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## Master Lesson Plan

for

## Tenses - Future continuous and Present Perfect

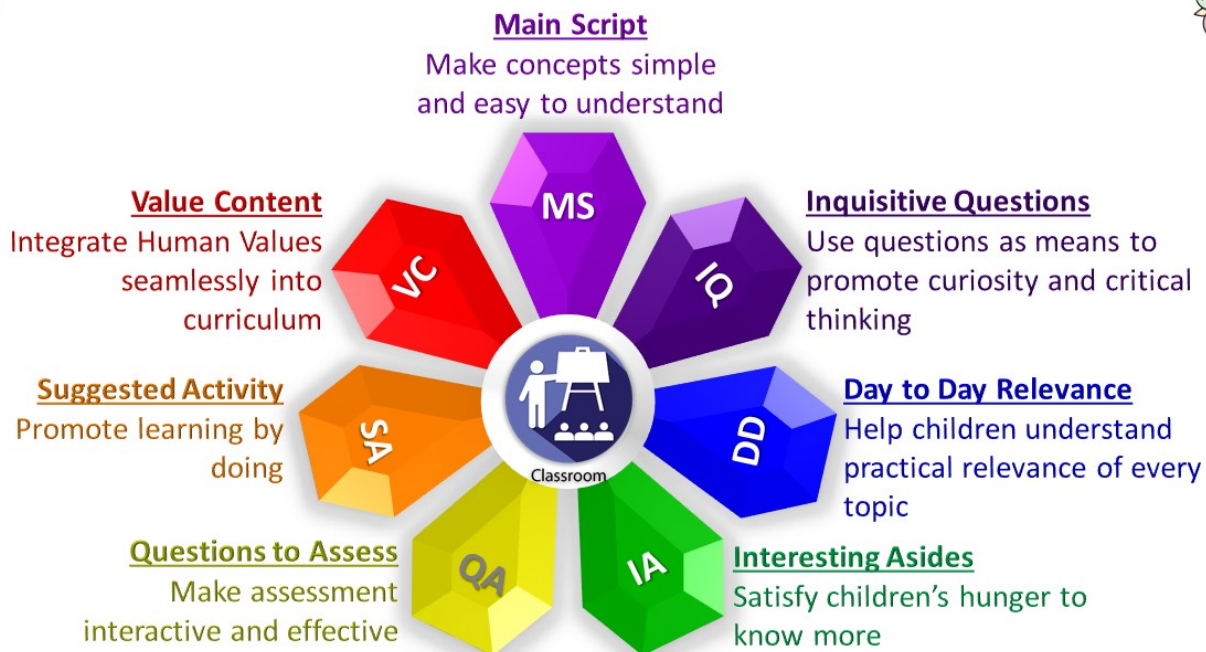
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CBSE	STD IV	English	Tenses - Future continuous and Present Perfect	English	20-06-2023 22:44:58

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**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

**[Notes to teacher:** Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, Teacher Reference Documents (TRD), Teaching aids (TA) and Learning Aids (LA) for the topic 'Tenses-Future Continuous and Present Perfect' for grade 4.

This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by CBSE.]

**Curricular Expectations:** Children are expected to attain basic proficiency, like developing the ability to express one's thoughts orally and in writing in a meaningful way in English language using the Future Continuous and Present Perfect Tense forms.

**Learning Outcome:** The learner uses verb forms suitable for Future Continuous Tense and Present Perfect Tense in speech and in writing.

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**Total Time: 70 minutes, 2 periods**

**Topics in this Chapter:**

- 1) Verb forms used in tenses - Present, Past, Present Participle and Past Participle
- 2) Future Continuous tense - Identifying the verb form for this tense, using the Future Continuous Tense in a sentence with suitable Subject-Verb agreement.
- 3) Present Perfect tense - Identifying the verb form for this tense, using the Present Perfect Tense in a sentence with suitable Subject-Verb agreement.

