

LEARNING

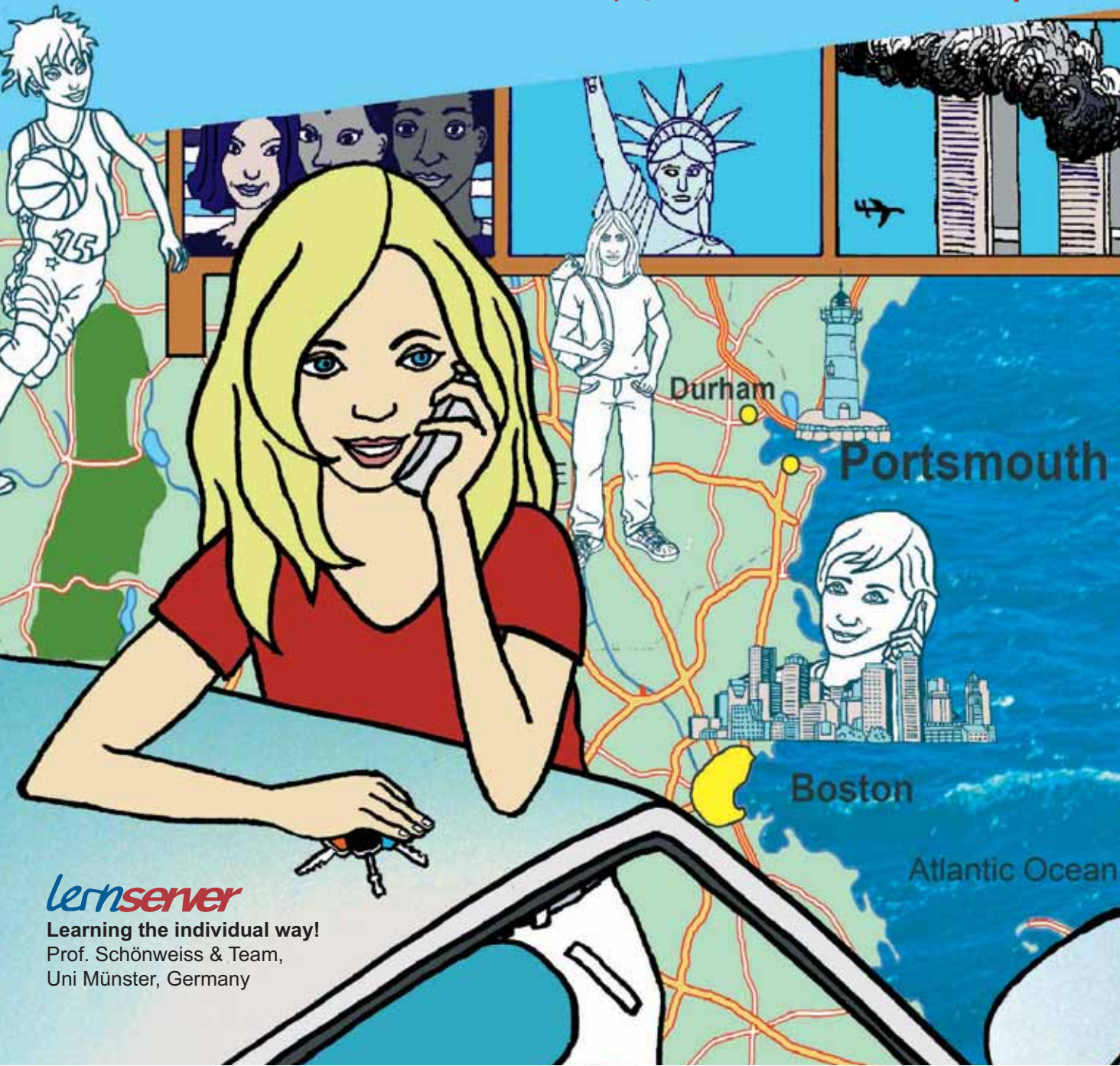
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TENSES

with Cindy



+ Audio CD



lernserver

Learning the individual way!

