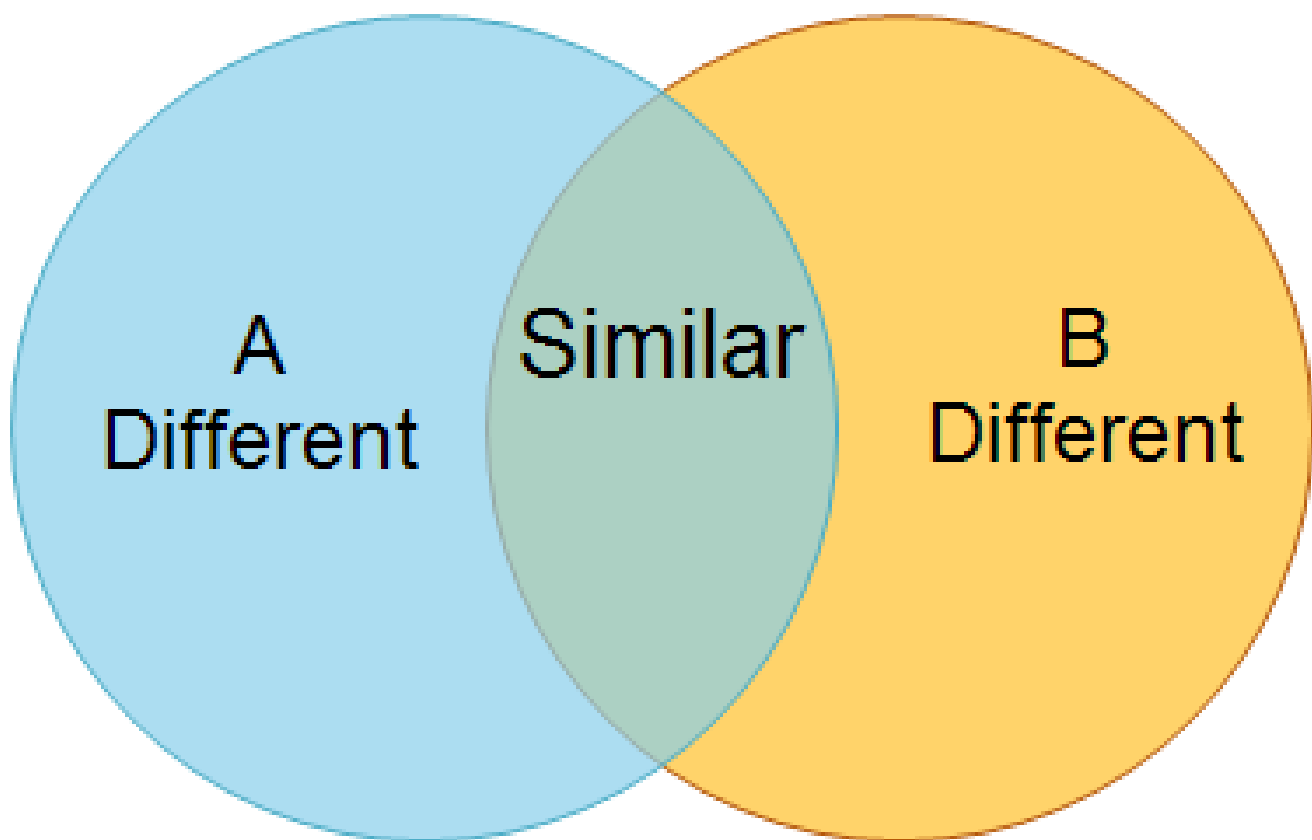


# INNOVATION IN THE TEACHING OF ENGLISH

## PERFECTING THE PAST TENSE

### WITH VENN DIAGRAMS

LEVEL X& XI



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**HYDERABAD**

## Level X & XI

### GENESIS

As an English teacher handling the X, XI & XII graders, the short sightedness of the students in recognising the uniqueness of the verbs like cut, put, hurt etc which remain unchanged in the past tense used to fill me with despair. I used to gnash my teeth in frustration every time I heard my student say “He beat (pronouncing it as Bet) me with ruler”. No matter how many times I told them that the past tense of beat is also beat, it failed to register.

The common errors I overhear my students say

“I cutted my hair yesterday”

“The book costed me Rs 100”

“He hurted his knee”

Registering the fact that there are words that remain the same in present and past tense in the minds of students had become my most coveted dream.