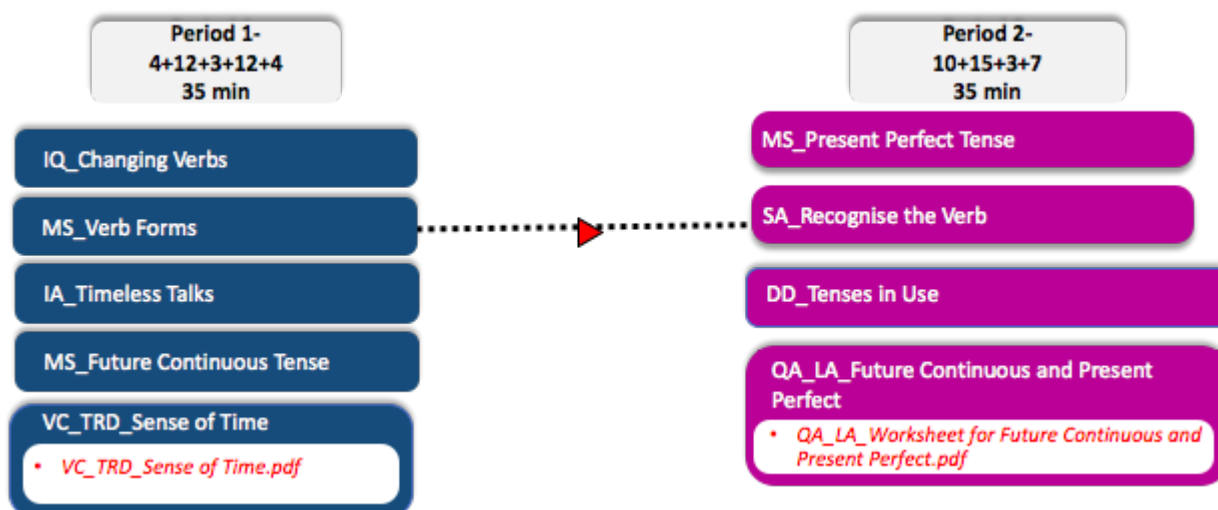
**[Notes to teacher:** The chapter on Tenses- Future Continuous and Present Perfect has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with have been suggested. As you view this lesson plan, you will find that all the seven assets are integrated seamlessly to make learning Insightful, Inspiring, Enjoyable and Participative. You will also notice that the activities and Value content are designed towards attainment of curricular expectations.

This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes**. Additionally one or two more periods may be used, if required.]

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## Lesson Plan Flow

MLP DESIGN FLOW- OVERVIEW



**[Notes to the teacher:** Here is the MLP at a glance for a quick reference]

### Period 1:

**Time:** 4 + 12 + 3 + 12 + 4 = 35 mins

**Topic:** Verb forms, Future Continuous Tense

**Asset Types:** Inquisitive Questions, Main Script, Interesting Aside, Main Script, Value Content

**Objective:** Students will be able to:

1. discover how the verb form alone changes to indicate the time of action
2. identify the different verb forms that indicate tenses
3. take delight in knowing how tenseless languages refer to time
4. recognize the verb forms used for Future continuous
5. appreciate that timely action is as important as consistent efforts to achieve success

#### 1) IQ\_Changing Verbs

Write a series of similar sentences, with only the verb form changing, on the black board.

Use probing questions to elicit from the students that in a sentence, the tense is indicated by the verb form alone.

Sample Sentences:

- ❖ Sonia goes to school.
- ❖ Sonia went to school.
- ❖ Sonia will go to school.
- ❖ Sonia has gone to school.
- ❖ Sonia is going to school.

