

### Working with rhythm: Irregular verbs

All students/classes work a lot with irregular verbs on their way to become fluent English speaker. On the homepage you get a lot of suggestions for variations of that work. You have already seen a couple of songs with irregular verbs that you can use. Rhythm is also a good tool for this.

Here is a list of irregular verbs that are frequent and the three forms are different and hopefully that will help the students to get the feel for the different forms. The idea is that the students will learn these verbs really well so they can be used both consciously and unconsciously as a model for using other verbs. Here you will see various examples of how to use rhythm when practicing. But don't hesitate, make your own variations as well!

see	saw	seen
write	wrote	written
take	took	taken
do	did	done
eat	ate	eaten
go	went	gone
speak	spoke	spoken
give	gave	given
drive	drove	driven

#### Variation 1

Write like this on the blackboard:

see	saw
write	wrote
take	took
go	went
give	gave

Read them together with the class a 4-5 times like this

3x (= Hit your legs, or the desk, with your palms 3 times)      Did you see?

3x      Yes, I saw.

3x      Did you write?

Erase the second form of the verbs from the board and read them again a couple of times.

Ask a small group of students to do it again.

#### Variation 2

Write the questions on the black board.

Did you see the film last night?

Did you take the bus to school?

Did you speak to him last night?

Work like this with them:

7x (= Hit your legs with your palms 7 times)      Did you see the film last night?

Read the sentences 3-5 times. Students copy in note books. Read them again together.

Erase (omit) some words in the sentences. Ask a student to read the sentences (with or

without the rhythmical part). Erase some more of the sentences and ask another student to read etc. until the sentences are all gone and many students know the questions by heart.

### Variation 3

Write this on the board. Choral read and ask individual students to read. Gradually erase the questions and ask students to read (like you did with variation 2). Do the same thing another lesson but then take away

Where did you go?	I went to the park.
When did you go?	I went last night.
How did you go?	I took the bus.
Who did you meet?	I met my friend.
What did you do?	We saw a film.

### Variation 4

Another lesson:

Did you go to the square?	No, I went to the park.
Did you go last night?	No, I went last week.
Did you take the bus?	No, I took my bike.
Did you meet your friends?	No, I met my dad.
Did you do something nice?	Yes, we saw a film.

### Variation 5

When it is time to work with the three forms you can read them like this. The whole class together or in two groups. In this way the students learn the three forms *and* get a context for when to use the third form.

Group 1	2x	See saw
Grupp 2	3x	I have seen

See, saw	I have seen
Go, went	I have gone
Do, did	I have done
Write, wrote	I have written
Take, took	I have taken
Speak, spoke	I have spoken