### Objectives

1. Drive home the fact that sometimes words are same in present tense and past tense.
2. Fix the idea of words being common in present and past tense in the minds of students
3. Internalise the use of same word in present and past tense
4. Familiarize the learners with the list of such irregular words.
5. Teach them use to them in day to day usage
6. Give rigorous practise to ensure permanent learning.

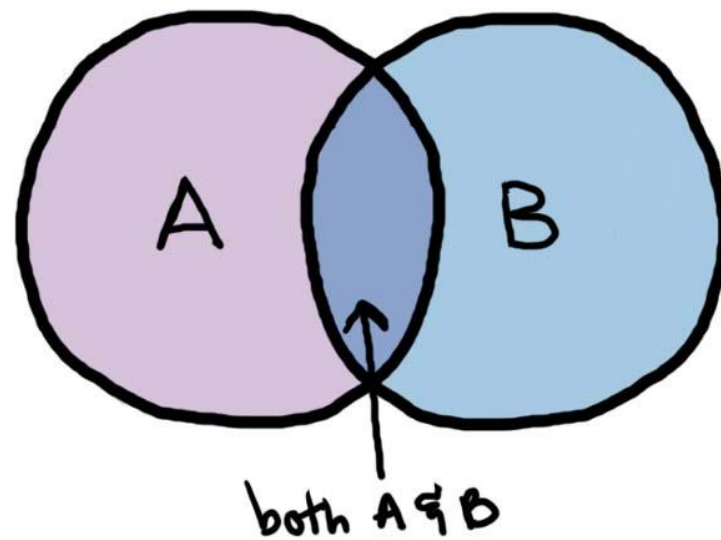
### Materials required

PowerPoint Presentation on the use of past tense, LCD Projector, Smart board

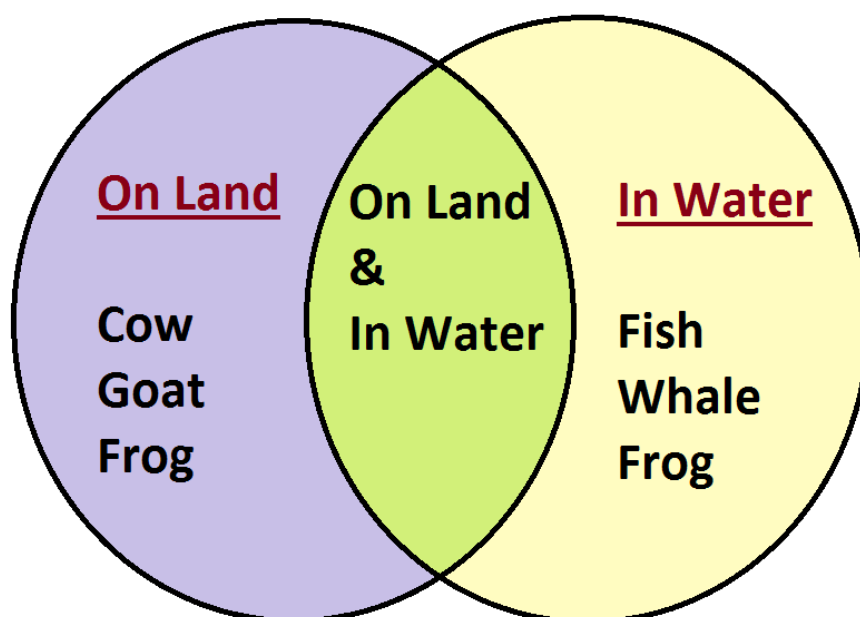
## Step 1

Familiarizing the students with the concept of the common area in the intersecting Venn Diagram