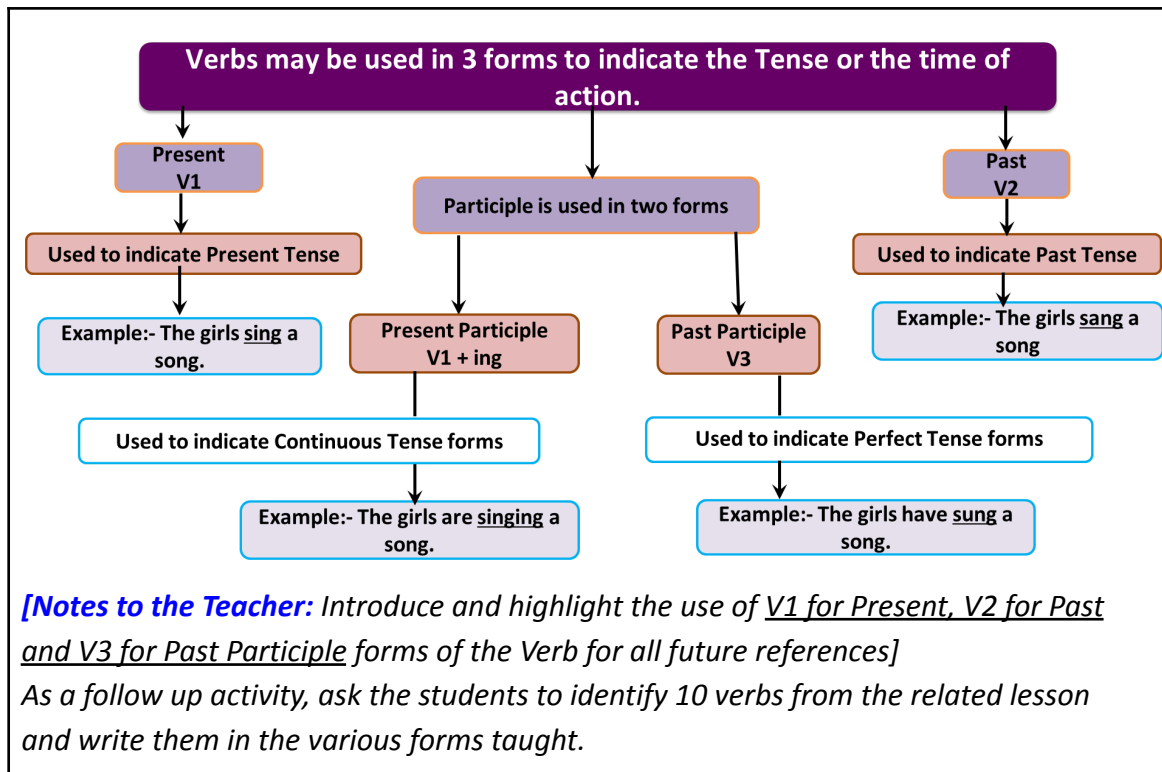
Sample Questions:

- In all these sentences, what is the only change that you observe? (verbs)
- What remains constant? (subject and object)
- What does this tell us? (that verbs indicate the time of action or Tense)

#### 2) MS\_Verb Forms

Explain in detail the verb forms that are used to indicate Tenses.

Present the GO on the black board for clarity.



### 3) IA\_Timeless talks

Talk about how funny our conversations would sound if we had no tenses. Then surprise them with the fact that there are some Tenseless languages around the world like- Chinese, Indonesian, Thai, Burmese, Vietnamese to name a few of the known ones.

Ask questions like:

How do people express the time of action in tenseless languages?

What will they say when they refer to something in the past, present or future?

Let the students guess the possibilities before revealing the answer.

Answer: By using the specific time of action.

Example: We *eat* everyday.

We *eat* yesterday.

We *eat* tomorrow.

We *eat* last year.

We *eat* next week.

We *eat* now.

The verb indicates only the action and NOT the time of action in these languages.

Ask the students to make sentences with different time references.

**4) MS\_Future Continuous Tense**

Future Continuous Tense is used for an action that is expected to happen over a period of time in the future.

