

Singing English Irregular Verbs

Teaching Activities

SUZANNE L. MEDINA, PH.D.



Table Slap

Aim

To test students' knowledge of the four English irregular verb forms.

Description

Student team members compete to provide the “missing” irregular verb form.

Materials

- ◆ Recording of Singing English Irregular Verbs (This should be cued to one of the appropriate irregular verb songs.)
- ◆ CD player.
- ◆ Copies of the irregular verb song lyrics for all students.

Procedure

1. Ask a few students to move a table to the front of the class. It should be parallel to the blackboard.
2. Divide students into two groups of four. Stand between the blackboard and the table.
3. Ask the groups to stand on either side of the table. Groups should form lines that are parallel to the blackboard. The first member of each team should stand approximately 5 feet away from the table and face the table. Others should line up behind him/her.
4. Explain the game rules. Have a volunteer help you illustrate how it is played.
5. Play the vocal version of the song. Stop the recording suddenly before one of the verb forms is heard (e.g., sing, sang,).

From Medina's (2008) Singing English Irregular Verbs: Teaching Activities.

Contact Information: Info@ForefrontPublishers.com www.ForefrontPublishers.com/new

6. Team representatives race to slap the table, then say the verb form. (e.g., sung). The first student to say the correct verb form scores a point for the team. If the student errs, the representative from the opposing team has an opportunity to provide the correct verb form and subsequently score a point. If not, no point is scored. The team representatives go to the end of the team line.
7. Once new team members are at the front of each line, the teacher repeats the same process. Midway through the song, replace team members with new students. After several students have had opportunities to play the game, compute points and declare the winning team.

Variations

To involve more students, have three rather than two teams play against each other. Also, you can have students, rather than the teacher, start and stop the recording. The student operating the CD player must have a strong knowledge of the various verb forms since this same student will determine whether others have responded correctly or not. Several students should have the opportunity to work the CD player in this fashion. This fun activity strategy can be played time and time again. I have one last word of caution. Make certain that you are well out of the way when students run to the table! It can be frightening.

From Medina's (2008) Singing English Irregular Verbs: Teaching Activities.

Contact Information: Info@ForefrontPublishers.com www.ForefrontPublishers.com/new



Human Tic-Tac-Toe

Aim

For students to use English irregular verbs to write original sentences.

Description

Students place cards containing "X"s or "O"s in the grid, if they can correctly use irregular verbs in original English sentences.

Materials

- ◆ Nine chairs and an open space where they can be placed, or a large floor area where nine students can comfortably sit on the floor.
- ◆ Six 8 1/2" X 11" papers with X's written on them.
- ◆ Six 8 1/2" X 11" papers with O's written on them.
- ◆ A copy of the song lyrics for you to consult.

Procedure

1. Have two students draw the above-mentioned papers containing "X"s and "O"s.
2. Have nine students sit on the floor or in chairs. They should sit in three rows with three students in each row. You have now created a "Human tic-tac-toe " formation. Their function is to hold the "X" and "O" papers.
3. Form teams of four students each. Have two teams come to the front of the class and stand on either side of the "Human tic-tac-toe" matrix. Team 1 will be designated the "O" team, while Team 2 will be the "X" team. Give each team several sheets containing their respective letter (i.e., X or O).

From Medina's (2008) Singing English Irregular Verbs: Teaching Activities.

Contact Information: Info@ForefrontPublishers.com www.ForefrontPublishers.com/new

4. Write the “base form” of one of the irregular verbs on the blackboard. Now call on the first member of Team 1 to form an original sentence using one of the verb’s verb forms (i.e., past tense form, past participle, present participle). Occasional use of the present tense form or the base form with an auxiliary or modal is acceptable. If the student succeeds, then he earns the right to place the “O” wherever he wishes in the human tic-tac-toe grid. The student sitting in that space in the matrix will then hold the sheet so that all can see it.
5. If the Team 1 member is unsuccessful at formulating an original English sentence, then a member of the opposing team has an opportunity to form an original sentence using the same irregular verb form. If he succeeds, then he is allowed to strategically place his “X” in the Tic-tac-toe grid. If he is unsuccessful, then the teacher forms an original sentence using the irregular verb.
6. Now the teacher places a second irregular verb form on the board and asks the representative from Team 2 to form an original sentence using it. If he succeeds, he scores. If not, the other team has an opportunity to score.
7. The teacher repeats this process until one of the teams has created a row of X's or O's, either horizontally, vertically or diagonally in the tic-tac-toe grid.

Variations

If your students lack confidence, it is best to allow team members a minute or so to consult with each other before they are required to provide their original sentence. This gives the team representatives more confidence and encourages all members to participate.

From Medina’s (2008) *Singing English Irregular Verbs: Teaching Activities*.

Contact Information: Info@ForefrontPublishers.com www.ForefrontPublishers.com/new

Irregular Complaints



Aim

To practice using English irregular verbs to write letters.

Materials

- ◆ Overhead transparency of the “Master List” or paper copies for students.

Description

Students write complaint letters using the past tense forms of irregular verbs they have studied.

Procedure

1. Tell students that they will write a fictitious letter of complaint. Using an overhead transparency, suggest irregular verbs that may be useful when writing these letters. Here is an example.

Dear Sears:

The other day I went to your store to do some shopping. There I found a beautiful green and white checkered tablecloth. Unfortunately, after I took it home, I discovered that it had a large hole in it.

2. Have student pairs discuss what they will complain about and to whom.
3. Ask students to write their complaint letters.
4. Have students share their letters with the class.

Variations

Ask students to identify a product or service with which they were recently disappointed. Using the same process outlined above, ask students to write complaint letters. This is a wonderful opportunity to show students how to be clear, direct, yet tactful. It might be helpful to teach vocabulary and phrases that students can incorporate into their letters (e.g., I was very disappointed with _____, I would like to suggest that _____). Students will need to use the past forms of verbs, since they will be describing past experiences. On a case-by-case basis, suggest whether students should actually mail their letters.

From Medina's (2008) Singing English Irregular Verbs: Teaching Activities.

Contact Information: Info@ForefrontPublishers.com www.ForefrontPublishers.com/new

Irregular Verb Tango One-Sided Flash Cards



| | |
|-----------------------------------|--------------------------------------|
| Tango Base break | Tango Past broke |
| Tango Past Part. broken | Tango Pres. Part. breaking |
| Tango Base choose | Tango Past chose |
| Tango Past Part. chosen | Tango Pres. Part. choosing |
| Tango Base freeze | Tango Past froze |

Skater's Irregular Verb Waltz Two-Sided Flash Cards

| | |
|---|---|
|  <p>Waltz Base</p> <p>bend</p> | <p>Past, Past Part., Pres. Part.</p> <p>bent bent bending</p> |
| <p>Waltz Base</p> <p>lend</p> | <p>Past, Past Part., Pres. Part.</p> <p>lent lent lending</p> |
| <p>Waltz Base</p> <p>spend</p> | <p>Past, Past Part., Pres. Part.</p> <p>spent spent spending</p> |
| <p>Waltz Base</p> <p>send</p> | <p>Past, Past Part., Pres. Part.</p> <p>sent sent sending</p> |
| <p>Waltz Base</p> <p>bleed</p> | <p>Past, Past Part., Pres. Part.</p> <p>bled bled bleeding</p> |