



Chapter 7.

Verbs and the Verb Group

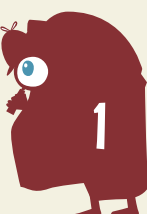
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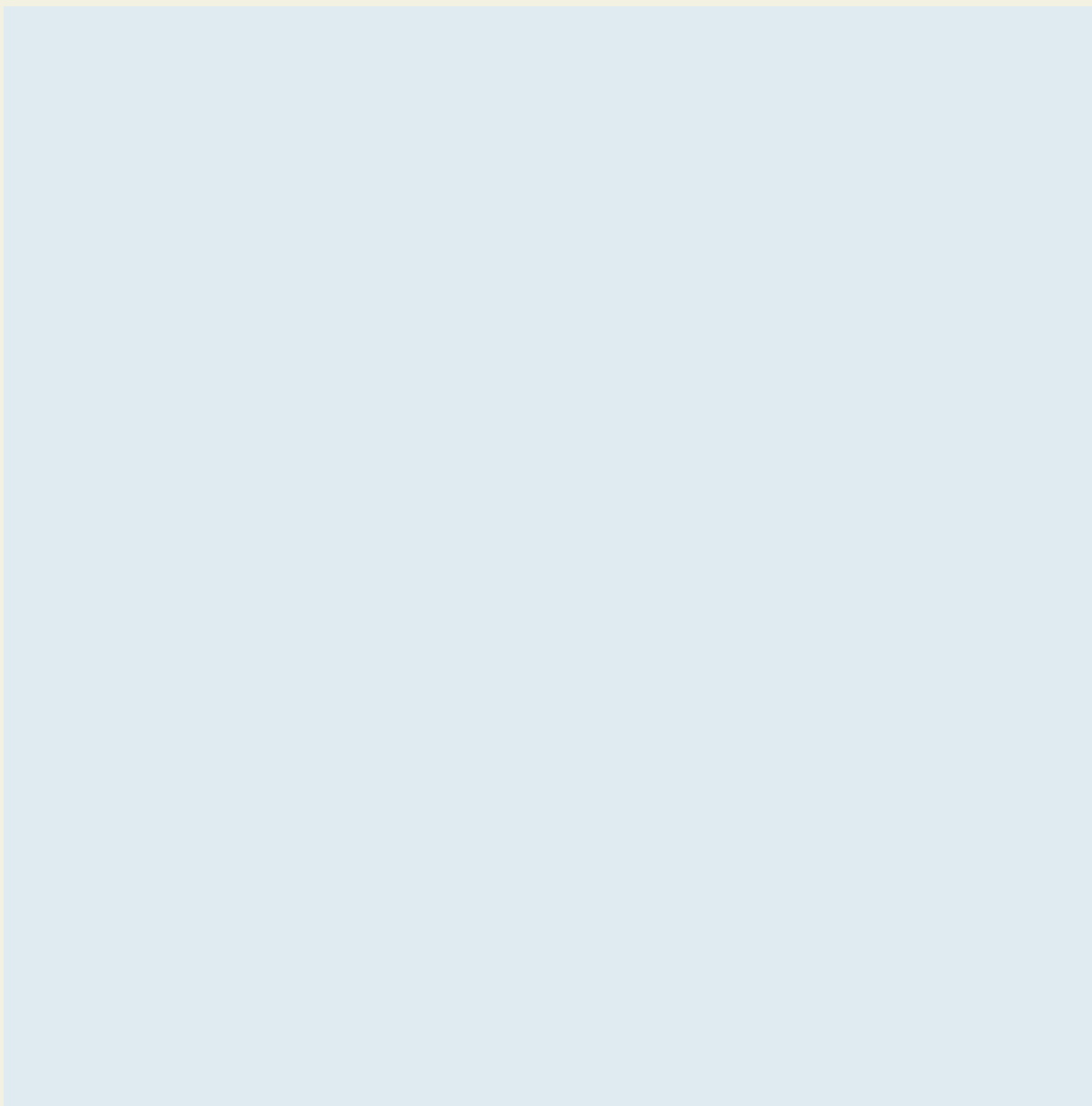
Verb group structure

Web activity 1

1. Identify the V/VGs in the following sentences and analyze them: make a list of the main verb (lexical verb) and another one with the auxiliary verbs (PrM). NB: Some sentences contain more than one VG.
 - a. *Mr Smith had taught at St. Patrick's School for 20 years so he was quite experienced.*
 - b. *He had been asked to teach 2y after spring.*
 - c. *He might well be highly intelligent, but he had certainly not got so many teaching skills.*
 - d. *Two weeks ago he had asked Mary to help Peter before the test because Peter did not know how to inflect irregular verbs.*



- e. *The teacher did not consider that this would be affecting Peter in the test.*
 - f. *It meant that Peter thought he had no chance at all without Mary's help.*
 - g. *He could not inflect the verbs because he had no confidence.*
 - h. *Therefore he was given a poor mark.*
 - i. *Would he not have done better without this advice?*
2. Did you notice that other words may split the VG in some of the examples in c, d, e, g and i?
3. Write some sentences yourself in which the VG is split. Can you find some patterns?
4. In the following sentences some students tend to consider the lexical verbs *began* and *appeared* as auxiliary verbs but they are not since these verbs mean enough by themselves and they e.g. need to be used with dummy *do* in questions and negations with *not* (see 7.2.1.2). How would you then analyse the parts after these verbs?
- a. *She began to become nervous.*
 - b. *Peter appeared to be guilty.*



Auxiliary verbs

Web activity 2

1. In the following sentences, decide if *be*, *have* and *do* are used as auxiliaries or lexical verbs. Match the sentence with the right description:

1. *He has not seen her for ages.*

2. *I hate doing the dishes.*

3. *He is an excellent teacher.*

4. *I don't like Mondays.*

5. *He is seeing her tomorrow evening.*

6. *He had a wonderful time yesterday.*

a. *Be* as a lexical verb.

b. *Be* as an auxiliary verb.

c. *Do* as a lexical verb.

d. *Do* as an auxiliary verb.

e. *Have* as a lexical verb.

f. *Have* as an auxiliary verb.

2. Write sentences in which you use *be*, *have* and *do* as lexical as well as auxiliary verbs and ask a fellow student to analyse them.



Contractions

Web activity 3

Find and decipher the contractions by writing two separate words in the following passage:

Mark won't do his homework for tomorrow. It's the first time so it's never happened before. He isn't bothered at all and he'd rather watch TV. He's decided that it's a waste of time because his teacher won't notice anyway. He'd better not tell his friends, though, because last year they ratted on Peter and Ronnie.

Web activity 4

Use as many contractions as possible in the passage and discuss why it would be appropriate to use contractions in this text:

Dear Diary

My mum has been giving me trouble lately. She is constantly hovering behind my back when I study at home. She will not let me do my homework on my own. She has probably realized that I did not study at all last year. I shall have to read a novel for tomorrow. I thought I had lost it, but now I have finally managed to find it. Really, it is so boring! She cannot make me read it. I do wish I would not have to read it. I told my mother that I did not like it. Do you know what my mum said about it? You will have to read it anyway.