Prof. Schönweiss & Team,

Uni Münster, Germany

Dedicated to Hartmut von Hentig:

Menschen stärken, Sachen klären!

Making people stronger,
making things clearer!

IMPRESSUM

„Learning Tenses with Cindy“, Part 1

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PREFACE

Dear Students,

imagine that in your English lessons you learn to use the tenses correctly while, at the same time, having lots of fun!

What if it were possible to become more and more proficient in English by working with a cliff-hanger soap-opera, full of unexpected twists and turns! A soap-opera full of the big and little events that life is made of, that deals with the problems of growing up in a fast-paced world – why shouldn't this be possible?

We, the author and publisher of this book, think it's high time for a new generation of textbooks!

LEARNING TENSES WITH CINDY represents a totally new approach to learning the English tenses – that's what the students who have worked with it tell us! One class liked the book so much that they even turned it into a play for which they composed their own music! And while they were having fun learning, they finally understood the English tense system...

We invite you to get acquainted with our soap-opera and to use it to improve your English – both in school and at home!

Sincerely yours,

Beatrix Loghin and Friedrich Schönweiss

P.S.

Check out our home page to learn more about our soap-opera and the people in it! You can also watch parts of *Cindy: The Play* written and performed by students at the Oberstufenkolleg in Bielefeld. Or, present your own ideas and chat with students from other schools and countries about *Cindy*. The team at the University of Münster is looking forward to hearing from you!

Dear Teachers,

it's every teacher's dream to be able to give their students exactly what they need in order to make progress. Unfortunately, this is hard to realize in every day life, as you know all too well. Students have different levels of proficiency and meeting each student's individual needs is an awesome undertaking! And to top it off, teachers have to motivate students to work with textbooks which they find boring and irrelevant to their lives!

LEARNING TENSES WITH CINDY is a textbook which helps students learn and/or refresh their knowledge of the English tense system with themes that reflect the interests of today's youth and the challenges they face, from bullying at school to problems at home with parents, siblings or friends. This is a textbook which takes young people and their fears, worries and triumphs seriously.

LEARNING TENSES WITH CINDY can serve different functions in the classroom: as a textbook for an English course, as a supplement to another textbook or as a book to use for substitute lessons which can be taught in a fun and easy way with little preparation.

Several years in the making, LEARNING TENSES WITH CINDY is the result of intense research and collaboration on the part of Beatrix Loghin and a team of dedicated colleagues at the Oberstufenkolleg in Bielefeld.

We hope you enjoy working with this book in whatever form is suitable for you and your students and that you find it an enriching experience!

Sincerely yours,

Beatrix Loghin and Friedrich Schönweiss

P.S.

Included is a CD of the texts spoken by native speakers. We also invite you to include our Cindy website in your teaching activities. We have included tips and ideas for working with Cindy in the classroom, background information and ideas for projects. But above all, we invite you and your students to present your ideas and results to other classes and to link up with other schools working with Cindy. A team of committed students and faculty at the University of Münster in Germany is looking forward to working with you and your students and will update and expand the teaching materials continuously.

SYMBOLS



Discussion



**Research
Suggestions**



**Individual /
Group Work**



**Listening
Comprehension**



Focus on you!



**Work with
the Book**



Grammar



Practice



**Partner
Grammar**



Activities



**Reading
Comprehension**



Speaking



Journal Writing



**Speaking with
your Partner**



Focus



Writing

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Tool-Box for Better Comprehension

PART ONE: PARTS OF SPEECH

When we write, we use **letters** to make words. We use **words** to make sentences. We use **sentences** to make paragraphs, and we use **paragraphs** to make **entire texts**. By understanding which **role** each word plays in a sentence, you can improve your ability to speak, read, write and understand not only English, but other languages as well.

In this exercise, we will look at the functions of the different words in the sentences below:

A. Verbs

1. *Jim gave Cindy roses.*

In order to understand what role each word plays in the sentence, we ask the following questions:

What is the action? – The action in this sentence is **gave**.