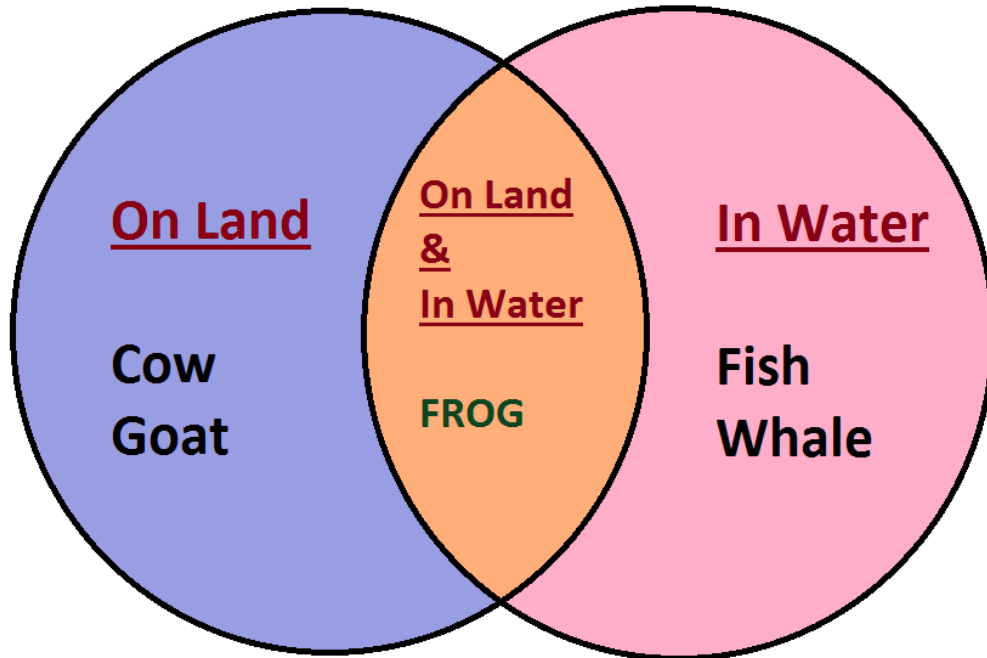
VENN DIAGRAM!



For Eg: Animals that live on land and in water

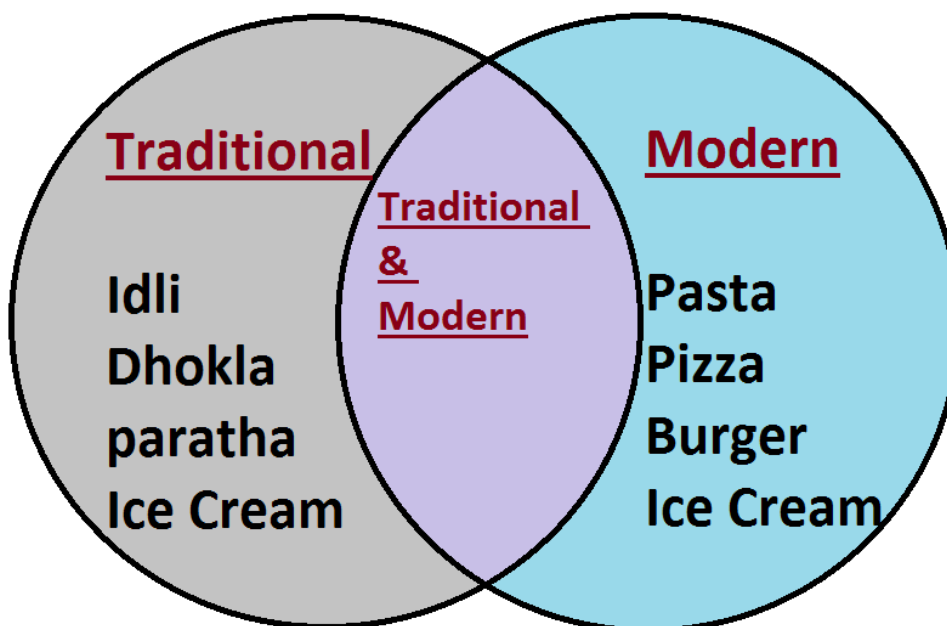


Notice that frog lives both on land and water. Can we shift to the central common portion? Then the picture would look like this

