

Every Morning: The Present Tense

1. Every Morning

I feed my cat and give him fresh water. I brush his fur too. While I'm brushing him, he purrs and rubs himself against my hand. He is happy and so am I. There is a feather on a string that he likes to play with. I also throw him a toy mouse that he catches and brings back in his mouth. I always throw the mouse to him when I leave for work. It's my way of saying, "I'll see you. Have a great day."

Make a list of all the parts of speech you see in the story:

Pronouns

Nouns

Adjectives

Main Verbs

Helping Verbs

Adverbs

Prepositions

Conjunctions

Some thoughts about the Present Tense: the Simple Present, the Present Progressive, and the helping verb To Be:

The Simple Present: Do and Does + Base Form

Yes: The cat catches the feather.

No: The cat doesn't catch the feather.

Yes/No Question: Does the cat catch the feather?

For Certain: The cat does catch the feather.

Am, Are, Is

Yes: The cat is happy.

No: The cat isn't happy.

Question: Is the cat happy?

Present Progressive: Am, Are, and Is + ING

Yes: I am feeding the cat.

Question: Are you feeding the cat?

Contraction: She isn't feeding the cat.

No: They are not feeding the cat.

2. Exercises:

One: Change the yes sentences to no sentences.

I feed my cat.

I'm brushing him, and he is purring.

We are playing catch.

He brings the toy in his mouth.

We love to play.

We are happy.

Two: Change the yes sentences to yes/no questions.

I feed my cat.

I'm brushing him, and he is purring.

We are playing catch.

He brings the toy in his mouth.

We love to play.

We are happy.

4. Student Activity: Group Work

Students in a group **write a paragraph in the present tense about what people do every morning.**

Every morning, people...

5. Student Activity: Individual Work

Write a paragraph in the present tense about something you do every morning.

Every morning, I...

Lesson plan for "Every Morning

The Objective:

In this exercise, the class will examine the present tense in English. There are twenty helping verbs in English that give main verbs their number and tense. There are five helping verbs that help the main verbs in the present: Do, does, am, are is.

Every main verb in English has three principle parts. If we look at walk, there is:

Walk (the base form), Walking (the ING), Walked (the Participle).

If we look at eat, there is:

Eat (the base form), Eating (the ING), Eaten (the Participle).

What students will understand is that the helping verbs, Do, Does, Am, Are, and Is help the Base Form and the ING in the Simple Present and the Present Progressive.

Simple present:

She walks to work (does hidden).

She doesn't walk to work (does seen).

Does she walk to work (does seen)?

She does walk to work (does seen).

Do and does often remain hidden in the simple present yes sentences.

Present Progressive:

She is walking to work.

She isn't walking to work.

Is she walking to work?

Am, are, is are always seen.

Not only will students become familiar with the Simple Present and the Present Progressive, they will understand in the exercises, that in the simple present yes sentence, the helping verbs do and does are usually hidden:

I love you. I (do) love you.

She eats pizza. She (does) eat pizza.

But Do and Does always appear in the negative, the yes/no question, and the for certain sentences:

I don't love you.

Do I love you?

I do love you.

She doesn't walk to work.

Does she walk to work?

She does walk to work.

Writing in Groups and Alone. Students will work together to create a paragraph about "What People Do Every Morning." Then students will work alone and write a paragraph about "What I Do Every Morning."

Students will begin to understand how sentences work.

The Materials:

Handouts (or PDF projected onto whiteboard)

Lined paper

Dry markers for white board

The Lesson:

1. Reading "Every Morning"

1. "With the teacher, the students go over the Handout "Every Morning." This can be a printed handout. Or if possible, it can be projected from a computer onto the white board. Students discuss words they don't know. Students look up words in their bi-lingual dictionaries.

2. In groups, students make a list, listing each word by what a part of speech it is. They can write their lists on newsprint or the whiteboard, or simply discuss the words as a class.

2. Exercises

1. In groups of three, students do Exercises One and Two. Each group writes several of their answers on the white board.
2. When they are finished, the teachers goes over their work making any corrections.

3. Writing in a Group

1. Remaining in their groups, groups discuss and write a paragraph about what people do every morning. At least five sentences. Each group writes their paragraph on newsprint and hangs it up.
2. With the teacher, the class looks at the paragraphs the students have written and hung up, and the teacher models making corrections. A handout of correction marks can be given to the students.

4. Writing Individually

1. The teacher hands out a piece of line paper and tells each student to write a paragraph about what they specifically do every morning. Because the students have already done the exercises, they should have enough vocabulary to work with.
2. The students give their first drafts to the teacher, and the teacher, with the student present, goes over the essay and makes corrections.

3. The teacher gives the first draft with corrections back to the student, and another sheet of lined paper. The student writes draft two and shows it to the teacher. With the student, the teacher goes over draft two, makes corrections, and gives it back to the student.

End of lesson.

The Answers

Every Morning: The Present Tense

Every morning, I feed my cat and give him fresh water. I brush his fur too. While I'm brushing him, he purrs and rubs himself against my hand. He is happy and so am I. There is a feather on a string that he likes to play with. I also throw him a toy mouse that he catches and brings back in his mouth. I always throw the mouse to him when I leave for work. It's my way of saying, "I'll see you. Have a great day."

List all the Parts of Speech that you see:

Pronouns

my

him

his

I

he

you

himself

it

that

Nouns

cat, water

fur, hand

feather, string

toy mouse

mouth, way

saying (gerund)

work, day

Adjectives

fresh

happy

great

Main Verbs

feed, give

brush, purr

rub, like,

play with

throw, catch

bring back

leave, see

have

Helping Verbs

do

does

am

are.

is

will

Adverbs

too

so

also

there

Prepositions

against

on

with

in

of

Conjunctions

while

Exercise One: Change the yes sentences to no sentences.

I feed my cat.

I didn't feed my cat.

I'm brushing him, and he is purring.

I'm not brushing him, and he isn't purring.

We are playing catch.

We aren't playing catch.

He brings the toy in his mouth.

He doesn't bring the toy in his mouth.

We love to play.

We don't love to play.

We are happy.

We aren't happy.

Exercise Two: Change the yes sentences to yes/no questions.

I feed my cat.

Do I feed my cat?

I'm brushing him, and he is purring.

Am I brushing him, and is he purring?

We are playing catch.

Are we playing catch?

He brings the toy in his mouth.

Does he bring the toy in his mouth?

We love to play.

Do we love to play?

We are happy.

Are we happy?