Words which stand for **an action (or state of being)** are called **verbs**.

B. Nouns

Who or **what** does the action? – Jim does the action, so the word Jim is the **subject** of the sentence.

Who or **what** gets the action (who or what is given)? – The roses get the action, they are given, so the roses are the **direct object**.

Who or **what** gets the roses (the direct object)? – Cindy gets the roses, so she is the **indirect object**.

Words which can be used as *subjects*, or as *direct or indirect objects* in the sentence are called **nouns**.

Nouns are words which stand for **people, places, ideas or things**. In the sentence above there are three nouns: **Jim, roses, Cindy**.

C. Pronouns

We can also write the sentence in a different way:

2. *He gave her roses.*

The word **he** stands for **Jim**, the word **her** stands for **Cindy**. Words which can stand in **place of a noun** are called **personal pronouns**.

There are two kinds of **personal pronouns**: those used as **subjects**, and those used as **objects**.

personal pronouns subject: *I, you, he, she, it, we, you, they.*

personal pronouns object: *me, you, him, her, it, us, you, them.*

Now look at the following sentence:

3. *Cindy likes her roses.*

The word **her** is a **possessive pronoun** which shows **ownership** – it tells us that the roses belong to Cindy.

possessive pronouns: *my, your, his, her, its, our, your, their.*

D. Adjectives

Let's change our original sentence and make it more interesting:

4. *Jim gave Cindy **beautiful, red** roses.*

The words **beautiful** and **red** describe the roses. Words which describe **nouns** are called **adjectives**.

E. Adverbs

In the following sentence, we describe the **action** – **how** did he give the roses?

5. *Jim **quickly** gave Cindy the beautiful, red roses.*

Words which describe a **verb** are called **adverbs**.

Adverbs can also describe **another adverb** – how quickly did he give the roses?

6. *Jim **very** quickly gave Cindy the beautiful, red roses.*

Adverbs can also describe **adjectives** – how beautiful are the roses?

7. *Jim very quickly gave Cindy the **very** beautiful, red roses.*

In other words, adverbs can describe verbs, other adverbs and adjectives!

F. Articles

Now look at the following sentence:

8. *Cindy loves **the** roses.*

9. *Becky gave Susie **a** kiss.*

The word **the** introduces the noun **roses**. The word **a** introduces the noun **kiss**. Words which **introduce nouns** are called **articles**. There are two types of articles in English, **determinate** (the) and **indeterminate** (a/an).

a) We use the determinate article **the** when we have already talked about this noun before.

b) We use the indeterminate article **a/an** when we are talking about this noun for the first time.

We use **a** when the following word begins with a *consonant*.

We use **an** when the following word begins with a *vowel*.

G. Prepositions

10. *Cindy put the roses **in** a vase.*

11. *Jim drove **to** Boston.*

Words which show **position or direction** are called **prepositions**.

H. Conjunctions

12. *Cindy loves roses **and** Jim loves Cindy.*

13. *Cindy **and** Jim like Chinese food.*

The word **and** connects two words or two separate sentences which could both stand alone.

Words which connect words or sentences are called **conjunctions**. Which other conjunctions do you know in English?

I. Main Clause and Subordinate Clause

14. The roses **which** Jim gave Cindy are beautiful.

What is the function of the word **which**? This word connects the **main clause** of the sentence *The roses are beautiful* with the **subordinate clause** *Jim gave Cindy*.

Words which connect **main** and **subordinate clauses** are called **relative pronouns**.

Examples: The girl whose boyfriend gave her roses studies psychology.

The **main clause** *The girl studies psychology* and the **subordinate clause** *boyfriend gave her roses* are connected by the relative pronoun **whose**.

Relative pronouns: **who/that** (used for people)

which/that (used for things)

whose (used to show possession)

To test how well you have understood this, do the quiz below!



