

Grammar – Irregular Verbs

YATCB Input Lesson – Regular and Irregular Verbs

Time: 90 mins; Level: pre-intermediate and above

Aim:

- ✓ Since past simple is the most common tense, we should focus on learning the 2nd and 3rd forms of irregular verbs (especially those which have different forms) to help us increase our sentence building ability.

PREPARATION:

- Find a suitable song (with language graded for the level of your group) – write down the reg. and irreg. verbs (the answers to your activity)
- Find and photocopy a suitable text (with language graded for the level of your group) – write down the reg. and irreg. verbs (the answers to your activity)
- Photocopy the gap-fill worksheets (just irreg. verbs or reg. and irreg. verbs)

WARMER:

1. T writes the following on the board:

INFINITIVE	1 st	2 nd	3 rd	ing
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T elicits what tenses we use each form to make:

INFINITIVE	1 st	2 nd	3 rd	ing
modal verbs	present simple	past simple	perfect forms	continuous forms
imperative form			passive voice	

2. T asks the question: what is the difference between regular and irregular verbs? Answer: regular verbs have 'ed' endings in 2nd and 3rd forms. **We have to learn the 2nd and 3rd forms of irregular verbs.**

LANGUAGE POINTS (INPUT):

3. Think of and write 10 regular and 10 irregular verbs. Regular verbs first: T gets a couple of regular verbs (or 10) from one team. A SS writes them on the board under INFINITIVE. T elicits all the forms and a SS writes them on the board. T elicits the main point:

*Regular verbs are great because if we know the infinitive we know all the forms. We can use each verb in many different tenses. We don't have to think or remember. **But we have to know which verbs are regular or irregular.***

4. T asks: what is difficult about regular verbs? Elicit 'the pronunciation of 'ed' endings'. T elicits the main point:

We only pronounce 'ed' when a verb ends with t or d – which is not often, e.g. 'waited' / 'added'.

5. Next: irregular verbs. T gets a couple of irregular verbs (or 10) from a different team. A SS writes them on the board under INFINITIVE (having first erased the regular verbs). T elicits all the forms and a SS writes them on the board. T elicits the main points:

- *With irregular verbs we have to learn the 2nd and 3rd forms; there is no easy way, we just have to learn them!*

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- *Irregular verbs can be divided into 3 groups:*
 - *2nd and 3rd form different*
 - *2nd and 3rd form the same*
 - *1st, 2nd, and 3rd form the same (fewer) – see Appendix 2, below*
- *There are far more regular verbs than irregular, but irregular verbs are far more common, e.g. be, have, do, go, make, eat, put, etc.*
- *It would be better for everybody if all verbs were regular! When native speaker children first speak English they tend to make irregular verbs regular, e.g. 'I putted...' We tell them they are 'wrong' and force them to learn the 'correct' way. EXTENSION: SS have to read or write a text with all verbs regular: irregular verbs are converted into regular with ed. How does it sound? **Discuss: why can't we change the English language to make it more regular and easier to learn?***
- *But they are right. For example, when **new verbs** are formed they are all regular, e.g. 'texted'. We are not inventing any new irregular verbs. Another example: when we turn nouns into verbs by adding the 'ed' ending, e.g. table > tabled, bottle > bottled, floor > floored, etc. (See Appendix 1, below.)*
- *Some irregular verbs have become regular over time, e.g. learnt > learned, etc.*

RECOGNISING VERB TYPES:

6. Listen to a song and write down the verbs in two groups: regular and irregular. Listen once, then check with peers, then listen again and T checks with the whole group. You could play it a third time if necessary!
7. (Optional) Read a text and put the verbs into two groups: regular and irregular.

The only difficult parts to learn are 2nd and 3rd form irregular verbs (especially those which have different forms). You should focus on learning these forms, because you know the rest of the verb forms (regular and 1st forms and ing forms).

Note: sometimes spellings change, e.g. 't' doubles up in 'sitting', or final 'e' disappears.

LANGUAGE PRODUCTION:

8. T elicits a topic: 'What do you want to write about now?' SS write a dialogue together in their group. It should be around 10 lines. The sentences should alternate reg. and irreg. verbs, e.g.

First sentence: the first main verb is irregular (do not include auxiliary verbs in this)

Second sentence: the first main verb is regular

Third sentence: the first main verb is irregular

...and so on. The verbs can be in any form. After about 10 mins SS read out their dialogues: 2 students come to stand at the front of the class, and the whole class listens to check the reg. and irreg. condition has been met. Extension if time: dictate your story to a person from a different team.

REVISION:

9. Run to the board quiz. T or a SS writes an equation on the board; one SS from each team has to run to the board and write a sentence. T chooses the best one and awards points and/or prizes. For example, if T writes:

+ R 2nd

the SS have to write a positive sentence with a regular main verb in 2nd form (past simple).

If T writes:

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? I ing

the SS have to write a question with an irregular verb in ing form. Or you could make it more challenging by asking each group to follow the given instructions but write a line of a text (dialogue, song, story, etc.) using alternating regular and irregular verbs.

EXTENSION IDEAS:

1. SS work in pairs or small groups: they choose 5 regular and 5 irregular verbs, write a noun and verb collocation for each, then make a sentence in a form of their choice, e.g.

GO / GREAT / CONCERT = 'I went to a great concert last night.'

This could also be a 'run to the board' activity to finish off or review a lesson.

2. SS write a story or improvise a role play using mainly:
 - a. nouns that have been converted into regular verbs with 'ed' suffix (see Appendix 1).
 - b. irregular verbs that have 1st, 2nd, and 3rd forms the same (see Appendix 2).

Appendix 1: *Everyday things (nouns) that can be converted into regular verbs with 'ed' suffix:*

board	floor	shelf
book	glass	shop
boot	lamp	table
bottle	mug	wall
carpet	pen	
diary	pencil	

Appendix 2: *Irregular verbs that have 1st, 2nd, and 3rd forms the same:*

bet	knit	shut
burst	let	slit
cast	put	split
cost	quit	spread
cut	rid	thrust
hit	set	upset
hurt	shed	wed