

Littérature

LET US PREPARE AND TEACH IRREGULAR VERBS IN A MORE EFFECTIVE WAY

JEAN MUNDENZILA NGANZI*

Summary

More and more, people get interest in learning English because of its importance in different domains of life. In this learning process, learners encounter a lot of difficulties, among which is the mastery of irregular verbs. To overcome this hindrance and facilitate learning, we have made research and analysis on the inflections of more than two hundred irregular verbs.

This deep analysis has resulted to the classification of fourteen groups of those verbs. Each of the groups follows a given rule to be applied. As a matter of fact, preparing, teaching and learning these verbs become easy. It is exactly the ultimate objective of this article.

Keywords: Irregular verbs, Inflectional classifications, prepared model lessons

Résumé

De plus en plus, les gens s'intéressent à l'apprentissage de la langue anglaise du fait de son importance actuelle dans différents domaines de la vie. Dans ce processus d'apprentissage, les apprenants éprouvent d'énormes difficultés parmi lesquelles la maîtrise des verbes irréguliers. Pour éliminer cet obstacle et faciliter la tâche, nous avons mené des analyses et recherches sur l'inflexion de plus de deux cents verbes irréguliers en anglais.

Cet examen minutieux a abouti à la classification de quatorze groupes de verbes irréguliers. Chacun de ces groupes suit une certaine règle à appliquer. Ce faisant, préparer, enseigner et apprendre sur ces verbes deviennent faciles. Sans peine, enseignants et apprenants peuvent obtenir de bons résultats. C'est là le but ultime de cet article.

* Assistant 2 à l'Institut Supérieur Pédagogique de Kikwit _ISP_ KIKWIT, Section Lettres et Sciences Humaines, Département Anglais-Culture Africaine. Tel: +243811525072, +243818384610, +243979747237, E-mail : mundenzilaj@gmail.com

Mots-clés : Les verbes irréguliers, leur classification selon l'inflexion, la préparation des leçons modèles.

INTRODUCTION

Among different factors which complicate the learning process of English as a second and foreign language are verb variations; that is, verbs that shift from one form to another. It is particularly the case of irregular verbs. Most of them are very common words that are used every day. Accordingly, we need to know, understand and master them perfectly. About two hundred English verbs are irregular. Their past forms are different from their infinitive forms and some others from their simple present tense. Used in a text, these new configurations can appear as a new word that should normally be designed for a vocabulary lesson (e.g. went from go, thought from think, sold from sell...). In regard to what precedes, Fries, C. (2004: p2) recommends that “the learner should know them when he comes across them in reading.”

As one can see, to achieve the aim in teaching such materials is not easy. It requires struggle and much effort. More than forty-five teachers of English including one from High school said it was not possible to teach irregular verbs and that the only way was to make a list of these verbs to be memorized by learners. This ‘punishment’ is beyond pupils’ understanding, and, obstructs the learning process. Above all there is no such lesson in special English methodology.

Being part of grammar, irregular verbs should be prepared, taught and learned as well as other grammatical structures. What to do and how to do are the key questions to overcome difficulties on teaching these troublesome but important verbs. This article is therefore one of the remedial actions and intends to make preparing, teaching and learning irregular verbs easier in interactive classroom situation.

As Harry, P. (2005: p17) admits, “the facilitation is created through the classification of the items and verbs in groups.” These verbal words are listed and divided into families on the basis of their common characteristic form. Each of the families is arranged to facilitate observation, understanding, generalization and the formulation of a possible rule related to the group.

To fulfill this task on irregular verbs, we met different teachers of English in different Kikwit secondary schools to know the way they teach those verbs. Some of them showed us the lists of irregular verbs learners are invited to memorize. Others said that pupils read those lists to look for a verb they want to use. As one can see, none of the teachers prepares and teaches irregular verbs. On the other hand, we have referred to

the library analysis. This method helped us read available documents related to the topic under study.

I. CLASSIFICATION OF IRREGULAR VERBS

Herein, we will present the twelve different groups of irregular verbs that make part of this dissertation. The presentation will be followed by rules governing the groups.

I.1. Group one: Verbs that do not change.

