

Student Dossier 3

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 Perfect.....	4
3	Tasks Present Tenses	5
4	Reflection Present Tenses	9
5	Repetition Past Tenses.....	10
6	Theory Past Perfect.....	11
7	Tasks Past Tenses.....	12
8	Reflection Past Tenses	16
9	Repetition Future tenses.....	17
10	Theory Going to 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 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 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.




= mandatory



= optional

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 perfect on page 4. b. Optional : watch "Das present perfect – einfach erklärt": 	a b	5-10min
4. Do the repetition tasks 1 to 3 on page 5.		10min
5. Present the most important present perfect 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. 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

2 Theory Present Perfect

Present perfect– Theory

Use

- activity / action ended but still influences the present
- activity / action that is still going on or ended recently
- when an emphasis is put on the result
- activity / action that has taken place once, never or several times

Signal Words

- already
- ever
- just
- never
- not yet
- so far
- till now
- up to now
- for / since

Formation of the tense & examples

Positive sentence

- Conjugate the verb 'to have' using the simple present tense.
- Add the verb using the **past participle** form.
- You can also use the short form of 'have'.

*I have already finished my homework. /
I've already finished my homework.
She has already finished her homework. /
She's already finished her homework.*

Negative sentence

- Conjugate the verb 'to have' using the present simple tense.
- Add a 'not' after the auxiliary (have, has) or use the short form (haven't, hasn't).
- Add the verb using the **past participle** form.

*I have not finished my homework yet. /
I haven't finished my homework yet.
She has not finished her homework yet. /
She hasn't finished her homework yet.*

Positive question

- Switch the subject's position with the conjugated auxiliary.
- It is also possible to add a **question word** in the beginning.
- No short form is possible here.

*When have you finished your homework? /
Have you already finished your homework?
Has he already finished his homework?*

Negative question

- Put the auxiliary 'have' or 'has' in front of the sentence.
- Add a 'not' after the personal pronoun or use the short form (don't, doesn't).

*Have you not already finished your homework? /
Haven't you already finished your homework?
Has he not already finished his homework? /
Hasn't he already finished his homework?*

Nice to know


- Use 'already' in positive sentences, 'yet' in negative sentences and questions.
- 'Just, already, ever and never' are always **after** the auxiliary. The other signal words are positioned in the end of the sentence.
- to go: Use 'gone' when the person is still away, use 'been' when the person has returned.
- Review the list of irregular past participles!

3 Tasks Present Tenses

Repetition tasks

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

2. Draw the **present perfect** 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 **present perfect**. 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

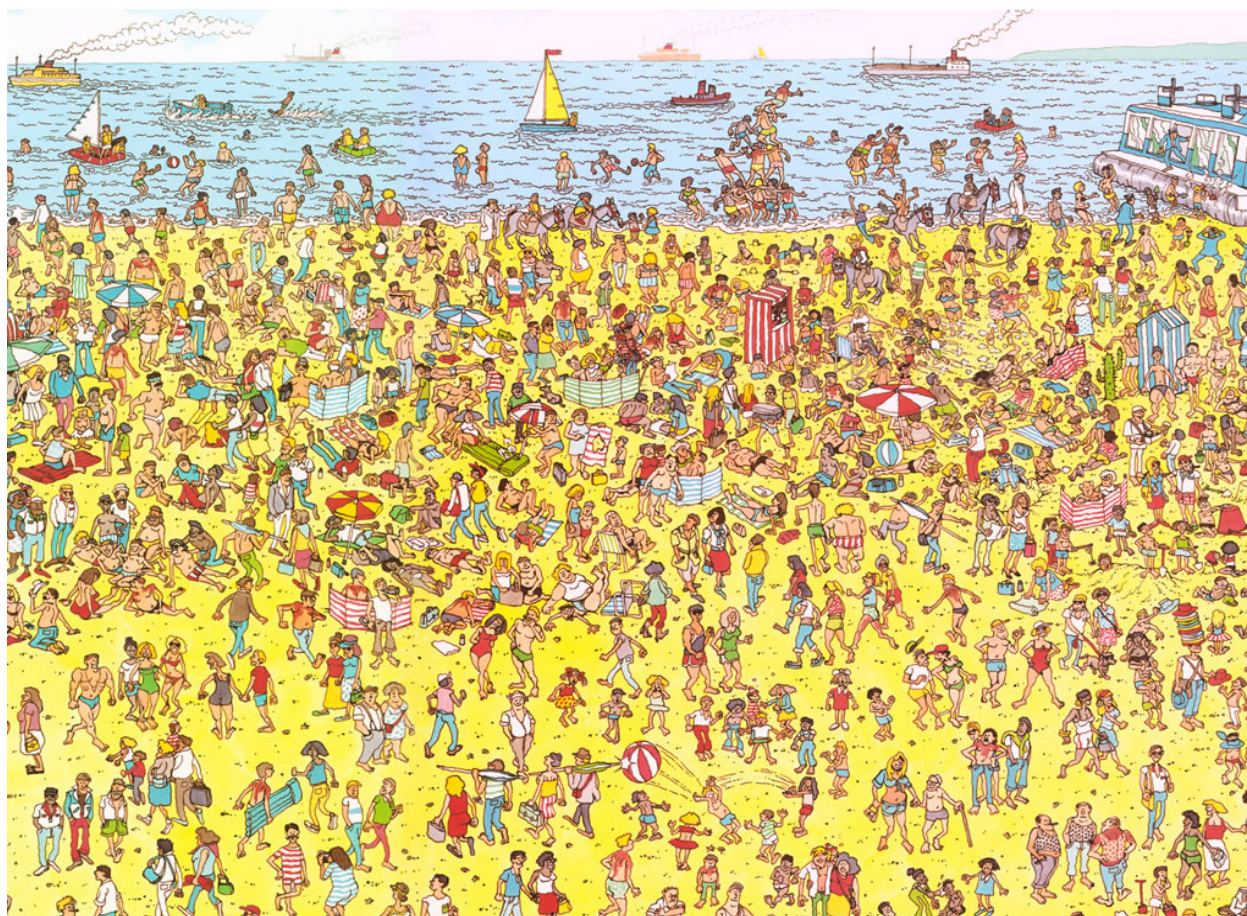
5. Explain which tenses are used in which situations in task 4. Write down two examples each.

