension, and communicative skills through structured activities focused on Simple Past and Simple Future Tenses. Following the Processing Instruction approach, learners are guided to notice the differences in form and meaning, including how different verb forms indicate actions in the past, present, or future. Through referential and affective activities, students read, listen, categorize verbs according to time, and discuss their own routines and plans, while also comparing answers with classmates. Pair and group work promote active engagement, peer correction, self-monitoring, and confidence in accurately expressing events that have occurred or will occur, reinforcing meaningful understanding of English tense usage.</p>			
	<b>Age</b>	6-9 years old		<b>Language Area</b>	Simple Past and Simple Future Tenses
	<b>Proficiency Level</b>	A1-A2		<b>Authors</b>	Athina Nachopoulou, Nikolaos Dalampouras, Stella Vogiatzi, Giorgos Botsoglou
	<b>Subject</b>	Language		<b>Duration</b>	1 teaching hour (45')
	<b>Links with Language Curriculum</b>			Grammar: Simple Past and Simple Future Tenses	

# Introduction

	<b>Rationale</b> <p>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).</p>
	<b>Aims</b> <p>It is expected that students will develop connections between the morphological marking of past and future tenses and their meaning. This aim is achieved by means of:</p> <ul style="list-style-type: none"><li>• Two referential activities (Activities 1 and 2 of the Appendix), which draw learners' attention to the aforementioned properties, and</li><li>• Two affective activities (Activities 3 and 4 of the Appendix), which further practice tenses, while the learners are engaged in communicative tasks.</li></ul>
	<b>Equipment and Material Needed</b> <ul style="list-style-type: none"><li>• Copies (A4 paper size) with referential and affective activities.</li></ul>

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



### 01 | Introduction (5')

The teacher writes on the board (or orally produces) the three sentences which refer to the present, the past and the future and shows the learners the timeline with the three time points (past, present and future). Below each time point the teacher provides the relevant verb (see Figure 1) so that the 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 of 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.



## 02 | Structured Input Activities (45')

The educator provides the students 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.

### Activity 1 (Referential Activity) (10')

The first activity consists of ten sentences. Students, 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 (Referential Activity) (10')

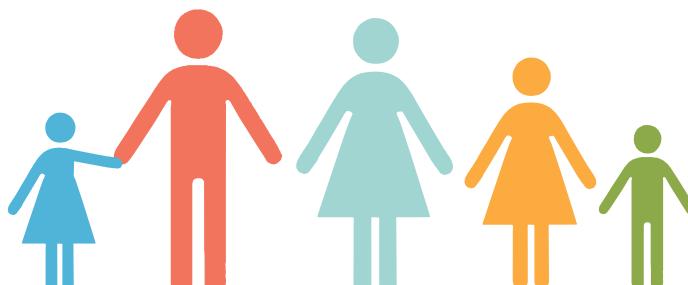
In this activity students have to choose, individually, if the eight sentences provided refer to the future or the past tense. A certain time window is given: Mary is eating lunch now and, thus, the time point of "now" is noon. Depending on the tense of the verbs in the provided sentences, the learners 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 3 (Affective Activity) (10')

For the first subpart of the third activity the students have to write, individually, a list of five things that they do during the week 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 the student that sits next to them.

### Activity 4 (Affective Activity) (10')

In the first subpart (a) of this activity, the students 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 the students are asked to discuss with the student that is sitting next to them about what they are planning to do during the summer season.



# Useful Tips

01

When the learners complete each referential activity, they read their answers. The teacher corrects if necessary and provides feedback. The correction 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 and, also, with irregular verbs i.e. ate, read, slept, saw etc. The teacher can increase the number of the sentences in each activity taking into consideration the learners' needs.

04

The activities are all presented in written form. However, the teacher may implement all or some of the activities orally. In this case, the teacher reads each sentence and the students provide their answers on the answer sheet. Alternatively, the teachers can read the sentences while the sentences are also given to the learners in their written form.