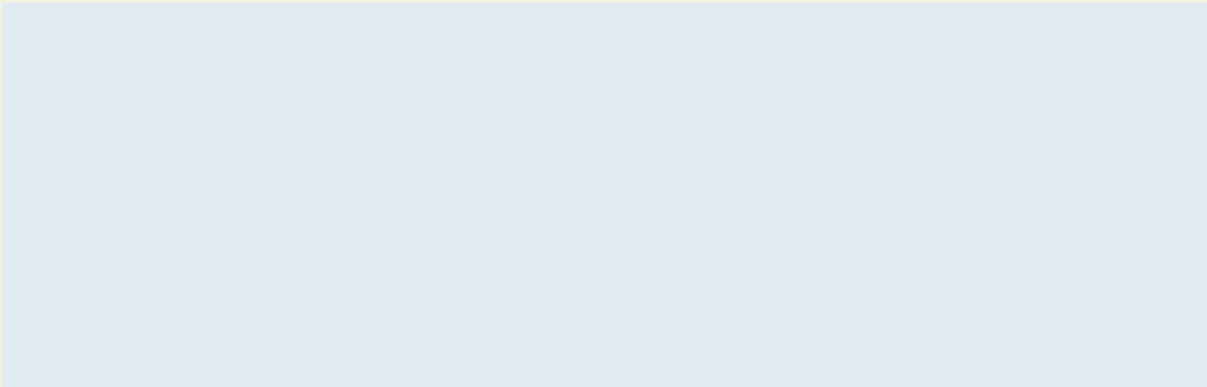
Web activity 5

1. Which of the following sentences contain contractions? Correct the mistakes.

- Its your own fault.*
- Peter has two sisters'.*
- We didden't do well in the test, but this does'nt mean that we do'nt learn English.*
- Peter write's English very well.*
- Hes a rich man.*
- She wont do the job.*

2. Discuss the exercises above from a teacher's perspective. When/how/why will you teach your learners about contractions?

- Will you also teach them about the genitive when teaching contractions so that they know more about apostrophes (why/why not)?
- Discuss advantages and disadvantages about telling learners not to use apostrophes other than in the genitive for a period of time even if it would be fine genre-wise?



Dummy – do

Web activity 6

The yes and no game (pair work)

Student A asks questions to student B who has to answer without saying *yes* or *no*. If he says *yes* or *no*, he has lost the game. Afterwards it is student B that should ask questions.

Web activity 7

Play 20 questions

In groups:

1. Decide a category: e.g. famous people, animals, films, authors, fruits etc. and write the names or the objects on small slips of paper (see ex. with famous characters and heroes below).
2. Give your slips to another group and receive a stack of slips from another group without looking at them.
3. Place the slips on the table and take turns to pick up a slip without showing it to your friends. Now you should pretend to be this person/animal/thing.
4. Your friends should ask *yes-no* questions to you to find out what your secret name/word is.
5. The person with the slip should answer with *yes/no* + the verb or *do/don't*.
6. The game is about winning the most slips.

Examples with famous characters and heroes (finish the slips in the table):

- a. *Do you exist in real life?* - *Yes, I do/No, I don't.*
- b. *Do you have special abilities?* - *Yes, I do/No, I don't.*
- c. *Are you a character in a film?* - *Yes, I am/No, I'm not.*
- d. *Do you live in the US?* - *Yes, I do/No, I don't.*

Superman				
Indiana Jones				
James Bond				



Web activity 8

Find someone who... (class task)

- Distribute the slips of paper between you so that each student gets one.
- You need to move around and talk to people to find 3 persons who can meet one of the demands. Ask each other suitable *yes-no* questions. When you answer, you must answer *yes/no* + verb.
 - "Do you like reading poetry?"*
 - "No, I don't"* or *"Yes, I do"*.
- When someone has found his three persons, he sits down, and the game continues until everybody has finished.
- At the end in a plenary session the teacher can check whether there was any demand that could not be met by anyone.

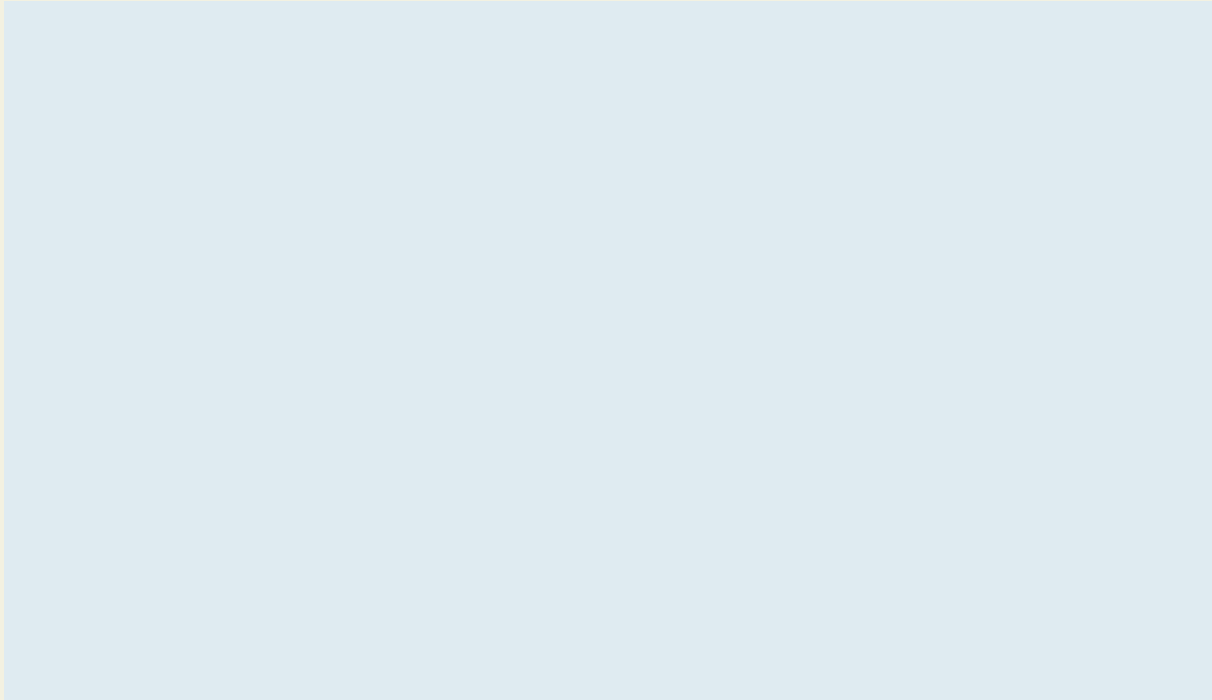
Find someone... <ul style="list-style-type: none"> who likes reading poetry who used to live in an English-speaking country who has a pet 	Find someone... <ul style="list-style-type: none"> who knows a joke in English who has just stopped smoking who can't swim 	Find someone... <ul style="list-style-type: none"> who can't whistle who drinks at least 6 cups of coffee a day who likes doing sports
Find someone... <ul style="list-style-type: none"> who went on holiday in an English speaking country last year who came here by bus who can hum the British National Anthem 	Find someone... <ul style="list-style-type: none"> who has never smoked who has taught English in a school who can read music 	Find someone... <ul style="list-style-type: none"> who uses the theories of learning styles in his/her classes who loves garden work who has not got a car
Find someone... <ul style="list-style-type: none"> who has a pet who plays a musical instrument who was punished at school 	Find someone... <ul style="list-style-type: none"> who thinks grammar is fun who can imitate Donald Duck whose hobby is tennis 	Find someone... <ul style="list-style-type: none"> who has been to London who believes in love at first sight who can ski
Find someone... <ul style="list-style-type: none"> who has been to Wales who rides a bike every day who did not watch TV last night 	Find someone... <ul style="list-style-type: none"> who knows more than three foreign languages who has his own blog who thinks he/she is a good cook 	Find someone... <ul style="list-style-type: none"> who likes to get up early in the morning who would like to publish a book who knows a famous person.
Find someone... <ul style="list-style-type: none"> who used to live in America who buys new clothes at least twice a month who watches satellite television 	Find someone... <ul style="list-style-type: none"> who likes going to the theatre who has at least two children who studied something else before teaching 	Find someone... <ul style="list-style-type: none"> who has had more than 4 different jobs who has never eaten a Mac Donald burger who bought a car recently.
Find someone... <ul style="list-style-type: none"> who sings in a choir who has never changed a nappy who loves the Beatles 	Find someone... <ul style="list-style-type: none"> who has relatives in Britain who likes giving lectures who used to live in Odense 	Find someone... <ul style="list-style-type: none"> who speaks Spanish who has worked in a hospital who has never been on a diet
Find someone... <ul style="list-style-type: none"> who went on holiday to the UK last year who speaks German every day who used to work in a restaurant 	Find someone... <ul style="list-style-type: none"> who plays the piano who looks forward to going to the dentist who loves watching sports on TV 	Find someone... <ul style="list-style-type: none"> who moved to a new place this summer who was not born in a hospital who doesn't understand French