Verb form used: **will be + V1 + ing**

Begin with a situation in future and let the students make sentences in Simple Future Tense (that is already taught). Example: What are your plans for the weekend?

Sample answers: I will play with my friends/ I will read a story book.

Then move on and give a situation that is supposed to happen for a period of time in the future. (Future Continuous Tense) Example: The School will be closed for the vacations soon. I will be visiting my cousins. What will you be doing?

Allow the children to frame sentences with suitable action words for that situation.

Sample answers: I will be spending my time with my grandparents./ I will be joining a coaching camp for cricket.

Now introduce the Future Continuous Tense and elaborate on the Verb forms used.

Explain when this tense is used and the Subject-verb agreement.

Present the GO on the black board for clarity.

Verb Form -  
Will + be + Present participle

is used to indicate an action that is expected to happen over a period of time in the future.

Example: We will be playing a football match next month.

The verb form DOES NOT change with the subject

Example with Singular Subject -  
Vinod will be going to Goa for a vacation.

Example with Plural Subject -  
My friends will be coming home soon.

**[Notes to the teacher:** As a follow up exercise, ask the students to pick 5 sentences from the lesson where Future Continuous Tense has been used.]

**5) VC\_TRD\_Sense of Time**

Introduce the value of proper planning that is essential for success.

Connect with the chapter by using the phrase 'Perfect planning in the Present leads to Continuous success in the Future'.

Use the details given in the document and conduct a role-play on the topic.

[VC\\_TRD\\_Sense of Time.pdf](#) has been provided as a Teacher Reference Document.

**PERIOD 2:****Time: 10 +15 +3 +7 = 35****Topic: Present Perfect Tense, Activity for clarity of the use of Future Continuous and Present Perfect Tenses, relating the relevance of the concept to practical use, exercises for practice.****Asset Types: Main Script, Suggested Activity, Day to day relevance, Questions to assess.****Objectives:** Students will be able to:

1. recognize the verb form used for Present Perfect Tense
2. recognize the verb forms used for various tenses
3. relate to the use of the various tense forms in their daily conversations
4. choose the suitable verb forms used in Future continuous and Present perfect tense

**1) MS\_Present Perfect Tense** (is used for an action that has just been completed and its effect is still seen)

Verb form used- **has/have + V3**

Give a situation that will require the use of Present Perfect Tense and let the students try using the Past Participle form of the verb.

Example- As you get ready to go to school, your mother asks you, "Did you take your tiffin?" Or after your exams your friend asks you, "How did you write your exams?"

Since Perfect Tense is being taught for the first time, allow multiple opportunities before revealing the answer. ("I have taken my tiffin." or "I have written my exams well.")

Introduce the Present Perfect Tense and explain when it is used.

Explain the verb form (emphasize on the use of the Past Participle form- V3) and the Subject-Verb agreement.

Present the GO on the black board for clarity.

Verb Form –  
Has/have + V3

is used to indicate an action that has just been completed and its effect continues in the present.

Example: My mother has finished her chores  
The students have made a poster for children's day.

#### Subject-Verb Agreement

1. Singular Subject :- has/has not + V3

2. Plural Subject/I/You + have/have not + V3

Example:-

Sita has completed the project work.

Example:-

The boys have not eaten their food.

**[Notes to the teacher:** As a follow up exercise, ask the students to pick 5 sentences from the lesson where Present Perfect Tense has been used.]

**2) SA\_Recognize the verb**

(indoor/ group activity)

- Prepare chits (as many numbers as the students) with sentences using different tense forms.
- Let the sentences be simple and relatable. (Eg: Kavita is eating her lunch./ She danced very well./ We have won the match.) (Use more sentences from the textbook.)
- Include all the tense forms learnt so far to recapitulate.
- Let the students pick the chits in turns, identify the verb form used and recognize the Tense.
- Ask questions (Eg: What would the tense be if V2 is used instead of V1?/ How will you use the sentence in Present Continuous tense?) for reinforcement.
- Encourage maximum participation.

