


# LESSON PLAN SIX

Aim: To teach students the past perfect tense after conjunctions.

*Past Perfect – After  
Conjunctions*

<b>Date:</b> //	<b>Name of Teacher:</b> Sara El-Aziz	<b>Level:</b> Intermediate	<b>Duration:</b> 40 Minutes
<b>Lesson Topic</b>	- Past Perfect – After Conjunctions		
<b>Aim</b>	- To teach students the past perfect tense after conjunctions.		
<b>Objective</b>	<ul style="list-style-type: none"> <li>- Students will be able to: <ul style="list-style-type: none"> <li>1. Form sentences using the past perfect tense after conjunctions.</li> <li>2. Speak using the target vocabulary (Index 1)</li> </ul> </li> </ul>		
<b>Materials</b>	- Board, Worksheets.		
<b>Anticipated Problems</b>	- The students may have difficulty understanding what a conjunction is and where it comes in a sentence		
<b>Solutions</b>	<ul style="list-style-type: none"> <li>- Explain the different types of conjunctions and present them with examples to illustrate.</li> <li>- Ask students to give their own examples to ensure they understood.</li> </ul>		
<b>Warm Up Stage</b> <b>Duration (10 mins)</b> - Interaction T-Ss <b>Skills: listening, speaking, reading</b>	<ul style="list-style-type: none"> <li>- Draw a horizontal line on the board, mark the middle and write present</li> <li>- Draw an arrow towards the right indicating that this is the future, mark it and write future.</li> <li>- Draw an arrow towards the left indicating that this is the past</li> <li>- Make two marks, the first one for simple past, the second for past perfect</li> </ul>  <ul style="list-style-type: none"> <li>- Ask the students if they can give an example of the simple past (this is also to check their knowledge)</li> <li>- Write above simple past 'Sally saw an elephant'</li> <li>- Write above past perfect 'Sally had arrived at the zoo'</li> <li>- Ask the students to give you more examples.</li> </ul>		
<b>Study Stage</b> <b>Duration (10 mins)</b> - Interaction T-Ss <b>Skills: listening, speaking, discussion, reading</b>	<ul style="list-style-type: none"> <li>- Explain that 'I saw an elephant' is in the past so it is the simple past. <ul style="list-style-type: none"> <li>- Explain that anything that happened before the simple past is called the past perfect, so before she saw the elephant, she had arrived at the zoo</li> </ul> </li> <li>- Under 'she had arrived at the zoo' write the rule:  <b>Subject + had + past participle</b></li> <li>- Write the following sentence:  <b>'Before Sally saw an elephant, she had arrived at the zoo'</b></li> <li>- Underline the word before; explain that this is a conjunction, a subordinating conjunction.</li> <li>- Conjunctions are connecting words, they connect words, and sentences together. This is done to show the relation between the sentences, they are related to each other. <ul style="list-style-type: none"> <li>- Ask the students to give another example, write it on the board</li> </ul> </li> <li>- Discuss with the students more subordinating conjunctions <ul style="list-style-type: none"> <li>- With the student's inputs write a few more examples for each conjunction.</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>- Example: play around with the previous sentence</li> <li>- 'she had not seen an elephant, until she went to the zoo'</li> <li>- 'she did not see an elephant, because she hadn't gone to the zoo'</li> <li>- CCQs: <ul style="list-style-type: none"> <li>- Yes/No question: "Are conjunctions used to connect words and sentences that are not related?"</li> <li>- Discrimination Question: "Is the sentence 'Sally had gone home at 6pm' in the simple past OR past perfect?"</li> <li>- Limited Answer Question: "Name the subordinate conditionals used today?"</li> </ul> </li> </ul>
<p><b>Practice Stage</b>  <b>Duration (20 mins)</b>  - Interaction T-Ss,  Ss  <b>Skills: reading,</b>  <b>writing.</b></p>	<ul style="list-style-type: none"> <li>- Activity <ul style="list-style-type: none"> <li>- Worksheet for an individual activity (Index 2).</li> <li>- Students are to complete the exercises alone in silence</li> <li>- ICQs <ul style="list-style-type: none"> <li>- "Are we going to complete to chart using the present tense for?"</li> <li>- "Are we going to complete the sentence using the words below?"</li> </ul> </li> <li>- Ask them if anyone has any questions.</li> </ul> </li> </ul>

1. Simple past, past perfect, conjunctions,
2. Subordinating conjunctions: since, because, before, as, although, until
3. Basic grammar:

➤ I, he, she, we, you, they, it	➤ Had ➤ Hadn't
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**Past Perfect**

Regular and irregular verbs

Complete the chart with the missing verb forms

Infinitive	Past simple	Past perfect
Grow	<b><u>Grew</u></b>	<b><u>Grown</u></b>
		Fallen
Find		
		Sold
Feel		
		Driven
Fly		
	Left	
Travel		
Lie (not tell the truth)		
		Won
	Spent	

Complete the sentences with the words in brackets. Use the past perfect.

- I was broke because I **had spent all my money on clothes.**  
(spend / money / clothes)
- Jane was furious because she \_\_\_\_\_  
(oversleep and miss the bus)
- Mary was very disappointed with her son. He \_\_\_\_\_  
(not study enough and fail exams)
- Before his accident, Peter \_\_\_\_\_  
(be / best player / team)
- I was very nervous as I waited in the departure lounge. I \_\_\_\_\_  
(never / fly / before)
- Jack wanted a new challenge in his work. He \_\_\_\_\_  
(do / same job / ten years)
- I didn't know his name, but the face was familiar. I was sure \_\_\_\_\_  
(see / somewhere before)
- When I got home, I was starving. I \_\_\_\_\_  
(not have / anything to eat all day)

## INDEX

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1. Target Vocabulary
2. Worksheet from Headway (1)

## Citation

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1. Soars, Liz, and John Soars. "Unit 3." *New Headway plus*. Oxford: Oxford UP, 2006. Print.