

## SOME IDEAS ON TEACHING ENGLISH TENSES TO INTERMEDIATE LEVEL LEARNERS

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**Annotation:** *The article is dedicated to the discussion of methods of teaching grammar to intermediate level learners. The main attention is paid to the intensive teaching methodology of teaching grammar. Narrated ideas in the article illustrated by the help of examples.*

**Key words:** *grammar, sequence of tenses, present simple tense, past simple, future simple, method, teacher, learner, learning style. Currently, English language is developing extremely fast all over the world.*

It is required to be well understanding and speaking in that language for entering the University, for studying and working in well-known places or countries. Fortunately, it is not problem for a person to learn it and if a learner wants to gain some knowledge or learn it as specific purposes they can learn it easily. It is clear that interactive games and activities are helpful not only elementary levels but also any level learners can use them to learn it in an easy and fun way. Many intermediate level students who have some level of conversational fluency have been taught the various verb tenses but do not use them because of misunderstandings and cannot internalized them. Often learners have learned the verb tenses in isolation of each other, when in fact, verb tenses interact and relate: If I am telling a story about my childhood, I was involved in the past, for example, I'm likely to use simple past, past progressive and past perfect tenses. It helps students to see there are some pattern and organization to our verb tense system, and verb tenses are related. During our practice, we can be aware of the pupils who do not understand the pattern of verb tense system, although if they are intermediate level or higher, they may be use a number of tenses with varying degrees of correctness. Every time we tried to explain the themes, especially if it belongs to tenses with examples. Visuals are also helpful. We engaged in class interesting activities that would get students to interact in a meaningful way: We have used lots of methods during class. One of them is "Alibi" which is very effective and fun. This game is so useful to teach past progressive and past simple tenses, for instance. The rule of game is teacher tells students a murder was committed (the teacher murdered last night at 5 pm.) and decides who has strong and weak alibis. We understand that setting up interactive games like this in which students have to practice using the language shows a meaningful context for it and helps learners internalize its usage. In our opinion, by far the best ways to teach any type of grammar is through the usage of either realia or real life settings and contexts. Why should a learner be motivated to learn the conditional tenses if he has no idea why he is learning? As mentioned above,

there are huge amount of interactive games and activities which are related to teaching grammar in an effective way here it is illustrated the most effective ones:

1. Providing a context In order to elicit the target language, get the students really interested in for example, a character, a situation. Use grammar that is easy to understand Make the situation clear enough for students to hazard a guess about the target language.

2. Helping students to say the target language Make a point of actually asking the students to say something (rather than just listen to you). Make it clear what the target language is. And make sure that you get each individual learner to say that language in a comprehensible way.

For example, So, Can you all repeat this after me, please? Have you had your hair cut? ..... Good..... now say it as many times to yourself as you want and then tell me when you are happy ..... OK? Now, Madina, let me hear you say it, please. 3. Personalize the target language Always ask students or learners to apply the target language to their own lives. Sample: So, it is nearly the end of December now. It's nearly the New Year. Does anyone here want to make changes to their life next year? ..... Yes, Manzura? ..... what are you going to do next year? 4. Helping students to understand the communicative importance of grammar. Ask students to choose between two different communicative outcomes for one piece of language. This can be done by getting students to follow certain instructions in class. Treats can be used as a tangible reward for linking grammar to a communicative effect.

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