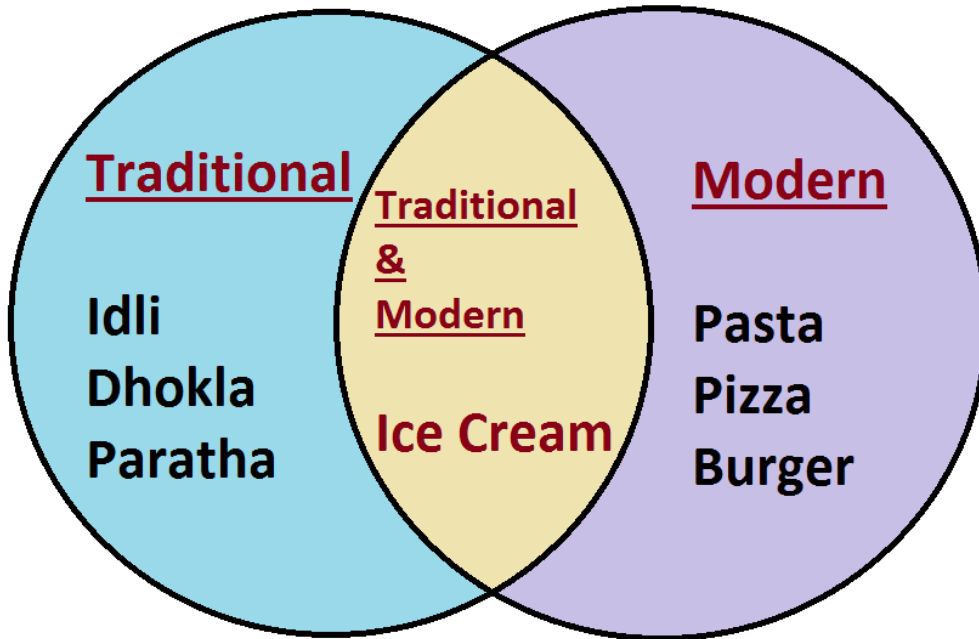


## Example 2

Now let us see the traditional and modern items of food

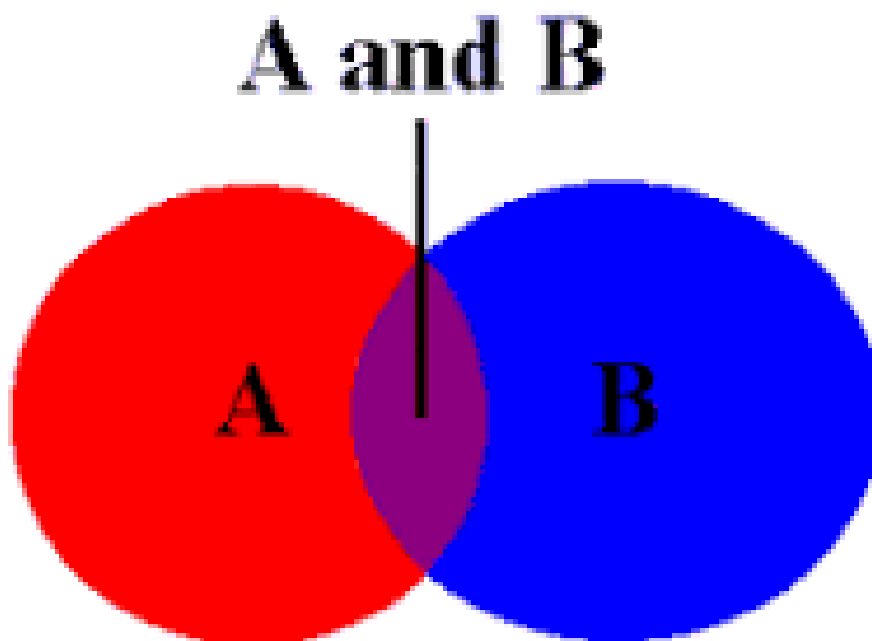


Note that Ice Cream features in both traditional and Modern food items. So can we shift to the central common portion?



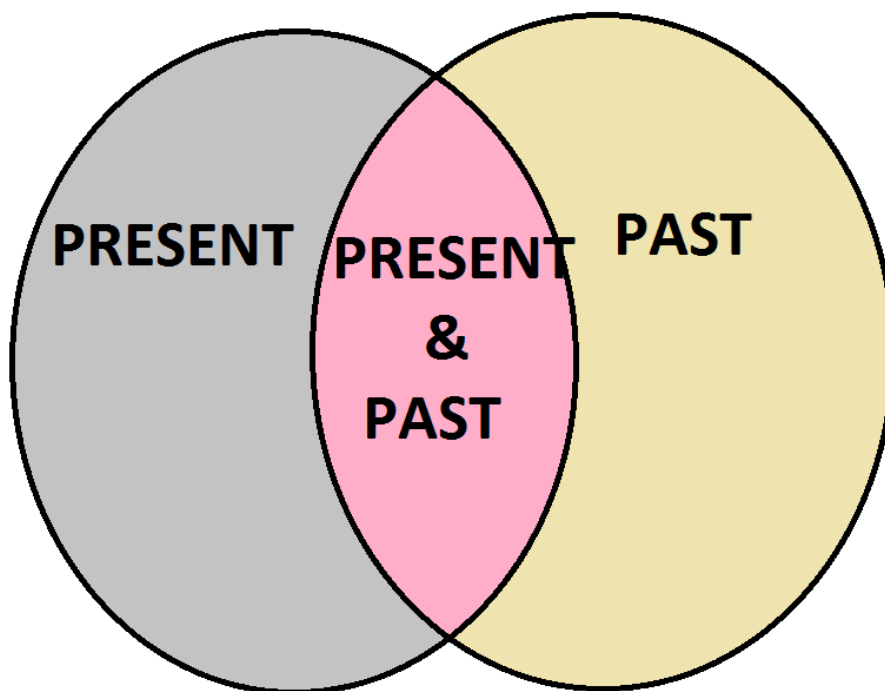
From Example 1 & 2 we understand that things mentioned in the central common area are same for circle 1 and 2.