Explain the word class of each word in the following sentences:

1. Sarah very quickly sent her son an email.
2. He answered immediately.
3. The strict teacher gave the very unhappy students an extremely hard quiz.
4. They love their family and their family loves them.
5. My friend bought a very expensive, new car for his son, which he crashed immediately.
6. The man whose son wrote a famous book lives on my street.



Fill in the gaps:

1. Circle the words in the sentences above which are nouns. How many are there? _____
2. Words which stand for _____ or _____ are called verbs.
3. Words which stand for _____, _____ or _____ are called nouns.
4. _____ introduce nouns. They can be _____ or _____.

5. _____ describe nouns.
6. Adverbs can describe _____, _____ and _____.
7. Words which can stand in place of a noun are called _____.
8. _____ show to whom something belongs.
9. _____ show position or direction.
10. _____ connect sentences or words.
11. Which words connect main clauses and subordinate clauses? Write them down:
_____, _____, _____ and _____.
12. What are these words called? _____



Fill in the gaps with the correct personal and possessive pronouns:

personal pronouns subject	personal pronouns	objectpossessive pronouns
I	_____	my
you	you	_____
she	_____	_____
he	_____	_____
_____	it	its
we	_____	_____
_____	you	_____
they	_____	_____

PART TWO: INFINITIVES, VERBS AND TENSES

We use verbs to talk about **actions** or **states of being**. When talking about an action, it is important to know **when** it happened: that's why verbs are used in different **tenses**: the **tense** tells us if the **action** happened in the **present**, the **past** or will happen in the **future**.

All verbs have a basic form, called the **infinitive**. The infinitive has no tense, it is **timeless**.

The different tenses are formed from the infinitive.

In English, each tense has two aspects: **simple** and **progressive** (sometimes also called **continuous**).

Look at this infinitive, and all the tenses which can be made from it:

to work

1. We always **work** on Saturdays.
2. It is Saturday and we **are working**.
3. John **will work** next Saturday.
4. It is 5 p.m. on Saturday, and I **have worked** the whole day.
5. John **has been working** since 9 o'clock, and he still isn't finished.
6. They **worked** hard last Saturday.
7. They **were working** last Saturday when it started to rain.
8. They didn't go to the movies last Saturday, because they **had worked** so late.
9. They **had been working** for 6 hours when the machine broke.
10. Next Saturday, John **will be working**.



Exercise:

Match the **name of the tense** to the sentences below:

- | | |
|-----------------------------------|--------------------------------------|
| a. future progressive _____ | f. past progressive _____ |
| b. simple past _____ | g. present perfect progressive _____ |
| c. past perfect progressive _____ | h. past perfect simple _____ |
| d. present perfect simple _____ | i. simple present _____ |
| e. future simple _____ | j. present progressive _____ |



SCENE 1: ALL ABOUT CINDY

Hi, my name **is** Cindy Walker. Today I **want** to tell you about my life. I **am** twenty years old and I **live** in Portsmouth, New Hampshire, in a two-hundred year old house with my mother and my sister. Portsmouth is a beautiful, old city situated right on the Atlantic Ocean. This region of the United States is called New England because it was settled by the English in the seventeenth century. I **love** Portsmouth – for me, it's the most beautiful town in the world!

My mother, Becky, is forty-six years old and **works** in a bank. We are very close – she's my best friend in the whole world! My sister, Susie, is sixteen years old and **goes** to *New England High School* which she **hates**. She wants to leave Portsmouth as soon as she graduates from high school and never come back. She **thinks** it's so boring here. Her dream is to move to Los Angeles and play in the WNBA – that's the Women's National Basketball Association. Oh, and she **gets** on my nerves frequently because she always spends hours on the phone talking to her girlfriend and listening to loud rap music – Tupac is her idol.

My dad doesn't live with us because my parents are divorced. On Sundays I often **visit** my dad, but Susie doesn't. She hates my dad and his new wife.

And me, I **go** to the *University of New Hampshire* at Durham. My major at UNH is psychology – I love to learn about people and why they **do** the things they do.

