

Module 3: Tense

Read the information below in 15+ languages by selecting your preferred language using the translation tool in the top left corner of the screen.

https://www.youtube.com/embed/qMemAtHxo9Q?si=Yba4S_P_t6TRYOwk

<https://www.youtube.com/embed/kaEsicvDKTc?si=Nk6x88vz1NfSM3ZS>

<https://www.youtube.com/embed/laIVbDqLWDw?si=7-TyxUX8CXU3YGYX>

Class 1: Simple Past Tense

Objectives: Help students to understand the simple past tense.

How do I go about it?

- **Starter (10 mins):** Matching the facilitator's tone. The facilitator will bring certain items (e.g., an orange, a red book, a pouch, a pink pen, a paper lamp, a phone) and ask students to describe them. Students will answer questions by matching the different voice modulations used by the facilitator.
- **Discussion (30 mins):** The facilitator can start a conversation with the children, asking about their day, what they did yesterday, what they ate, etc. From this discussion, the facilitator can explain what past tense is: "We talk about something that happened before or already that has happened." Words commonly used in past tense sentences include "was," "had," "has," and adding "-ed" to verbs. The facilitator can then tell a simple 5-6 line story about what happened yesterday, and students can continue the story sentence by sentence. After the story is completed and repeated, the facilitator will ask questions from the story, providing three options for children to choose the correct answer.

- **For Example:**

- Choose the correct past tense: "What happened last night?"
- a. It rained last night
- b. My uncle came home last night
- c. I watched a movie last night

- **Activity (10 mins):** The facilitator can say a few sentences in past tense and ask students to choose the words that indicate the sentence is in past tense.

- **For example:**

- "I was sleeping."
- **Ans:** was

Note for teachers:

Plenary (5 mins):

- What are the words that show as past tense?
- What is past tense?

Question for takeaway reflection (5 mins): Imagine you had a class yesterday. Could you explain what happened in the class in a few sentences?

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class-2: Simple Present Tense

Objectives: Help children understand simple present tense.

How do I go about it?

- **Starter (10 mins):** Children will be asked to take three deep breaths. With their eyes closed, they will imagine being in a forest surrounded by animals and describe their imagination in one sentence. The facilitator will provide an example like, "The lion is sleeping."
- **Discussion (35 mins):** The facilitator will start the class with a recap of the simple past tense. Then, the facilitator will introduce simple present tense by explaining that it's "when we talk about something that is happening now or keeps happening." The facilitator will then ask students questions and encourage them to try and answer for better understanding.
 - **For Example:**
 - a. What is your name?
 - b. Where are you staying now?
 - c. What is your favorite hobby?
 - d. How old are you?
 - The facilitator can then conduct a one-on-one quiz, saying a sentence (either past or present tense) and asking two questions: "Which tense is it?" and "Which word shows it is in (past or present)?"
 - **For example:**
 - **Facilitator:** "I was eating"
 - **Which tense?**
 - **Student:** past
 - **Facilitator:** "Which word shows it is past tense?"
 - **Student:** was.
- **Activity (10 mins):** Simple present charades. The facilitator acts out verbs for the students, who then guess the action and answer in a full sentence.
 - **For example:**

- Facilitator acts out as sleeping. Students should be able to say "I am sleeping or you are sleeping."

Note for teachers: If children ask about the difference between simple present, present perfect, and present continuous:

S	P	P
m	r	r
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G e n er al tr ut h s, F a ct s, a n d Ti m el es s In fo r m at io n	A ct io n s th at ar e c ur re nt ly h a p p e ni ng at th e ti m e of s p e a ki ng	C o n n e ct s p as t e v e nt s to th e pr es e nt m o m e nt
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P er m a n e nt Si tu at io n s, H a bi ts , a n d R o ut in es	A ct io n s in pr o gr es s/ T e m p or ar y or U nf in is h e d E v e nt s	In di c at es a p as t a ct io n wi th a n i m p a ct o n th e pr es e nt
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R	C	S
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Plenary (3 mins):

- Explain present tense?
- What is the difference between past and present tense?

Question for takeaway reflection (2 mins): Could you have a conversation with your friends about your daily routine? Maximum 6 sentences.

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class-3: Simple Future Tense

Objectives: To help children understand future tense.

How do I go about it?

- **Starter (5 mins):** Students have to do the opposite action of what the facilitator is saying. For example, when she says "sit," they have to stand; when she says "stand," they have to sit.
- **Discussion (40 mins):** The facilitator will start the topic of future tense by explaining what future tense is.
 1. What will you eat today?
 2. What day is tomorrow?
 3. What class do you have tomorrow?
 4. What will you do after English class?
 - Now, a small presentation by everyone. Students will come forward and talk about what they want to become in the future, answering three questions:
 - a. What is your name?
 - b. What do you want to become in future?
 - c. How can you help society with your goal?
 - The facilitator can now tell a story of 7-8 sentences. Students are to identify which sentences in the story are past, present, or future, and what words indicate the

tense.

- **Activity (10 mins):** The facilitator can say the first part of a sentence, and children will be asked to add on the second part.

- **For example:**

- **Facilitator:** "I will have....."
- **Student:** "...dosa for breakfast tomorrow."
- The facilitator can start a quiz where he/she says a sentence and asks students if it is past, present, or future.
 1. It is English class now - present or past or future?
 2. I had dinner yesterday - present or past or future?
 3. I will dance tomorrow - present or past or future?

Note for teachers:

Plenary (3 mins):

- What is future tense?
- What is present tense?
- What is past tense?
- What is the difference between past, present, and future?

