

The Ineffectiveness of Overt Input on the Problematic Grammatical Features of Tense Usage and Verb Conjugation for Native Arabic Speaking Learners of English for Academic Purposes (EAP)

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ABSTRACT

This study examines the effectiveness of the provision of specific input on the use of verb conjugation and tenses to preparatory students at Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia. This is a well-documented grammatical issue for native Arabic speakers, and was undertaken due to this factor, as well as the students under instruction having made numerous errors in their initial written work. Consequently, it was focussed on in the classroom, with the students' post-input formal writing compared with the production of students from another class, at the same level, who, in contrast, had not received specific input on this grammatical feature. The results conclude that such overt input has no discernible effect, due to the errors produced by both groups being extremely similar with reference to both quantity and cause, with verb conjugation and missing verbs featuring prominently for both groups, particularly the inability to use third person 's'. As a result, despite language acquisition being a gradual process, I will desist from focusing on this grammatical feature due to the lack of effect of the input, but, will continue to germane errors when providing feedback on student writing in order to provide a less explicit and time consuming focus on this issue, while attempting to improve grammatical accuracy.

INTRODUCTION

Grammar is at the heart of language learning, and has been "for centuries" (Folse, 2009, p. 1). Two prominent features are tense and aspect. Tense places an action or event in a specific moment, and the verb form has a major role in the indication of time (Cowan, 2008), while aspect expresses a language user's perspective with regard to the temporal course of an event, indicating how the speaker views the act (Kelin, 1994), with the two features complementing each other.

Tense can present learners with difficulty as verbs can appear in the base, past, past participle, present participle, and infinitive form. The issue is exacerbated by the irregularity of certain verbs, with some exhibiting internal vowel change, such as *write* for example (Folse, 2009), and, consequently, irregular verbs, if conjugated, have a tendency to be made regular, such as 'eated', for example (Al-Khatib, Malak, Sleiman, & Zadorian, 2012).

Unfortunately, for native Arabic speakers learning English, there is no one-to-one correspondence between the tenses of the two languages (Muftah & Rafik-Galea, 2013; Tucker, 2010). Consequently, it is common for grammatical issues to be experienced because the differences result in overgeneralization, first language (L1) interference, incomplete application and/or ignorance of grammatical rules and their restrictions.

This is the case with reference to Arabic speaking learners' acquisition of the present simple tense. It has proven to be problematic for Arab English learners, generally speaking, with the difficulty being attributed to the differences between the languages, though a lack of communicative language teaching and the lack of practice are also claimed to have played a part (Muftah & Rafik-Galea, 2013). Errors arise as the Arabic present tense functions to indicate both the English equivalent of the present continuous and the present simple tenses, resulting in the latter being overused at the expense of the former (Al-Khatib, Malak, Sleiman, & Zadorian, 2012). Furthermore, the present simple is used at the expense of the present perfect tenses (Aoun, Benmamoun, & Choueiri, 2010).

The aforementioned differences involve verbs in Arabic agreeing with subjects in person, number and gender. Consequently, apart from advanced learners, the ability to judge ungrammatical omissions of the third person singular -s was consistently at a level considered to be less than native, or even near native-like, in the same paper (Aoun, Benmamoun & Choueiri (2010).

In Arabic, the verb is pluralized when the subject is plural, and remains single when the subject is single. Consequently, learners tend to overgeneralize the rule by adding the plural

morpheme (s) to a verb when the subject is plural, and omitting the third person singular morpheme from a verb if the subject is singular, which illustrates the influence of Arabic linguistic structures on English, as commented on by Sabbah (2015), amongst others.

This was the case when judging errors regarding the third person singular present tense agreement morpheme –s, as well as a written production task, analysed for the same grammatical feature. It was apparent that the non-advanced level learners had difficulty mastering this grammatical feature, despite having studied English for 7 years. However, most errors were in written production, with omission, phonological similarity, incorrect use of suffixes, and substitution of a different tense and verb form, being the most common types, with these being claimed to be caused by first language (L1) interference (Muftah & Rafik-Galea, 2013).