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]



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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 *Past Simple*, *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 perfect on page 11. b. Optional : watch "Das past perfect – einfach erklärt": 	a  b 	5-10min
4. Do the repetition tasks 1 to 3 on page 12.		10min
5. Present the most important past perfect facts to your group. 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. 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

6 Theory Past Perfect

Past perfect– Theory

Use

- We use it to describe an action / actions in the past that happened **before** another action in the past.

Signal Words

- already
- just
- never
- not yet
- the moment that
- until / till
- before
- after
- by the time

Formation of the tense & examples

Positive sentence

- Conjugate the verb to have using the past simple tense.
- Add the verb you want to use in the **past participle** form.
- You can also use the short form of 'had'.

You **had** moved out by the time I received the letter.
 You'**d** moved out by the time I received the letter.

Negative sentence

- Conjugate the verb to have using the past simple tense.
- Add the verb you want to use in the **past participle** form.
- Add a 'not' after the auxiliary (to have) or use the short form (haven't, hasn't).

You had **not** moved out by the time I received the letter.
 You **hadn't** moved out by the time I received the letter.

Positive question

- Put the auxiliary 'had' in front of the sentence.
- You can add a **question word** in the beginning.

Why had you moved out before I received the letter?

Negative question

- Put the auxiliary 'had' in front of the sentence.
- Add a 'not' after the personal pronoun or use the short form.

Why had you **not** moved out before I received the letter?
 Why **hadn't** you moved out before I received the letter?

Nice to know

- Watch out: use the correct past participle form for irregular verbs (see 4 Past Simple – Theory).
- You also use past perfect in conditional sentences type III.

7 Tasks Past Tenses

Repetition tasks

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

2. Draw the **past perfect** 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 Simple		

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.

Additional Task

1. Look at the picture. Choose one person and write down what he or she saw and did in the park last week. Use all three past tenses. Use he or she form.

[illegible]

Figure 7

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":

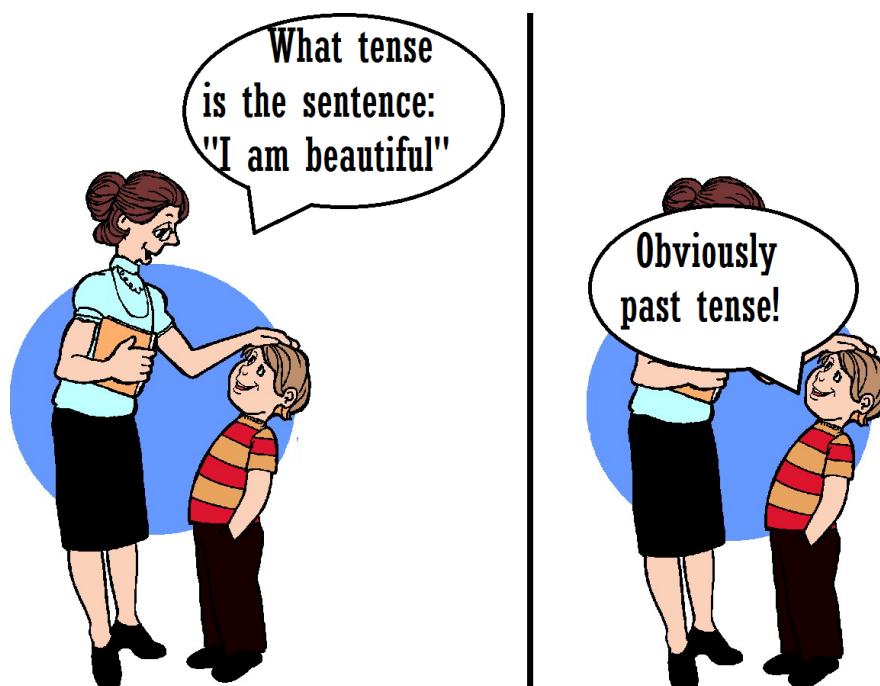


Figure 7

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 going-to future . b. Optional : watch "going to future / Zukunft Erklärung auf Deutsch": 	a  b 	5-10min
4. Do the repetition tasks 1 to 3.		10min
5. Present the most important going-to 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 Going to Future