Infinitive	Simple Present	Simple Past	Past Participle
To let	let(s)	let	Let
To set	set(s)	set	set
To wet	wet(s)	wet	wet
To hit	hit(s)	hit	hit
To knit	knit(s)	knit	knit
To quit	quit(s)	quit	quit
To bid	bid(s)	bid	bid
To spit	spit(s)	spit	spit
To cast	cast(s)	cast	cast
To cost	cost(s)	cost	cost
To cut	cut(s)	cut	cut
To put	put(s)	put	put
To shut	shut(s)	shut	shut
To hurt	hurt(s)	hurt	hurt
To burst	burst(s)	burst	burst
To thrust	thrust(s)	thrust	thrust
To read	read(s)	read	read
To spread	spread(s)	spread	spread

Rule: In general, verbs of a single syllable ending in –et, it, id, urt, ut, urst, ost, ast, do not change in the past form. Likewise, verbs ending in –read do not change but the pronunciation of the verb to read changes in the past /red/.

I.2. Group two: Verbs that change –i to –u in the past.

Infinitive	Simple Present	Simple Past	Past Participle
To cling	cling(s)	Clung	clung
To fling	fling(s)	flung	flung
To sling	sling(s)	slung	slung
To sting	sting(s)	stung	stung

To string	string(s)	strung	strung
To swing	swing(s)	swung	swung
To wring	wring(s)	wrung	wrung
To hang	hang(s)	hung	hung
To slink	slink(s)	slunk	slunk
To strike	strike(s)	struck	struck
To spin	spin(s)	spun	spun
To dig	dig(s)	dug	dug
To stick	stick(s)	stuck	stuck

Rule: When –n is preceded by –i, followed by –g or –k, generally the past form is ung or unk that is to say –i changes into u.

N.B: Surprisingly, ‘think and bring’, despite their forms, don’t share the inflection of the group in the past. In the same vein, drink, shrink, stink, ring and spring are from another group.

I.3. Group three: Verbs that change i to a in the simple past and i to u in the past participle.

Infinitive	Simple Present	Simple Past	Past Participle
To begin	begin(s)	began	begun
To drink	drink(s)	drank	drunk
To ring	ring(s)	rang	rung
To run	run(s)	ran	run
To shrink	shrink(s)	shrank	shrunken
To sing	sing(s)	sang	sung
To sink	sink(s)	sank	sunk
To spring	spring(s)	sprang	sprung
To stink	stink(s)	stank	stunk
To swim	Swim(s)	swam	swum
To sit	sit(s)	sat	sat

Remark: This group differs from the preceding one in the simple past tense where –a- is used instead of –u-. Moreover, the last verb keep a in the past participle instead of using –u-.

I.4. Group four: Verbs that take ought or aught in the past.

Infinitive	Simple Present	Simple Past	Past Participle
To bring	bring(s)	brought	brought
To buy	buy(s)	bought	bought
To beseech	beseech(s)	besought	besought
To seek	seek(s)	sought	sought

To fight	fight(s)	fought	fought
To think	think(s)	thought	thought
To bethink	bethink(s)	bethought	bethought
To beseech	beseech(es)	besought	besought
To teach	teach(es)	taught	taught
To catch	catch(es)	caught	caught

Rule: The vowel of the infinitive form changes into –ou- before adding ght but the last two verbs keep –a before adding -ught.

I.5. Group five: Verbs that take the final –d in the simple past and past participle.

Infinitive	Simple Present	Simple Past	Past Participle
To bleed	bleed(s)	Bled	bled
To breed	breed(s)	bred	bred
To feed	feed(s)	fed	fed
To speed	speed(s)	sped	sped
To flee	flee(s)	fled	fled
To tell	tell(s)	told	told
To sell	sell(s)	sold	sold
To lead	lead(s)	led	led
To hear	hear(s)	heard	heard
To hold	hold(s)	held	held
To slide	slide(s)	slid	slid
To have	has/have	had	had

Rule: verbs having two –e, or ea followed by –d drop one –e- or –a- before adding the final –d in the past form. In case the vowel is –i- the verb keeps and adds the final d in the past form. Verbs having two l change –e to o and drop one l before adding the final d in the past form.

The verb hold and its deriving words change –o to –e before the final –ld. Hear' keeps the vowels –ea/i/ in the past but changes its pronunciation.

N.B: The verb to behave is not an irregular verb.

I.6. Group six: Verbs that take –o- in the simple past and add –n in the past participle.