Question for takeaway reflection (2 mins):

- Facilitator can make a document of some pictures that have verbs in present tense. They can send this to students, and students have to describe the actions in future tense.

What materials do I need?

Resources:

- Document of pictures from Google.

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.

- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class-4: Present Perfect Tense

Objectives: Helping children understand present perfect tense.

How do I go about it?

- **Starter (5 mins):** Chain story. The teacher can start with a sentence by saying, "I saw a frog yesterday with an apple." Ask the students if they could add on to the story with fantastical elements in it.
- **Discussion (35 mins):**
 - Facilitator explains what present perfect tense is: "Past event that has present consequences." In simple words, "something that started in the past and still continues in the present."
 - "Have," "have been," "has been," "has" are the words used in forming sentences with present perfect tense.
 - **For example:**
 - Raj has just gone out to the market.
 - I have art classes every Friday.
 - We have gone for a walk.
 - Toby has eaten all the cookies.
 - My mother has cut her finger.
 - I have done all my homework.
 - I have been in Pune for one week.

- Now, the facilitator can ask a few questions to the children for better understanding and do a match the following activity:
 - Have they gone for class?
 - It has been raining since yesterday.
 - I have made rice.
 - Has it rained?
 - They went for the class an hour ago.
 - Why haven't you finished the work?
 - What have you made for dinner?
 - I have been ill.
 - Facilitator can now ask students if they could make questions using present perfect tense.
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- **Activity (10 mins):** Facilitator can ask everyone to pay attention to the facilitator's screen. The facilitator can then place a few things on his/her table, ask students to just take a look, and ask if things are visible. Now, the facilitator can ask students to close their eyes. Once they do, the facilitator can move an object from the table to somewhere else or hide it. Now, ask the students to open their eyes and ask what change had happened. The answer they would be saying is in present perfect tense. The facilitator can continue the game a few more times.

Note for teachers:

- The game can become little confusing, but a few practices can help for better clarity.
- If children ask about the difference between simple present, present perfect, and present continuous:

S	P	P
m	r	r
pl	e	e
e	s	s
P	e	e
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e	t	t
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G e n er al tr ut h s, F a ct s, a n d Ti m el es s In fo r m at io n	A ct io n s th at ar e c ur re nt ly h a p p e ni ng at th e ti m e of s p e a ki ng	C o n n e ct s p as t e v e nt s to th e pr es e nt m o m e nt
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R	C	S
e	h	o
p	a	m
e	n	et
at	gi	hi
e	n	n
d	g	g
or	or	th
R	E	at
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Plenary (2 mins):

- What are the words that indicate present perfect tense?

Question for takeaway reflection (5 mins):

- Fill in the blanks: Choose "have" or "has" in the following sentences:
 1. She ____ a class tomorrow. (have/has)
 2. They ____ cooking for three hours. (have been/has been)

4. He ____ waiting for you. (have been/has been)
5. ____ to run to the market to get the medicine. (has/have)

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class-5: Present Continuous Tense

Objectives: Help children understand present continuous tense.

How do I go about it?

- **Starter:** Breathing exercise with stretching. Facilitator can ask all students to sit straight in their places. They can take three long breaths and then do some light stretching with neck, hands, fingers, etc. Facilitator can also ask if the students can stand up for 2-3 minutes and stretch their body, legs, etc.
- **Discussion:** Facilitator explains in simple words what Present continuous tense is: "Something that is happening now." When explaining or having a conversation about what is happening right now, we use words like "verb + -ing," "are," "is."
 - **For example:**
 - Children are going to school.
 - The boys are playing in the park.
 - The baby is crying out loud.
 - It is raining now.

- I am cooking rice for lunch.
- Miss Aliya is teaching the English class.
- Could you try answering some questions in continuous tense and fill in the blanks?
- **For example:**
 - When are we going to class? We are ____ now. (going/go)
 - When is she coming? She ____ in 5 minutes. (is/was) (come/coming)
 - Can he cook dosa now? He ____ making dosa now. (is/was)
 - Are we going? Yes, we ____ in a while. (were/are) (going/go)

Activity: Can everyone speak in 3-4 sentences and explain what is happening with you now? The facilitator can start.

• **For example:**

- I am breathing.
- I am sitting on a chair.
- I am teaching in English.
- I am talking to students.

Note for teachers:

- If children ask about the difference between simple present, present perfect, and present continuous:

S	P	P
i	r	r
m	e	e
pl	s	s
e	e	e
P	n	n
r	t	t
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s	o	e
e	n	rf
n	ti	e
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G e n er al tr ut h s. F a ct s, a n d Ti m el es s In fo r m at io n	A ct io n s th at ar e c ur re nt ly h a p p e ni ng at th e ti m e of s p e a ki ng	C o n n e ct s p as t e v e nt s to th e pr es e nt m o m e nt
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P er m a n e nt Si tu at io n s. H a bi ts , a n d R o ut in es	A ct io n s in pr o gr es s/ T e m p or ar y or U nf in is h e d E v e nt s	In di c at es a p as t a ct io n wi th a n i m p a ct o n th e pr es e nt
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R	C	S
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Plenary:

- What are the words used in present continuous tense?
- What is the difference between present perfect and present continuous tense?
- What is the difference between simple present, present perfect, present continuous?

Question for takeaway reflection:

- Can you make a group of 3? Now discuss with each other by making sentences in present continuous sentences. Help each other if they need your support to make the sentences.

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Revision #6

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