College is expensive! Fortunately I have a scholarship which pays for the tuition, but I have to work – so I **deliver** newspapers from four until six o' clock every morning. Then I **eat** breakfast and **drive** to Durham. Thank goodness I have my own car! During breaks from classes I hang out at the student union sometimes with my best friend, Jenna. By five o' clock I'm usually home again. That's my favorite part of the day – then Susie, my mom and I always **sit** around the kitchen table, **drink** coffee and **talk** about our day while my mom **gets** supper ready – she's a fantastic cook! After supper I **study**, Susie **does** her homework and my mom **watches** TV or works in the garden. On weekdays I'm in bed by ten o' clock because I have to get up so early!

Twice a week I go to my karate lessons - I never **miss** them! I just love karate – it makes me feel strong and powerful! That's where I really let off steam! When I do karate, I can feel all the pressure that's inside of me slip away. I hope I can get the green belt this year.

I really love the weekends – that's when I **see** my boyfriend, Jim. He **studies** medicine at Boston University. He **wants** to be a doctor, a cancer specialist. Jim **lives** in a dormitory in Boston, but he **comes** to Portsmouth at the weekends to see me and his dad, who lives here in Portsmouth.

Oh, my cell phone is ringing! It's Jim!

Cindy: Hi, Jim!

Jim: Hi, Angel! How's my princess today?

Cindy: Oh, I'm fine! I got a B+ on my psychology exam!

Jim: Congratulations! We have to celebrate that – where shall we go this weekend?

Cindy: Oh, Jim, Jenna told me about a wonderful new restaurant in Portsmouth.

She went there with her parents and she said the food is really great.

It's called *Clams on the Beach*. Can we go there on Saturday?

Jim: Anything you want, Princess, your wish is my command. I have to run now, see you on Friday night, okay?

Cindy: Okay, Jim. Hey – somebody loves you!

Jim: Ditto, Princess, see you on Friday!

PART ONE: FOCUS ON THE TEXT



A. Listening Comprehension

Do not read the text yet – just listen to it and then, together as a class, tell each other what you remember.



B. Reading Comprehension

Listen to the text again, but this time read the text quietly as you listen. Underline the words that you don't know. Try to guess their meaning from the context. If you still don't understand, ask the teacher or a student.

Then, read the text again, aloud, this time with your partner, taking turns.

1

**C. Speaking**

Re-tell the story with your partner, from memory. Don't use the book! Don't worry about getting everything right – just do the best you can!

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**D. Class Discussion**

- What is your first impression of Cindy? Of Jim?
- Which parts of her life do you find interesting?
- In what ways is your life similar to Cindy's, in what ways is it different?

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PART TWO: FOCUS ON LANGUAGE

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**A. Tense Review**

Some verbs in the text are in **bold** type. Together with your neighbor, look at the verbs. Do you know what tense they are in and why?

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**B. Tense Study: Simple Present Tense**

1) This tense is formed with the infinitive (1st form of irregular verbs) – he/she/it **s** **to work** (*simple present tense*)

I work	we work
you work	you work
he/she/it works	they work

25

2) It is used to describe:

a. **regular, routine, repeated actions (habits)** in the present:

Example: *I always **go** to school by bus.*

*Cindy **drives** to Durham every morning.*

b. **things which are true in general (universal truths):**

Example: *The moon **goes** around the earth. It **rains** a lot in Germany.*

c. **a series of actions:**

Example: *Jim **sees** Cindy, **runs** to her and **gives** her a kiss.*

35

3) Signal words for this tense are **adverbs of frequency**:

always, never, sometimes, usually, frequently, often, seldom, rarely, normally, every day, every week, every month, every morning, etc.

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4) Position of adverbs: the best place to put these adverbs in **positive** sentences is in **front of** the verb, but *usually, normally, often, frequently* and *sometimes* can also come at the **beginning or end** of the sentence.

Example: (never) I **never** get up early on Sundays.

(sometimes) **Sometimes** Susie watches Dennis's training.

(frequently) Jim spends the weekend in Boston **frequently**.

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Practice 1: The following sentences are written in simple present tense.

