**Directions for Tutors**

1. Begin the session by determining what aspects of tense the student would like to work with.
   * **Simple Past** focus
2. Ask the student to answer the questions on Handout 1.
   * Practice calling the students attention to the relative frequency with which we alternate tense in speech
   * Show the student the same three questions in written form (Handout 1)
   * Now ask them to write simple answers to these three questions
3. Show the student timelines for each tense, connecting these back to the 2 questions previously asked/answered
   * Ask students to describe the differences that they can see between the timelines (Handout 1)
   * Introduce students to find the verb tenses in the passage (Handout 2).
4. Guide the students through an exercise in which they find the verbs in a summary about research on chimpanzees.
   * Students should circle the simple past verbs.
   * Discuss with the student how the tenses are being used in this paragraph.
     1. **Simple Past**: Explain to the student how we use the simple past when writing a summary.
5. Now the student will read two paragraphs (Handout 3) that use the present tense. They will write a summary about the paragraphs and they will need to use past tense to write the summary.
6. You will need to make sure they do not use present tense in their summary.
7. Have the student apply the information learned to his or her own writing. Tell the student to read an article related to their research paper or research area and write a summary. The student should bring the summary to his or hers next writing lab session for the tutor to check.

Handout 1

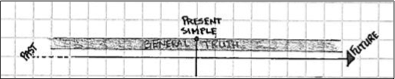
1. Tell me about a major historical event in your country.

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1. What do you like to do on your free time?

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Simple Present



Simple Past



**Handout 2**

**Part A- Read the following passage and circle the verbs.**

In the 1960s, Allen and Beatrix Gardner embarked on their study of the chimpanzee Washoe. The Gardners raised Washoe much like a human child and communicated with her in signs from American Sign Language. The Gardners’ idea was to see whether Washoe, given the same language acquisition environment as a child, would acquire sign language. Washoe mastered around 200 signs and was thought to understand many more. She was even thought to have produced some creative combinations of signs on her own. At the time, the Washoe experiment was considered a great success.

In the late 1970s, Herb Terrace taught a chimp named Nim 125 signs and argued that Nim had mastered some basics of grammar as well. But after viewing videotapes of Nim’s signs, Terrace saw that Nim almost never produced signs unplanned; rather his signs were repetitions of his trainers’. Nim also signed only in response to food, and his combinations of signs did not exhibit consistent word order patterns, suggesting that he had not, in fact, mastered grammatical rules. Terrace reversed his position that Nim had acquired language, concluding not only that the Nim study was flawed but many others, including the Washoe study, were flawed as well for similar reasons.

**Handout 3**

**Part B- Read the passage about bilingualism. Write a one-paragraph summary**

**about the passage.**

**Passage to Read**

One common myth about bilingualism is that bilingual speakers can’t keep the two languages they speak straight. Perhaps (monolingual) people think this because they simply can’t imagine knowing two languages, and they assume that doing so would inevitable cause confusion. But in fact, studies have shown that bilingual children possess a number of cognitive advantages over monolingual children. Bilinguals have a wider range of linguistic tools at their disposal and learn how to use them earlier than their monolingual peers. They often have superior communicative sensitivity and acquire other cognitive skills earlier and faster than monolinguals.

Negative perceptions about bilingualism can have bad effects. A child who is not allowed to speak his or her family language at school can lose self-esteem and may come to think of the language of his or her parents and family as bad or stupid. A child who loses his or her home language also loses the means of communications with his or her parents and family.

**Handout 4**

**Part C- Apply to your own paper. Read an article related to your research topic. Write a summary and bring it into lab next week.**

**References**

Denham, K., & Lobeck, A. (2012). *Linguistics for everyone: An introduction*. Cengage Learning.