So we understand that the central convex portion represents both circles.



Now if first circle would represent present tense and the second represents past tense then what would the central portion represent?

Yes. It would represent present and past tense both. So the picture would look like this.



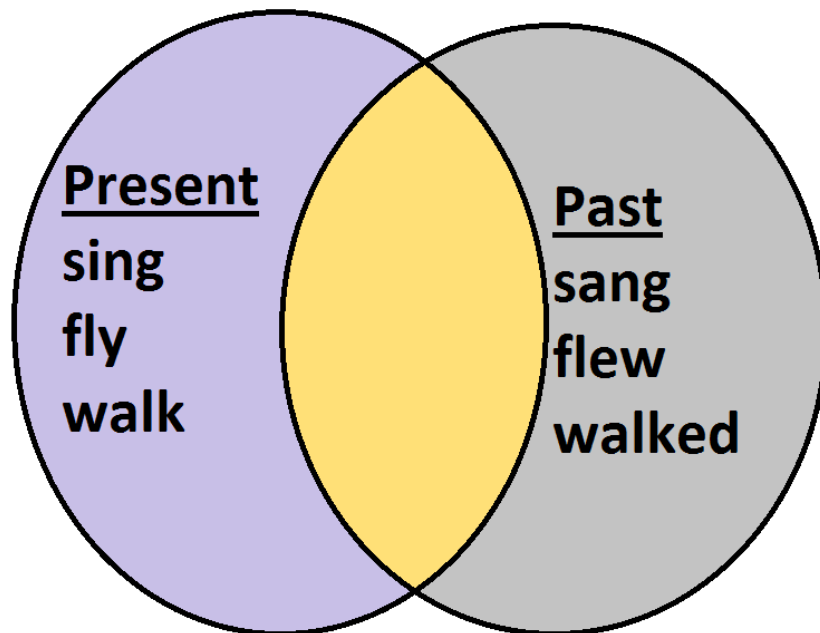
### **Learning Outcome of step 1**

- Student understands that the two circles stand for the present and past tenses
- Each circle stands for a particular concept; in this case one stands for present and the other for past tense
- The concept of intersecting of the two circles is grasped
- Student learns that the common area can stand for either of the two tenses

## Step 2A

Filling the circles with the present and past tense forms of verbs (Regular)