Write down what they describe: a) habits, b) universal truths or c) a series of actions

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1. The Rhine River flows into the North Sea. _____
2. Cindy usually drives home at 5 o'clock. _____
3. The sun sets in the West. _____
4. Cindy looks at her opponent, concentrates and throws her over her shoulder. _____
5. We never eat supper before 6 o'clock. _____
6. The alarm rings at 4 o'clock, Cindy gets up, puts on her clothes and delivers her newspapers. _____
7. Jim calls Cindy every day. _____

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Practice 2: Re-write these sentences, putting the adverb in the correct place.

1. (rarely) Cindy arrives in Durham at 7 o'clock.

2. (usually) Becky, Susie and Cindy sit in the kitchen and talk about their day.

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focus: Simple Present

1 3. (sometimes) Susie plays hookey from school.

5 4. (normally) Becky walks to work in the morning.

10 5. (seldom) Cindy listens to hip-hop music.

focus: Present Progressive


15  **Practice 3:** Put the adverbs below on the time-line:

always often never usually frequently seldom normally rarely sometimes

0% _____ **100%**

20

focus: Present Tense

25  **Practice 4:** Find **5 sentences** in the text where *simple present* tense is used together with a signal word; write them down and **circle the signal word**.

1. _____

2. _____

30 3. _____

4. _____

35 5. _____

40

**Practice 5:** Answer these questions about **your life** in *simple present* tense:

1. How old are you?

2. Who do you live with?

3. Where do you live?

4. When do you usually get up in the morning?

5. Do you like to get up early or do you prefer sleeping late?

6. What is the best moment of your day?

7. At what time do you normally come home from school?

8. What do you usually do in the evenings?

9. Do you often watch TV in the evenings?

10. At what time do you usually go to bed?

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focus: Simple Present


focus: Present Progressive

focus: Present Tense


1  **Practice 6:** Fill-in the gaps with the correct verb in *simple present tense* from the list below:

congratulate flies give is jumps kicks passes

5 Jim is playing soccer with his friends. He _____ a striker. A team-mate _____ him
the ball. Jim _____ it as hard as he can toward the goal. The ball _____ into the
goal! Jim is so happy that he _____ into the air. His team-mates _____ him
10 and _____ him the high-five!

15  **Practice 7:** Why is *simple present tense* used in **Practice 5**?
Write down the reason here:

20

 **Practice 8:** Cross out the wrong tense:

25 Hello, my name is Arnold Schwarzenegger. I am living / live in Sacramento, California. I am working / work there. I am having/have an interesting job: I'm Governor of the State of California! As a little boy in Austria, I used to dream about the U.S.A. I wanted to be a famous movie star. My dream came true – I am being / am the star of the Terminator films. Many people in California are calling / call me "Governator"! I am loving / love my life!

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Practice 9: Work together in groups of three. Two people take turns explaining *simple present tense* to each other. The third person's job is to make sure that you didn't forget anything.

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Practice 10: Re-write the first paragraph of text 1 in **third person (he/she/it)** – remember to use the correct **personal** and **possessive pronouns**.

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C. Grammar Review: *have to + infinitive*

Look in your text and find the line where **have to + infinitive** is used.

Do you know what it means? When you **have to** do something it means that you **must** do something, you have no choice. This is a very important expression in English – learn it by heart!

have to + infinitive (*simple present tense*)

- I have to... we have to.....
- you have to.... you have to.....
- he she it **has** to... they have to.....



Practice 11: Write down 5 things that you **have to do** on Mondays. Make complete sentences. Then, do the same thing again, this time, write about a good friend (**she/he has to...**)

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focus: Simple Present

focus: Present Progressive

focus: Present Tense

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D. Grammar: Irregular Verbs

Learn all three forms of these irregular verbs and their meaning in your language by heart:

5

infinitive	simple past	past participle	meaning in your language
be	was/were	been	_____
beat	beat	beaten	_____
become	became	become	_____
begin	began	begun	_____
bite	bit	bitten	_____

15

PART THREE: FOCUS ON YOU!