Web activity 8

Group survey: What makes a good language learner and are you one?

1. First brain storm to find some criteria. Then write these in the grid below.
2. Decide who should find out about what.
3. Interview each other: E.g. *Do you speak English outside class? Yes, I do/No, I don't.*
4. Report to your group about your findings so that you can all complete the grid. E.g. it might be you could report the following finding: *We all speak English outside the classroom.*
5. Discuss how you could adapt this task to be used with learners and what they learn from it.



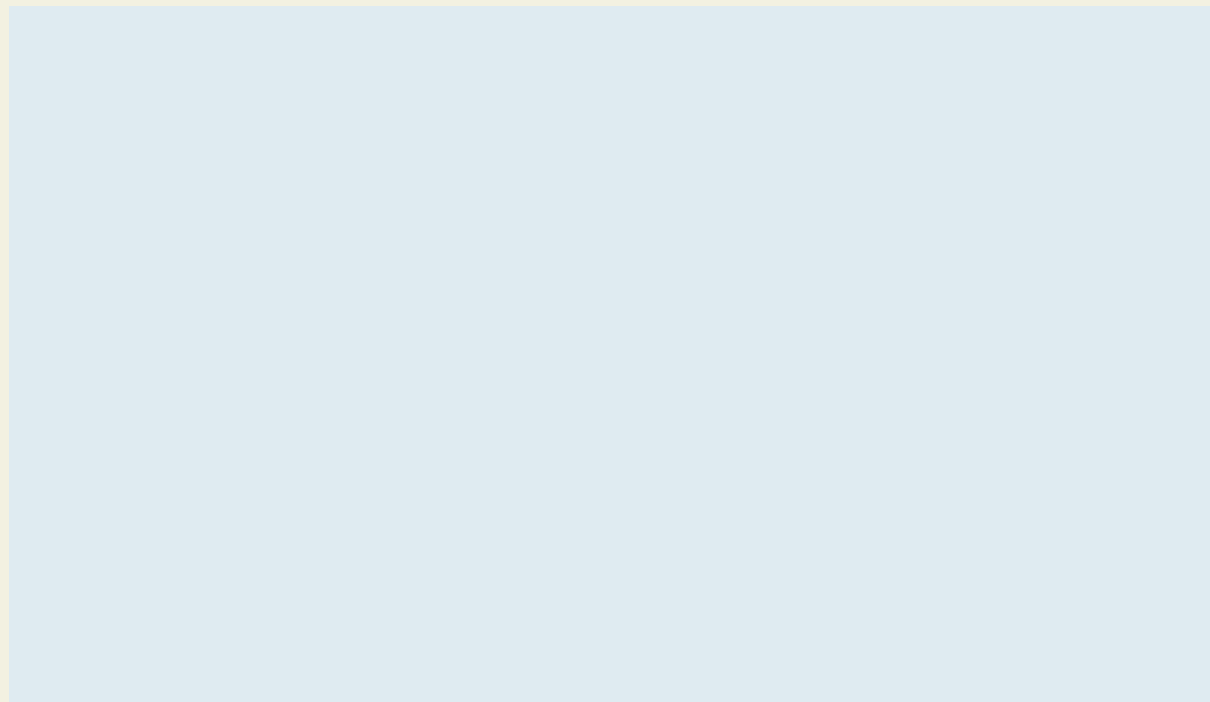
	Mary	Liza	xxx	xxx	xx	In total
Watch TV in English daily						
Work on your own writing problems						
Subscribe to an English magazine or newspaper						
Take risks even though you sometimes make mistakes						
Have many learning strategies						
Read extensively to enjoy and learn new vocabulary						



Web activity 10

1. Continue this list of food and beverages associated with the UK and the US:

cottage pie, Christmas pudding, kippers, cookies, pizza, lager, marshmallows, fizzy drinks, steak and kidney pie, ...



2. Interview each other to find out what the other person likes and why/why not.

3. Write small poems by using *I like* or *I don't like because...*

Web activity 11

Identify, correct and explain mistakes regarding dummy-*do* in the following sentences and afterwards sum up the main problems for Danish learners regarding *do*-support.

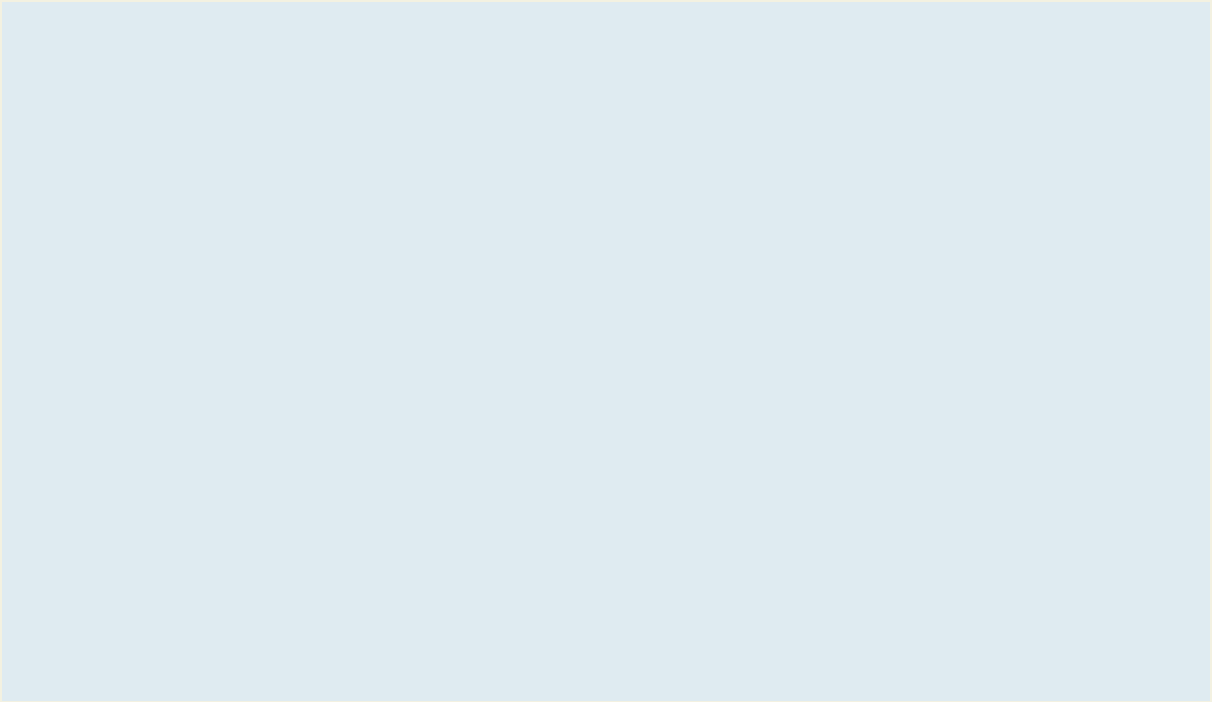
- a. *He didn't met his new class because he was ill.*
- b. *I went not to London with the rest of my class.*
- c. *Like you flowers?*
- d. *I talked to the old man and asked him if he did know where the famous painting was.*
- e. *He don't like Mondays.*
- f. *I looked at the doors and chose the first one. I did open it and went into the dungeon.*

