

Student Dossier 1

Group Rally: Disentangling the tense-tangle thanks to cooperative learning

Group Name: _____

Name: _____



Figure 1

Table of Contents

1	Repetition Present Tenses.....	3
2	Theory Present Simple	4
3	Tasks Present Tenses	5
4	Reflection Present Tenses	9
5	Repetition Past Tenses.....	10
6	Theory Past Simple	11
7	Tasks Past Tenses.....	12
8	Reflection Past Tenses	16
9	Repetition Future tenses.....	17
10	Theory Will Future	18
11	Tasks Future Tenses	19
12	Reflection Future Tenses.....	24
13	Bibliography.....	25
14	Table of Figures.....	26

1 Repetition Present Tenses















Lesson Unit Present Tenses

For this lesson unit, the three present tenses *present simple*, *present continuous* and *present perfect* will be re-viewed. The focus is on the formation and use of the tenses, as well as specific key words that introduce the corresponding tense.

Learning goals

1. I can actively participate in collaboration with others through dialogue.
2. I can name the different present tenses in a text.
3. I can form the three present tenses and know the exceptions.
4. I can justify when which present tense is used.
5. I can use the present tenses correctly in writing.

Approach

What to do	Social Form	Approximate Time
1. Read the learning goals carefully.		2min
2. If you have any questions, discuss them first with the group members, then with the teacher.		3min
3. a. Read the theory present simple on page 4. b. Optional : watch “Das simple present -einfach erklärt”: 	a  b 	5-10min
4. Do the repetition tasks 1 to 3 on page 5.		10min
5. Present the most important present simple facts to your group members. Listen to your group members' presentations, take notes on page 5.		10min
6. Exchange your solutions from task 1 to 3.		5-10min
7. Work individually to solve the repetition tasks starting from task 4.		10-15min
8. Check the solutions with the answer sheet.		10min
9. Optional : If you finish earlier than your group members, you can solve the additional task.		5-15min
10. Compare the mistakes and explain why they are wrong. Do not memorize the solutions, try to understand why you did not get something right.		10min
11. Quiz each other orally. In the end, everyone should have the same knowledge to get a good grade on the test.		10min
12. Complete the reflection questions as a group on page 9.		5-10min



= mandatory



= optional

2 Theory Present Simple

Present Simple – Theory

Use

- regular, repetitive actions in the present
- general statements / things, permanent situations
- fixed actions
- successive actions
- instructions

Signal Words

- every day / Monday... / week / month / year
- often
- always
- sometimes
- never
- normally
- seldom

Formation of the tense & examples

Positive sentence

- Use the verbs infinitive without the 'to'.
- When using the third person singular (he, she, it), add an 's' to the infinitive.

I always eat pizza.

*She always **eats** pizza.*

Positive question

- Put the auxiliary 'do' or 'does' in front of the sentence.
- Again, do not add an extra 's' to the verb using the third person singular since you already put the auxiliary in the third person (does).
- You could also add a **question word** in the beginning of the sentence.

***Why** do I always eat pizza?*

Does she always eat pizza?

Negative sentence

- Put the auxiliary 'do' or 'does' in front of the verb.
- Add a 'not' after the auxiliary or use the short form (don't, doesn't).
- When using the third person singular, you do not have to add an 's' to the verb since you already put the auxiliary in the third person (does).

*You do **not** always eat pizza. /*

*You **don't** always eat pizza.*

*He does **not** always eat pizza. /*

*He **doesn't** always eat pizza.*

Negative question

- Put the auxiliary 'do' or 'does' in front of the sentence.
- Add a 'not' after the personal pronoun or use the short form (don't, doesn't).
- Again, do not add an extra 's' to the verb using the third person singular.

