LESSON PLAN SIX

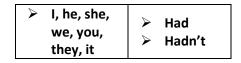
Aim: To teach students the past perfect tense after conjunctions.

Past Perfect – After Conjunctions

Date: / / Nam	e of Teacher: Sara El-Aziz Level: Intermediate Duration: 40 Minutes		
Lesson Topic	- Past Perfect – After Conjunctions		
Aim	- To teach students the past perfect tense after conjunctions.		
Objective	 Students will be able to: 1. Form sentences using the past perfect tense after conjunctions. 2. Speak using the target vocabulary (Index 1) 		
Materials	- Board, Worksheets.		
Anticipated Problems	- The students may have difficulty understanding what a conjunction is and where it comes in a sentence		
Solutions	 Explain the different types of conjunctions and present them with examples to illustrate. Ask students to give their own examples to ensure they understood. 		
Warm Up Stage Duration (10 mins) - Interaction T-Ss Skills: listening, speaking, reading	 Draw a horizontal line on the board, mark the middle and write present Draw an arrow towards the right indicating that this is the future, mark it and write future. Draw an arrow towards the left indicating that this is the past Make two marks, the first one for simple past, the second for past perfect Past Perfect Simple Past Present Future Ask the students if they can give an example of the simple past (this is also to check their knowledge) Write above simple past 'Sally saw an elephant' Write above past perfect 'Sally had arrived at the zoo' Ask the students to give you more examples. 		
Study Stage Duration (10 mins) - Interaction T-Ss Skills: listening, speaking, discussion, reading	 Explain that 'I saw an elephant' is in the past so it is the simple past. 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 Under 'she had arrived at the zoo' write the rule: Subject + had + past participle Write the following sentence: 'Before Sally saw an elephant, she had arrived at the zoo' Underline the word before; explain that this is a conjunction, a subordinating conjunction. 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. Ask the students to give another example, write it on the board Discuss with the students more subordinating conjunctions With the student's inputs write a few more examples for each conjunction. 		

	 Example: play around with the previous sentence 			
	 'she had not seen an elephant, until she went to the zoo' 			
	 'she did not see an elephant, because she hadn't gone to the zoo' 			
	- CCQs:			
	- Yes/No question:			
	"Are conjunctions used to connect words and sentences that are not related?"			
	- Discrimination Question:			
	"Is the sentence 'Sally had gone home at 6pm' in the simple past OR			
	past perfect?"			
	 Limited Answer Question: "Name the subordinate conditionals used today?" 			
	- Activity			
	- Worksheet for an individual activity (Index 2).			
Practice Stage	- Students are to complete the exercises alone in silence			
Duration (20 mins)	- ICQs			
- Interaction T-Ss,	- "Are we going to complete to chart using the present tense			
Ss	for?"			
Skills: reading,				
writing.	 "Are we going to complete the sentence using the words below?" 			
	 Ask them if anyone has any questions. 			

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



Past Perfect

Regular and irregular verbs

Complete the chart with the missing verb forms

Infinitive	Past simple	Past perfect
Grow	<u>Grew</u>	<u>Grown</u>
		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 <u>had spent all my money on clothes</u>. (spend / money / clothes)
- Jane was furious because she_____
 (oversleep and miss the bus)
- Before his accident, Peter_____
 (be / best player / team)
- do / same job / ten years)

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

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