

Tense and Aspect: Past Simple Versus Past Progress

Procedure

Part One

Time	Stage	Description	Materials
05 Minutes	Review	<ul style="list-style-type: none"> Students review past tense by talking about what they know about the past tense. Use prompts such as what is past tense, when we use past tense, and example sentences. 	None
06 Minutes	Warm-up	<ul style="list-style-type: none"> Show the picture on the screen. Ask students to suppose they were in the park a week ago. Point to a character in the picture and ask students to tell, using past progressive tense, what that person was doing. 	A picture Appendix A
15 Minutes	Task 1: Implicit presentation of past simple & progressive	<ul style="list-style-type: none"> Students work in pairs. Pass out copies of the handout. Students read the news article and underline all the past tense verbs in the article. Ask students to guess the reason for the past verb usage. Students work in pairs. Assemble the class and ask students to discuss their findings with the class. Each pair shares one of their discoveries. 	Handout- I <i>Virginia Tech Struggles to Return to Normal</i> Appendix B
13 Minutes	Activity: Explicit explanation of the topic	<ul style="list-style-type: none"> Ask students about their inferences about past verb usage after reading the article. Use PPT presentation to highlight the differences in <u>form and use</u> between past simple and past progressive (past verb+ -ing aspect) while referring to the article in Task 1 and the picture used in the warm-up. 	PowerPoint Slides Appendix C
06 Minutes	Break	Announce a break.	None

Part Two

Time	Stage	Description	Materials
15 Minutes	Activity: Charades (Interactive activity)	<ul style="list-style-type: none"> Cut the scenario papers into pieces with one sentence per piece, and put the pieces in a small basket. Have a volunteer come up to the front and pick up one paper from the basket. He/she reads paper of a scenario in the past. Student acts out the scenario written on the paper. Scenarios include a past action being interrupted by a past simple action. The rest of the class guesses what happened in the charades act. One action will interrupt the other. Students call out possibilities: "you were walking when you tripped and fell." 	Scenario papers Appendix D

Part Two
(continued)

25 Minutes	Task 2: What did you see? (Accident witness)	<ul style="list-style-type: none"> • Divide students into groups of three. • Assign roles in each group: Interviewer, witness, and reporter. • The witness will recall any road accident he/she witnessed. Interviewer will ask him/her questions about the accident, using the prompts from the handout. The reporter will note down statements by the witness related to the accident. • Pass out the copies of the handout. • Reassemble the class. • Ask each reporter to report the story of the witness to the class. 	Handout-2 Appendix E
15 Minutes	Assessment/practice: Test your-self	<ul style="list-style-type: none"> • Pass out copies of the handout. • Students work on the handout individually. • Ask students to complete the practice exercise. • At the end, students work in pairs and discuss their answers with each other for the peer feedback. • Tell them the answers and give oral feedback on the responses collectively. Explain the structures. 	Handout-3 Appendix F
5 Minutes	Closure	Encourage students to ask questions. Announce end of the lesson.	None