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| ☐ Listening ☐ Speaking ☐ Reading X Grammar ☐ Writing |
| **Title: songs and irregular verbs** |

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| Instructor:  GIAN | Level:  intermediate | Students:  **10 students** | Length:  **35** |

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| **Materials:**   * 10 copy of working sheets * 10 pens * Whiteboard * boardmarker * Computer * Projector * Speakers * Ruler * Two balls |

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| **Aims:**   1. **Main**: ss will learn grammar~phonology~use~meaning of irregular verbs   ss will improve usage of past tenses and will be able to listen and speak an higher level of L2 that includes irregular forms of verb.  Ss will be able to read and write using past tenses understanding a higher level of written english that includes irregular past forms of verb.  2) **Secondary**: ss will learn using multiple intelligence (ie: visual~musical~kinesthetic) that will help them to remember easily.  3) **Personal**: i want ss to have fun and remember irregular verbs using a way far from a traditional class |

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| **Language Skills:**   * **Reading**   Ss will read the songs worksheets and the exercise worksheets   * **Listening**   Ss will listen songs and teacher explanation about irregular verbs.   * **Writing**   Ss will write on the worksheets for completing exercise, take notes of the text and explanation   * **Speaking**   Students will conversate during group working, speak during eliciting and error correction, ss will work together for write a song text and sing songs. |

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| **Language Systems:**   * **Phonetics**: irregular verbs (ie: read, read, read : breed, bred, bred : bleed, bled, bled: and others) * **Grammar**: ss will review the verb form (to be-infinitive; was,were-past simple; been-past participle ) understanding how to use it (ss will review qickly past simple and past participle) * **Lexis**: new vocabulary (most of the irregular verbs: bid,cast,dive,fit, ecc.. ecc) * **Function**: express action or abstract idea, question, answer using the right tense of the verb * **Discourse**: ss will listen and sing songs; ss will listen, understand and speak linking questions and answers doing simple dialogues . |

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| **Assumptions:**   1. Ss already studied about most of past tenses in particular simple past. 2. Ss can understand teacher 3. Ss can speak and communicate easily on most matters. 4. Ss can discuss together. 5. Ss can easily learn new language vocabulary. |

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| **Anticipated Errors and Solutions:**   * Some ss will be silent and will not follow the lesson (keep them focus and involve those ss more than others) * The high quantity of new words will confuse some student making them passive, clarifying and helping them will solve the situation. * The massive use of multimedia during explanation will make lesson less boring (i wish not at all but it depends on students) * games and other grammar focus exercise need to be introduced in a good way. (it may need to show yourself over-excited or at least happy; in a way that will involve students). |

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| **References:**  Idea for songs:  <https://englishlane.wordpress.com/2014/03/30/seven-songs-for-teaching-past-simple/>  Song with lyrics:  <https://www.youtube.com/watch?v=kjCCJp9BqpE>  Youtube song for drilling:  <https://www.youtube.com/watch?v=LmdK2PKoC9w>  Toss ball game  <http://blog.esllibrary.com/2015/02/26/5-fun-activities-for-irregular-verbs/>  Bingo  <http://blog.esllibrary.com/2015/02/26/5-fun-activities-for-irregular-verbs/>  Mid explanation after eliciting:  <https://www.youtube.com/watch?v=_q48X94BhFo>  Sos activity (rap with verbs)  <https://www.youtube.com/watch?v=U0AHARcVBhY>  <https://www.youtube.com/watch?v=CyuBK7Ykep0>  [Top 50:](https://www.youtube.com/watch?v=CyuBK7Ykep0)  <http://www.esl-lounge.com/reference/grammar-reference-most-common-irregular-verb-list.php> |

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| **Lead-In** | | | |
| Materials:   * No one | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Responding to greetings | **Greetings:**  HI everybody! (loud voice and big smile)  How are you guys?  Did you do something interesting this week? (look ss in the eyes) |