Web activity 12

Discuss web activities 5-10 from a teacher's perspective:

- a. Concerning the exercises with *do*: Which use of *do* is used?
- b. Could you use the exercises with learners, if so when?
- c. Below is an excerpt of *Pit Stop #8*¹ with activities about *to do*.
 - Discuss what the learners learn about the MEANING and FORM of dummy-*do* and what you think about the activities.
- d. Suggest other ideas to teach auxiliary verbs, contractions and dummy-*do* and discuss at which level you would teach dummy-*do*. How important is dummy-*do*?





2 How to do DO

in pairs

Read the text and find the subjects and verbs.

Write them in your notebook.

Next, agree on a rule on when to use 'do' and when to use 'does'.

My friend Peter and I always do our homework together. Yesterday he asked, "Do you want to meet me at 3 o'clock in the library?" "I don't know, Sally and I are going to the movies," I said. "Do you and Sally date?" he asked. Peter and Sally don't like each other, so I said, "I don't know". But actually, I do like her. So Peter does his homework alone today.

subject	verb
Peter and I	do
you	do

Turn the sentences into the past tense.

Is there the same difference here?

3 To do or not to Do *in pairs, then in class*

Discuss in pairs: What is the difference between the A and the B sentences?

A	B
I love him.	I do not love him.
I bought a dress.	I did not buy a dress.
He comes by train.	He does not come by train.
They eat at 12.	They do not eat at 12.

Use the word 'not' to give these sentences the opposite meaning:

- They book the tickets today.
- We play rugby together.
- They sold the car.
- She answered the phone.

A He can meet at five.	A He cannot meet at five
B He meets at five.	B He does not meet at five.
A They must leave today.	A They must not leave today.
B They leave today.	B They do not leave today.
A I am reading the papers.	A I am not reading the papers.
B I read the papers.	B I do not read the papers.



4 Negative Sentences with Do *in pairs, then in class*

Looking for challenges? Well, here is a tough nut to crack:

- 1 Compare the sentences in the left column above. Which of them have auxiliary verbs in them – the As or the Bs?
 - 2 In the right column are all the sentences from the left column again, only now they are negative. In which of the negative sentences do you use ‘do’ – the As or the Bs?
 - 3 Compare your answer to question 1 with your answer to question 2: When do you use ‘do’ in negative sentences?
- **Agree on a rule in class to explain in which negative sentences you must use ‘do’.**

5 Ten Quick Questions *in pairs*

You may want to know all about what your classmate did last night, weekend, holiday, etc.

- Write down 10 quick questions that you want a classmate to answer. Use the verb ‘to do’ in all your questions.
- Ask your questions quickly and wait for an answer from your partner. When you have asked all your questions it is your turn to answer your partner’s questions.

*Did you kiss and
make up
last night?*

Yes, we did!

*Where did you
meet him?*

We met at the zoo.

*Does he fancy
you?*

I think he does!

6 Another Use for Do *in pairs, then in class*

Compare the sentences in the left and the right column. When do you use 'do'?

You like jazz.	Do you like jazz?
She plays the violin.	Does she play the violin?
They read fast.	Do they read fast?

Next, look at the examples below. Do you always use 'do' to ask questions?

Do you like blue cheese?

Can you come tonight?

Will you make it in time?

Are we leaving today?

May he read your essay?

► **Agree on a rule in class on when to use 'do' to ask questions.**

7 Jeopardy *on your own/in pairs*

Here is the answer – now ask the question:

- 1 Yes, my grandfather lives with me.
- 2 Yes, I smoke.
- 3 Yes, Tanya loves to fly.
- 4 Yes, Paul and Mary share a flat.
- 5 Yes, my parents own a restaurant.
- 6 Yes, we like ice cream.
- 7 Yes, I watch too much TV.
- 8 No, my aunt never wears fur.
- 9 No, I didn't visit them yesterday.
- 10 No, Jim and Pete didn't eat all the cookies.

Check with a partner.

8 General Knowledge Quiz *in groups, then in class*

Each group writes down five questions (all using 'do' or 'did'). You must know the answer yourselves. Give the questions to your teacher, who will copy all of them into one huge general knowledge quiz for the entire class to take.

Ideas for questions:

- Which language do people speak in Canada?
- How long does it take to boil an egg?
- When did Denmark win the European Championship in football?
- Where does sushi (a popular food) come from?



*Do those people live
in that house?*

I believe they do!

Does he smoke?

He does, doesn't he?

9 Six Faults *in pairs*

One of the sentences below is correct. Find the mistakes in the other six and correct them. Explain to each other why the sentences are wrong.

- 1 She doesn't lives in Ireland.
- 2 Steve didn't liked the film.
- 3 My parents didn't like my new girlfriend.
- 4 Where lives your brother?
- 5 How does she plays?
- 6 Where did they lived?
- 7 Do Ben likes computer games?

Web activity 13

Rewrite the following passage by replacing the forms of *do* with more precise verbs to aim for a higher level of style:

I am not doing any studying today. Instead I will do a little walking and some swimming. Afterwards I will do my shopping and I want to buy some flowers. When I get home, I will do the flowers. I will probably still have to do the dishes and the windows. When you get back, I might do an omelette for us.

