

## Past Perfect Progressive, Simple Future, Modal Verbs

### Student Profile

Students are studying at Thompson Rivers University and they range in age and country of origin. For this class, these students are in an intermediate level grammar lab. The grammar lab is taught two days after the instructional class and is used for the purpose of review.

### Introduction and Objectives (2 minutes)

- Students will practice creating sentences using the past perfect progressive tense.
- Students will be introduced to the simple future tense and be able to recognize the different uses of this verb tense.
- Students will be listening to find missing words to a song and identify what verb tense is used in that sentence.

### Activity 1 - Create sentences in Past Perfect Progressive (7 minutes)

1. Ask students if they know the structure for the past perfect progressive, type in chat box.
2. Then write structure with the interactive whiteboard on the slide and explain how it is used.
3. Then ask students to go into shared notes. They will find a sentence starter - they need to create as many sentences from the starter as possible using the image on the screen.

Sentence starters:

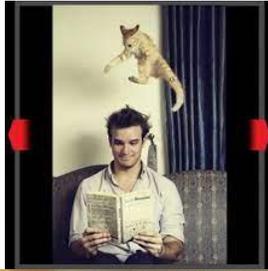
1. He was exhausted because ....
2. They were excited because ....
3. She had a lot of energy because ....



### Activity 2 - Image Prediction (7 minutes)

1. Introduce students to the Simple Future tense. Ask them what the 2 main ways are this tense is expressed (type in chat).
2. Use interactive whiteboard to write the structures for simple future tense on the board.
3. Next slides have images on them. Ask students to type in chat and predict what will happen 1 second after the image is captured. Students will need to use the simple future tense.

Images:



### Activity 3 - Simple Future (7 minutes)

#### *Prediction Vs Prior Plan Vs Willingness*

We will ask students some questions to review the use of *will* and *going to* in the simple future tense.

#### Match using interactive whiteboard

1. Which sentence expresses a prior plan? \_\_\_\_
2. Which sentences are predictions? \_\_\_\_ and \_\_\_\_
3. Which sentence expresses an offer to help? \_\_\_\_

- A. I'm going to see my friend Isa tomorrow.
- B. Don't worry. I'll drive him to school on Friday.
- C. It is going to be sunny tomorrow.
- D. I think you'll have fun.

#### Poll (Vote A=Prediction, B=Plan, C= Willingness)

1. This is spicy! I'm going to have a stomach ache tomorrow. (A)
2. That's not good, you have a presentation tomorrow. I'll go buy some pepto-bismol. (C)
3. I am definitely not going to eat this next time. (B)

### Activity 4 - Songs in breakout rooms (25 minutes - 10 as a class, 10 in breakout rooms, 5 to come back and check answers and identify verb tenses used)

#### The Lumineers - Ho Hey (together in class) [1:45s]

1. The lyrics of the song will be posted in shared notes (with blanks)
2. Students listen to the song and fill in the blanks.
3. We will then go over the lyrics as a class and identify which verb tenses are used.

