

VERB CHOICES AND VERB FORMS

DYAD

LEARNING PROGRAM

STUDENT'S BOOK

Alice C. Pack



VERB CHOICES AND VERB FORMS

DYAD LEARNING PROGRAM

STUDENT'S BOOK

Alice G Pack

~~Brigham Young University~~
~~Hawaii Campus~~



NEWBURY HOUSE PUBLISHERS / ROWLEY / MASSACHUSETTS

NEWBURY HOUSE PUBLISHERS, Inc.



**Language Science
Language Teaching
Language Learning**

Rowley, Massachusetts 01969

**Cover design by Christy Pizzo.
Illustrations by Ron Safsten.**

Copyright © 1977 by Newbury House Publishers, Inc. All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the Publisher.

**Printed in the U.S.A.
ISBN: 0-88377-079-2**

**First printing: October 1977
5 4 3**

NOTES FOR THE TEACHER

The Student Dyad Program, using student interaction, clozure, and individual pacing, has many advantages for labs and large classes. It provides the opportunity for a student to participate actively, to receive immediate feedback of correct or incorrect responses after he has responded, and to proceed at a student-selected pace. It also requires social interaction and it provides a built-in incentive for completion of the program.

In the program, the dyads provide both a cooperative and a competitive environment. "Cooperative" because students work together to assist each other in advancing through the steps of the various categories; "competitive" because students strive to complete steps before a completion deadline (the end of the semester during the tryout period) and frequently they strive to complete a step or a category before their classmates. The dyads are also mainly transactional and are thus somewhat more akin to real life situations than many English Second Language programs. The student learns prepositions, pronouns, verb forms, etc. through a constant repetition within the sentence structure. Without focusing attention on syntax, this important aspect of the language is reinforced throughout the Dyad Program as the students read and produce the thousands of sentences that constitute this program. Word order is mastered by the constant iteration of simple (and occasionally complex) English sentence patterns.

Also, the student, in a friendly situation, may have some of the individual frustrations of language learning removed by seeing that others have many of the same problems and difficulties that he has—one of the benefits listed by psychologists in group process.

MATERIAL DESCRIPTION

The materials of the program consist of a corpus of language learning material divided into categories—prepositions and related forms, pronouns and related forms and articles and determiners; verb forms and verb

choices; coordinators, etc. Each of these categories has from ten to thirty-four steps, with each step having a minimum of six and as many as ten variant forms.

The steps consist of single sections having a series of unconnected sentences with fifteen cloze blanks in each section. Deleted items in the preposition category are preselected prepositions or related forms. For each blank, students select one from any two to six different stated prepositions, with review sections having unlimited choices. Deleted items in the pronoun category are preselected pronoun or related forms from various classes of pronouns, including subject, object, possessive, and reflexive. The review sections have unlimited choices from all classes previously covered. Deleted items in the verb forms category are choices of forms of *be*, *have*, *do*, and the modals. Deleted items in the verb choices category are preselected verb pairs, e.g. *do* and *make*, *lie* and *lay*, etc. The student's choice for cloze in all categories is determined by the context and syntax of the individual sentence.

PROCEDURAL DESCRIPTION

Students work in groups of two (dyads)—one in the role of tutor and one in the role of respondent. The copy with the correct cloze items listed at the side of the sentences is always for the tutor, and the one with the sentences with only their cloze blanks is always for the respondent, and both should be so used. In the student dyads, participants alternate as tutors and respondents. The program provides the answers, so it is not essential that the tutor know more about English than the respondent. When an odd number of students attends a session, the lab assistant or instructor acts as the tutor in one dyad.

In the operation of this program, students are assigned, when possible, to work with other students who are working in the same category and on steps near each other, with the assumption that a student tutor who had completed that step would have a good review, and a student tutor who had not yet reached that step would have a good preview and learning experience. However, it is not necessary that each member of a dyad even be in the same category. Each could work as a tutor on the respondent's program while acting as respondent on his own, thus alternating categories as well as steps. Again, both students would be learning English skills—either previewing new steps or reinforcing steps already mastered. The way through the program is through completion of the steps of each category of the program. The system is set up so any given student may be a tutor for some other student respondent either before or after he has completed the step the student respondent is on.

After the tutor and the respondent in a dyad receive their copies of the category, the respondent, holding the copy without the correct cloze

items, reads the first sentence aloud indicating clozure by filling the blank, or blanks, with the correct word, or words, indicated by the sentence itself. The tutor, holding the copy with the correct clozure items listed, reinforces the respondent's clozure selection when the sentence is read by saying, "mmhmm" with rising intonation [m]Mm] if the item is correct, and "mm-mm" with falling intonation ['m]'mm] if the item is incorrect (a nonthreatening reinforcement). If the clozure item is incorrect, the respondent again reads the sentence with another selected clozure item. Students alternate as respondent and tutor in each dyad after a respondent has read all of the sentences with their clozure items in one section. Each dyad continues with alternate pages of the same step until one student makes an error-free set of responses on one of the variant forms. (The criterion for determining an error-free set of responses is the completion of a section of fifteen items without any errors on a single complete reading.) Then the student completing the step advances up one step in the program. Upon the completion of one category—that is, finishing each step in that category with an error-free page on a single complete reading—a student proceeds with another category. Students work through each category of the program step by step, from the first to the concluding step. A student may pass as many steps as he is capable of passing in any one session, or he may remain on one step for several sessions. He stays on a step until he completes a fifteen item section without an error for that step.