Infinitive	Simple Present	Simple Past	Past Participle
To drive	drive(s)	Drove	driven
To strive	strive(s)	strove	striven
To ride	ride(s)	rode	ridden

To stride	stride(s)	strode	stridden
To arise	arise(s)	arose	arisen
To write	write(s)	wrote	written
To smite	smite(s)	smote	smitten
To shine	shine(s)	shone	shone
To win	win(s)	won	won
To bear	bear(s)	bore	borne
To wear	wear(s)	wore	worn
To break	break(s)	broke	broken
To speak	speak(s)	spoke	spoken
To steal	steal(s)	stole	stolen
To swear	swear(s)	swore	sworn
To tear	tear(s)	tore	torn
To wake	wake(s)	woke	woken
To shake	shake(s)	shook	shaken
To take	take(s)	took	taken
To mistake	mistake(s)	mistook	mistaken
To forget	forget(s)	forgot	forgotten
To freeze	freeze(s)	froze	frozen
To choose	choose(s)	chose	chosen

Rule: when -i is followed by -t(e) i becomes -o in the simple past but another -t and an -en are added to the infinitive to form the past participle. Likewise, when d(e) is preceded by i or ea, these vowels change into -o in the simple past but another d and en are added to make the past participle. But shine and win keep the general rule.

When -ea is followed by r, ea becomes -o and m added to get the past participle but if it is followed by ve, ea changes into o and -en is added to the simple past to form the past participle.

When -ea is followed by k or l, ea changes into -o in the simple past and -en is added to it to form the past participle. When ake is preceded by s, sh or t, a becomes -oo in the simple past but -en is added to the infinitive form to get the past participle.

I.7. Group seven: Verbs that change the vowel or the form in the simple past and most of which come back to their infinitive to add or not -(e)n and get the past participle.

Infinitive	Simple Present	Simple Past	Past Participle
To fall	fall(s)	fell	fallen
To forbid	forbid(s)	forbade	forbidden

To give	give(s)	gave	given
To forgive	forgive(s)	forgave	forgiven
To eat	eat(s)	ate	eaten
To do	do/does	did	done
To go	go/es	went	gone
To see	see(s)	saw	seen
To slay	slay(s)	slaw	slain
To bid	bid(s)	bade	bidden
To lie	lie(s)	lay	lain
To be	am/is/are	was/were	been
To come	come(s)	came	come
To become	become(s)	became	become

I.8 Group eight: Double variation verbs

Double variation verbs are verbs which can be conjugated as regular or irregular verbs. They are also called optional verbs. Speaking of this kind of verbs, Franinkas (2002: P84) draws the attention on the fact that its use and choice often depend on the meaning, the reference and the context.

1. The verb to hang:

When the reference is to killing a person by hanging, we use the regular form.

e.g: Irack hanged Saddam Hussein.

In other cases, the form is irregular.

e.g: The fruit is hung on the tree.

He has hung the parcel on the roof.

2. The verb to lie

It is regular when it means to tell an untruth.

e.g: The kid has lied.

If it means to rest, the conjugation is irregular.

3. The verb to shine

It is regular when it implies to polish as in.

e.g: John shines his shoes every day.

John shined/has shined all his shoes.

If it means making something bright, it is irregular.

e.g. The sun shines at the door.

The sun shone at the door.

The sun has shone at the door.

The following list mentions some of the double variation verbs.

Infinitive	Simple Present	Simple Past	Past Participle
To learn	learn(s)	learned/learnt	learned/learnt
To lean	lean(s)	leaned/leant	leaned/leant
To dream	dream(s)	dreamed/dreamt	dreamed/dreamt
To bereave	bereave(s)	bereaved/bereft	bereaved/bereft
To smell	smell(s)	smelled/smelt	smelled/smelt
To leap	leap(s)	leaped/leapt	leaped/leapt
To wed	wed(s)	wedded/wed	wedded/wed
To sweat	sweat(s)	sweated/sweat	sweated/sweat
To shine	shine(s)	shined/shone	shined/shone

N.B: According to Alen, M. (1995:28), “in free choice, American prefer regular form where British use irregular.”

I.9. Group nine: Verbs that take –t in the past.

Infinitive	Simple Present	Simple Past	Past Participle
To creep	creep(s)	Crept	crept
To keep	keep(s)	kept	kept
To sleep	sleep(s)	slept	slept
To sweep	sweep(s)	swept	swept
To weep	weep(s)	wept	wept
To meet	meet(s)	met	met
To kneel	kneel(s)	knelt	knelt
To feel	feel(s)	felt	felt
To dwell	dwell(s)	dwelt	dwelt
To smell	smell(s)	smelt	smelt
To spell	spell(s)	spelt	spelt
To bereave	bereave(s)	bereft	bereft
To cleave	cleave(s)	cleft	cleft
To leave	leave(s)	left	left
To dream	dream(s)	dreamt	dreamt

To deal	deal(s)	dealt	dealt
To lean	lean(s)	leant	leant
To learn	learn(s)	learnt	learnt
To mean	mean(s)	meant	meant
To lose	lose(s)	lost	lost
To burn	burn(s)	burnt	burnt

Rule: When the verb has ee followed by p, l or t, one e should be dropped and t added to get the past. When the verb has two ll preceded whether by –e or –l, one l should be dropped and replaced by –t to get the past form.