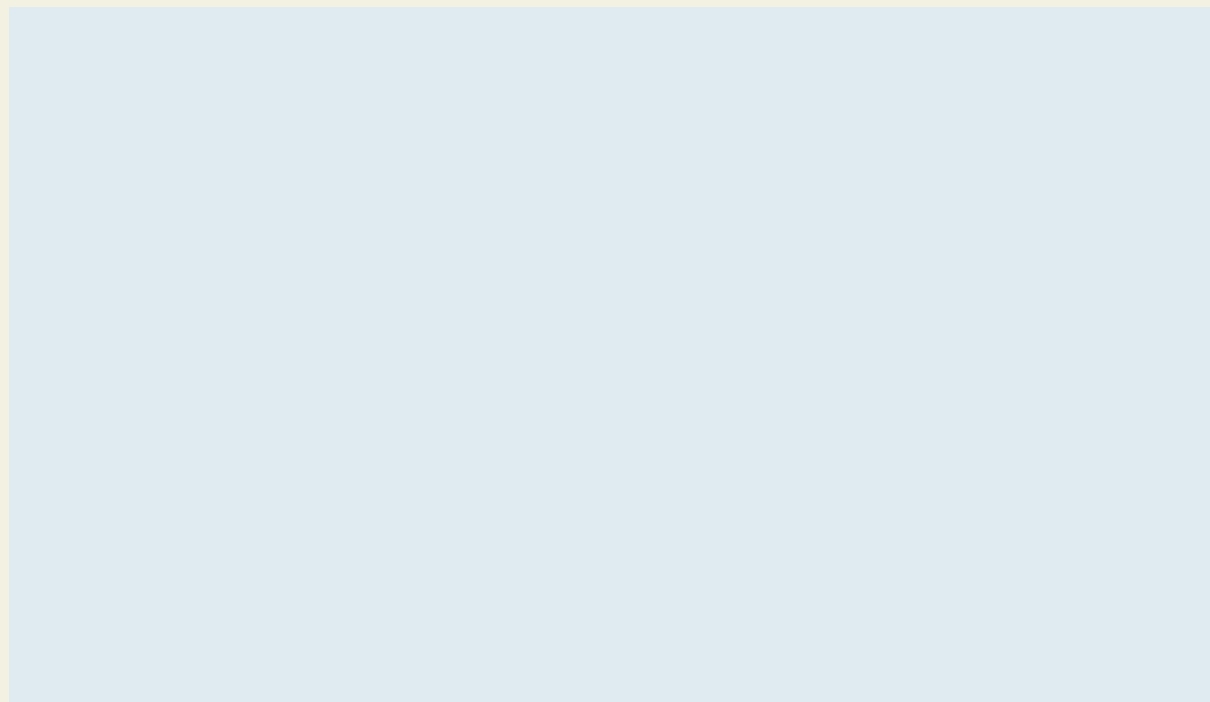
Web activity 14

Do and *make* are both general words and it can be difficult to distinguish between them.

1. Sort the following words according to whether they collocate with *do* or *make*, e.g. **do** the dishes; **make** amends. You may need your dictionary.

amends, a fortune, a profit, time, the laundry, business, offer, effort, your teeth, the ironing, good, your best, a bed, decision

2. Other general verbs include *get* and *have*. Can you think of collocations with them?



Modal verbs

Web activity 15

1. Guessing game in groups

Take turns describing an animal by explaining what it can do. The others should guess. Whoever guesses the animal gets a point and is the next person to describe an animal, e.g.:

- *It can catch flies*
- *It can make webs*

2. What would learners learn from this game?



Web activity 16

Identify, correct and explain formal problems regarding modal verbs in the following sentences and afterwards conclude the typical problems Danes have regarding the FORM of modal verbs:

- a. *Please, stop the bus, I shall off here.*
- b. *It must could be possible for you to help me!*
- c. *He said he couldn't swimmmed.*

Summing up auxiliary verbs

Web activity 17

Check your knowledge about auxiliary verbs by identifying, categorizing, correcting and explaining problems in the following sentences:

- a. *He is coming tomorrow, doesn't he?*
- b. *I shall home now.*
- c. *Why come you not and help me?*
- d. *He saw not the two young boys.*
- e. *Hes never going to help me again.*
- f. *Now I got two cats and a dog, and my mum says I can't have more pets.*
- g. *We did not liked the cake.*
- h. *I will could speak English very well when I finish school.*
- i. *Who did tell you this lie?*
- j. *I didn't never see him before.*
- k. *I ain't got any money.*
- l. *He asked me why I did want to go to Spain in my holidays.*
- m. *He could played the piano already when he was 5.*
- n. *Peter's essay really shows that he got no brains.*

Lexical verbs

Web activity 18

Identify, categorize, correct and explain problems regarding the MEANING and USE of lexical verbs in the following sentences:

- a. *I was hearing the latest CD by Cold Play in my room with my friends. We enjoyed it.*
- b. *I learned the children about irregular verbs.*
- c. *I used all my money on shopping.*
- d. *"Peter, what do you mean about the death penalty?" - "I mean that the death penalty should be abolished".*
- e. *She borrowed me £200.*
- f. *We drove through London on the top floor of a red bus.*

Web activity 19

Some of the sentences below include phrasal verbs whereas others do not. Find them and argue why they are phrasal verbs.

- a. *Mike turned up at Peter's party.*
- b. *This gave rise to many problems.*
- c. *He turned up his sleeves to work.*
- d. *You are having me on, aren't you?*
- e. *He didn't pay attention to her.*
- f. *She had on a beautiful dress.*
- g. *She turned down the job.*
- h. *I came across the road on my bike.*
- i. *She turned down the road to the left.*
- j. *She is sleeping in today.*
- k. *She looked up and smiled.*
- l. *I look forward to seeing you.*
- m. *She is sleeping in a big bed.*



- n. *Don't take any notice of her.*
- o. *I came across a former pupil.*
- p. *She looked up "it" in the dictionary.*

Web activity 20

Identify, correct and explain problems regarding the FORM of lexical verbs in these sentences:

- a. *He forgot buying chocolate for Mary, but he remembered to buy her flowers.*
- b. *Scientists conceal that the globe is getting warmer.*
- c. *I look forward to see you again.*
- d. *I enjoyed to read the story.*
- e. *She wants that he should help her.*
- f. *The explained me the problem.*
- g. *He is used to live in the country by now.*
- h. *The headmaster informed that the pupil had failed.*
- i. *Peter should stop to drink because his children suffer because of this.*
- j. *You must excuse that we are late.*
- k. *To write a long paper without make mistakes is difficult*

NB. The choice between the infinitive and the *-ing* form as described when we discussed verb patterns in 7.3. does not only depend on a previous lexical verb. It also involves determining the role of the sub-clause in which the verb appears in – the type of sentence constituent.

Here is an overview of the roles in **the choice between the infinitive and the *-ing* form:**

Role of the sub-clause in which the verb appears	The choice between the infinitive and the <i>-ing</i> form	Examples
PC	In contrast to Danish we cannot use infinitives in sub-clauses that function as PC (see 9.4) but we can use the <i>-ing</i> form.	<i>He left without talking to me.</i> (without to talk to me).
S	The infinitive is very formal and outdated when the Subject/nominal sub-clause is used in front of the Verbal. Instead we prefer the <i>-ing</i> form or inserting the Dummy Subject <i>it</i> before the verb.	<i>Writing a long paper without making mistakes is difficult.</i> <i>It is difficult to write a long paper without making mistakes.</i>
S → in sentences with a Dummy Subject	Both are possible.	<i>It is difficult to write a long paper without making mistakes.</i> <i>It is nice being with you.</i>
SC	Both are possible.	<i>My aim is to become a good teacher.</i> <i>My favourite activity is writing stories.</i>
DO	Often both forms can be used but often the choice depends on the particular verb that takes the DO and the nuance of meaning we want to express (see 7.3).	<i>I like writing long texts.</i> <i>I like to write long texts.</i>