Furthermore, in Arabic, inflectional affixes being added to words to indicate grammatical function is far more common than in English, which, in comparison, only shows a limited number of such features (Abdul-Halim, et al., 2015), with Arabic's temporal system being another difference which causes numerous errors, as it implements particles and adverbials with the verb form to indicate time (Abu-Joudeh, Assasfeh, Al-Shaboul, & Alshboul, 2013).

Verb conjugation is a well-documented issue, with Al-Buainain (2007), for example, listing 22 projects, such as Mahmoud (2002), in her introduction. The reason for its problematic nature is the different concepts of time between the English and Arabic languages. Similarly, in the study on English majors in Oman conducted by Al-Quran (2010), the students were discovered not to have developed a clear understanding of time, resulting in the production of numerous errors, despite the students in question having taken English courses conducted by native speakers in both grammar and writing.

In research conducted by Al-Khatib, Malak, Sleiman, and Zadorian (2012), there was found to be an absence of subject-verb agreement which was particularly problematic with reference to the irregular verb, *have*. Ezza's findings (2010) showed that most language problems in the student writing were with regard to both this, and tenses. However, outdated teaching methodologies and outdated material were also said to play a part, though the institutions in question, claimed that the students' shortcomings were caused by their inability to rise to the required level.

Difficulty is also experienced with the verbs *be* and *do*, as there are no Arabic equivalents, (Al-Jarf, 2000), with Arab EFL learners having been found to make more interlingual than intralingual errors (Alhaysony, 2012). Interlingual errors, also called *transfer* or *interference* errors, are due to the influence of a learner's mother tongue when learning a second language, while intralingual, as well as developmental errors, which are regarded as being closely related, are caused by the difficulty of the target language, and occur when learners have yet to acquire sufficient knowledge (Touchie, 1986).

Also, Ali (2007) noticed the omission of the third person singular present tense marker, and the omission of the verb

be, not to mention the misuse of verb forms. To compound matters, the perfective and continuous aspects are underused, as indeed, is the accurate use of irregular verb forms, as well as transformations requiring letter changes in addition to merely adding '-s'. Mukkatash (1978) also comments on the continuous and perfect aspects being particularly problematic for native Arabic speakers.

Similarly, Albalawi (2016) concluded that Arabic linguistic structures influence English, as, unlike English, the verb is pluralized when the subject is plural in Arabic, and remains singular when the subject is single. As a result, over-generalization results in the addition of the plural morpheme (s) to the verb, when the subject is plural. On top of this, it was found that students omit the third person singular morpheme (s) from the verb if the subject is singular. In this research, there were 1179 grammatical errors, with subject verb agreement accounting for 306 (26%). These were in relation to a plural subject not agreeing with a singular verb, and a singular subject not agreeing with a plural verb, as well as there being issues with the third person singular morphemes, and the plural morpheme s. Tense accounted for 224 (19%) errors, as well as there being 118 plurality errors and 59 regarding the use of the active voice and the passive voice. To compound this issue, Sabbah (2015) claims Arab learners do not produce the continuous and perfect aspects accurately, meaning an overuse of the present simple takes place due to verbs not being conjugated.

Furthermore, in Kambal's work (1980), Sudanese university student errors were found to be numerous with reference to verb formation, subject-verb agreement, and tense, with tense errors including the confusion of perfect tenses, subject-verb agreement featuring the incorrect form of *to be*, and the third-person singular marker used redundantly (as cited in Ngangbam, 2016).

Unfortunately, then, for Arabic-speaking learners, the present simple, the present perfect and the past simple tenses comprise approximately 80% of verb tense usage in academic writing (Swales and Feak, 2004), meaning that the bare infinitive, the third person, the past, and the past participle forms predominate.

A lack of a clear understanding of the existence of the English tenses was even apparent in Al-Quran's analysis of the writing of third and fourth-year Sociolinguistic English majors at an Omani university, due to the sheer volume of errors made. This was despite the majority of the students having taken the language courses on offer, including grammar, and an intensive two-semester English program in their first year, taught by native English speakers, in preparation for TOEFL, a graduation requirement (2010).

As well as this grammatical issue predominating, Arab learners also experience macrolinguistic English language problems in writing, such as illogical relations between sentences, run-on sentences, and poor paragraph development. Shehdeh (2014) believes is attributable to the classroom focus on correct language structures, spelling, and punctuation, as EFL teachers tend to find it easier to focus on the micro-linguistic level.