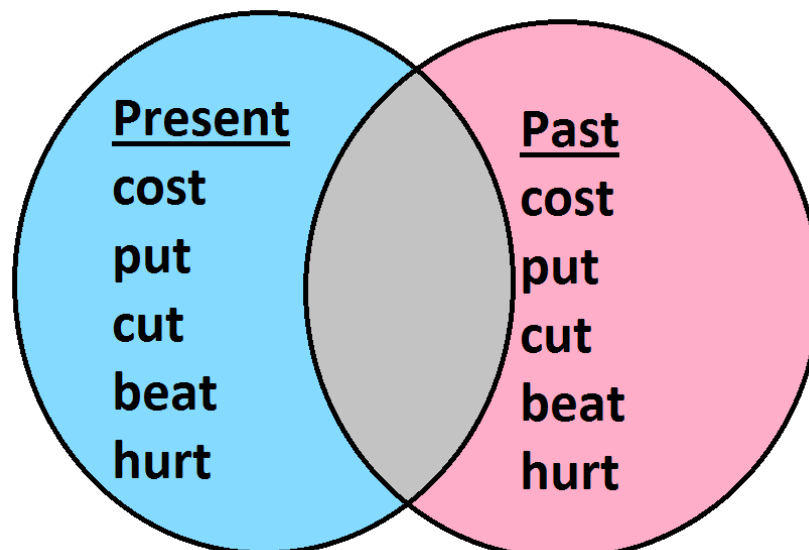
**Figure 1**



## Step 2B

Filling the circles with irregular verbs

**Figure 2**



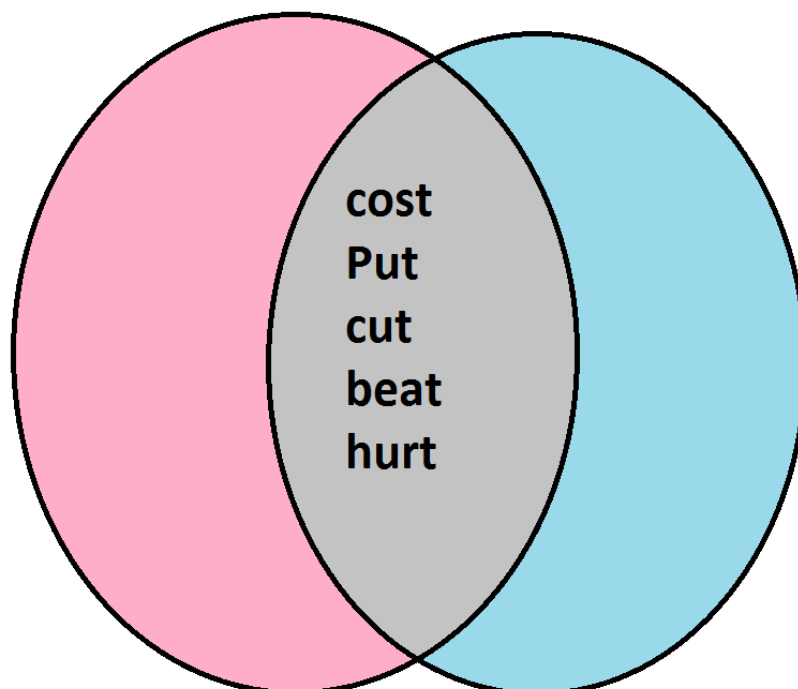
## **Learning Outcomes at the end of step 2**

- ✓ Learner understands that only some verbs undergo changes in the past tense
- ✓ In case of changing verbs, the present form cannot be used in the past or vice versa in sentences
- ✓ Some verbs do not undergo any inflection
- ✓ Such verbs have same form in the present as well as the past form
- ✓ The same form is used in present and past tense while framing sentences
- ✓ The idea that all verbs do not have a separate form in the past tense is driven home
- ✓ The learner grasps the idea that care must be taken to check whether the verb changes in the past tense (regular) or remains unchanged (irregular) while using them in sentences.

## **Step 3**

**Shifting the past and present forms to the central common area**

## **Figure 3**





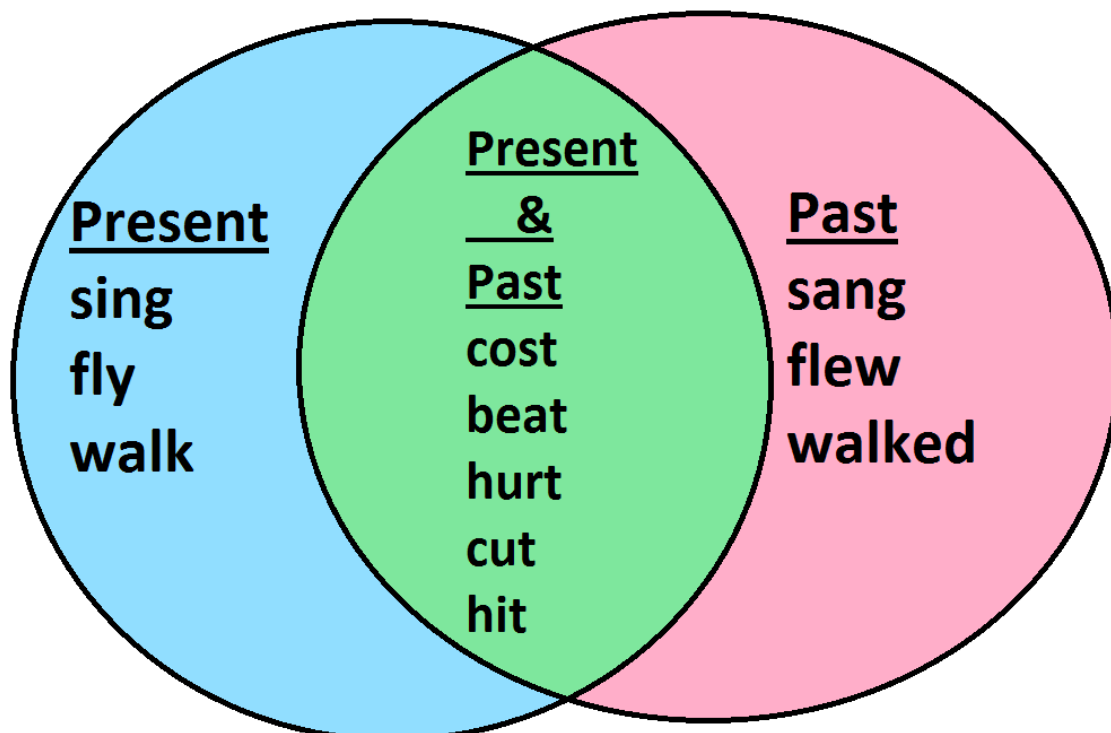
## Learning Outcomes at the end of step 3