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| **Pre-activity** | | | |
| Materials:   * Whiteboard * Worksheets * Computer * Speaker * Projector | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 | Whole class | Responding to lead-in questions  Listening to explanation  Ss picking the worksheet  Ss watching the video | **Introducing the daily activity:**  Pre-activity questions  Does any of you listen music?  What kind of music do you listen usually?  And what about songs in english? Have you ever listen to english songs reading the text?  (go on till u get the point of the question and students answer you)  Good! (loud voice and big smile)  Pre-activity explanation  Today we will not make a classic english class today we will make something special…  just look, enjoy, be yourself and follow me! (be mysterious)  (give the worksheet to the ss)  Light off and  **play the video (stop it at min 2,30)**  <https://www.youtube.com/watch?v=kjCCJp9BqpE> |

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| **Main Activity** | | | |
| Materials:   * Worksheets * Pens * Whiteboard * Boardmarker * Computer * Speaker * Projector * Ruler | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3  5  5 | Whole class  Whole class  Whole class  Whole class  Couple  Whole class | Listening teachers  Respond to eliciting  Listening explanation  Reading worksheet  Listening instructions  Repeating the verbs in the song  Ss answering  Ss listening to explanation  Ss listening to instructions  Ss answering  Ss writing  Ss checking correction | Board: Write on the board the first paragraph of the song (or **just rewind the video** min 0,18 and underline the irregular verbs)  **Eliciting:**  Let’s read it together…. (read it stressing the irregular verbs)  What did i just underline?  Which verbal form is that?  Any of you think those verbs follow regular rules or are something special?  Yes exactly…  **Explanation:**  Those are irregular verbs and they doesn’t follow normal rule.  They have special form that changes from infinitive to past simple to past participle.  Watch to your worksheet; you have a list that is representative of the more useful irregular verbs. Read it quickly and try to memorize it.  **Drilling** (use the ruler for pointing)  But... before you are doing it let’s watch a video together. And let’s repeat the verbs.  I will point it for you, just be natural follow the song.  Lights off  Start the video <https://www.youtube.com/watch?v=LmdK2PKoC9w>  (make students to drill watching the video)  Lights on  **Use ccq and drow timeline**  Who is the main character of this small story?  What happens to him?  When it happens?  (think one scene and draw it on the board)  What it happened here?  When it happens?  Drow timeline and explain one more time difference among present simple, and past simple.  Use a **substitution table** for explaining things  If ss respond positively it’s over  If ss does not respond well explain it more till they get the point  **Gap fill exercise in the worksheet**  Now you have 2 min for filling the gap in your worksheet,with your desk mate.  You can use the other pages for helping yourselfs  **ICQ**  Before starting let’s check…  How much time do you have?  Can you use some help?  Go! 2 min from now  Stop!  Let’s start **correction** (read it in the right way or get the answers from students) |

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| **Post-activity** | | | |
| Materials:   * 2 balls * Computer * Speakers * whiteBoard * Boardmarker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min  5 | 2 groups  Whole class | Ss setting the chair and dividing themselves into 2 groups  Ss watching example  Ss listening to explanation  Ss answering to icq  Ss playing game and practicing  Ss setting the class as it was before the game  Ss responding to feedback  Ss listening correction and explanation | Irregular Verb musique Ball Toss  * **setting**   Let’s start setting the chairs into 2 round one near the other. Simply make 2 groups. Bring in 2 rubber balls(or use a small eraser, a scrunched-up ball of paper, or anything else that’s light and safe to throw) turn on the musique (any karaoke song is fine) and let the game begin!  You may want to let students refer to a list of irregular verbs that is in the worksheet (they can keep it during they are sitting).   * **how it works**   Choose an irregular verb and say the base form out loud.  Say the name of a student and toss the ball to them.  The student must catch the ball and say the past form using it singing a sentence.  That student then chooses another verb and repeats the steps above.  Continue until all the students have had a turn or two.   * **In the class**   Make one example for explain the game to the students (it’s the best and easiest explanation)  And after just describe the rules:  **Explanation** of the game to ss  the s trow me the all and he told an infinitive verb.  I received the ball and before throwing it to another s i need to make a sentence following the music, using the past simple of that verb.  **ICQ**  If i throw the ball to s1 and i tell do, what he must answer me before throwing the ball to s2?  Can he just talk or he must sing?  Perfect let’s start.  Time’s up guys  Set the class as it was  **Feedback**  Great jobs, did you had fun?  Who was the one that learned more today?  Anyway good job you did a lot today  **error correction** During the class i heard some of you made some little mistakes  (write it down on the board and explain the right form) |