*Do you **not** always eat pizza? /*

***Don't** you always eat pizza?*

*Does she **not** always eat pizza?*

***Doesn't** he always eat pizza?*

Nice to know


- Do not add an 's' when using modal verbs in third person singular (can, may, might, must).
*She can eat pizza. **And not:** She ~~can~~s eat pizza.*
- Add an 'es' to the verb when using third person singular when the verb ends with an 'o', 'ch / sh'.
*He wash**es** the dishes. **Wrong:** He ~~wash~~s.*
- When the verb's second last letter is a consonant and the last letter a 'y', the 'y' changes to 'ie'.
*He worri**es**. **Wrong:** He ~~worry~~s.*

3 Tasks Present Tenses

Repetition tasks

1. Summarize how the **present simple** is formed. Use the words: subject, verb, object and possibly auxiliary.

2. Draw the **present simple** in the timeline. Discuss with your group members where you would draw the other present tenses.



3. Write down the key words that introduce the **present simple**. Take notes when your group members present the other key words.

Present Simple	Present Continuous	Present Perfect

4. Underline the **present simple** verbs in **green**, the **present continuous** verbs in **blue**, and the **present perfect** verbs in **red**. Highlight additionally any exceptions.

Just like every Friday I wake up at 7 o'clock in the morning and drink my coffee. Then my boyfriend washes my mug. He doesn't work on Fridays. Who wouldn't want that? Normally I take the car to work but my mother goes to the doctor and needs it, so today I am taking the bus instead. Have you ever wondered how many germs there are in a bus with 20 people? Ewwwww. My mum always worries about that and that is why she is taking the car today. I am walking into my office and my colleague says that I should look out the window. "Look", she whispers, "there is Beyoncé walking on the street". I think my colleague is lying, but she has never lied to me before. This can't be true. I have never seen a celebrity in person. I am taking a closer look. I realize that it is just a person who looks like Beyoncé. But there are no bodyguards, so I don't believe that it is a world star. I go back to work like every day. Often, I go home when I finish my task, so I work hard to go back to my boyfriend and tell him the funny story.



Figure 2

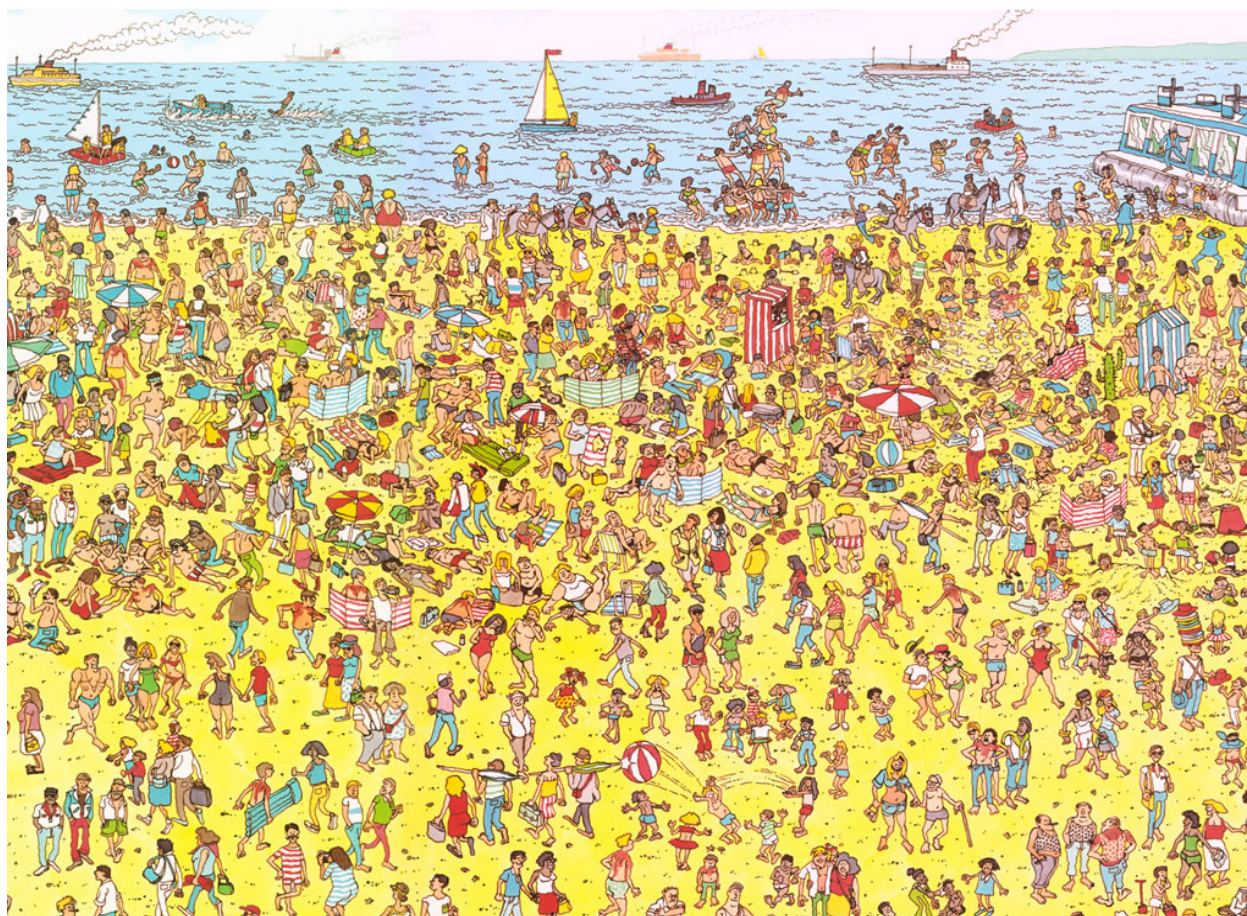
5. Explain which tenses are used in which situations in task 4. Write down **two** examples each.