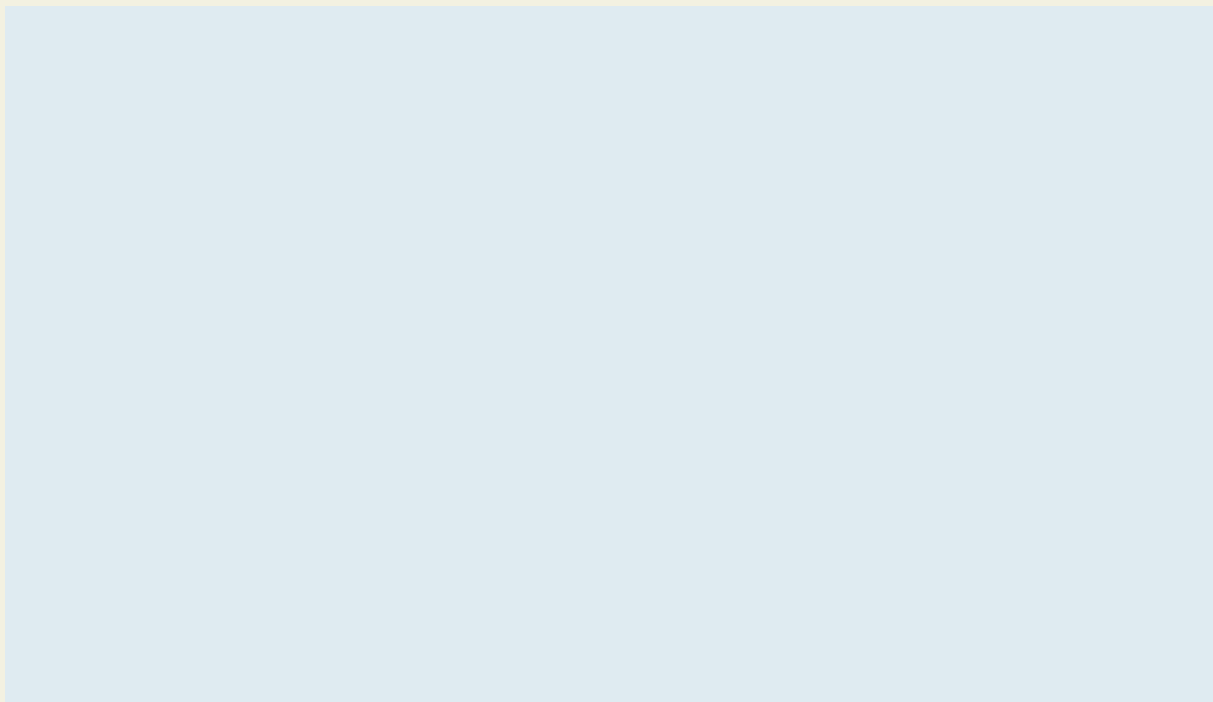
Irregular verbs

Web activity 21

1. Find the odd-one out: Which verb stands out in contrast to the way they are inflected:

- a. *ring, sing, swear, sink*
- b. *mow, swell, keep, show*
- c. *hit, read, cost, put*
- d. *fall, let, grow, know*
- e. *eat, buy, think, bring*
- f. *lend, grind, build, send*
- g. *hold, lend, dig, come*

2. Afterwards create some other odd-one-out tasks for a fellow student.

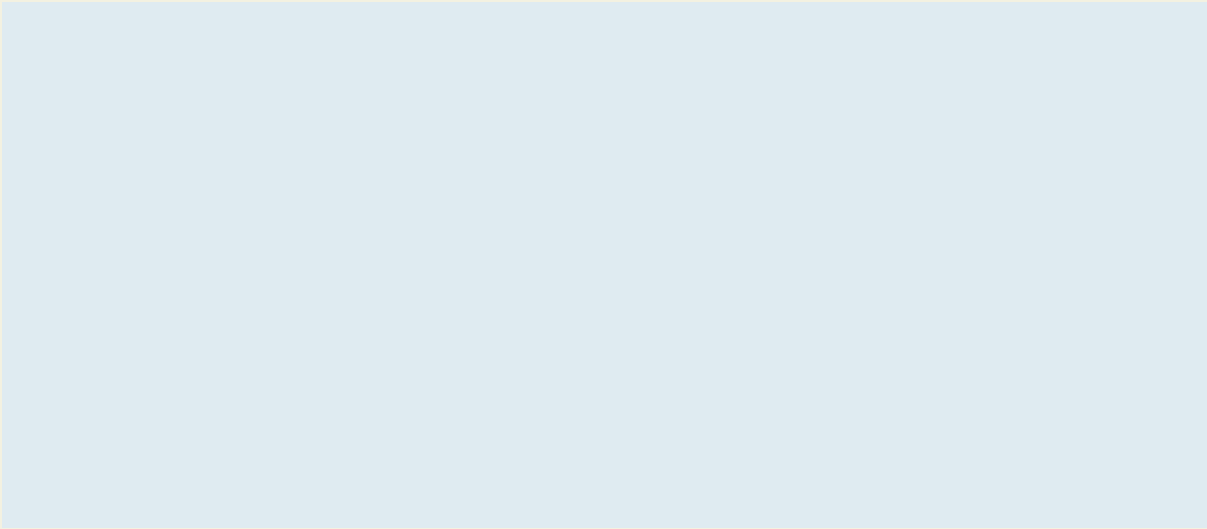


Web activity 22

Match a verb from each column so that you have two verbs that share some similarities regarding the inflection in the past and the past participle. Afterwards try to find other pairs that match and also add similar irregular verbs to the pairs:

- | | |
|------------------|------------------|
| a. <i>become</i> | 1. <i>burn</i> |
| b. <i>drive</i> | 2. <i>run</i> |
| c. <i>begin</i> | 3. <i>catch</i> |
| d. <i>teach</i> | 4. <i>feel</i> |
| e. <i>go</i> | 5. <i>shake</i> |
| f. <i>sleep</i> | 6. <i>cut</i> |
| g. <i>dream</i> | 7. <i>drink</i> |
| h. <i>cast</i> | 8. <i>be</i> |
| i. <i>draw</i> | 9. <i>rise</i> |
| j. <i>learn</i> | 10. <i>kneel</i> |