Input on verb patterns was also provided, as it has been claimed to promote understanding, accuracy, fluency, and

flexibility and contribute to the teaching of vocabulary, as well as grammar (Hunston, Francis, & Manning, 1997).

Therefore, tense usage and verb conjugation became the focus of this particular research project after it became apparent during the initial written task, that the students under instruction had issues with these grammatical features, despite, generally speaking, having received English instruction at school since their kindergarten years. This resulted in research being conducted to determine whether explicitly focusing on this problematic feature resulted in intermediate level pre-sessional students using this aspect of the language with greater accuracy, post-input, compared to students who had not received such input. This has been found to be the case with regard to the provision of input on prepositions (Morgan, 2014), but not articles (Morgan, 2017), or pronouns (Allen & Rochecouste, 1997).

FOCUS

Cowan (2008, p.350) comments on verb forms being ‘one of the two or three most difficult areas for English language learners to master’. As the students’ first attempt at producing written work seemed to support this claim, the research aimed to determine if the provision of input on this traditionally problematic grammatical feature resulted in a noticeable improvement in written accuracy for this homogenous group of language learners, to justify the time spent on its presentation and practice, at the expense of focussing on other material.

THE STUDENTS

The student body was wholly comprised of Arabic speaking Saudi Arabians undertaking their foundation year at Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia, which is conducted in English.

INPUT

A main objective of the course is to improve students’ writing skills. This involves the provision of input on text organization and essay structuring, as well as the development of grammatical accuracy, over 2 semesters. Though each is 15 weeks in length, input varies according to the students’ placement test performance. Those graded as beginners undertake a total of 540 hours of instruction over the academic year, with intermediate students studying for 480 hours and advanced students for 360 hours. In Semester 1, time is equally divided between all 4 language skills, reading, writing, speaking and listening, while in the second semester, e-learning English for Specific Purposes (ESP) and English for Academic Purposes (EAP) are introduced, and total 6 hours.

The research was conducted in the first semester, during which the intermediate students in question are provided with 16 contact hours of General English a week for the duration of the 15-week term, before falling to 10 hours in the second semester to cater for ESP. The students were in the Faculty of Science, with the majority being in the Computer Science, Medical, and Engineering Departments.

Interpersonal learners were catered for with brainstorming and proofreading activities being conducted in pairs and/or small groups. Peer interaction was also encouraged during com-municative activities, in order to promote communicative competence (Sinha, 2014). Consequently, the learners were provided with the opportunity to collaborate before the pro-vision of feedback, as it has been shown that if learners are interested in a topic, it creates affective engagement, which, in turn, enhances learning (Brozo, 2005).

An authentic text was exploited to show how language operates in “‘the real world’ rather in the mind of a textbook writer” (Nunan, 1998, p.105), as over-reliance on the latter can result in language learning being made to be “...more, not less, difficult for learners” (p.105). Therefore, as well as using the coursebooks (McVeigh & Bixby, 2016; Ward & Gramer, 2016), music also featured, with *I Still Haven’t Found What I’m Looking For* by U2 (Hewson, 1987), for grammatical input in general, *Our House* by Madness (Foreman & Smyth, 1982), due to its focus on the third person, and *Driving in My Car* (Barson, Bedford, Foreman, McPherson, Smyth, Thompson & Woodgate, 1986), also by Madness, for its verb patterns. However, as commented on by Dirou (2016), music could be inappropriate in the Saudi Arabian context, so, the students were asked to listen to the songs at home, if they so desired, with the lyrics being analysed in the subsequent class, as well as a related reading (Wenner, 2005). The material in its entirety provided in the Appendix.

