

# VERB CHOICES AND VERB FORMS

# DYAD

## LEARNING PROGRAM

### STUDENT'S BOOK

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Alice C. Pack

Brigham Young University  
*Hawaii Campus*



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# 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, "mmnhmm" 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 clozure 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.

He ---- unhappy until he made some friends.	was
She ---- a great many opportunities in her life.	has had
He insisted that he ---- heard by the judge.	be
I would prefer that he ---- all the time he wants.	have
When we ---- young, we ---- happy.	were; were

## 22 G

I ---- not sure whether he will ---- there or not, as he hasn't ---- there lately.	am; be; been
If I ----n't sure I ---- right, I wouldn't make such a big fuss.	were; was
Their home ---- quite small, but they ---- building a new one.	is; are
Where ---- all the people last night?	were
He ---- with that company for a long time and will probably remain with them until he retires.	has been
There ---- a special meeting next Monday to decide who will ---- the next chairman.	is; be
When ---- he here last?	was
They ---- a hard time this past year.	have had (had)
One of the boys ---- sure to win, and one of the girls ---- already won one race.	is; has



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.

## 22 E

I would ---- glad to help if I ---- able to.

There ---- many changes around here since you left.

If I ---- the king I ---- give everyone a holiday.

The eggs ---- boiled for three minutes.

He is unable to come, but he ---- send a substitute.

When ---- you take your last vacation?

When ---- this store open in the morning?

Mother says I ---- go if I finish my work.

One of them ---- here since 1971.

It seems like we ---- here for years.

This paper ---- spots on it.

She ---- trying to reach you for hours.

They ---- a party when we arrived last night.

## 22 F

When he ---- a little boy, he was quite handsome.

I would ---- glad to help if I ---- able to.

When I ---- able to, I always went to the assembly.

They ---- living there for several years.

Sometimes he ---- some strange ideas.

Since you ---- there, why didn't you stop them?

If there ---- more people like him, the world would ----  
a better place.

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.

If I were asked to run it, I would insist that the crane ---  
a safety device put on it.

They --- their books now and can start the lesson.

--- he know what is expected of him?

She ---n't had that very long.

John --- several accidents this past year.

They --- surprised to hear the news.

One of the teachers --- absent for three days.

My mother and father --- there first.

The clerk asked if he --- help me.

## 22 D

He could --- a good student.

If he --- happy, he'd smile.

He --- problems before he came.

One of the boxes --- opened when it came.

We --- always had a car.

Mary --- never had time to do it.

Why --- they do things like that?

It --- written by her father last year.

He --- come whenever he --- get off work.

--- you finished your work yet?

I'm not sure I --- go without permission.

She --- able to do the work until she got sick.

See if the mail --- delivered yet; it should ---  
delivered before now.

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.

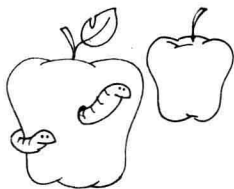
**1 E**

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.

## 22 B



Half of these apples ---- worms in them.

If I had been happy I ---- have stayed.

It ---- a blemish so they should sell it at half price.

The pictures will ---- taken tomorrow morning.

Half of the rice ---- weevils in it.

He ---- possibly decide to go if we buy him a ticket.

The theme ---- changed by the committee at the last meeting.

What ---- the instructions say about fixing it?

He ---- a man now and should ---- capable of making that decision.

She ---- many problems in her home.

I ----n't seen him lately; I don't think he ---- around for a while.

He ---- have tried harder.

The bananas ---- stolen by someone in the neighborhood.

## 22 C

He ---- have been here an hour earlier to go with the first group.

If you want the job you ---- have to be on time.

What ---- the rule book say about that?

I have often wondered what I ---- have done in that situation.

We ---- lots of time to finish our work before noon.

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.

If I ---- allowed to speak I'd demand that he ---- freed.

If he ---- here he'd change things.

## 22 A

## review of all forms given

Why ---- he always complain about things?

If he ---- powerful enough he would change the law.

Where ---- you while he ---- examined?

He knew he ---- have to do the work or he would be replaced.

What ---- the last conference accomplish?

I wish he ---- go to the conference.

I wish I ---- go with you, but it's impossible.

Some of them always ---- lots of problems.

The rocks ---- shaded all day long.

All the food had ---- eaten before we arrived.

He said he ---- go if he ---- possibly arrange it.

---- he always dependable?

He ---- have been there because he knows everything that happened.



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?