Tense	Explanation	Example
Present Simple	<i>Repetitive action: every Friday</i>	<i>I wake up</i>
Present Continuous		
Present Perfect		

6. Write the verbs in the appropriate present tense in the blanks. Mark the key words that introduce the tense.

- a. Look, _____ (+Mike / go) to the train station all by himself.
- b. _____ (+she / already / know) French when she arrived.
- c. At the moment _____ (+I / fly) to Amsterdam.
- d. So far, _____ (-the mechanics / fix) my car.
- e. _____ (-?he / go) to school on Mondays?
- f. _____ (-I / buy) my book yet.
- g. _____ (+they / walk) towards the house as well.
- h. _____ (+Susan / see) this movie and she is scared ever since.
- i. _____ (+?they / understand) the task?
- j. _____ (-my wife / begin) to learn Chinese at present.
- k. Doctor, _____ (+?my great-grandfather / die) this week?

- [illegible]



06. April 2022 Fachbereich Englisch | Produkt Masterarbeit erstellt von Nina Hellinger

2.

- a. Visit the website ego4u.de



- b. Solve the exercises *Englische Zeiten Aktiv*
i. Simple Present
ii. Present Progressive / Continuous
- c. Solve the exercises “Zeiten Gegenüberstellung”
i. Simple Present – Present Progressive
- d. If you have any questions while doing the exercises, note them down and discuss them later with your group.

3. Create your own learning tutorial on simpleshow.com, where you summarize the most important facts and exceptions of the three present tenses.



Figure 4

4 Reflection Present Tenses

Question	Answer
Did we support each other in the group?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Was I able to actively participate in the dialogue?	<input type="checkbox"/> Yes <input type="checkbox"/> No
What can we improve in the future?	
What was already good?	

5 Repetition Past Tenses















Lesson Unit Past Tenses

For this lesson unit, the three present tenses *Pas Simplet*, *Past Continuous* and *Past Perfect* will be reviewed. The focus is on the formation and use of the tenses, as well as specific key words that introduce the corresponding tense.

Learning goals

1. I can reflect my group's collaboration and suggest improvements.
2. I can name the different past tenses in a text.
3. I can form the three past tenses and know the exceptions.
4. I can justify when which past tense is used.
5. I can use the past tenses correctly in writing.

