

LESSON PLAN

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Students, class, age, level: high school (grammar school), 15-16 years old, B1

Objectives: At the end of the lesson students should be able to:

- Intentionally use the past perfect tense correctly
- Understand the concept of the tense and when and how it is used
- Comment on differences between the past perfect and other tenses that were already covered during previous lessons
- Correctly insert the past perfect tense on a timeline of all past tenses

Recent work: Lesson is meant to practice the theoretical knowledge about the past perfect tense, which was presented and explained during the previous lesson. In other words, this lesson is a follow up practical lesson of a theoretical one, so the students are expected to fairly understand the concept of the past perfect tense.

Contents:

- **Topic:** Past Perfect
- **Warm up:** Maximum 5 minutes long brainstorming during which the students work in pairs to compose a brief definition of the tense and present it to the other groups.
- **Materials:**
 - Activities from online sources or designed by the teacher to fit the class and possible individual needs of the students.
 - The activities from online sources may be found on the following links:
 - [Alibi game](#)
 - [What had happened?](#)
 - [Exercise inspired by the one on this link](#)
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- **Activities:**
 - Initial theory **brainstorming** as described in the “Warm up“section of this lesson plan. (5 minutes)

- **Alibi game** – Students are divided into 2 large groups – one being the suspects of a theft, and the other group represents their alibis. The suspects and alibis pair together and have 2 minutes to come up with a story of what they've been doing during the time of the crime. The pairs are then divided, and the suspects and the alibis are questioned separately. The pair that fails to deliver a matching story and has the most differences between their stories are the guilty ones. The teacher may comment on grammatical mistakes they've made during the presentation of their stories. **(10 minutes)**
- **What had happened?** – We remain in the atmosphere of solving and describing a crime. Students remain in their pairs from the previous activity and each pair is given a sheet of paper. The following text is written on the blackboard by the teacher, and the students are required to finish the paragraph with a fitting sentence (obviously a past perfect one):

When he opened the door, he was shocked. There were clothes all over the floor. His bookshelves were empty, and the books were in a big messy pile. There was paper everywhere. The bathroom was also a mess: broken glass on the floor, his bottle of favorite shampoo gone. He looked around and knew immediately what had happened. They ...

At last, students are asked to read their sentences and the teacher gives feedback and comments on the grammar and structure. **(10 minutes)**

- Two written exercises to revise and further practice the past perfect tense: **(15 minutes)**
 - 1. [1st Exercise](#)
 - 2. [2nd Exercise](#) – more difficult, as more tenses are utilized.
- **Final discussion and questions:**
 - Students may ask questions about anything they didn't understand or have problems with.
 - The teacher answers their questions and gives advice on what they should individually focus on to master the tense. The advice is given based on their work during this lesson. **(5 minutes)**

Class organization: individual work (reading and exercises), group work, work in pairs, brainstorming in pairs, discussion

Teaching techniques: questions, discussion, individual work, work in groups or pairs

Teaching aids: handouts (the two written exercises), blackboard, activities prepared in advance

Summary: The lesson is mostly focused on group work and practice. The activities vary in their cognitive difficulty, starting with simple brainstorming and recalling already known information, and continuing with 2 creative activities.

Homework: Add the past perfect on the timeline of the tenses which you've created at the start of the year, commenting on how it works and add an example. (Part of a project the students were assigned at the beginning of the year – to draw, program on a PC or otherwise prepare a timeline of the English language tenses, on which the tenses will be added by the student at home as the year progresses and the tenses are covered in class.)