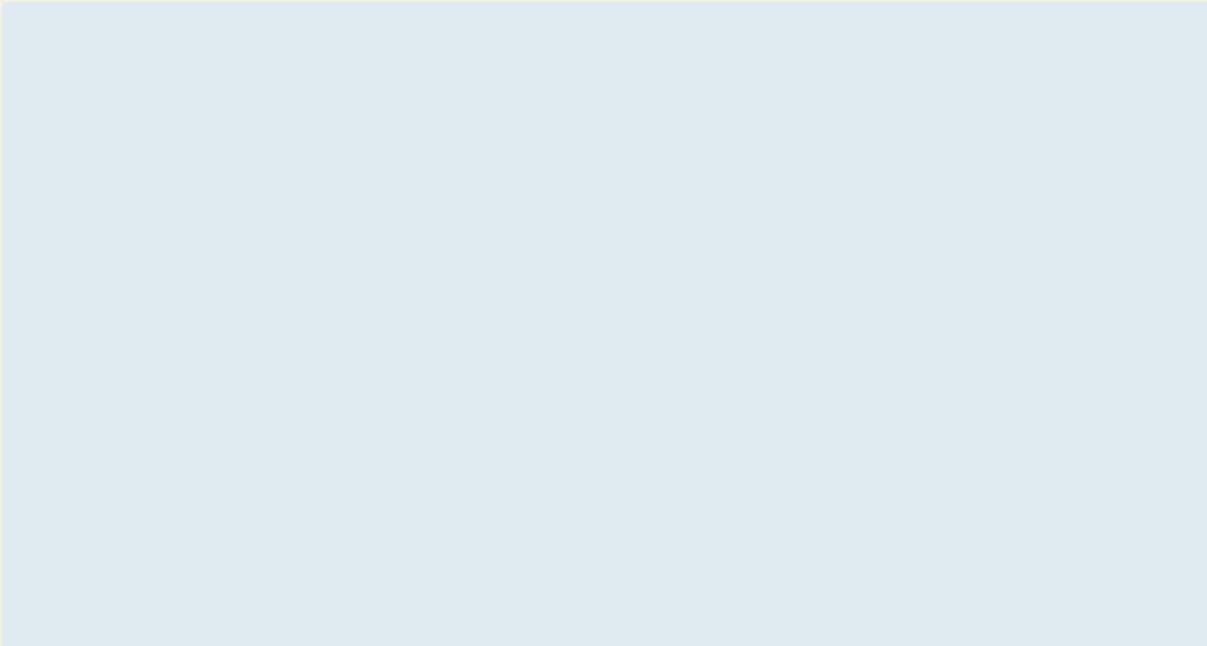


Web activity 23

1. The verbs below are easily confused. Complete the table with these tricky verbs:

The infinitive	Meaning in Danish	The past tense	The past participle	The present participle	Takes a Direct Object: yes/no	Movement is involved: yes/no
<i>To lie</i>						
<i>To lie</i>						
<i>To lay</i>						
<i>To lie down</i>						

- 2. Write sentences with these four verbs in which you use the past tense, the past participle and the present participle.
- 3. Why are these verbs so difficult to distinguish – also in Danish?
- 4. Can you think of other verbs that are easily confused and explain why?



Web activity 24

Information gap cross-word on irregular verbs

In pairs: automatize the forms of irregular verbs by filling in the cross word.

Take turns asking for/describing a certain form, e.g. regarding *chose*: This is the past tense of *to choose*.

NB: there is a small mistake in no. 36 horizontally.

STUDENT A Irregular verbs

A crossword puzzle grid with the following words filled in:

- 1 DREW
- 5 UNDERSTOOD
- 8 LEFT
- 9 SHOT
- 10 CHOSE
- 13 GONE
- 14 WENT
- 15 SPOKE
- 17 FOUGHT
- 18 SPOKEN
- 20 ATE
- 21 SANG
- 22 DUG
- 23 SHOOK
- 24 GREW
- 25 LAID
- 26 FELT
- 27 HIDE
- 31 KEPT
- 32 BOUGHT
- 33 FELL
- 34 LAY
- 36 GONE
- 37 DRUNK

www.CrosswordWeaver.com

STUDENT B Irregular verbs

A crossword puzzle grid with the following words filled in:

- 2 R
- 3 A
- 4 B
- 5 N
- 6 S
- 7 T
- 8 D
- 9 T
- 10 L
- 11 T
- 12 S
- 13 O
- 14 H
- 15 R
- 16 T
- 17 R
- 18 A
- 19 T
- 20 H
- 21 S
- 22 R
- 23 A
- 24 T
- 25 W
- 26 T
- 27 H
- 28 O
- 29 F
- 30 U
- 31 V
- 32 G
- 33 H
- 34 T
- 35 S
- 36 L
- 37 E
- 38 T
- 39 F
- 40 T
- 41 A
- 42 R
- 43 O
- 44 U
- 45 E
- 46 H
- 47 T
- 48 G
- 49 T
- 50 E
- 51 L
- 52 N
- 53 C
- 54 E
- 55 N

www.CrosswordWeaver.com



Web activity 25

After having worked on irregular verbs identify, correct and explain problems in the sentences below:

- a. *He felt down the stairs and brokeed his leg.*
- b. *I laid down and sleapped immediately.*
- c. *The dog is laying in front of the TV.*
- d. *He drunk too much wine last night.*
- e. *I discovered that the road lead into the wood.*
- f. *He send me a letter yesterday in which he wroted about his affair.*

Tenses

Web activity 26

1. Below is an activity with an introduction² to the English verb system. Try it and discuss it from a teacher's perspective.
2. In pairs:
 - a. What has just happened? (Why do you think this has happened?)
 - b. What is happening right now? (Why do you think so?)
 - c. What will happen next? (Argue your case)



3. Afterwards compare your descriptions with other students. Do you all agree on your understanding of the photos – and also on the use of verb forms?

Web activity 27

Guessing game (groups of three)

Preparations: Write 15 cities, 15 celebrities, 15 animals or some other category on separate slips of paper. Exchange your cards with another group.

1. Player 1 picks up a card and describes the word to the others who should try to guess it.
2. How can you learn about the simple present tense from this game?
3. Can you think of other tasks and games to introduce the present tense?

Web activity 28

1. Identify the problems concerning the learner's use of tenses in the following excerpt. (Ignore the other problems). What might the causes be, how serious do you think the problems are and how can you help the learner?
2. Can you think of tasks and games to introduce the simple past tense?

Sue get into the car again and started driving very carefully behind the male chauvinist in the Mercedes and some meters behind her the police came. A few seconds later they were at the car park which were very small. One of the policemen take a pad of paper and asked, "Now, what is the problem?" Sue and the man in the Mercedes explains what the problem were while the policemen was taking notes. When both Sue and the man had told their version of the story, the two policemen say that it was Sue who must pay for the repairs of the Mercedes because it is her fault.



The future

Web activity 29.

Have you ever been offered a fortune cookie at a Chinese restaurant? They try to predict your life. Examples might be:

You will be lucky to have a large and happy family or An interesting stranger is going to enter your life.

Write some fortune cookies and hand them out to classmates. The person should comment on whether the fortunes are likely to come true.

Web activity 30.

In pairs: Discuss what you think it will be like to be a teacher 20 years from now. Make a list of positive and negative trends.

Web activity 31.

Identify, correct and explain problems in relation to expressing the future in these sentences:

- a. *He calls me next week.*
- b. *Hurry up please; the plane shall take off in a moment.*
- c. *They are about to leave for Rome in two weeks.*
- d. *I come and visit you in a few hours, okay?*
- e. *The sun is shining tomorrow.*

The axes of orientation

Web activity 32.

Consider the following texts regarding the axes of orientation. Why is the second version more cohesive than the first one?

- a. *I don't know what to do for my holiday. It will start in two weeks. I saved enough money for a very nice trip. I went to the Canary Islands. It will be too early to go to France or Italy. I worked hard all year. I really need a break.*
- b. *I don't know what to do with my holiday. It starts in two weeks. I have saved enough money for a very nice trip. I have been to the Canary Islands. It is too early to go to France or Italy. I have worked hard all year. I really need a break.*

Web activity 33.

1. Decide the axis of orientation in the following text

Michelle gets up at 5.30.

She showers and gets dressed.

She has breakfast and then brushes her teeth and her hair.

At 6.15 she goes outside to catch the bus.

She gets to school at 7.20 and has to wait half an hour for her first class.

