

TO THE TEACHER

Lesson 2: To the Teacher

Key to traditional terms	
Base	Base
Ving	Present Participle
DTN	Past Participle
VxO	Simple Present (do)
VxS	Simple Present, 3 rd person singular (does)
VxD	Simple Past (did)

Lesson 2 looks at all of the forms of the verb, not just the BASE-PAST-PAST PARTICIPLE (go-went-gone) that we see in lists.

This books uses 6 forms. Other X-Word people prefer 5 and count the Base form and the VxO (simple) as one. I like 6 because in other languages there's a big difference between a base form and a present tense and it helps to have that reflected here.

DTN refers to the last letter of all past participles:

She has wantedd

He has sleptt

We have writtenn

VxO, VxS, VxD refer to the last letter of the X- Words that are "hiding" behind them.

VxO

VxS

VxD

like

likes

liked

I've adopted the abbreviations that are used by other X-Word people in their books. Originally the abbreviations in this book were Vb, Ving, Vpp, VnoS

In charts we grouped them into those that always appear with an X-Word:

Base Ving DTN

And those that have hidden X-words (do, does, did)

VxO VxS VxD

To practice:

Index cards: I use a list of the **50 most common verbs** from the BYU Corpus (see below) and sort them by pattern (a Korean student introduced me to this way of learning irregular verbs)

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1. Buy colored 4" X 6" index cards.
2. Write the infinitive of the verb on the front according to this scheme:
 Pink=regular verbs; Blue=ABB verbs (e.g., *make*)
 Yellow=ABC and ABA verbs (e.g., *go* and *come*); Green=AAA verbs (e.g., *cut*)
 They will get to know that Green are the "easy" ones, Yellow the "crazy" ones, etc.
3. On the back write each of the 6 forms of the verb.
4. More advanced students can do this for you.
5. Let students write the meaning in their own language(s) in one corner. (Don't worry, they will correct each other if there are any errors!)
6. With the teacher's help, they write a sample sentence.

Example:

<p style="font-size: 24px; margin: 0;">to go</p>	<p style="margin: 0;">Vb Ving DTN VxO VxS VxD</p> <p style="margin: 0;">go going gone go goes went</p> <p style="margin: 20px 0 0 0;">Alex went home after class.</p> <p style="text-align: right; margin: 0;">ir</p>
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Using the cards

These are great when you have an awkward amount of time to fill.

- In pairs or small groups, let one student be the teacher and prompt for each of the six forms of the verb. *The Vb?* "go" *Ving?* Going
- More advanced students can give an xword and the appropriate verb form, or a short sentence.
- Have the student teacher prompt with a Subject and X-Word. *I am?* "going"
They can? "go"
- Have the student teacher prompt with an X-Word and "negative," "Yes/No Question," or "Information question" *Should negative.* "He shouldn't be late."
- Have the student teacher ask for a sentence, negative sentence, etc.
- For a short writing challenge, shuffle the cards and give each pair of students 5 cards at random. Give them X minutes to write a story using as many of the 5 verbs as possible. (It doesn't have to make sense!) They can read them aloud. For fun the "silent" partner can hold up a card as the verb is read.

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The 50 most common Verbs
sorted by pattern

Regular	Irregular				
	ABB	ABC	ABA	AAA	8 forms
ask	1. have	1. do	become	let	be
believe	2. think	2. go	come	put	
call	3. say	3. get	run		
happen	4. make	4. know			
help	5. find	5. take			
like	6. tell	6. see			
live	7. feel	7. give			
look	8. leave	8. begin			
move	9. mean	9. write			
need	10. keep				
pay	11. hear				
play	12. hold				
provide	13. bring				
seem	14. sit				
show					
start					
talk					
try					
turn					
use					
want					
work					

ABB, ABC, etc. refer to the pattern of Vb-VxD-DTN
Example:
have had had → ABB
give gave given → ABC

Source: BYU Corpus of Contemporary American English <http://corpus.byu.edu/coca>

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To Be

To be is the only verb in English with 8 forms. Unfortunately, it's the first (and often the only) verb that many students learn. It's card has to be special in some way- color, decorations, glitter pen—whatever you have.

Have a sample sentence for each of the three uses:

X+Ving, X + describer, X + DTN (passive)

to be	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Vb</td> <td style="padding: 2px;">Ving</td> <td style="padding: 2px;">DTN</td> <td style="padding: 2px;">VxO</td> <td style="padding: 2px;">VxS</td> <td style="padding: 2px;">VxD</td> </tr> <tr> <td style="padding: 2px;">be</td> <td style="padding: 2px;">being</td> <td style="padding: 2px;">been</td> <td style="padding: 2px;">am</td> <td style="padding: 2px;">is</td> <td style="padding: 2px;">was</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="padding: 2px;">are</td> <td></td> <td style="padding: 2px;">were</td> </tr> </table> <p style="margin-top: 10px;">I <u>am</u> studying.</p> <p style="margin-top: 5px;">She <u>was</u> a good student.</p> <p style="margin-top: 5px;">He <u>was given</u> a prize by the college.</p>	Vb	Ving	DTN	VxO	VxS	VxD	be	being	been	am	is	was				are		were
Vb	Ving	DTN	VxO	VxS	VxD														
be	being	been	am	is	was														
			are		were														

A couple of things about "to be":

- The "s" endings are still "strictly singular"
- In more advanced verb phrases, **be**, **being**, **been**, and **have** are used as middle X-Words. → *Our super should have painted our apartment two years ago.*
- There's always a be + DTN in a passive construction→
- *Our apartment should have been painted (by the lazy super) two years ago.*