Approach

What to do	Social Form	Approximate Time
1. Read the learning goals carefully.		2min
2. If you have any questions, discuss them first with the group members, then with the teacher.		3min
3. a. Read the theory past simple on page 11. b. Optional : watch "Das past simple -einfach erklärt": 	a  b 	5-10min
4. Do the repetition tasks 1 to 3 on page 12.		10min
5. Present the most important past simple facts to your group members. Listen to your group members' presentations, take notes on page 12.		10min
6. Exchange your solutions from task 1 to 3.		5-10min
7. Work individually to solve the repetition tasks starting from task 4.		10-15min
8. Check the solutions with the answer sheet.		10min
9. Optional : If you finish earlier than your group members, you can solve the additional task.		5-15min
10. Compare the mistakes and explain why they are wrong. Do not memorize the solutions, try to understand why you did not get something right.		10min
11. Quiz each other orally. In the end, everyone should have the same knowledge to get a good grade on the test.		10min
12. Complete the reflection questions as a group on page 16.		5-10min

6 Theory Past Simple

Past Simple – Theory

Use

- activity / action took place in the past
- activity / action took place several times in the past
- descriptions

Signal Words

- yesterday
- **last** week, month, year
- **last** Monday, Tuesday...
- one minute **ago**, an hour **ago**, 10 days **ago**, 10 months **ago**, 10 years **ago**
- **in** 1996, 2001...
- the other day
- **this** morning / **this** afternoon...

Formation of the tense & examples

<p>Positive sentence</p> <ul style="list-style-type: none"> - Regular formation: write the verbs infinitive and add an 'ed' in the end. This form is called past participle. Example: clean + ed = cleaned - There are many irregular verbs, you have to learn their past participle by heart. - The form stays the same in the third person singular- > the only exception is the verb 'to be'. <p><i>I listened to the teacher yesterday.</i> <i>She listened to the teacher yesterday.</i></p>	<p>Positive question</p> <ul style="list-style-type: none"> - Put the auxiliary 'to do' in the past simple tense: did in front of the sentence. <p><i>Did you listen to the teacher yesterday?</i> <i>Did he listen to the teacher yesterday?</i></p>
<p>Negative sentence</p> <ul style="list-style-type: none"> - Use the auxiliary 'to do' in the past simple tense: did - Add a 'not' after the auxiliary (to do) or use the short form (didn't). <p><i>I did not listen to the teacher yesterday. /</i> <i>I didn't listen to the teacher yesterday.</i> <i>She did not listen to the teacher yesterday. /</i> <i>She didn't listen to the teacher yesterday.</i></p>	<p>Negative question</p> <ul style="list-style-type: none"> - Put the auxiliary 'to do' in the past simple tense (did) in front of the sentence. - Add a 'not' after the personal pronoun or use the short form (didn't). <p><i>Did you not listen to the teacher yesterday? /</i> <i>Didn't you listen to the teacher yesterday?</i> <i>Did he not listen to the teacher yesterday? /</i> <i>Didn't he listen to the teacher yesterday?</i></p>

Nice to know

- When the verbs infinitive already finishes with an 'e', you only have to add a 'd':
 - o to love: loved
- When the verb ends with a consonant after a short, stressed vowel, the consonant doubles:
 - o admit: **admitted**
- When the final consonant is a 'y', it changes to 'i':
 - o hurry: hurried

7 Tasks Past Tenses

Repetition tasks

1. Summarize how the **past simple** is formed. Use the words: subject, verb, object and possibly auxiliary.

2. Draw the **past simple** in the timeline. Discuss with your group members where you would draw the other past tenses.



3. Write down the key words that introduce the **past simple**. Take notes when your group members present the other key words.

Past Simple	Past Continuous	Past Perfect

4. Underline the **past simple** verbs in **green**, the **past continuous** verbs in **blue**, and the **past perfect** verbs in **red**. **Highlight** additionally any exceptions.

Last night I had a weird dream. While I was sleeping, I dreamed that my sister was riding on a unicorn. By the time my dad arrived, she had already left. My dad was eating ice cream which was weird because when he was a kid, he had eaten way too much ice cream so ever since he stopped eating it. A minute ago, I saw my dad and then my mother came towards me. She was yodelling and jumping on a trampoline while my dad was making a handstand. The moment that I had lost sight of my family, a friend of mine came and taught me how to tie my shoes. But it didn't work because I was wearing high heels. After two steps I fell in a river. But instead of water I found cotton candy. I worried that I would die. Before I had drowned in sugar, my sister hurried and saved me while she flew on her unicorn. And then all of a sudden, I woke up. Wasn't that a crazy dream?