When the verb has –ea followed by a nasal or by p or l, we simply add –t to get the past but the pronunciation changes into /ent/; /emt/ /elt/, /ept/. Verbs having ea followed by v, change v into f before adding t in the past. When i is followed whether by ld or rd, the consonant d should be dropped and replaced by –t.

I.10. Group ten: Verbs that change –d into –t in the past.

Infinitive	Simple Present	Simple Past	Past Participle
To bend	bend(s)	bent	bent
To lend	lend(s)	lent	lent
To rend	rend(s)	rent	rent
To send	send(s)	sent	sent
To spend	spend(s)	spent	spent
To overspend	overspend(s)	overspent	overspent
To gild	gild(s)	gilt	gilt
To build	build(s)	built	built
To gird	gird(s)	girt	girt

Rule: Verbs ending in –d preceded either by –en, il or –ir change –d into –t in the past.

I.11. Group eleven: Verbs that take –ew in the simple past but –own in the past participle.

Infinitive	Simple Present	Simple Past	Past Participle
To blow	blow(s)	blew	blown
To grow	grow(s)	grew	grown
To know	know(s)	knew	known
To show	show(s)	shew	shown
To crow	crow(s)	crew	crown
To throw	throw(s)	threw	thrown
To draw	draw(s)	drew	drawn
To sew	sew(s)	sewed	sewn

To saw	saw(s)	sawed	sawn
To mow	mow(s)	mowed	mown
To sow	sow(s)	sowed	sown
To fly	fly/flies	flew	flown

Rule: Verbs ending in –ow change o to –e in the simple past and add n to the infinitive form to get the past participle. Fly, draw and its deriving words follow the same rule but draw keeps –a in the past participle.

Verbs ending in –aw (except draw...) –ow or ew preceded by s or m use - ed to form their simple past tense but add n to their infinitive to get the past participle.

I.12. Group twelve: Verbs that change –i in –ou in the past and –a in –oo.

Infinitive	Simple Present	Simple Past	Past Participle
To bind	bind(s)	Bound	bound
To find	find	found	found
To wind	wind(s)	wound	wound
To grind	grind(s)	ground	ground
To stand	stand(s)	stood	stood
To understand	understand(s)	understood	understood
To withstand	withstand(s)	withstood	withstood

Rule: Verbs ending in ind change i inou and a in oo.

Remark: The last three verbs have their past in – ood, but with other members of the group, share the same final consonant (-d) in infinitive as well as in the past.

After a deep analysis of irregular verbs characteristics, we have drawn fourteen groups or families. However for the sake of economy and other requirements, in this article, we have dealt with twelve groups. Each of them is different from others but some share similarity in some aspects.

II. LESSONS ON IRREGULAR VERBS

To guide the teacher on preparing and teaching irregular verbs, we have dealt with two model preparations. They are simply a teachers' guideline on how to teach irregular verbs effectively.

II.1. LESSON ONE

Teacher: Kanikal'Or
School: Institut Matondo
Class: 2nd Form
Time: 10:00

Preceding lesson: Grammar
Branch: English
New subject: Irregular verbs
Aim: At the end of my lesson learners will be able to master and use irregular verbs in sentences.
Reference: First Book, P. 210-211

TIMING	METHODS AND PROCEDURES	MATERIALS
2'	<p>WARM-UP:</p> <p>T: Good morning class!</p> <p>T: How are you?</p> <p>T: My name is Kanika and yours?</p> <p>T: (Pointing to P2) and yours?</p>	<p>P: Good morning Sir!</p> <p>P: we are ok.</p> <p>P1: My name is Moke.</p> <p>P2: I'm Ngawa.</p>
3'	<p>I. RECALL:</p> <p>What did we study before yesterday?</p> <p>T: Ok. Put the underlined verbs in the simple past tense.</p> <p>I ask pupils to put some underlined regular verbs in the simple past tense.</p>	<p>P3: We studied regular verbs.</p> <p>T: Put the underlined verbs in the simple past tense:</p> <ol style="list-style-type: none"> 1. I <u>play</u> football. 2. The teacher <u>works</u> from 6:00 to 12:00. 3. Pupils <u>dance</u> during the party. <p>P:</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. I <u>played</u> football. 2. The teacher <u>worked</u> from 6:00 to 12:00. 3. Pupils <u>danced</u> during the party.
15'	<p>II. PRESENTATION:</p> <p>T: Apart from regular verbs, what is the other kind of verbs?</p> <p>T: Today we have a</p>	<p>P4: We have irregular verbs.</p> <ol style="list-style-type: none"> 1. The farmer <u>cut</u> the trees in his field (S. past)