- The learner understands that some words are common to both past and present tense
- They can be placed in the central common area
- These words do not undergo any changes in the past tense
- The learners realize that these verbs remain same in present tense and past tense
- So past tense applications should not be applied to them

## Step 4

### A comparative study of step 2 &3

**Figure 4**



## **Learning Outcomes at the end of step 4**

- ✓ The learner is clear about the concept that the two circles stand for two separate tenses
- ✓ Forms of the verbs in one circle are different from the forms of the verb in the other circle
- ✓ The middle intersecting space is common to both the circles/ tenses so the same form can be used in the present and past tense
- ✓ Verbs which do not change with change in tense can be placed in this intersecting space
- ✓ One has to be careful while using a verb in the past tense
- ✓ One has to decide whether the verb has a past form or not before using
- ✓ The learner is able to understand the following figure easily

## **Step 5**

The student is asked to collect a list of the verbs that have different forms in the present and past tenses and a list of the verbs that do not undergo any changes and enter them in the Venn Diagram.

## **Learning Outcome of Step 5**

- The learner is able to fill the different columns of the Venn diagrams correctly
- He is able to distinguish the regular verbs from the irregular verbs
- He does not use the verbs indiscriminately. He pauses to consider whether the verb is a regular one or an irregular one before using it in a sentence.
- He learns to be prudent in the use of Past Tense

## Assessment

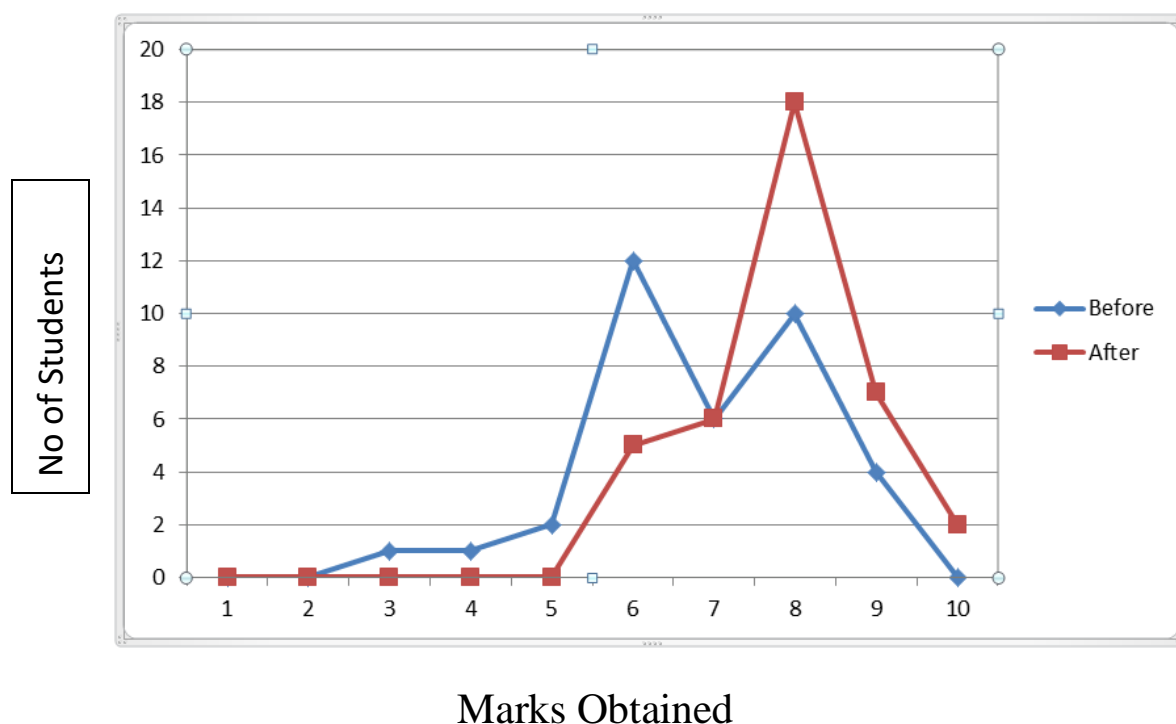
The teacher assessed the understanding of the learners through a fill in the blanks with the right form of the verb exercise. The correctness of the answers of the students convinced the teacher that concept has been understood.

