



## Lesson Plan For Lesson 9



40 min

**Theme: Going to the Park**

**Focus: Simple Past Tense – Irregular Verbs**

### Lesson Objectives

Students are able to

1. identify things and people in a park and what they do,
2. write the simple past tense form of irregular verbs,
3. complete sentences with the simple past tense form of irregular verbs,
4. answer questions with the simple past tense form of irregular verbs.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 3
2. Picture of a park or several picture cards of things in a park
3. Cards with the base form of an irregular verb written on each card (Provide enough cards for each student in the class.)

### Introduction / Warm-up Activity (5 min)

1. Show the students a picture of the park or separate picture cards related to the park.
2. Give a scenario to the students so that they form sentences about the pictures using the simple past tense form of the irregular verbs. (Use some of the verbs on [pages 39 and 40 of Learning Grammar Workbook 3.](#))

*Example:*

- Jordan went to the park last Sunday. He ran along the path. He felt tired but happy.
3. You may want to provide the base form of certain irregular verbs and write them on the board. Get the students to form their own sentences using the helping words and pictures provided. Ensure that the past tense is used by giving the students a scenario.

### Lesson (10 min)

#### Simple Past Tense – Irregular Verbs

1. Review with the students when the simple past tense is used.
2. Explain what regular and irregular verbs are. Ask the students for some examples of regular verbs. Using [pages 39 – 40](#), go through some of the irregular verbs.

Highlight that some of the verbs remain the same and also sound the same. Bring to their attention the word 'read'. Tell the students that it is spelt the same way but does not sound the same.

3. Place the base form of irregular verb cards in a bag. Get the students to draw a card one at a time and say what the simple past tense of the verb is.
4. You may want to repeat this activity as many times as you can.

### **Classroom Activities / Assessment (15 min)**

1. Refer the students to **pages 39 – 40 of Learning Grammar Workbook 3**. Go through some of the words with the students.
2. Let the students complete **Exercise 20 and 21, pages 41 – 43** on their own.
3. Facilitate the students' learning by walking around to check their answers.

### **Additional Activities / Closure (10 min)**

1. Divide the class of students into groups.
2. Hand each student a verb card. In each group, give each person a number. The person who is number 1 must think of what the simple past tense form of the verb in his verb card is and then hold up his card and tell it to the group members. He also has to write the spelling of the word. If he gets it wrong, someone else in the group can correct him. The student who is number 2 will be the next.
3. Get a representative from each group to write the base form and the simple past tense of the verbs on the board.
4. You may want to remind the students of the rules to follow when doing group work such as speaking politely and being patient towards one another.

### **Optional Activities**

1. Ask the students to complete **Exercise 22, page 44** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want to tell the students that they should refer to the list of words from **pages 39 – 40** only if they cannot come up with the simple past tense form of the verbs on their own.
4. You may want to give each student a set of irregular verbs. He then has to come up with a story using these verbs. Encourage your students to use their imagination to come up with interesting stories. You may want to use the list of verbs from **pages 39 – 40** and divide the verbs into sets of 15 – 20 words for the students. Depending on the ability of your students, you might want to provide fewer or more words for each student.