Data for the comparative analysis of the aforementioned effectiveness of the input on tense usage and verb conjugation was generated by the two classes writing an essay on the topic of their choosing, with the provision of choice incorporated to personalize material. This procedure was implemented in order to make the task humanistic, and, therefore enhance students’ motivation (Tomlinson, 2013). Consequently, 39 essays were submitted, comprised of 8,435 words, at an average of 352 words per essay. In the class which had been provided with input, as well as extensive feedback on this grammatical issue based on earlier tasks, 17 essays were submitted, totalling 3,925 words, at an average of 151 words per student. With reference to the students who had not been provided with input, 22 essays were submitted, at an average of 205 words, which resulted in the production of 4,510 words. The topics written on are shown in Table 1, below:

As well as the grammatical focus, the procedure also had the purpose of familiarizing the students with the format of an academic essay, and the provision of writing practice, which is needed, as Arabic students have stated a lack of focus on this skill, as well as the provision of limited feedback on their production (Abdulkareem, 2013).

RESULTS

With reference to the students who had received input on this grammatical feature, a total of 77 germane errors were noted, averaging out at one for every 51 words written. In comparison, the students who had not had specific input performed similarly, as an error appeared every 49 words, totalling 85. The error types are listed in Table 2 below:

Regarding the most common error types, the data can be further sub-divided. With reference to the missing verb, the statistics were dominated by *be* which accounted for 87.5% of the errors of the students in Group 1, and 66% for those in Group 2. For verb conjugation, the statistics are broken down in Table 3 below, and support Buckley (2004), who claims there is an overuse of the simple past tense, amongst other issues.

It should be noted that capitalization, and spelling errors, such as *tach* instead of *teach*, were not included in the statistics.

DISCUSSION

Though Storch and Tapper (2009) comment on the unfeasibility of focussing on all the language issues students have, I agree, in theory, with the philosophy of Chodorow, Gamon, and Tetreault (2010), which states that exposing learners to problematic features is the best way to develop their language skills, and that producing structures post-input can lead to an improvement in grammatical accuracy (Master, 1997, Nassaji & Fotos, 2004 and Morgan, 2014). This is why such germane input was added to the syllabus. However, the data generated in this instance failed to justify the inclusion of such a focus, due to the similarity in both sets of students' output. This is particularly relevant given the extent of the

material which needs to be covered, and the time available, while adhering to the schedule.

Consequently, as the supplementary activities did not significantly improve the students' production of this problematic grammatical language feature, I will not continue focussing on it. This is despite language acquisition being a gradual process and the possibility that the students had not been provided with ample time between the input and production for learning to have taken place (Tomlinson, 1998). Due to the possibility of a delayed effect, a follow-up project is earmarked to determine if this is the case, and if the participants' written grammatical accuracy, has, in fact, improved in the extended time since input was provided (Robinson, 2011). If, indeed, this turns out to be the scenario, then, the relevant supplementary material will be re-instated. Alternatively, I will look at exploiting a film or TV programme, for example, but this requires time to find something appropriate regarding the topic and the language, in a suitable time frame.

If no improvement is shown to have taken place in the long term, a more holistic approach will be implemented, which sees language as a whole, focussing on everything the learner needs to know to communicate effectively, and contrasts with the atomistic approach, currently undertaken (British Council, n.d.). For example, improving reading and conversational ability allows learners to express themselves in their writing (Ellis, 1999). It also provides a range of vocabulary, as a limited repertoire can result in repetition, while weakness in the interpersonal component may prevail, resulting in an inability to produce a coherent text (Halliday, 1985). Furthermore, Swain and Lapkin (1995) are of the opinion that cognition is very important, and that the production of an outline by a learner aids in focussing, and, if this is followed by brainstorming, it adds appropriate, relevant material to a writing task.

CONCLUSION

Due to the results of the research which showed the input on tense usage and verb conjugation having a minimal effect, I will discontinue focussing on this language feature in future courses due to the similarity in the number of errors made between the students who had received input, and those who hadn't, at least until further research is conducted

Table 1. Topics chosen

Topic	Students who had received input	Students who hadn't received input
Rural and urban life	3	12
Mobile phones	2	3
Education	3	1
Family and friends	3	-
Cars	-	2
Diet	1	1
Generational lifestyles	2	-
Airlines	-	1
Cameras	1	-
Computer games	-	1
Corruption	1	-
Countries	-	1
Voluntary work	1	-
Total	17	22