There may be additional choices for some of the clozures but the preference in the author's dialect is given.

VERB CHOICES

Verb choice cloze is confined to the choice between verbs which students often confuse when confronted with the selection of the correct lexical item. Many students have problems deciding whether to use *do* or *make*. They also confuse the verbs *take* and *bring*. Nearly all English second language students, and many native speakers, have trouble with *rise* and *raise*, *sit* and *set*, and *lie* and *lay*. *Bite* and *sting* have been included because Japanese students, especially, have problems as both of these are often equated with their word for *puncture*.

STEPS

- | | |
|---|---|
| 1. <i>Do</i> and <i>make</i> | 9. <i>Take</i> and <i>bring</i> |
| 2. <i>Go</i> and <i>come</i> | 10. <i>Get</i> , <i>make</i> and <i>do</i> |
| 3. <i>Lie</i> and <i>lay</i> | 11. <i>Say</i> and <i>tell</i> |
| 4. <i>Sit</i> and <i>set</i> | 12. <i>Want</i> and <i>need</i> |
| 5. <i>Rise</i> and <i>raise</i> | 13. <i>Want</i> and <i>like</i> |
| 6. <i>Bite</i> and <i>sting</i> | 14. <i>Want</i> , <i>need</i> and <i>like</i> |
| 7. <i>Know</i> and <i>understand</i> | 15. <i>Look</i> , <i>watch</i> and <i>see</i> |
| 8. <i>Come</i> , <i>go</i> and <i>leave</i> | 16. <i>Listen</i> and <i>hear</i> |

1 A



She ---- the dress herself. At first I ----n't believe she could ---- it.

If he'd ---- his homework when it was first assigned, he'd probably ---- better grades.

He always ---- things well, and so ---- his parents.

She ---- good grades in school, and ---- a lot to help others too.

If you ---- your work promptly, I'll ---- a cake for dinner.

He ---- many things well, and so ---- his parents.

The children ---- a lot of noise during the meeting.

He was happy he ---- the team.

He ---- the best he could.

1 B

He ---- well in the tryouts and ---- the first team.

What ---- you so unhappy here?

She ---- a cake for the boy's birthday.

He ---- a bird nest of folded papers.

He always ---- that to get attention.

It ---- no difference to me which class he takes.

He usually ---- what is right.

He ---- some little animals out of the scrap lumber.

He ---- a good choice.

Usually the teachers ---- their best to help the students.

If we ---- what's right, we won't have to ----
apologies for our actions.

He frequently ---- many things that ---- his mother happy.

1 C

I ---- my bed every morning while I was there.

She ---- her homework before it's due.

He ---- more money than I ---- now.

He ---- a paper bird by folding a sheet of paper.

She ---- very well in school; in fact she ---- all
A's last semester.

I cook the meals and she ---- the dishes.

She said she could ---- the dress for you next week.

He said he would ---- a canoe for you if you would
find a good log.

He ---- what is expected of him.

What ---- he ---- for a living before he came here?

How much ---- he ---- last year?

She ---- all her own clothes.

1 D

He ---- many things with his money.

She ---- a sweater with the yarn.

He always ---- his homework every night and so ---- his
friends.

They ---- him president of the group.

He ---- the work all by himself.

He ---- the toy all by himself.

She ---- her own clothes.

He ---- some kites for the boys.

She ---- that all the time.

He said he could ---- the work himself.

He ---- several mistakes on the exam.

Their father ——— sure the boys understood him.

If you ——— your work well you will be paid well.

He has ——— all the work required for the course.

1 E

He ——— beautiful carved figures.

She ——— beautiful dances on the program.

She asked me to ——— her a dress.

Two and two ——— four.

They usually ——— their work well.

He often ——— that.

He needs to ——— the work again.

What ——— him do that?

We have finished our work; what should we ——— now?

He said he would ——— a copy for us.

He ——— a map for the tourists.

How many mistakes did you ———?

Every day she always ——— the dishes and then ——— her bed.

He only ——— what he is told.

1 F

He ——— friends easily.

I knew she would ——— a lovely dress because she
—— everything well.

They always ---- their homework.

He ---- his work well.

She ---- many friends while she was there.

When I see her ---- so many things well it ----
me feel small.

How many friends have you ---- here?

They have ---- several small models.

She ---- the models out of clay.

Why do you ---- that all the time?

She always ---- well in school.

Why do you ---- so many mistakes?