15'	<p>grammar lesson on irregular verbs: verbs that do not change in the past forms. Pupils repeat it before I write the title on the board. They write the title in the school diaries. After that I utter the first sentence in which an irregular verb of the day lesson is included. Pupils repeat it individually, then in chorus before I write it on the chalkboard. I proceed this way with other model sentences; three in the simple past, three others with the past participle. Then, I help learners to get other verbs of the same group and draw out the general rules.</p>	<ol style="list-style-type: none"> 2. The farmer has <u>cut</u> the trees in his field (past participle) 3. The teacher <u>let</u> his pupils go outside (S. past) 4. The teacher has let his pupils go outside (past participle) 5. Young people <u>hit</u>elders 'ideas. (S. past) 6. Young people have <u>hit</u> elders' ideas. (past participle) <p>Learners (with teacher's help): in general, verbs of a single syllable ending in -et, it, -ut (-urst), urt, -id, -ead, -ost, -ast, do not change in the past form.</p>
10'	<p>III. PRODUCTION</p> <p>By means of a list of verbs, I ask learners to make sentences with some irregular verbs of the day lesson.</p>	<p>Instruction:</p> <p>In sentences, use the following verbs to wet, to shut, to read, to hurt, to cut.... in the simple past and the past participle. e.g - Maria <u>shut</u> the door two days ago. (S. past) - Maria has <u>shut</u> the door. (past participle)</p>
5'	<p>IV. PRACTICE:</p> <p>I write an exercise on the board and ask pupils to work in group of three.</p> <p>V. NOTE TAKING</p> <p>I ask pupils to write model sentences, best sentences from learners and the rules written</p>	<p>T: (Instruction)</p> <p>With the verbs below, make sentences in the past tense and use the past participle (in the present or past perfect tense.)</p> <ol style="list-style-type: none"> a) to read b) to cut c) to thrust <p>e.g. a) He <u>read</u> an exciting adventure.(s. past) b) He has <u>read</u> an exciting adventure. (p. participle)</p> <p>T: Take your English copybooks and Write sentences and exercises written on the chalkboard.</p> <p>Don't forget the rules.</p>

	on the board	
--	--------------	--

II.2. LESSON TWO

Teacher: Mundenzila Jean
 School: Institut Mbwetete
 Class: 3rdForm Scientific
 Time: 9:10

Preceding lesson: Grammar

Branch: English

New subject: Irregular verbs

Aim: at the end my lesson, learners will be able to master and use irregular verbs in a context.

Date:

Reference: understanding and using English Grammar.
 P.64-68

TIMING	METHODS AND PROCEDURES	MATERIALS
2'	<p>WARM-UP :</p> <p>T: Good morning class!</p> <p>T: How are you?</p> <p>T: What's the date to day?</p>	<p>P: Good morning sir!</p> <p>P: We are fine.</p> <p>P: It is September, 10th, 2022.</p>
3'	<p>I. RECALL:</p> <p>I ask pupils to fill in the blank spaces with the correct form and form some sentences.</p>	<p>T: Fill in the blank spaces with the correct form and make a sentence with <u>Infinitives. presents. Past p. part.</u></p> <p>To sweep - - -</p> <p>To sleep - - -</p> <p>To mean - - -</p>
15'	<p>II. PRESENTATION:</p> <p>Two sentences on the board.</p> <p>1. I decided to work hard</p> <p>2. I wrote a letter to my father.</p> <p>T: What are verbs in the two sentences?</p> <p>T: Ok. What is the difference between the two verbs?</p> <p>T: Very good.</p> <p>The learners repeat and then, I write the title on the chalkboard. I produce</p>	<p>P1: The two verbs are decided and wrote</p> <p>P2: The first is regular but the second is irregular.</p> <p>T: Today we have a grammar lesson on irregular verbs that take -o in the simple past tense and (e)n in the past participle.</p> <p>1. I <u>drove</u> a car two years ago (s. past)</p>