Table 2. The number and types of errors

Type of error	Number: *Group 1	Number: **Group 2	Total
Verb conjugation	52	54	106
Missing verb	18	24	42
Word form	3	4	7
Punctuation (lack of apostrophising)	2	1	3
Incorrect verb	0	2	2
The infinitive minus to	1	0	1
Incomprehensibility	1	0	1
Total	77	85	162

*Students who had received input, ** Students who had not received input

Table 3. Verb conjugation errors

Type of error	Number: *Group 1	Number: **Group 2	Total
Missing third person 's'	17	18	35
Use of the infinitive form, not the past form	23	4	27
Incorrect form of 'be'	2	8	10
Use of the gerund form instead of the infinitive	3	5	8
Use of the past tense instead of the infinitive (including the first conditional)	6	2	8
Redundant use of third person 's'	0	5	5
Use of the past tense instead of the infinitive	0	4	4
Use of the past tense instead of the past participle	1	3	4
Use of the infinitive instead of the gerund	0	4	4
Use of the past form instead of the gerund	0	1	1
Total	52	54	106

*Students who had received input, **Students who had not received input

to determine if intake has had a delayed effect, and whether performance improves with time (Robinson, 2011).

However, I will provide detailed feedback when errors arise in written output, as well as complimenting accurate production, in order to provide motivation and encourage the students to continue with their language development, as solely focussing on errors has been known to discourage and demotivate learners (Ellis, 2009). Finally, freeing up the time will also provide the opportunity to focus on the problematic, but overlooked, macrolinguistic issues mentioned.

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Author Query???

AQ1: Kindly provide author affiliation

APPENDIX

Ask and answer the questions. Write the person's name if they said "Yes, I..." Only write each person's name once.

Find someone who:	Name
1. is working towards a computing degree	_____
2. has done a grammar course	_____
3. knows what the passive voice is	_____
4. will be going straight home after class	_____
5. was studying last night	_____
6. is going to work hard on the course	_____
7. has got a good grammar book	_____
8. has been learning English for quite a while	_____
9. has used the <i>Study Centre</i>	_____
10. write your own: _____	_____

Language Analysis

<http://www.u2.com/lyrics/62> = lyrics

https://www.youtube.com/watch?v=e3-5YC_oHjE = song

In the U2 song *I still haven't found what I'm looking for* Bono sings the following:

- i. I have climbed highest mountain
I have crawled

*Can you also say: I have been climbing... and I have been crawling...
If so, what's the difference between the two types?*

- ii. I still haven't found what I'm looking for

*Can you also say: I haven't been finding...
If so, what's the difference between the two sentences?*

- iii. I have spoke with the tongue of angels

Which tense is this?

- iv. I'm still running

*Can you also say: I still run...
If so, how are they different?*

- v. You loosened the chains

*Can you also say: You were loosening the chains.
If so, what's the difference between the two?*

- vi. I believe it

*Can you also say: I'm believing it
If so, what's the difference between them?*

Discuss with your partner whether the following are correct or incorrect.

1. There are many tenses in the English language.
2. The continuous form is *to be plus verb + ing*.
3. The perfect is *had + past participle*.
4. All languages have the perfect and the continuous aspects.
5. The perfect looks back to an earlier time.
6. The continuous is used for an action happening over a period of time.
7. The continuous is used to link two times: the past to the present, the past to an earlier past, or the future to an earlier future.
8. State verbs (such as *believe*) are hardly ever used in the continuous form.
9. The perfect is limited in time.
10. The perfect is used for repeated actions.
11. The perfect is used for general time
 - actions or situations which happen all the time, repeatedly or any time in the present
 - finished actions/events and repeated happenings in the past.

Read part of an interview with Bono, and find examples of the perfect, continuous and simple.

The Rolling Stone Interview

By JANN S. WENNER

On the first weekend of October, I visited Bono in Cancun, Mexico, where U2 were on a weeklong break before the second North American leg of the band's Vertigo Tour. Bono and U2 drummer Larry Mullen Jr. were both there with their families -- in fact, it was Elvis Mullen's tenth birthday that weekend, and a barbecue was planned at the house Bono had rented on the beach, where he, his wife of twenty-three years, Ali, and their four children were staying.