Figure 5

5. Explain which tenses are used in which situations in task 4. Write down an example.

Tense	Explanation	Example
Simple Past	<i>activity took place in the past</i>	<i>I had a dream</i>
Past Continuous		
Past Perfect		

6. Write the verbs in the appropriate past tense in the blanks. Mark the key words that introduce the tense.

- a. Every Saturday, _____ (+Sue / go) to see her grandmother in London.
- b. _____ (-? Julia / already / leave)?
- c. Tim _____ (+bake) a cake while Tom _____
(+take) a nap.
- d. Normally we _____ (-eat) before 8pm on holidays.
- e. They _____ (-travel) to Canada yet, but maybe next year.
- f. Jim _____ (+ constantly, knock) on the door, how annoying!
- g. _____ (? / be) she flirting with you?
- h. I _____ (-see / never) such a handsome man before.
- i. As long as he _____ (-die), he would try out everything.
- j. _____ (-? call / they) before?
- k. We often _____ (+swim) in the sea when we were young.

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



2. Learn the irregular verbs on quizlet.com:



3. Play the past-tense game:



4. Play the past-tense games "Past Simple", "Past Continuous", "Past Perfect":

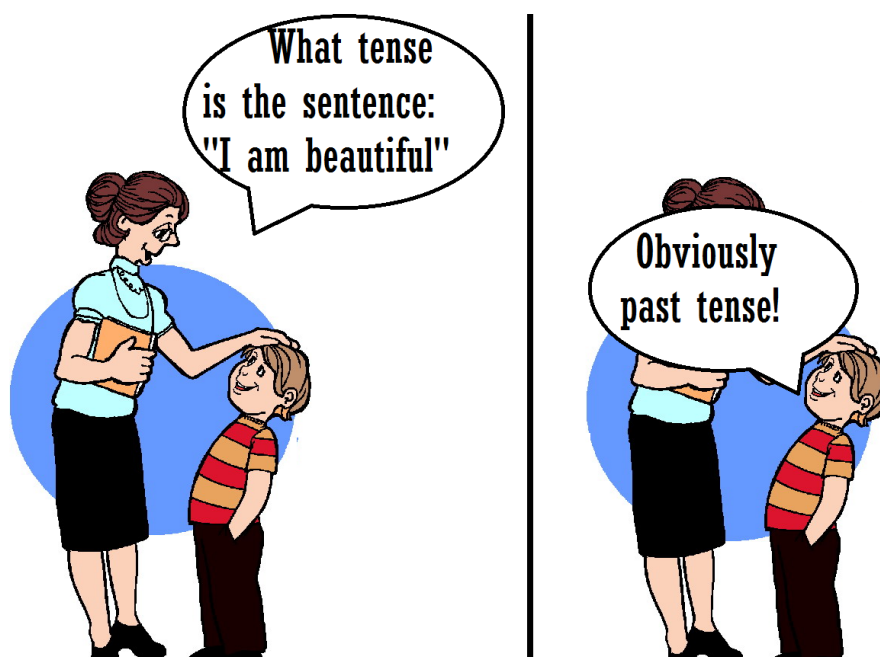


Figure 7

8 Reflection Past Tenses

Question	Answer
Did we support each other in the group?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Was I able to actively participate in the dialogue?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did I suggest any improvements?	
Which two improvements are our goal for the next group collaboration?	

9 Repetition Future tenses















Lesson Unit Future Tenses

For this lesson unit, the *will future* and *going to future* will be reviewed. The focus is on the formation and use of the tenses, as well as specific key words that introduce the corresponding tense.

Learning goals

1. I can respectfully collaborate with my group members.
2. I can name the different future tenses in a text.
3. I can form the two future tenses and know the exceptions.
4. I can justify when which future tense is used.
5. I can use the future tenses correctly in writing.

