Past Perfect Tense

1. Focus

Explain the Past Perfect Tense

Say: We use the past perfect tense when we want to describe an action that took place before another past action happened. Listen to this sentence: “The stone carver had created a plaque, which he sold to a client.” The past perfect verb had created tells me that this is an action that happened in the past before another past action. Before the carver sold the plaque, he had to first create it. Past perfect verbs are made up of the past participle of a verb, plus the verb had. Past participles of regular verbs such as create end in -ed, just like their past tense forms. Past participles of irregular verbs such as speak or run are irregular and need to be learned.

Model Using the Past Perfect Tense

Say: I’m going to write a few sentences that include verbs in the past perfect tense. I will then show you how to form the past perfect tense form of each verb.

Display the modeling text on chart paper or using the interactive whiteboard resources, and read it aloud to students.

1. Ditanu had heard about the grand lady before he even met her.
2. The lady had watched so intently that her tinkling jewelry settled into silence.

Modeling Text

Read sentence 1. Say: The past perfect tense in the first sentence is had heard. It is formed by combining the verb had with the past participle of the irregular verb hear, which is heard. The past perfect verb describes an action that occurred before another action in the sentence.

Read sentence 2. Say: In the second sentence, the past perfect verb is had watched. This tells me that this action happened before the second past action in the sentence. The past perfect tense is formed by using the past participle of the verb watch, which is watched, and the verb had. It is common to find both past and past perfect verbs in historical fiction because the story tells about events that have already happened.
2. Rehearse

**Practice Using the Past Perfect Tense**

Display the practice text on chart paper or using the interactive whiteboard resources.

Ask students to work with partners to identify the past perfect tense of the verbs in parentheses. (Students do not need to copy sentences.)

1. Her husband’s brother (try) to cheat her young sons out of their inheritance.
2. The craftsman (show) the queen the statue.
3. The boy (nod) at the store keeper.

**Practice Text**

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Share Sentences with Past Perfect Tense**

Invite pairs to come to the board or to the interactive whiteboard resources and write the past perfect form of the underlined verbs. Make note of students who struggle with this activity. Use this information to plan further instruction.

### Strategies to Support ELs

**Beginning**

Since forming the past perfect tense of verbs might be too difficult for beginning ELs, provide extra support in forming past tense verbs. Concentrate on one or two familiar regular verbs. Create a two-column chart with the column heads “Present” and “Past.” Write simple sentences with present and past tense verbs on the chart. Read the words with students and use them in sentences as you pantomime actions to build understanding.

<table>
<thead>
<tr>
<th>Present Tense (Now)</th>
<th>Past Tense (Yesterday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I jump.</td>
<td>I jumped.</td>
</tr>
<tr>
<td>I work.</td>
<td>I worked.</td>
</tr>
<tr>
<td>I look.</td>
<td>I looked.</td>
</tr>
</tbody>
</table>

**Intermediate and Advanced**

Pair students with fluent English speakers to revise the practice sentences. Model and write the following sentence frames on chart paper to help students talk about past perfect verbs:

*The verb in the sentence is _____.*

*The past perfect verb phrase is _____.*

3. Independent Writing and Conferring

**Say:** We learned that past perfect verbs tell us that an action happened before a specific time in the past. A past perfect verb contains the word **had** and the past participle of the verb. Use past perfect tenses when you write historical narratives when you are describing an event that happened before something else in the past.

If you would like to give students additional practice using the past perfect tense in sentences, have them complete BLM 9.

4. Share

Bring students together. Invite volunteers to share their answers and the sentences they wrote on BLM 9. Provide corrective feedback as necessary.

**Practice Text**

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”