1 G

Her remark ---- me very happy.

His comments were ---- without too much thought.

He ---- me feel bad when he said that.

She ---- almost everything very well.

He's ---- that several times.

He's ---- several of those boats before.

I wish you'd ---- up your mind.

Would you please ---- this for me?

He ---- that all the time.

He ---- his homework yesterday.

If you think you can ---- it, why don't you try?

He ---- those all the time.

Let's ---- something different for our projects.

I want to ---- something of my life.

I want to ---- something during my lifetime.

1 H

He has ---- many mistakes in the past and will probably ---- some more.

One should ---- a plan and then see if he can make his plan work.

What ---- him do that?

The boys ---- a large kite.

He ---- me mad when he does that.

He is ---- his best.

Have you ---- your work yet?

If he has ---- all he can then we will ---- the rest.

When he wasn't able to ---- it, he quit.

How much of the work has been ---- on the project?

He ---- very well in the game.

He is working on his project, but he isn't ---- very well.

The boys certainly ---- a mess of the house.

1 I

She ---- her work every day.

What have you ---- to help your neighbor and what are you planning to ---- in the future?

You will have to ---- up your mind quickly.

If he ---- an error he will have to do his work again.

Mother ---- a pie for dinner.

Did you ---- your work?

He ---- better last year in school than he is ---- this year.

She ---- her little girl a dress yesterday and plans to ---- her another one tomorrow.

He told me that he was ---- his best to finish his project.

She ---- me promise that I wouldn't do that again.

Who is there among us who ---- everything right?

What did you ---- with my things?

1)

He ---- his work well.

He ---- all the furniture in this room.

She ---- costume jewelry.

They ---- their homework last night.

We ---- a lot of things today.

She usually ---- that job.

Mary ---- all her own clothes.

Bill always ---- the dishes.

He ---- a living selling insurance

She ---- a lot of mistakes on the exam.

Please ---- certain you haven't forgotten anything.

Bill always ---- his best.

Mary always —— the best she can.

How many items does that ——?

Please —— me a favor.

1 K

I have —— up my mind to do it.

He —— a model of the ship.

He —— well in his schoolwork.

She —— a lot of good for mankind.

I think they should —— away with all the red tape.

Your suggestion —— sense.

Mary —— the cooking.

He'll —— some excuse for being late.

The president —— the speech.

I wish she'd —— up her mind about it.

She —— things I couldn't do.

Please —— certain he's there.

We —— many things while we were there.

Have you —— your homework yet?

He —— without a lot of things.

2 A

go, come

She ---- here frequently.

They ---- to town yesterday.

We are ---- to town tomorrow.

He is ---- to see us tomorrow before he ----.

He said he was ---- to do it, but he hasn't done it yet.

He was here a short while ago, but he's ---- now.

Be sure and ---- to the show here tomorrow night.

I don't know where they have ----.

He ---- and goes at will.

Although he was late, he ---- over anyway.

How many people plan to ---- to our party?

Everyone is ---- to our school to see the play.

He asked me when I was ---- to the show with him.

She has ---- with him several times already.

2 B

Everyone in the family ---- to school now.

They usually ---- to all their meetings.

She has ---- to see them every Sunday since she came.

How soon do you think you can ---- over?

How many times have you ---- there?

How often do you ---- swimming?

He has ---- there several times during the past month.

She never ---- unless someone takes her.

How can we ---- if the car won't run?

They ---- immediately when she called.

They are ---- out in a few minutes.

I was ---- there, but I've changed my mind.

Several people ---- to the party last night.

The medical team ---- to many countries of the world on their last trip.

The mayor ---- out of his way to help the people of his city.

2 C

I'll ---- and take my sister with me.

He ---- to see us several times.

He ---- away last year, but he's ---- back.

He never seems to seek honors; they just ---- to him.

He always ---- to see me on Fridays.

She often ---- to see her other friends too.

He ---- to school every day during the semester.

First set a goal and then ---- after it.

He never ---- to class yesterday and didn't ---- today either.

Let's ---- to the show tonight.

Who is ---- to bring the food?

All things finally ---- to an end.

He ---- to Japan for his vacation.

2 D

He ---- to this place every year.

Where did he ---- yesterday?

He likes to go fishing when the tide ---- in.

She ---- to see us frequently.

Be sure and take all my things with you when you ----.

She likes to hunt for shells when the tide ---- out.

Here in the library, one must ---- in the front door and
---- out the back.

They ---- after the show started, stayed a few minutes, and
---- out before it was over.

He ---- to high school before he came here.

She ---- over to see her friend before she ---- over to
see me last night.

She'll be very unhappy when he ---- back to school.

2 E

I ---- to see her yesterday for the first time.

She ---- there frequently, but I have never been.

She often ---- over here to see me.

I'd better ---- and do what he wants.

He's not sure when he's ---- abroad.

They usually ---- here for their vacation, but occasionally
they ---- to the beach.

Let me know when he ---- in so I can see him.