Approach

What to do	Social Form	Approximate Time
1. Read the learning goals carefully.		2min
2. If you have any questions, discuss them first with the group members, then with the teacher.		3min
3. a. Read the theory will future on page 18. b. Optional : watch “will future einfach und kurz erklärt”: 	a  b 	5-10min
4. Do the repetition tasks 1 to 3 on page 19.		10min
5. Present the most important will future facts to your group members. Listen to your group members' presentations, take notes.		10min
6. Exchange your solutions from task 1 to 3.		5-10min
7. Work individually to solve the repetition tasks starting from task 4.		10-15min
8. Check the solutions with the answer sheet.		10min
9. Optional : If you finish earlier than your group members, you can solve the additional task.		5-15min
10. Compare the mistakes and explain why they are wrong. Do not memorize the solutions, try to understand why you did not get something right.		10min
11. Quiz each other orally to make sure that everyone has understood the topic. In the end, everyone should have the same knowledge to get a good grade on the test.		10min
12. Complete the reflection questions as a group.		5-10min

10 Theory Will Future

Simple Future, will – Theory

Use

- We use it to express **spontaneous** decisions
- We use it to express hope, uncertainty or assumptions regarding the future
- We use it to promise something in the future
- We use it to talk about events in the future that are not influenceable

Signal Words

- in a year
- next
- tomorrow
- I think
- probably
- maybe
- perhaps

Formation of the tense & examples

Positive sentence <ul style="list-style-type: none"> - Use the auxiliary 'will' after the personal pronoun. - Write the verb's infinitive form. - You can also use the short form. <p>She will probably come back tonight. She'll probably come back tonight.</p>	Positive question <ul style="list-style-type: none"> - Put the auxiliary 'will' in front of the sentence. <p>Will she come back tonight?</p>
Negative sentence <ul style="list-style-type: none"> - Add a 'not' after the auxiliary (will) or use the short form (won't). <p>She will not come back tonight. She won't probably come back tonight.</p>	Negative question <ul style="list-style-type: none"> - Put the auxiliary will in front of the sentence. - Add a 'not' after the personal pronoun or use the short form. <p>Will she not come back tonight? Won't she come back tonight?</p>

Nice to know

- In written form, future simple often replaces the going to future.

11 Tasks Future Tenses

Repetition tasks

1. Summarize how the **will future** is formed. Use the words: subject, verb, object and possibly auxiliary.

2. Draw the **will future** in the timeline. Try to draw all 8 repeated tenses from the past, present and future.



3. Underline the **will future** in green and the **going to future** in blue. Highlight additionally any exceptions.

In 2023 I am going to graduate from university. There is going to be a big celebration and all my family and friends are going to be there. I will hopefully wear a red dress because this is my favourite colour. Maybe my mum will braid my hair. I will maybe add some flowers to my hair, but I'll decide as I go. I already planned my trip after graduation: I am going to travel all of India. Perhaps I will also go to China, but India somehow interests me more. Tomorrow I am going to meet with the organization-committee that organizes the big graduation party. I am part of it and responsible for the decoration. I think the theme 'The Great Gatsby' will be nice. Imagine people will wear a lot of glitter and feathers, how beautiful! And yet, I certainly know that the committee is going to be against it because they think it is not a fun event but rather a serious and formal event. That is why I am going to present three different boring themes, similarly to how it looked the last years.

4. Explain which tenses are used in which situations in task 4. Write down an example.

Tense	Explanation	Example
Going to future	<i>We are certain that this is going to happen</i>	<i>I am going to graduate</i>
Will future		

5. Read the sentences and think about how likely they are to occur in the future. Fill in the letters a-g in the probability barometer.

- Tomorrow my grandmother will maybe pick me up at school.
- I am going to the dentist at 2.45pm.
- In a year I will travel the world if I have enough money. I have already saved half of it.
- Next week I am going to bake a cake for my mother's birthday.
- My friend will come over for dinner tomorrow when he can leave work early. He normally works till 10pm.
- At 1.33pm the train is going to leave for Paris.
- Perhaps it will rain tomorrow. The weather forecast said that there is a slight chance.