20



A. Research Suggestions:

Use the internet to find more information on the following related topics:

- the city of Portsmouth (in the United States!)
- the state New Hampshire (what special role does this state play in presidential elections?)
- the region New England

25

BE SURE TO TELL THE CLASS WHAT YOU HAVE LEARNED!

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B. Writing

1. What is your favorite part of the day? Write about it, using **signal words** and **simple present tense**.
2. Cindy says that she loves karate because she feels strong and powerful when she does it, and it helps her deal with pressure. Write about how you deal with pressure in your life, using **simple present tense** and **signal words**.
You could begin like this: The way I deal with pressure in my life is that I.....

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C. Journal Writing

Have you ever written a journal in English, where you record your personal thoughts? If not, this is a really good opportunity for you to practice your English in a completely different way. Usually when you write in English, your teacher collects what you write and corrects your mistakes. Journal writing in English gives you a chance to practice your English without anyone else ever seeing what you write! It is a wonderful way to practice the tenses that you will be learning in this book. Also, journal writing is a way for you to really get into the English language, because you will be using English to express your own thoughts and feelings – in other words, you can begin to use English as your own language. **This process will make English come alive for you.** If you write a journal regularly, you will find that your relationship to the language will change: it will stop being a “foreign” language – one that you learn at school, with exams and grades - and it will become, instead, **your** language.

There is another, the most important, reason for writing a journal: it will help you discover the most important person in your life – yourself. The famous Greek philosopher, Socrates, said: “The unexamined life is not worth living”. A journal is a chance to examine your life, a chance to learn more about who you really are. Journal writing is an act of **courage** and **creativity**: “Creating art and creating ourselves are the same act; art, world, ourselves – these are continuous with one another.” (Metzger, p.5)

Ideas for your first journal: using Cindy’s text as a basis, write about your own life, using simple present tense (10-15 sentences): You could begin like this: **Hi, my name is....**

Or, if you don’t want to write about Cindy, write about whatever is important in your life at this time.

Remember: this is just for you! Your teacher may ask from time to time if anyone is willing to read from her/his journal, but this is completely voluntary. If you don’t want to, you never have to show your journal to anyone.



D. Activities

Prepare a collage of the people and places that you will learn about in this book. If you enjoy drawing, please create your own pictures; or choose pictures from magazines or photos of people you know who correspond to your idea of the characters... be creative! Show your collage to the other students in the class. Continue to add pictures to the collage as you make progress in the book.

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focus: Simple Present

focus: Present Progressive

focus: Present Tense



SCENE 2: A LITTLE SISTER

25 Hi, I'm Susie Walker, Cindy's "little" sister, although I'm already two inches taller than Cindy, and I'm only sixteen! I live in Portsmouth with Cindy and my mom, Becky. My dad **doesn't live** with us. He left us three years ago when I was thirteen.

I'm a junior at *New England High School* – that means I'm in the eleventh grade. I **don't like** Portsmouth – it's so boring, so mainstream. I want to live in a big city like New York or Los Angeles. My mom and Cindy **don't understand** me. And they **don't care** about anything! They **don't know** what is happening in this country with poverty, racism or the environment. And I **don't fit in** at my school – most of the kids there are really stupid – they just want to go to parties and get drunk! **Do they care** about what's going on in the world? **Do they ask** why so many people are poor in this country? No, they just want to have a good time. Most of the kids at my high school are conformists who say what the teachers want to hear. There are a couple of good teachers at my school, but the rest are jerks! In my American history class we **don't talk** about slavery or life in the ghetto– and some of my teachers were even for the war in Iraq!

35 The best thing in my life is basketball – I play in the girl's team here at *New England High*. Our coach, Ms. Shapiro, is a great basketball player and her assistant, Dennis, is a senior at my school. We train three times a week, after school. I **don't have** time for anything else, including homework. When I finish school, I want to move to Los Angeles and play in the WNBA. But right now my grades are really bad, and I hope