With a storm gathering outside, Bono and I retreated to the bedroom where we sat down to begin our conversation. We started at noon and talked into the evening, then started again the next morning. In all, we talked for more than ten hours. Anyone who has been to a U2 concert knows Bono's dramatic ability to tell a story and his sheer love of words. One on one, he is just as impressive, full of wit and charm. And he does love to talk. Two weeks later, the day before U2's fifth sold-out show at Madison Square Garden, in New York, Bono stopped up at the Rolling Stone office to spend an hour or two clarifying a few more points. "You're going to need an anti-Bono-lic when this is all over", he joked.

The story of Bono and his band is a story of commitment to one another -- after twenty-nine years, they remain a remarkably stable unit -- and to the greater causes of social justice on which Bono has staked his reputation. Bono gives us a vision of how tomorrow can be better than today. He appeals to something greater than ourselves. He tells the story of his life and struggles in terms everyone can understand. He speaks about faith in a way that even a nonbeliever can embrace. "The New York Times Magazine" called him "a one-man state who fills his treasury with the global currency of fame. the most politically effective figure in the recent history of popular culture."

<https://www.rollingstone.com/music/news/bono-the-rolling-stone-interview-20051103>

Form and meaning

There is no one-to-one correspondence between form and meaning. Despite their names, verb forms are used to for different times and kinds of events or states.

Simple Present

Tick the appropriate time and match the sentences with the following functions:

future time clauses	fiction/stories	instructions	routines
sports commentary	scientific facts	jokes	reporting verbs: recent past
personal timetable/schedule	permanent situations	newspaper headlines	
declarative verbs: saying is the action		public timetable/schedule	

Example sentence	General	Present at time of speaking	Past	Future	No time	Use/function
1. I usually go to my parents' house...						
2. You press the eject button and ...						
3. There's a train that leaves at 10am.						
4. The Earth travels at 107,000 km/hr.						
5. Josie and Sam live in London.						
6. Baker plays it up the line for Tolmey...						
7. Two boys die on mountain						
8a. Peter tells me ...						
8b. ..you start work on Monday.						
9. I'll definitely send one as soon as I arrive.						
10. There's this man in a swimming pool and he goes to the top of the...						
11. Clare becomes involved in a murder.						
12. I forgive you.						

The present continuous and the present simple.

What do the following sentences mean? Are the meanings the same? What are the differences? (Some examples are grammatically incorrect).

Oh dear! It rains.

Oh dear! It's raining.

I live in Oxford.

I'm living in Oxford.

I usually go to work by bus but this week I take the car.

I usually go to work by bus but this week I'm taking the car.

I play the piano.

I'm playing the piano.

I think so.

I'm thinking so.

Where do you go for your holiday?

Where are you going for your holiday?

I don't feel well.

I'm not feeling well.

Does the meat smell off?

Why are you smelling the meat?

What do you think of the play?

What are you thinking about?

Identification of Tenses

Identify the underlined tenses from a U2 interview.

- ...he (Bono) manages (1) to straddle between the rock stadium and the politician's ear.
- ...the band (U2) of 25 years has survived (2)...
- He (Adam Clayton)'d grown up (3) in East Africa...although he was (4i) the only one in his class who spoke (4ii) Swahili, he couldn't speak (4iii) Gaelic.
- The Edge was saying (5) how Bono is different from other people.
- "I am hitting (6) a note a man my age shouldn't be hitting," he (Bono) says.
- "What will the young people make (7) of it" (*the song 'Sometimes You Can't Make It on Your Own?'*) he laughs.

Verb Forms

Complete the grid

	simple	continuous	perfect	perfect continuous
present				
Past		I was speaking		
Future			She will have spoken	

State verbs

These are hardly ever used in the *continuous form*.

When they are used, it is to emphasize change:

The water's tasting better today.

State verbs can be categorized.

Mental/Emotional states

believe	doubt	feel (opinion)	imagine	know
dis/like	love	hate	prefer	realise
recognise	remember	see (understand)	suppose	think (opinion)
understand	want	wish		

Senses

appear	hear	look (seem)	see	seem
smell	sound	taste		

Communicating/causing reaction

agree	astonish	deny	disagree	impress
mean	please	promise	satisfy	surprise

Other

be	belong	concern	consist	certain
depend	deserve	fit	include	involve
lack	matter	measure	need	owe
own	possess	weigh		

DAILY ROUTINES**Introduction**

- Listen to the teacher tell you about his/her typical day, and ask questions when s/he's finished.
- Tell your partner what you do on a day you come to class **or** a day on the weekend, and ask each other questions about it.