## Result/ Inference

The hesitation of the students in completing the task was an indication of their changed behaviour. Instead of filling up with the '*ed, d or t*' form, the students paused to think whether an inflection is necessary or not. In the regular classroom after the experiment, the teacher was pleased to find fewer errors of past tense.

Thus teaching past tense with Venn Diagrams did teach them the right rules of past tense.

**The Scores obtained by the students before the Innovation and after the Innovation are represented graphically below.**



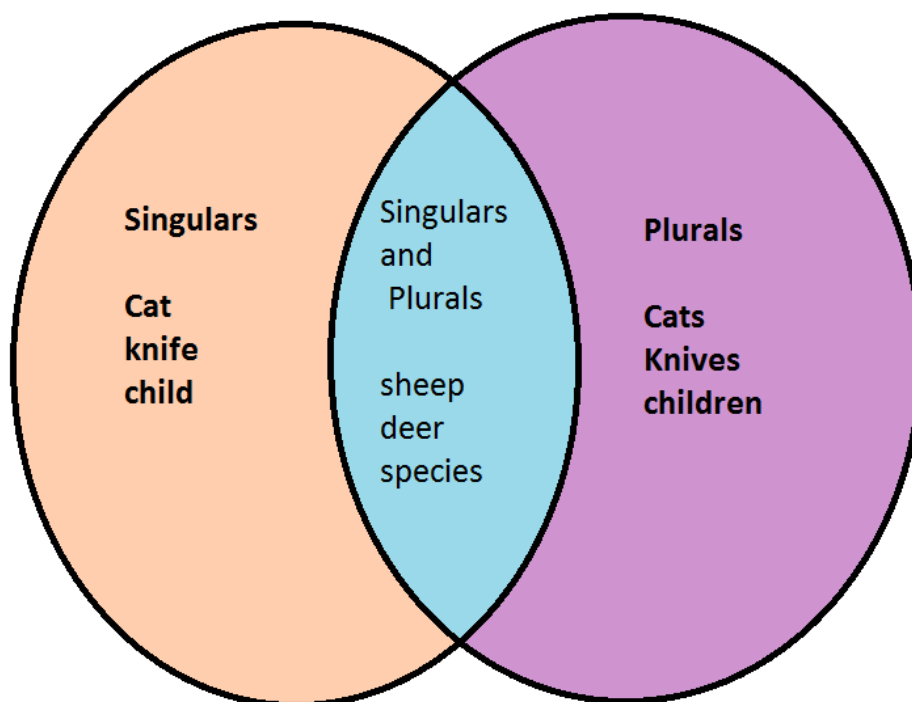
### Observations:

The red line representing the scores of the students after the Innovation depict a definite improvement proving the success of the Experiment

	Before	After
No of Students less than 5	5	Nil
Scoring 6	12	6
Scoring 7	6	6
Scoring 8	10	18
Scoring 9	4	6
Scoring 10	Nil	2

**Note:** The exercises done by the students are enclosed for reference.

**Scope of the Experiment: Similar use of Venn Diagrams can be used for the teaching of Singulars and Plurals where in some words have the same form in singular and plural.**



## Types of nouns and literature can also be taught through Venn Diagrams

For Eg: Family Tree in The Play “Dear Departed”