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| **SOS Activity** | | | |
| Materials:   * Computer * Projector * Speakers * ruler | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5  5 | Whole class  Whole class | Listening explanation  Ss singing  Ss answering  Ss singing | Let’s ing a little more  (Turn off the light  Start the video)  Let’s do like before let’s sing it together  (Make ss drilling and singing)  <https://www.youtube.com/watch?v=U0AHARcVBhY>  When it is finished light up and ask to ss if they want to do it again or if they want to do another one, anyway just make them to sing .  <https://www.youtube.com/watch?v=CyuBK7Ykep0> |

Let’s play some music today:

*Natalie Imbruglia – Torn Lyrics*

*I thought I saw a man brought to life*

*He was warm, he came around like*

*He was dignified*

*He showed me what it was to cry*

*Well you couldn't be that man I adored*

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*You don't seem to know, don't seem to care*

*What your heart is for*

*No I don't know him anymore*

**TOP 50**

*These are the most common fifty irregular verbs in the English language. This does not include the auxiliary verbs "do" and "have". Just by learning these fifty, your students will have prepared themselves for 87% of irregular verb use in English!*

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| ***Rank*** | ***Base Form*** | ***Past Tense Form*** | ***Past Participle*** |
| *1* | *say* | *said* | *said* |
| *2* | *make* | *made* | *made* |
| *3* | *go* | *went* | *gone* |
| *4* | *take* | *took* | *taken* |
| *5* | *come* | *came* | *come* |
| *6* | *see* | *saw* | *seen* |
| *7* | *know* | *knew* | *known* |
| *8* | *get* | *got* | *got/gotten* |
| *9* | *give* | *gave* | *given* |
| *10* | *find* | *found* | *found* |
| *11* | *think* | *thought* | *thought* |
| *12* | *tell* | *told* | *told* |
| *13* | *become* | *became* | *become* |
| *14* | *show* | *showed* | *shown* |
| *15* | *leave* | *left* | *left* |
| *16* | *feel* | *felt* | *felt* |
| *17* | *put* | *put* | *put* |
| *18* | *bring* | *brought* | *brought* |
| *19* | *begin* | *began* | *begun* |
| *20* | *keep* | *kept* | *kept* |
| *21* | *hold* | *held* | *held* |
| *22* | *write* | *wrote* | *written* |
| *23* | *stand* | *stood* | *stood* |
| *24* | *hear* | *heard* | *heard* |
| *25* | *let* | *let* | *let* |
| *26* | *mean* | *meant* | *meant* |
| *27* | *set* | *set* | *set* |
| *28* | *meet* | *met* | *met* |
| *29* | *run* | *ran* | *run* |
| *30* | *pay* | *paid* | *paid* |
| *31* | *sit* | *sat* | *sat* |
| *32* | *speak* | *spoke* | *spoken* |
| *33* | *lie* | *lay* | *lain* |
| *34* | *lead* | *led* | *led* |
| *35* | *read* | *read* | *read* |
| *36* | *grow* | *grew* | *grown* |
| *37* | *lose* | *lost* | *lost* |
| *38* | *fall* | *fell* | *fallen* |
| *39* | *send* | *sent* | *sent* |
| *40* | *build* | *built* | *built* |
| *41* | *understand* | *understood* | *understood* |
| *42* | *draw* | *drew* | *drawn* |
| *43* | *break* | *broke* | *broken* |
| *44* | *spend* | *spent* | *spent* |
| *45* | *cut* | *cut* | *cut* |
| *46* | *rise* | *rose* | *risen* |
| *47* | *drive* | *drove* | *driven* |
| *48* | *buy* | *bought* | *bought* |
| *49* | *wear* | *wore* | *worn* |
| *50* | *choose* | *chose* | *chosen* |

*EXERCISE: FILL THE GAP*

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|  | ***Base Form***  ***\_\_\_\_\_\_\_\_***  ***shake***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_***  ***feed***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_***  ***sleep***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_***  ***catch***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_***  ***give***  ***\_\_\_\_\_\_\_*** | ***Past Tense Form***  ***\_\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_\_***  ***put***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_***  ***came***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_***  ***ran***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_***  ***fell***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_***  ***held*** | ***Past Participle***  ***gone***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_***  ***brought***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_***  ***broken***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_***  ***flown***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_***  ***beaten***  ***\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_*** |