15'	<p>the first model sentence, ask learners to repeat individually, then in chorus before I write it on the board. The same procedure will be used with other sentences. By means of question- answer, model sentences are analyzed. After that I help learners to get verbs of the same class and find out the general rules.</p> <p>III. PRODUCTION From a list of verbs I ask pupils to make sentences</p>	<ol style="list-style-type: none"> 2. the I have <u>driven</u> a car (p. participle) 3. My father <u>wrote</u> me a letter (s. past) 4. My father has <u>written</u> me a letter (past participle) 5. Students <u>spoke</u> in English (s.past) 6. Students have <u>spoken</u> English (past participle) <p>T: - When –i is followed by t (e), i becomes – o in the simple past but another –t and –en are added to the infinitive to form the past participle. Likewise, when d(e) is preceded by i or ea, these vowels change into-o in the simple past but another d and en are added to make the past participle.</p> <p>- When ea is followed by r, ea changes into o and n added to get the past participle. If ea or i is followed by ve, ea or i changes into o and –en added to get the past participle. When ea is followed by k or l, ea changes into o in the s. past and – en added to it to form the past participle. E.g. break – broke - broken.</p> <p>- When – ake is preceded by s, sh or t, a becomes – oo in the simple past but –en added to the infinitive form to get the past participle.</p> <p>e.g. to take - took - taken to shake - shook - shaken</p> <p>Zorinhotook his computer some weeks ago (S.past) Zorinho has <u>taken</u> his computer. (past participle)</p> <p>T:instruction: Referring to the following list of verbs (to ride, to arise, to wake to rise, to strive)make sentences in the simple past tense and with the past participle e.g The teacher <u>arose</u> an interesting question (s.past) The teacher has arisen an interesting question</p>
-----	---	---

10'	<p>IV. PRACTICE: Exercise: Make sentences with the following verbs. (see instruction)</p>	<p>Instruction: With the following verbs to speak, to wear, to write, to break, to forget, make some sentences in the simple past and use their past participle too: (pair work) e.g: I <u>spoke</u> Lingala before entering the room I have <u>spoken</u> Lingala...</p>
5'	<p>V. NOTE TAKING I ask pupils to write irregular verbs written on the chalkboard and sentences.</p>	<p>T: Copy down the sentences written on the chalkboard and the rule</p>

From the prepared lessons, we notice that the preparation of irregular verbs follows the steps of a grammar lesson. As other grammatical structures, preparing, teaching and learning irregular verbs become now part of classroom activities though Betty, Sc. (1981) quoted by Berne, F. (2005: 69) noticed that “native speakers find some of these verbs troublesome to be learned”.

The skillfulness of the teacher will help to design and adapt teaching on the basis of learners’ level. To facilitate drawing out rules by learners, it is better to list verbs according to their common spelling (eg sweep, weep, creep, sleep...) as it appears in this dissertation. Learners can work individually, in pairs or groups

CONCLUSION

Preparing and teaching irregular verbs were not actually part of teachers’ activities. To inverse and make them possible, we have deeply analyzed the structure of these verbs and their common inflections in the past. This procedure has produced the classification of irregular verbs in fourteen families. In each of them, though noting some exceptions, there is a regular shifting that is, the verbs of the same section follow a given rule in their inflection. To deduce and find out the rule, the teacher should attract learners’ attention on a deep observation of the common features within the group.

Some groups are larger than others. This is the case with a village in which all families do not have the same number of children. It does in no sense mean those who are numerous are more important than the smallest. Likewise, in irregular verb families, having long lists does not mean being more important. The usefulness of the verb depends largely on the frequency of its occurrence in communication. Apart

from the lists of irregular verbs we have inserted two model preparations of irregular verbs lesson.

REFERENCES

Alen, M. (1995), *Review of Verb Tenses*, The International Schools of Languages, FrankFurt.

Berne, F. (2005), *.First Book*, The International Schools of Languages, Frankfurt.

Betty, Sc. (1981), *Understanding and Using English Grammar*, Prentice Hall, London.

Franinkas, F. (2002), *Rapid Review of English Grammar*, Prentice Hall, Michigan.

Fries, C. (2004), *.Practical English Grammar*, the International Schools of Languages, FrankFurt.

Harry, P. (2005), *.Fundamentals of English Grammar*, Prentice Hall, London.