

The Past Perfect

Where are the learners coming from? Where are they going?

Learners must dominate the past simple and present perfect before moving onto the past perfect. The **past perfect** is a great thing to learn in correlation with reported speech.

Objective: To introduce and provide easy-to-digest guided practice for the **Past Perfect**.

Subsidiary aims: To raise awareness of weak forms during contractions.

Materials: Past Perfect PowerPoint and Worksheet

Lesson style: This lesson is appropriate for both Online and face to face classes. For online lessons, learners can make notes in their notebooks and send you the answers in the chat. For face-to-face lessons, learners can follow the PowerPoint display using the worksheet provided.

Age: Suitable for teenagers and adults.

Procedure

Slide two – Phrasal verb of the week

Start the lesson with a warm up of your choice, or simply start by introducing the phrasal verb of the week. Ask learners to send you an example sentence in the chat via Zoom, or elicit answers in the classroom. Highlight the fact that generally speaking, “take after” is used for genetic resemblance.

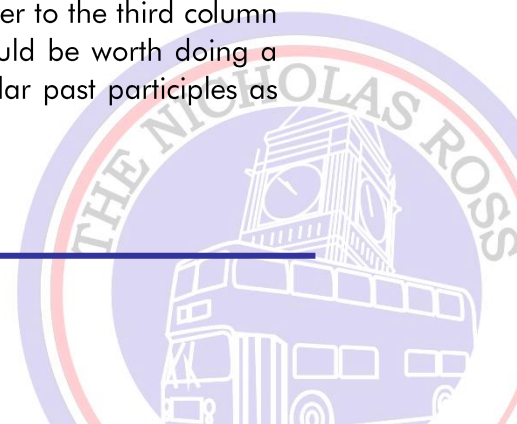
Slide three – The Past Perfect

Ask the learners “When did I see a lion?” elicit the answer (last year). Then ask the learners if you had seen a lion before last year. (The answer is no) Tell the learners that we use the past perfect to talk about things BEFORE the past. (Keep it simple). You could write a few other examples on the board. Tell learners to answer question one, then elicit answers.

Make a big deal about the past perfect being an event which happened before the past, make sure you model the timeline well and learners can visualize the Past perfect being before the past, this will help them to comprehend the concept more clearly.

Slide four – Form

Introduce the structure of the Past Perfect, make sure that you refer to the third column of irregular verbs and remind learners of past participles. It could be worth doing a warmer activity where learners have to think of as many irregular past participles as possible or something similar.



Slide five – Pronunciation

This part plays a major role in developing listening skills. Go through the examples of contractions and phonetic transcriptions. Drill the pronunciation of the weak forms, make sure you use the short vowel sounds and not the long ones. Weak forms are common in contractions, so it is extremely important to make learners aware of such aspects of pronunciation so as to avoid confusion during listening comprehension.

It would also be worth modeling examples of the negative contractions on the board, they are all weak forms of hadn't.

For more information on strong and weak forms, take a look at this useful video:

<https://www.youtube.com/watch?v=fFK4N-5--44&t=137s>

Slide six to nine – Guided practice

Do the first activity (Slide 6) together as a class, then elicit the answers. Make sure you always reference the past perfect being before the past. Complete the rest of the activities, and always ask consolidating questions.

Slide ten – Freer practice

This activity tends to be quite fun and learners really get their teeth into it. Make sure you remind learners that if their participle is had, they still need the auxiliary of the past perfect which is always had or hadn't (tell learners that it looks strange "I had had lunch", but it is correct). With adults you could spice things up a bit and get them to tell you when they had had their first kiss, when they had drunk alcohol for the first time etc...