Begin by saying:

"I get up at.

Having watched and/or read the lyrics to 'Our House' by Madness., tell your partner your answers to these questions:

- Is it like your home? Why (not)?

http://www.youtube.com/watch?v=KwIe_sjKeAY = Video

https://www.google.com.sa/search?safe=strict&dcr=0&source=hp&ei=B9FWWsGjHM20kwXR2YuYAg&q=madness+lyrics+our+house&oq=madness+lyrics+our+house&gs_l=psy-ab.3.0j0i22i30k1.3455.10380.0.10900.25.11.0.13.13.0.272.1939.0j6j4.10.0.0.1c.1.64.psy-ab.2.23.1988.0.46j35i39k1j0i131k1j0i46k1j0i10k1.0.5Ls2S13SisM = Lyrics

Are the sentences below about the mum, the dad, or their child?

s/he needs a rest	s/he can't hang around
s/he's house-proud	nothing ever slows him/her down
s/he gets up late for work	s/he has to iron his shirt
s/he sends the kids to school	s/he sees them off with a small kiss

Follow-up

- Now talk about what your friend, or a family member, does most days.
You could begin by saying: "He gets up at.

Grammar

Let's look at some of the words of the song:

"Father gets up late for work".

- When does he get up late for work?

"She sends the kids to school".

- When does she send the kids to school?
- In the present simple, how is *he* and *she* (and *it*) + verb different to *I*, *you*, *we* and *they* + verb?
- How do you make questions?
- How do you make negatives?

Ask and answer questions with your partner about a member of your family. First, say who the member is. For example, "I'm going to answer questions about my dad".

Which words are regularly used in the present simple?

Make a list. For example, *regularly*.

Writing

Write about a member of your family's day.

Don't say who it is as your partner has to guess.

Try and use some of the words from the previous page.

Hobbies

What are your hobbies? What do you like doing in your free time?

Listen to the song, or read the lyrics, and make a note of what the band like doing

<http://www.metrolyrics.com/driving-in-my-car-lyrics-madness.html>=Lyrics

https://www.youtube.com/watch?v=rV1_7R_3cXA= Video

What is their hobby?

When do they do it?

Driving in my car follows the verb pattern: *-ing as the subject of a sentence*

I like driving in my car has the following: **Verb + verb + ing**

My hobby is reading and travelling. Read the extract from one of my favourite books and notice the verb patterns which are in **bold**.

ANT EGG SOUP: The Adventures of a Food Tourist in Laos



by Natacha Du Pont De Brie



Introduction: How I Became a Food Tourist

I'm not a chef and I'm not a journalist. I'm just a greedy romantic who was transported by an idea and **went to discover** more. I **adore** food in every way: **looking** at it, **smelling** it, **tasting** it, **reading** about it and **talking** about it. As long as it tastes good I'll **tuck** into anything from tinned baked beans to saffron-scented sea urchins. I **love discovering** new tastes and ideas; it fills me with joy and excitement. And I **love travelling**, so I've combined the two and become a sort of 'food tourist'.

While others **are lying** comatose on the beach, I'll **be grilling** people on **where to find** the best indigenous restaurants and cafes. Like a mad person, I'll **get** up at six in the morning **to photograph** exotic fruit displays **whilst snacking** on local fast food delights. And I'll **trek** for hours, and I mean hours (or even days if it's a really good lead), in search of a good lunch.

I started young. I was born in Paris, the gastronomical capital of the world – how **could I not be** affected? My mother, my sister and I lived in the village of Mountainville and my first memories are of the kitchen. I **remember sitting** in my high chair amidst a whirl of aromas **whilst being** fed little titbits **to keep** me happy as my mother skinned a rabbit and added lumps of chocolate to the casserole. The memory is blurry but the aromas are fixed in my mind. I still have evocative dreams **of eating** in France, outside in the warm evening.