4. We will also ask students if there are any new words or phrases that they would like us to explain.

|   |   |
|---|---|
| <p>“I’ve been <b>tryin’</b> to do it right [pres perf prog]<br/>         (Hey) I’ve been livin’ a lonely life<br/>         (Ho) I’ve <b>been</b> sleepin’ here instead [pres perf prog]<br/>         (Hey) I’ve <b>been</b> sleepin’ in my bed<br/>         (Ho) I’ve <b>been sleepin’</b> in my bed [pres perf prog]<br/>         (Hey)<br/>         (Ho)<br/>         (Ho) so show me family<br/>         (Hey) all the blood that I <b>will</b> bleed [simple fut]<br/>         (Ho) I don’t know where I belong<br/>         (Hey) I don’t know where I <b>went</b> wrong [simple past]<br/>         (Ho) but I <b>can</b> write a song<br/>         (Hey)<br/>         I belong with you, you belong with me<br/>         You’re my sweetheart<br/>         I belong with you, you belong with me<br/> <b>You’re</b> my sweet [simple present]<br/>         come on, now<br/>         (Ho) hey<br/>         (Hey)<br/>         I don’t think you’re right for him<br/>         (Hey) think of what it <b>might’ve</b> been if we [modal + have + past participle]<br/>         (Ho) <b>took</b> a bus to Chinatown [simple past]<br/>         (Hey) I’d be standin’ on Canal<br/>         (Ho) and Bowery<br/>         (Hey)<br/>         (Ho) she’d be standin’ next to me<br/>         (Hey)</p> | <p>“I’ve been __1__ to do it right<br/>         (Hey) I’ve been living a lonely life.<br/>         (Ho) I’ve __2__ sleeping here instead<br/>         (Hey) I’ve been sleeping’ in my bed<br/>         (Ho) I’ve __3__ __4__ in my bed<br/>         (Hey)<br/>         (Ho)<br/>         (Ho) so show me family<br/>         (Hey) all the blood that I __5__ bleed<br/>         (Ho) I don’t know where I belong<br/>         (Hey) I don’t know where I __6__<br/>         wrong<br/>         (Ho) but I __7__ write a song<br/>         (Hey)<br/>         I belong with you, you belong with me<br/>         You’re my sweetheart<br/>         I belong with you, you belong with me<br/>         __8__ my sweet<br/>         come on, now<br/>         (Ho) hey<br/>         (Hey)<br/>         I don’t think you’re right for him<br/>         (Hey) think of what it __9__ been<br/>         if we<br/>         (Ho) __10__ a bus to Chinatown<br/>         (Hey) I’d be standing on Canal<br/>         (Ho) and Bowery<br/>         (Hey)<br/>         (Ho) she’d be standing next to me<br/>         (Hey)</p> |
|---|---|

- "Might" is a modal verb commonly used to express possibility, make suggestions and requests.

Whitney Houston - I will always love you (in breakout rooms) [3:05s]

1. Split students into breakout rooms
2. Students will need to upload the video and work in small groups to fill in the blanks.
3. After, we will then go over the lyrics as a class and identify which verb tenses are used.
4. We will also ask students if there are any new words or phrases that they would like us to explain.

|   |  |
|---|--|
| <p>If I <b>should</b> stay [modal verb]<br/><br/>         I <b>would</b> only be in your way [modal verb]</p> | <p>If I __1__ stay<br/><br/>         I __2__ only be in your way</p> |
|---|--|

So I'll go, but I know [simple future]

I'll think of you every step of the way

And I will always love you [simple future]

I will always love you

You, my darling, you, hmm

Bittersweet memories

That is all I'm taking with me [present progressive]

So, goodbye

Please, don't cry

We both know I'm not what you, you need

And I will always love you [simple future]

I will always love you  
[instrumental break]

I hope life treats you kind

And I hope you have all you've dreamed of [present perfect]

And I wish to you joy and happiness

But above all this, I wish you love [wish = simple present verb, but expresses future desire]

And I will always love you

I will always love you...

So \_\_3\_\_ \_\_4\_\_, but I know

I'll think of you every step of the way

And I \_\_5\_\_ always love you

I will always love you

You, my darling, you, hmm

Bittersweet memories

That is all I'm \_\_6\_\_ with me

So, goodbye

Please, don't cry

We both know I'm not what you, you need

And I \_\_7\_\_ always love you

I will always love you  
[instrumental break]

I hope life treats you kind

And I hope you have all \_\_8\_\_ \_\_9\_\_ of

And I wish to you joy and happiness

But above all this, I \_\_10\_\_ you love

And I will always love you

I will always love you...

- **Should/Would** = We use **should** mainly to: give advice or make recommendations. talk about obligation. talk about probability and expectation.  
We use **would** mainly to: talk about the past. talk about the future in the past. express the conditional mood.

**Thank you & Goodbye (2min)**