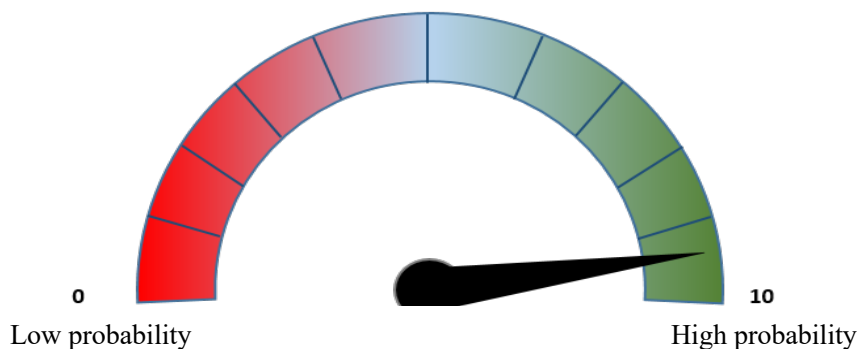


Figure 8

6. Write down 3 sentences with a very high probability and 3 sentences with a very low probability of occurring in the future.

High probability

Low probability

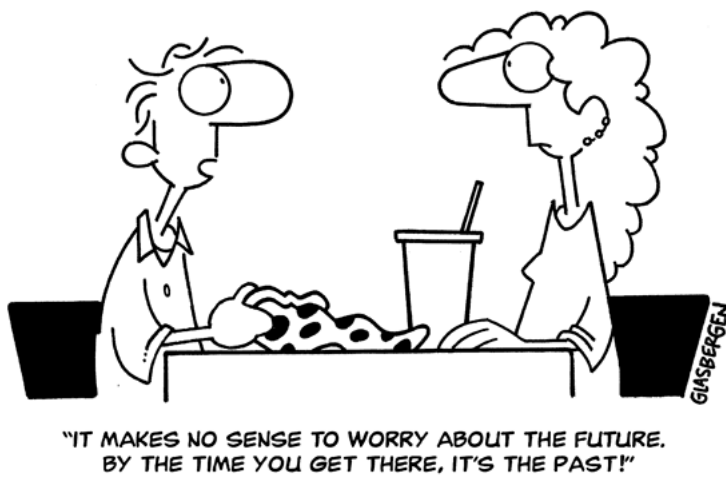


Figure 9

Additional Task

1. Think about what transportation might look like in the future. Write a short text in which you explain how and why people will move in the year 2432. Use your imagination.

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

Figure 10

2. Solve the quizlet about the going to and will future:



3. Visit the website englisch-hilfen.de and complete the following exercises:



- a. will future
 - i. Fragen im will future – Übung 1
 - ii. Fragen im will future – Übung 2
 - iii. Fragen und Kurzantworten im will future
 - iv. Sätze und Fragen im will future – Übung 1
 - v. Sätze und Fragen im will future – Übung 2
 - vi. will future – Aussagesätze
 - vii. will future – Verneinungen
- b. going to future
 - i. going to future Aussagesätze
 - ii. going to future Verneinungen
 - iii. Fragen im going to future Übung 1
 - iv. Fragen im going to future Übung 2
 - v. Fragen und Kurzantworten im going to future
 - vi. Sätze und Fragen im going to future – Übung 1
 - vii. Sätze und Fragen im going to future – Übung 2
 - viii. Sätze und Fragen im going to future – Übung 3



Figure 11

12 Reflection Future Tenses

Question	Answer
Did we implement our discussed suggestions of improvement?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Was somebody not respectful to me or to someone else?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, what was disrespectful?	
How could we as a group avoid disrespectful behavior in the future?	

13 Bibliography

Capel, A., Sharp, W. (2013). *Cambridge English. Objective Proficiency. Student's Book with answers*. Cambridge: Cambridge University Press.

