

HOW TO TEACH GRAMMAR

Target Language: Past Perfect

Use: Past Perfect points to actions that happened before a particular time or action in the past. Usage is mainly in narrations & describing pretexts to past events.

Marker Sentence/Form: List marker sentences and indicate breakdown of form for marker sentence and mark the main stress/any important features for pronunciation. (Think about a board plan - what written record do you want the ss to take away?)

Marker Sentence:

I taught a class before this one, but before that I had driven ~~to~~ from home to the school.

Breakdown of Form:

Statement: I ^{aux.} had ^{P.P.} driven ^{adverbial} to school.

Negative: I ^{aux.} hadn't ^{P.P.} driven ^{adverbial} to school.

Question: Had ^{aux.} you ^{P.P.} driven ^{adverbial} to work? | What ^{question aux.} had ^{P.P.} you ^{adv.} done ^{that?} before?

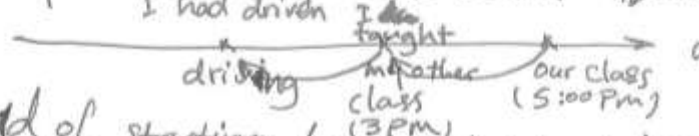
Presentation: Describe a context/situation in which you can elicit the target

language. Pre: Books closed, T writes the first names of 3 students on the board, then asks each the following: ① "What did you do right before you came to class?" ② "What had you done before that?" T writes the first answer on the board in front of the s' name leaving some space, e.g:

Lida: called for a cab, then the answer to

the 2nd question is inserted in between, with an arrow linking it to the 1st answer: Lida: brushed her teeth → called for a cab.

Then T will tell the class about his own actions: "Well, you know, I ~~taught~~ another class before this one ^{but before that}, I had driven from home to the school." ^{then concept checks}

this:  and explains that we

are, instead of starting from "driving", beginning with the previous class and move backwards. Therefore, we have two

actions in the past, one after the other, and the latter one is mentioned first. This is in contrast with simple story telling ^{observing a} ~~the~~ chronological order.

Concept Checking: (Make up some questions to check the students understand the grammar). Try to anticipate problems students may have with the grammar. Make up 3 questions to help you do this. Example concept questions:

- what did I do first?
- what did I do next?
- which activity did we talk about first?

~~These~~ (These questions could be re-put to the class ~~at the end of the~~ ~~when~~ when the timeline is being drawn to give the ss a chance to be a part of the presentation.)

Anticipated problems: List all problems students may have with concept/form/pronunciation.

- ~~the~~ Contracted form 'I ^{had} ~~to~~ would
- using simple past where past perfect is required
- using "have" instead of "had" as aux.
- mix-up: had (possession, eating) w/ the aux.:
~~I had lunch before~~ I came to class at 5. Before that I had lunch before that.

Possible Solutions: List all the solutions to the above.

- ~~the~~ start off with the complete form and make the transition. In case of questions, explain.
- make corrections and get a corrected re-do and consolidate by asking other ss about the student's actions.
- could be explained during the presentation before confusion is bred.