

Theme: Life Story**Focus:**

Grammar	Vocabulary	Comprehension	Writing
<ul style="list-style-type: none"> • The past perfect tense • The past perfect continuous tense • Expressing past habits 	Proverbs	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. use the past perfect tense to express the idea that something occurred before another action in the past,
2. use the past perfect continuous tense for an action that was going on when another action took place,
3. answer questions based on a visual text.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 6
2. Picture cards showing people doing something e.g. the Wright brothers testing out their first aeroplane, etc. (Ensure that the past perfect tense can be used to construct sentences for the picture cards.)
3. A sheet of paper with the past perfect tense and the simple past tense being used in the sentences to show the two actions had happened in the past
4. Visualizer projector
5. A video showing Helen Keller's frustration in learning how to read and talk during a conversation between her parents and aunt
6. Picture cards of people doing an action when another action takes place
7. Slips of paper each containing two verbs and an instruction that tells whether the sentence to be constructed is in the past perfect tense and past tense / past perfect continuous tense and past tense

Introduction / Warm-up Activity (10 min)

1. Show the students the 5 picture cards. Stick the picture cards on the whiteboard. Tell them to describe what the person in each picture card has done / experienced before the photographer could take a picture of him. Point out to the students the prompts given below the set of picture cards. Tell them to use the prompts to help them with their descriptions. Write the students' responses on the whiteboard.

Example:

- John Booth had shot Abraham Lincoln in the head before the photograph was taken.

Lesson (20 min)

1. Tell the students that the past perfect tense is used for the sentences on the whiteboard. Write the words 'Past Perfect Tense' on the whiteboard. Explain to them that the past perfect tense is used to show that one thing happens before another thing in the past. Go through the sentences with the students and circle the clauses which show the action that happens first.
2. Tell the students that when two actions happened in the past, the past perfect tense for the action that happens first is used. Write down the structure of the past perfect tense 'had + past participle'. Then, underline the past perfect tense in the first sentence that is on the whiteboard.

Example:

- John Booth had shot Abraham Lincoln in the head before the photograph was taken.

Get the students to identify the other 4 past perfect tenses in the remaining sentences. Encourage the students to come up with other past perfect tenses.

Example:

- had hid, had stolen, had made, had hit, had scrubbed

3. Explain to the students that the clause which is not circled for each of the sentences contains the action that happened after that. It contains the simple past tense.

Example:

- John Booth had shot Abraham Lincoln in the head before the photograph was taken.

4. Show the students some sentences on the visualizer projector. Get them to read the two sentences in each question.

Example:

- Lee finished sweeping the floor at 8 pm. He mopped the floor after that.

Elicit from the students which sentence shows the earlier action. Then, get them to combine the two sentences using the past perfect tense and the simple past tense.

Example:

- Lee had finished sweeping the floor before he mopped the floor.

Get the students to combine the remaining sentences into one. Write their responses on the sheet of paper on the visualizer projector.

5. Highlight to the students that since there is a factor of time used when using the past perfect tense, words such as 'before' and 'after' are often used or found in the sentences.

Example:

- Helen's father had worked as a captain for many years before he retired.
- After she had contracted scarlet fever, Helen became blind and deaf.

6. Next, show the students a video of Helen Keller. After that, get the students to discuss what they have seen. Ask them questions that will lead them to answer in the past perfect continuous tense.

Example:

- What had Helen been doing when her aunt exclaimed that she took her buttons?
- She had been pressing the buttons into her doll's face to make the eyes when her aunt exclaimed that she took her buttons.

Write the students' responses on the whiteboard.

7. Explain to the students that the past perfect continuous tense is used for an action that was going on when a second action took place. Refer to the sentences on the whiteboard. Ask the students to identify the two actions in the first sentence and underline them.

Example:

- She had been pressing the buttons into her doll's face to make the eyes when her aunt exclaimed that she took her buttons.

Do the same for the other sentences on the whiteboard.

8. Then, ask the students to identify the first action that was going on. Explain to the students that the past perfect continuous tense is used to show this.

Example:

- She had been pressing the buttons into her doll's face to make the eyes when her aunt exclaimed that she took her buttons.

Next, get the students to identify the second action that happened. Explain to the students that the past tense is used to show this.

Example:

- She had been pressing the buttons into her doll's face to make the eyes when her aunt exclaimed that she took her buttons.

Do the same for the other sentences on the whiteboard.

9. Write down the structure of the past perfect continuous tense 'had + been + verb (-ing form)'. Point out to the students the past perfect continuous tense in the sentences that are on the whiteboard. Show the students some picture cards which show a character doing an action when another action takes place. Get the students to construct sentences using the past perfect continuous tense and the simple past tense for these picture cards.

Additional Activities / Closure (15 min)

1. Put the students into groups of threes. Give each group a slip of paper which contains two verbs and an instruction. If the slip of paper has the verbs 'eat' and 'choke' and the instruction is 'past perfect continuous tense and past tense', the group has to think of a sentence that uses the past perfect continuous tense and past tense together with the two verbs.

Example:

- He had been eating fishballs when he choked on one of them.

Make sure that some groups receive instructions with past perfect tense instead of past perfect continuous tense to add variety. Then, call on each group to share their sentences with the rest of the class. Discuss with the class if the sentences constructed are correct and reasonable.

2. Tell the students to turn to **pages 11 – 14 of Learning English Workbook 6**. Review the 'Read and Learn' sections on **page 11 and page 13 before** reading the instructions given in the exercises together. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **pages 18 – 21** as homework. Go through the visual text with the students. Elicit the answers from the students when you go through the questions with them.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Using the activity done in the ‘Conclusion’ of the lesson, extend it by getting the groups to mime their sentence out to the rest of the class. First, give the class clues such as the total number of words in their sentence. Get the group who is going to mime their sentence to write the number of blanks on the whiteboard.

Example:

- He had been eating fishballs when he choked on one of them.

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Therefore, if their sentence has 12 words, the group should draw 12 blanks on the whiteboard. Let the class know if their sentence contains the past perfect tense or the past perfect continuous tense. Then, mime the sentence and get the rest of the class to guess what the sentence is. If a correct word is shouted out, one of the group members writes the word down in the correct blank. All the blanks must be filled with the correct word.