

UNIT 16

Tenses

8 Days

Lesson 1 - The present - 1 Day

Lesson 2 - Understanding the past - 2 Days

Lesson 3 - Helping verbs, the future - 2 Days

Lesson 4 - Formulae - 3 Days

Vocab	Terms
	Tense
	Present
	Perfect
	Imperfect
	Pluperfect
	Helping verb
	Future
	Future perfect

Unit 16 - Tenses

Lesson 1 - The present

Discuss

- Draw a simple timeline on the board with a point in the middle which is labeled present. Everything to the left of present has happened before now. It is the past.
- Everything to the right of the present point is still to happen. It is the future.
- Ask students if they have encountered a timeline in math or history. Compare and contrast them. e.g. *counting backwards in numbers as you move left, going farther forward in history as you move to the right.*
- The tense of a verb tells when the verb is being done. The present tense is used for an action that is happening now.
- There are six tenses that are common to most languages. English has twelve variations of these six tenses.

Activity

- List three different types of present.
e.g. *I eat. I am eating. I do eat.*
- They are all happening now, but we use them in different ways.
- Ask students to think up situations in which they would use these three different types.
e.g. *Dogs eat bones.*
I am eating dinner right now.
I do eat artichokes.
- Name each type of present:
e.g. *Dogs eat bones. [general fact]*
I am eating dinner right now. [in progress]
I do eat artichokes. [affirming] (Someone has either said that you do not eat artichokes or has asked you if you do or not; you are affirming that you do.)
- Conjugate fully these three types of present with a regular verb:

General fact	In progress	Affirming
I walk	I am walking	I do walk
you walk	you are walking	you do walk
she walks	she is walking	she does walk

we walk	we are walking	we do walk
you pl. walk	you are walking	you do walk
they walk	they are walking	they do walk

- Note that a verb form can be more than one word, and note where there are inflections and where the participle is used as part of the verb form. (more on helping verbs later)
- Introduce the story they will write for homework and let them start to work on this.

Homework
pages 119-120

Terms
tense
present

Unit 16 - Tense

Lesson 2 - Understanding the past

Day 1:

Activity

- Share news report stories by setting up a newscast desk at the front of the room.
- Take a few of the paragraphs and ask students to change all of the present verbs into past tenses.
e.g. *I walked. I was walking. I did walk.*

Activity

- What happened in gym or P.E. class yesterday?
- Tell the students that you are looking for a variety of ways to say things in the past. Write down all of the actions that they describe from gym class. Lead them into saying some of the less familiar forms of past tenses by asking them questions in those tenses.
e.g. *What have you done up until now in gym?*
What had the teacher taught you to do before that?
- Have them brainstorm six versions of past tenses.
e.g. *We kicked.*
We have kicked.
We did kick.
We used to kick.
We were kicking.
We had kicked.
- Plot them roughly on the timeline without naming the different past tenses. Make one point in the past for a form that indicates one completed action. Make repeated strokes in the past for forms that indicate repeated action in the past. Make an extended wavy line for extended action, etc.

Discuss

- Two common tenses that occur in the past in many languages are the **perfect** tense and the **imperfect** tense.
- If a student hands in a paper, and the teacher returns it saying that it is perfect, then that means that the student's work is completed; there is nothing more he can do; his work is perfect or completed. If a student's work is handed back labeled imperfect, then that student has to do it over and over until it is completed; it is imperfect / not completed once.
- The perfect tense describes action that was completed once in the past. The imperfect tense describes action that was either repeated in the past or that happened over a period of time, not in one completed action. The **pluperfect** is the third past tense. Plu = plus = more. The pluperfect is more in the past than the perfect tense. A pluperfect action had happened before another action in the past.

Activity

- Have the students try to figure out which forms of the verb to kick from above belong to which past tenses.
- Plot the names of the tenses on the timeline.
- Perfect: *We kicked.*
- *We have kicked.*
- *We did kick.*
Imperfect: *We used to kick.*
- *We were kicking.*

- We kicked.
Pluperfect: We had kicked.

Discuss

Two verb forms look identical, but the difference can be figured out by the context.

We kicked the ball to Martha, but she missed the pass.
Perfect: this is a completed action.

We kicked the ball every time we got near the goal.
Imperfect: a repeated action in the past.