**[Notes to the teacher:** *This activity may be used as a formative assessment tool.*]

**3) DD\_Tenses in use**

Draw the attention of the students to notice how various Tense forms are a part of our everyday communication.

**4) QA\_LA\_Future Continuous and Present Perfect:**

- Questions based on Verb forms, Future Continuous and Present Perfect Tense are provided in the attached worksheet.
- [QA\\_LA\\_Worksheet for Future Continuous and Present Perfect.pdf](#) has been provided as a learning aid for the students.
- Use the exercises given in the worksheet for homework, revision or assessment.
- Pages 1 and 2 of the worksheet are for the students' use.
- Page 3 of the worksheet has the 'answer key' and is only for the teacher's reference.

**[Notes to the teacher:** *Highlight the given points to summarize the chapter before using the QA Asset.*]

- ❖ Verbs are of 3 forms: Present (V1), Past (V2) and Participle
- ❖ Participle has 2 forms: Present Participle (V1 + ing) used in Continuous Tense forms and Past Participle (V3) used in Perfect Tense forms.
- ❖ Future Continuous Tense: Used to indicate an action that will take place over a period of time in future. (will + be + V1 + ing)
- ❖ The verb form does not change with the subject.
- ❖ Present Perfect Tense: Used to indicate an action that has just taken place and its effect is still seen in the present. (has/have + V3)
- ❖ Singular subject + has + V3.  
Plural subject/ I / You + have + V3.



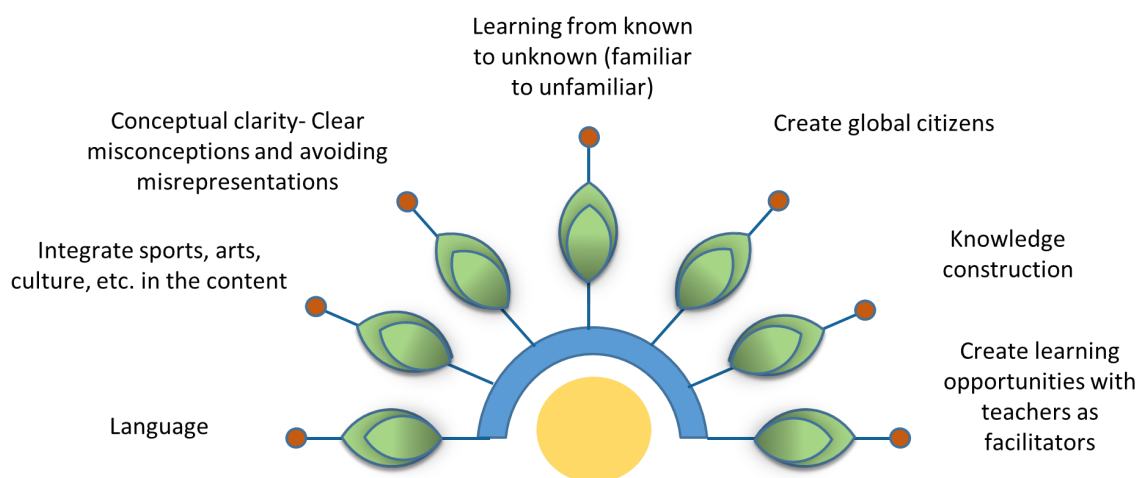
## LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for:

- ★ activity based learning
- ★ seamless integration of grammar concepts into communication
- ★ knowledge construction from known to unknown
- ★ relevance and connection of the topic to real life
- ★ recapitulation of earlier learning

Learning aids and teacher reference documents mentioned in this Lesson plan have been provided in the MM folder.

### Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP 2020 guidelines will be helpful for you. Thank you.

## Master Lesson Plan

<b>Seven Asset Methodology for MLP</b>	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n <sup>th</sup> why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA)	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.

Asset?	
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.