05

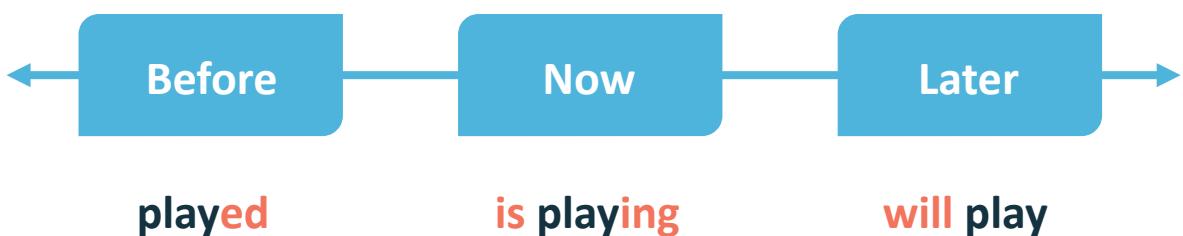
When the protocol is completed and if there is extra time, the learners could draw something relevant to the topic of the texts.



## 01 | 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?

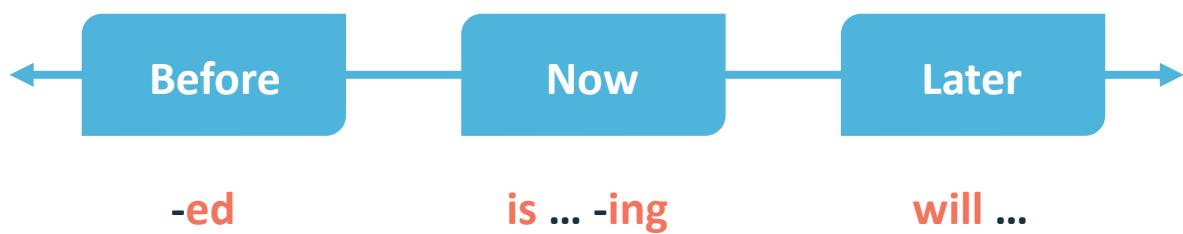


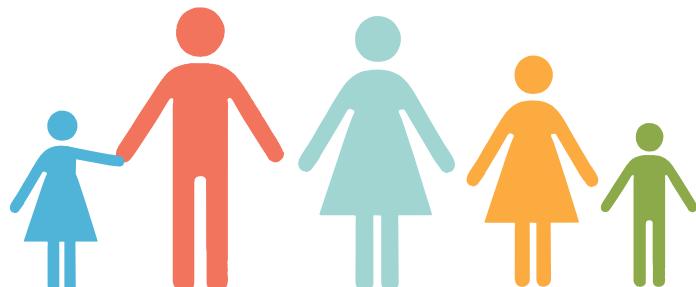
Table 1

play-ed	is play-ing	will play

# Activities

## 01 | Read the sentences. Mark whether the sentences are for "yesterday" or "tomorrow".

John...	Yesterday	Tomorrow
1. will walk to the park.		
2. listened to his favorite podcast.		
3. will talk to his friend.		
4. will play chess with his brother		
5. cleaned his bedroom.		
6. will eat ice cream.		
7. finished his homework.		
8. jumped onto the trampoline at the party.		
9. will watch the game on TV.		
10. visited his cousin.		



# Activities

## 02 | A Day in Mary's Life

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



Evening

1. She visited her best friend.		
2. She played the guitar.		
3. She will go to the cinema.		
4. She enjoyed her breakfast.		
5. She will eat popcorn.		
6. She listened to music.		
7. She will walk for 30 minutes.		
8. She called her grandmother.		

## Activities

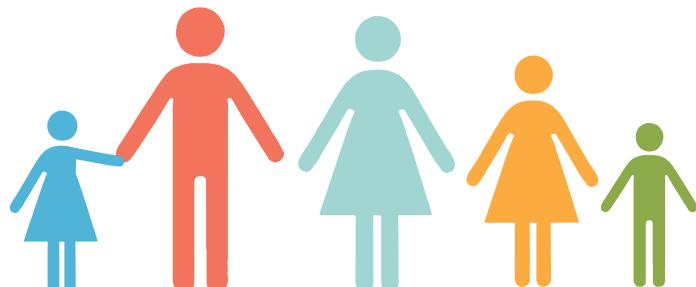
03 | A) Write down five things you do now that you have school and five things you did in the summer.

now in school

- 1.
- 2.
- 3.
- 4.
- 5.

during the summer

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



## Activities

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

Kids during the summer...	Agree	Disagree
will play outside.		
will go to the pool.		
will have sleepovers with their friends.		
will explore new parks and playgrounds.		
will ride bikes around the neighborhood.		
will enjoy various outdoor activities and sports.		
will eat a lot of ice cream.		
will build sandcastles at the beach.		

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

# Answers

## Activity 1

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

## Activity 2

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



# Notes