Ego4u.de (2022). *Grammatik Englisch – Erläuterungen & Übungen. Englische Zeiten Übersicht*. [Online] Zugriff am 21.03.2022, <https://www.ego4u.de/de/cram-up/grammar>.

English-hilfen.de (2022). *Zeitformen (Englische Zeiten) – Englische Grammatik*. [Online] Zugriff am 21.03.2022, https://www.englisch-hilfen.de/grammar_list/zeitformen.htm.

English-practice.at (2022). *Grammar and Vocabulary Worksheets for English*. [Online] Zugriff am 21.03.2022, <https://www.english-practice.at>.

Fischer, M., Frank Schmid, S., Reber, B., Villiger Baumann, C., Williams Leppich, L. (2015). *New World 3. English as a second foreign language. Coursebook*. Baar: Klett und Balmer Verlag.

Fischer, M., Frank Schmid, S., Reber, B., Villiger Baumann, C., Williams Leppich, L. (2015). *New World 4. English as a second foreign language. Coursebook*. Baar: Klett und Balmer Verlag.

Fischer, M., Frank Schmid, S., Reber, B., Villiger Baumann, C., Williams Leppich, L. (2015). *New World 5. English as a second foreign language. Coursebook*. Baar: Klett und Balmer Verlag.

Fischer, M., Frank Schmid, S., Reber, B., Villiger Baumann, C., Williams Leppich, L. (2015). *New World 3. English as a second foreign language. Booster*. Baar: Klett und Balmer Verlag.

Fischer, M., Frank Schmid, S., Reber, B., Villiger Baumann, C., Williams Leppich, L. (2015). *New World 4. English as a second foreign language. Booster*. Baar: Klett und Balmer Verlag.

Fischer, M., Frank Schmid, S., Reber, B., Villiger Baumann, C., Williams Leppich, L. (2015). *New World 5. English as a second foreign language. Booster*. Baar: Klett und Balmer Verlag.

14 Table of Figures

Figure 1

rallye-magazin.de (2016). *Vor 30 Jahren: Das Ende der legendären Gruppe B*. [Online] Zugriff am 16.02.2022, <https://www.rallye-magazin.de/histo/artikel/vor-30-jahren-das-ende-der-legendaeren-gruppe-b-25351/>.

Figure 2

pinterest.com (2016). *Beyonce Stil*. [Online] Zugriff am 02.04.2022, <https://www.pinterest.com/HelloMyDiaa/queen/>

Figure 3

expedition-tellerrand.blogspot.com (2012). *Wo ist Walter*. [Online] Zugriff am 16.02.2022, <http://expedition-tellerrand.blogspot.com/p/wo-ist-walter.html>.

Figure 4

de.vexels.com (2016). *Tablette auf Händen Cartoon*. [Online] Zugriff am 02.04.2022, <https://de.vexels.com/png-svg/preview/132435/tablette-auf-haenden-cartoon>

Figure 5

society6.com (2022). *Cowboy. Squirrel Riding Unicorn Poster*. [Online] Zugriff am 02.04.2022, https://society6.com/product/cowboy-squirrel-riding-unicorn_poster

Figure 6

pinterest.com (2022). *Find the Differences*. [Online] Zugriff am 16.02.2022, <https://www.pinterest.com/pin/804314814674328948/>.

Figure 7

eslcarissa.blogspot.com (2014). *Tenses can be tricky*. [Online] Zugriff am 02.04.2022, <http://eslcarissa.blogspot.com/2014/09/book-review-english-tenses.html>

Figure 8

mvup.de (2021). *Barometer der TSC-Dienstleistungsqualität*. [Online] Zugriff am 16.02.2022, <https://www.mvup.de/2021/01/07/barometer-der-tsc-dienstleistungsqualität/>.

Figure 10

jimmurphymp.org (2020). *Drones Future Transportation*. [Online] Zugriff am 16.02.2022, <https://www.jimmurphymp.org/drones-future-transportation/>.

Figure 11

thecomicstrips.com (2007). *Frank and Ernest*. [Online] Zugriff am 02.04.2022, <https://www.thecomicstrips.com/subject/The-Future+Tense-Comic-Strips.php>