Laos is still a desperately poor country, heavily dependent on foreign aid and hampered by an archaic infrastructure. But after years of near seclusion, Laos has remained unsullied **by polluting** industrialisation and has not been infiltrated by modern Western culture. If the country had **managed to maintain** its unique identity in the face of globalisation, then surely its cuisine had too. I **had to go** there. So, I **found** myself on the banks of the Mekong **drinking** Lao beer with *Traditional Recipes of Laos* wedged into the rucksack at my feet, **ready to start** my favourite hobby.

Verb patterns

Verb + verb + ing

adore love remember

Verb + object + verb + ing

find

Verb + to + infinitive

go (went) manage

Infinitive of purpose (the reason why people do things: *in order to*)

I'll get up at six in the morning to photograph exotic fruit displays

... whilst being fed little titbits **to keep** me happy

Verb + infinitive (*without to*)

modal verbs (will, could) have to

-ing form as the subject of a sentence

grilling

Preposition + verb +ing

whilst of by

Interrogative conjunctions (how, what, where, who, when, whether) + to + infinitive
 ...on **where to find** the best indigenous restaurants and cafes.

Adjective + to + infinitive
 ready

Present continuous
 ...others **are lying**

Future continuous

I'll be grilling

Analysis: *Are both sentences in each pair correct? If so, is the meaning the same?*

I remember staying there.

I remember you staying there.

Did you hear her explaining the reason?

Did you hear her explain the reason?

I regret moving you.

I regret to move you.

I watched him cook.

I watched him cooking.

I enjoy travel.

I enjoy travelling.

Your room needs to be cleaned.

Your room needs cleaning.

I look forward to coming here again.

I look forward to come here again.

Remember to write down the number.

Do you remember writing down the number?

I intend to stay.

I intend staying.

I advise making a reservation.

I advise to make a reservation.

I love swimming.

I love to swim in the evenings after a hard day's work.

Criticizing is easy.

To criticize is easy.

I suggest that you move to a hotel nearer to the sea.

I suggest move to a hotel nearer to the sea.

Infinitive forms

Verb + to + infinitive

Verb + infinitive (without to)

Verb + object + to + infinitive

Verb + object + infinitive (without to)

Infinitive of purpose

Adjective + to + infinitive

Interrogative conjunctions (how, what, where, who, when, whether) + to + infinitive

That-clause

-ing forms

Verb + verb + ing

Verb + object + verb + ing

-ing form as the subject of a sentence

Preposition + verb + ing

A LIST OF VERBS AND THEIR PATTERNS

Verb + verb + ing (called the 'present participle', 'gerund' and '-ing' form)

admit	appreciate	avoid	consider	contemplate	
delay	deny	detest	dislike	endure	enjoy
escape	excuse	face	feel like	finish	forgive
give up	can't help	imagine	involve	leave off	mention
mind	miss	postpone	practise	put off	resent
resist	risk	can't stand	suggest	understand	

Verb + to + infinitive

afford	agree	appear	arrange	ask	attempt
bear	beg	begin	care	choose	consent
dare	decide	determine	expect	fail	forget
happen	hate	help	hesitate	hope	intend
learn	like	love	manage	mean	neglect
offer	prefer	pretend	promise	propose	refuse
regret	remember	seem	start	swear	trouble
try	want	wish			

Infinitive of purpose (the reason why people do things: *in order to*)

He went to the chemist **to buy** some medicine

Verb + infinitive (*without to*)

do	let	make	see	hear	feel
watch	notice	help	modal verbs (such as might)		

Verb + object + infinitive

(Some, such as 'advise', are used in other patterns)

advise	allow	ask	bear	beg	cause
command	compel	encourage	expect	forbid	force
get	hate	help	instruct	intend	invite
leave	like	mean	need	oblige	order
permit	persuade	prefer	press	recommend	request
remind	teach	tell	tempt	troublew	
warn	wish				

Verb + verb + ing OR infinitive

(Some meanings are the same; some are different)

advise	allow	attempt	can't bear	begin	continue
forbid	forget	go on	hate	hear	intend
like	love	permit	prefer	propose	regret
remember	see	start	stop	try	watch