Simple future, going to – Theory

Use

- We use it to express plans, decisions and intentions in the future
- We use it when we are certain that something is going to happen in the future
- We use it to express a logical prediction for the future

Signal Words

- specific times: at 11.45h, at noon etc.
- specific years: in 2025, in 2050
- tomorrow
- next week
- on Monday, Tuesday etc.

Formation of the tense & examples

<p>Positive sentence</p> <ul style="list-style-type: none"> - Conjugate the verb 'to be' using the simple present tense. - Add 'going to' + a verb's infinitive. - You can also use the short form. <p> <i>I am going to dance the party. /</i> <i>I'm going to dance at the party.</i> <i>She is going to dance at the party. /</i> <i>She's going to dance at the party.</i> </p>	<p>Positive question</p> <ul style="list-style-type: none"> - Switch the subject's position with the conjugated auxiliary. - It is also possible to add a question word in the beginning. - No short form is possible here. <p> <i>Am I going to dance at the party?</i> <i>Is she going to dance at the party?</i> </p>
<p>Negative sentence</p> <ul style="list-style-type: none"> - Add a 'not' after the auxiliary (to be) or use the short form. <p> <i>I am not going to dance the party</i> <i>She is not going to dance at the party. /</i> <i>She isn't going to dance at the party.</i> </p>	<p>Negative question</p> <ul style="list-style-type: none"> - Switch the subject's position with the conjugated auxiliary. - It is also possible to add a question word in the beginning. - Add a 'not' after the personal pronoun or use the short form. <p> <i>Am I not going to dance at the party?</i> <i>Is she not going to dance at the party? /</i> <i>Isn't she going to dance at the party?</i> </p>

Nice to know


- You can use 'gonna' instead of 'going to' in **informal, oral** context. Do not use it in written language!

11 Tasks Future Tenses

Repetition tasks

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

2. Draw the **going to 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.

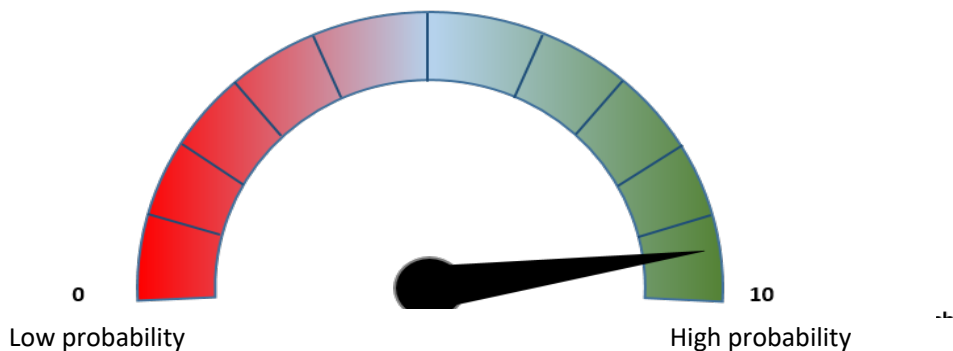


Figure 8

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

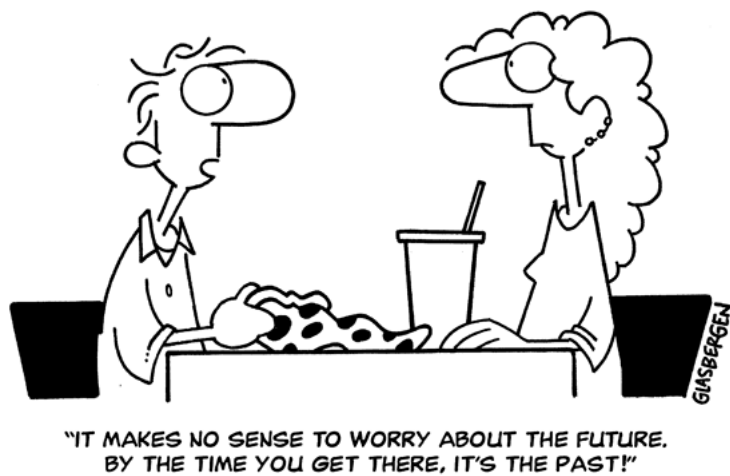


Figure 9

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



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?	

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