Pluperfect would be before either of those past actions occurred.

I had passed him the ball, so he was able to make a goal.

Homework
pages 121-122

Terms
perfect
imperfect
pluperfect

Day 2:

Review homework pages 121-122.
Complete forms of past tenses on p. 123.
Complete p. 124 as a class.

Unit 16 - Tenses

Lesson 3 - Helping verbs, the future

Day 1:

Activity

- Ask students to copy conjugations of all tenses onto the board.
- Erase all the personal pronouns.
- Erase all words that are a form of the word walk.
e.g. walking, walked
- What is left? These words that are left were a part of the whole verb form. Although they can stand alone as verbs, they are not the verbs being used here. They are simply helping verbs here. They help to make up the different forms for different tenses.

Discuss

- What common verbs are used as helping verbs? (to be, to have, to do)
- Perhaps this is why these verbs are irregular. They are not only used on their own as verbs very frequently, but they are used with all other verbs to make up the different tenses. And again, the more a word is used, the more chance it has to be changed through time, mutated, made irregular. Were they once regular?
- Verb forms are made up of different parts. A form might include a personal pronoun, a helping verb, and a participle.
- How can you tell when to be is being used as a helping verb and when it is simply a linking verb?
The helping verb will be followed by a participle.
The linking verb will be followed by a predicate nominative, a noun or adjective or pronoun. (It might be directly followed by an article.)

Activity

- What will you do when you go home today?
- What will you have done before you go home but after this class today?
- Put two marks on the timeline to the right of the present point.

The one farthest to the right designates an action that will happen after now. **Future: I will swim for an hour after school.**

The point to the left designates an action that will happen after now but before the other action in the future. **Future perfect: I will have changed before I go to the pool.**

- Write a schedule of the day noting what time it is at that moment in class. Have students give actions in past tenses for what happened at school before the present time and in future tenses for what is yet to come.

Discuss

Again, perfect means completed, and so future perfect describes an action completed but in the future, completed before another action in the future.

Homework

pages 125-126

Terms

helping verb

future

future perfect

Day 2:

Activity

Review homework pages 125-126.

Have students share schedules.

Complete pp. 127-128 in groups and review as a class.

Unit 16 - Tenses

Lesson 4 - Formulae

Day 1:

Activity

- If we had not been raised to speak English, we would have to learn how to create all of these different tenses and the variations within the tenses in English.
- Let's pretend we have to teach a foreign friend of ours the English tenses. We have already taught them what it means to conjugate, what participles are, and what helping verbs are. Looking at the verb posters, make up a formula for how to create each verb tense in English. (Divide class into groups to accomplish this task and compare the results of the groups.)

e.g. Present tense in progress formula

personal pronouns + present tense of to be + present participle of the verb

Pluperfect tense

personal pronouns + simple past tense of to have + past participle of the verb

Homework

pages 129-130

Day 2:

Activity

This computer lab project might take a few days and can be done individually or in pairs.

- Each student chooses an English verb.
e.g. to wiggle
- Students write a story in which they use that verb in at least one form of each of the six tenses. Have them write the infinitive of their verb as the title of their story.
- Then they make six new documents which are decorated pages with only the name of a tense on each
- Now after saving all seven documents and perhaps handing in for you to check first, they create a hyperlink from each verb form to the document that names its tense.
- When everything is completed, they can be used in class. Project a story and read through it. When you come to a verb form, have students who did not write the story say what tense that form is. Click the hyperlink to check and see if they are correct.

Day 3:

Activity

- Use the giant floor time line and tense cards that were prepared by some students after their projects.
- Have every student write down two English infinitives on a slip of paper. Put the papers in a pile.
- Each student gets a turn to come forward and pick two slips of paper.
- Hand that student two tense cards, such as present and perfect or future and future perfect. Look at the two verbs she has chosen from the pile and assign one of the verbs to each tense that she has been given.
e.g. to scream *will be your present tense verb*
to walk *will be your perfect tense verb*
- The student must now place the tense cards on the timeline and tell a story to the class in which she uses those verbs in those tenses.

Discuss

What are some clues that can be put into a sentence to indicate a certain tense:

e.g. *for imperfect: every day...*

for a long time...

for future: tomorrow...