

REVIEW OF VERB FORMS

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Review of verb forms, e.g.
 - Tell, tells, telling, told.
 - Eat, eats, eating, ate, eaten.

Objectives

Students should be able to;

1. Differentiate types of verb in relation to time.
2. Use the various verb forms previously learnt.

Assessment Activity

1. Draw a table with the base form of the following words, fill in the correct forms of the word(s), ing, past, past participle).

Break, fall, work, add, bite, blow, do, ride, stay, shine.

Activity Starter/Instruction

1. Today we are going to learn the basic overview of the verb tense system in English.
2. Verb tenses tell us how an action relates to the flow of time.
3. English has only two ways of forming a tense from the verb alone: the past and the present. For example, *we drove* and *we drive*.
4. English verb tenses give many details about time and action such as:
5. *Is the action finished? How long did the action happen? Was the action repeated? Did the action happen at a known or unknown time? Is the action a habit? Is the action planned or spontaneous?*

Guided Practice

Day 2/ Lesson 2: 50Mins

Summary

1. Since verbs describe actions, and actions are dynamic and can relate to past actions, present actions or future actions, we have to understand the relationship between verb forms and time.
2. Verbs take on three

1. Remind students what they learnt on simple present tense.
2. Introduce the Present Continuous with an action.
3. Explain that the present continuous tense is used to describe actions that are taking place at the time of speaking. So, the easiest way to introduce this tense is to carry out actions.
 - Take a pen or pencil and start writing on the board. Say: *I am writing*.

Teacher Guide

Day 1/ Lesson 1: 50Mins

1. Start by teaching the Present Simple tense.
2. Make sure your students understand that it's used to describe routines, habits, daily activities, and general truths.
3. It is important for them to see the contrast between the Present Simple and the Present Progressive.
4. To introduce an action, Pick up a newspaper and pretend to read it. Ask your students what you're doing. They'll say, "You're reading a newspaper." T: "What newspaper am I reading?" S: "You're reading *The New York Times*."
5. Introduce Present Simple - First person singular
6. Tell your students, "I read *The New York Times* every day." Make a list of the things you do every day as a routine:
 - I have breakfast at 7.
 - I go to work at 9.
 - I have lunch at 12.
 - I go home at 5.
 - I watch TV before dinner.

Materials Required

- Flash Cards
- Charts
- Course Book
- White Board

Additional Resources

- <https://learningenglish.voanews.com/a/intro-to-verb-tenses-everyday-grammar/3123576>.
- <https://www.education.com/lesson-plan/verb-tenses-past-present-future/>
- <https://busyteacher.org/3605-how-to-teach-simple-reg-irreg.html>
- <https://www.turtlediary.com/lesson/verb-forms-and-tenses.html>
- <https://busyteacher.org/3560-how-to-teach-present-simple.html>

Additional Notes

basic forms in relation to time in the past, present or future.

3. Variations of these verb forms are possible, such as simple past, past continuous, present perfect and present perfect continuous.

4. These forms are necessary to relate to actions in different points in time.

- Sit down and pick up a book. Say: I am reading.
- Start walking around the classroom. Say: *I am walking.*

4. Continue with as many verbs as you'd like, but use verbs they already know, or introduce new verbs, but only a few at a time.

5. Go on with other persons. Remember they already know the simple present of the verb to be.

6. Keep walking around the classroom and ask a student to join you. Say: *Juan is walking. I am walking. We are walking.*

7. Show students that the present continuous is formed with the present of the verb *to be* + **the present participle of the main verb** (verb in -ing form).

Teacher Guide

Day 4/ Lesson 4: 50Mins

1. To recap all that has been learnt, give this summary to the students.

2. Verbs come in different forms and those forms are partly determined by the tense of the verb. The five forms of verbs are:

- Base form
- -s
- -ing
- -past
- -past participle

3. For Example: The verb sing has the following five forms: sing, sings, singing, sang, sung

4. For most regular verbs, two of those forms are the same.

For Example: The verb walk has the following forms: walk, walks, walking, walked (past and past participle).

5. For some irregular verbs, three of those forms are the same.

For Example: The verb cut has the following forms: cut (base, past, and past participle), cuts, cutting

7. Make sure your students understand that you do this on a daily or weekly basis; these are habitual actions.

8. Go around the class and have students tell you what they do everyday or what some of their habits are. They should give more examples in the first person singular.

9. Introduce Present Simple – Second person singular.

10. Say: "I read the Punch. Sarah, you read Business DAY". Go around the class giving examples like, "I go to work at 9. You go to school." Face each of your students and state a general truth:
T: "John, you live in Lagos"
John (to teacher): "You live in Lagos, too."

T: "Sally, you have a dog."

Sally (to teacher): "You have a cat". Split your students up into pairs and have them give each other statements in the second person singular.

11. Introduce Present Simple – Third person singular

12. Say: "I read the Punch. Sarah reads Business Day".

13. Make sure students notice that you've added the s for the third person singular.

14. Give more examples with other students, and introduce the irregular verbs: John goes to work at 8. Sally has lunch at 1.

15. Students provide more examples from the information previously shared by their classmates.

Teacher Guide

Day 3/ Lesson 3: 50Mins

6. The **base and -s** forms of some verbs are used as part of the present tense, for actions that are happening in the present. For Example: She **visits** her grandma.
7. The **-ing** form of the verb is used as part of the **present progressive tense** to show that something is happening at the moment. For Example: She is **visiting** her grandma.
8. The **past form** of the verb is used as part of the **past tense**, for actions that happened in the past. For Example: She **visited** her grandma.
9. The **past participle** form of the verb is used as part of the **past perfect** tense to show actions that are continuous or happened over a period of time. It is usually combined with the verb **has/have**. For Example: She **has visited** her grandma.
10. Draw this table on the board and ensure that the students copy in their notebook.

Base	-s	-ing	Past	Past Participle
Hold	holds	holding	held	held
Help	helps	helping	helped	helped
Hit	hits	hitting	hit	hit
Hope	hopes	hoping	hoped	hoped
Hurt	hurts	hurting	hurt	hurt

1. Introduce the Past Simple of regular and Irregular verbs
2. Give an example in Present Simple: *I talk to my sister every day.* Lead in to past simple: *Yesterday, I talked to her.* Write this on the board.
3. Give more examples with regular verbs and write each verb in its past form on the board.
T: I visited her. We watched TV. She cooked lunch. We listened to music.
4. Make sure students understand that the past form is the same for all persons. Give as many examples with regular verbs as needed.
5. To practice Past Simple of regular verbs, go around the class and make statements in present simple, which students must change to past simple:
T: I sometimes walk in the park.
S: You walked in the park yesterday.
6. Now's a good time to practice the different pronunciations of the -ed past form.
7. Introduce the Past Simple of irregular verbs.
8. Give an example in present simple: *I have lunch at 12 every day.* Lead in to past simple: *Yesterday I had lunch at 12.* Write this on the board.
9. Give more examples with irregular verbs and write each verb in its past form on the board.
T: Yesterday I spoke to a friend. We went to the movies. We saw Eclipse. My friend ate popcorn. I drank soda.
10. Make sure students understand that the past form is the same for all persons. Give as many examples with irregular verbs as needed.

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11. Go around the class and make statements in present simple, which students must change to past simple:
T: I usually drink orange juice for breakfast. S: Yesterday you drank orange juice.
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