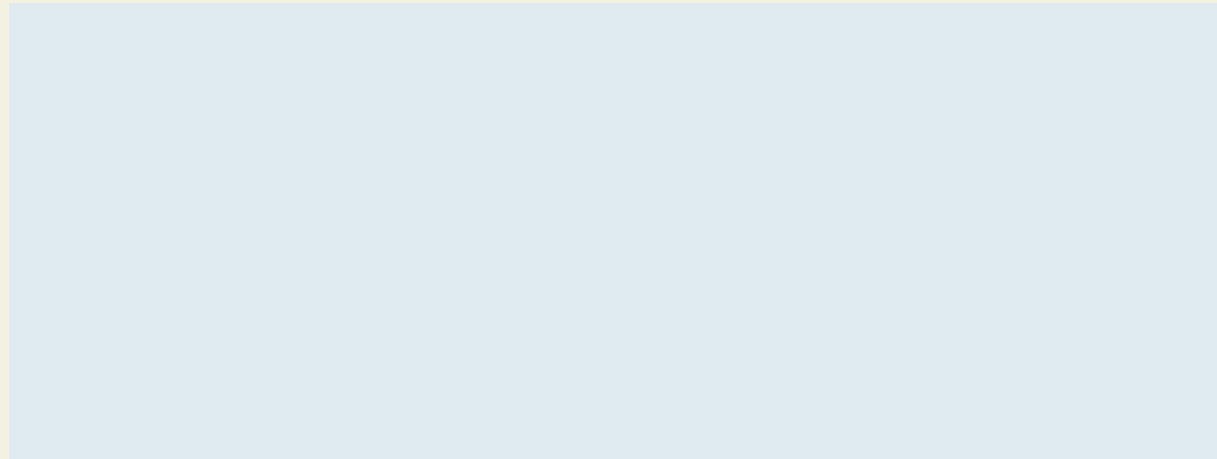
2. Now rewrite the text by using the time 6.15 and this info as your starting point. Start this way:

When Michelle goes outside to catch the bus at 6.15....

3. Now rewrite the text and change the axis of orientation to the past (for a specific day):

When Michelle went outside to catch the bus at 6.15....

4. Discuss this exercise from a teacher's perspective.



Web activity 34

Use your knowledge of the three axes to correct problems in these excerpts from learner's texts:

- A. *I walked into town from the train station and found the shop I was looking for. There was the dress I was looking for. It was quite expensive. When I was going to pay, I noticed that I have forgotten my purse so I had to go back home again.*
- B. *I was very happy. We went back to our hotel. My girl friend was very shocked but we agreed that it has been a good trip after all. When we came home, we gave our friends the presents we have bought.*
- C. *When I got home, I didn't think about it. I just spent some time with my husband. When the alarm clock started the next morning, I told him about the weird thing that has happened to me yesterday. He looks like something was very wrong, but then he said, "That was just your mind playing tricks on you". Then he went to work.*
- D. *I couldn't forget the way he reacted, as if he know the guy or something. I went to work, and in the break, me and one of my colleagues went to the restaurant where we were yesterday. I told her what has happened and how my husband has reacted.*
- E. *I am very happy today. I had just received a letter from Peter. He asks me if I want to be his girlfriend. Yes, of course I wanted him to be my boyfriend.*

Web activity 35.

A supplement to texts for tenses (A-C) found in exercise 79 at the end of chapter 7:

1. Read the texts. Find out which axis of orientation is used: is it the present, the past or the future?
2. If there is a switch in tenses: what is the effect?
3. In which genres are you likely to use which tense? Why?
4. Can you think of other genres that are likely to use a particular tense?



Text 35-D.

*Once upon a time a number of children lived together in the Valley of Childish Things, playing all manner of delightful games, and studying the same lesson books. But one day a little girl, one of their number, decided that it was time to see something of the world about which the lesson books had taught her; and as none of the other children cared to leave their games, she set out alone to climb the pass which led out of the valley.*³

Text 35-E.

Address delivered at the dedication of the cemetery at Gettysburg November 19, 1863

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met here on a great battlefield of that war. We have come to dedicate a portion of it as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

*But in a larger sense we can not dedicate - we can not consecrate - we can not hallow this ground. The brave men, living and dead, who struggled, here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they have, thus far, so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion - that we here highly resolve that these dead shall not have died in vain; that this nation shall have a new birth of freedom; and that this government of the people, by the people, for the people, shall not perish from the earth.*⁴

Text 35-F

*My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks;*

*And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress when she walks treads on the ground.
And yet, by heaven, I think my love as rare
As any she belied with false compare.⁵*

Text 35-G

The Sun (Latin: Sol) is the star at the center of the Solar System. The Earth and other matter (including other planets, asteroids, meteoroids, comets, and dust) orbit the Sun, which by itself accounts for about 99.8% of the Solar System's mass. Energy from the Sun, in the form of sunlight and heat, supports almost all life on Earth via photosynthesis, and drives the Earth's climate and weather.⁶

Text 35-H

So the other day I'm driving along the highway, and the sun is setting, and it looks like flames and all that because it's scary red (red sun at night, sailor's delight my eye) and then the rays start to look like flames, undulate like flames, move further up the horizon, closer and closer and I realize they're flames and they're coming for me and I start to weave in between cars, totally Pole Position style (suck it, kiddos) but the flames are coming too quick and then there's a red light but I don't stop but neither do the other cars and one is about to hit me and then I wake up⁷

Direct and reported speech

Web activity 36.

1. In pairs: find a photo with people talking together. You might be able to use a photo from the internet if you google "Photo" + "conversations".
2. Write down the conversation you think they are having – the actual lines, e.g.

*The man says, "Would you like to marry me – already this afternoon?"
The girl answers, "Yes, of course, Darling."*

3. Now compare with another pair of students that worked on the same photo: explain to each other what you think the persons were discussing. Do it this way:

- *In the first picture we thought that xx was telling xx that...*

- *Really? We thought that xx said that... Why did you think...*

4. Report back to the whole class if you found any differences that were interesting.

5. In class: In the first lines you used direct speech, e.g. *The man says, "I love you. Would you like to marry me - already this afternoon?"* and when discussing your lines with other students you used indirect (reported) speech: *The man says that he loves her and asks if she would like to marry him that afternoon.*

Describe what is meant by these two concepts (direct and indirect speech) in terms of:

- Tenses
- Pronouns
- Circumstantials
- Punctuation
- Conjunctions

6. Discuss the task from a teacher's perspective.

Web activity 37.

Here is an example of an activity that focuses on direct speech and reported speech⁸. Discuss it and sum up how you will teach the difference – also in order to automatize.



- a. Listen to a news broadcast on TV. Report a story that you heard to the rest of the class or to a group of students. Start with a statement such as:

“I heard on the news that...It was announced that... The reporter said that...”

- b. Make your own news report on some current news item. You must include an interview. Write down the lines before recording it.

You could start this way:

Reporter: *The Prime Minister has announced that he wants to resign. We now bring an exclusive interview:*

The reporter says, “*Why do you resign as the Prime Minister so soon after election?*”

The Prime Minister says, “*I want to devote more time to my family.*”

- c. Now you are to report the news in an article describing what happened in the interview by using verbs such as: *declare, state, say, report, announce, reply, answer, ask, express* etc.

Here is an example:

In the news on Channel xx last night the Prime Minister said that he wanted to resign to devote more time to his family....

- d. Now compare the language you used in the news flash and the language in the article regarding tense, punctuation, conjunctions, pronouns etc.

Web activity 38.

Identify, correct and explain problems in the excerpt from the learner’s text regarding direct and reported speech:

I went down to get a gun, but the owner said that it will take some weeks maybe, but I don't got that much time, there is someone that is trying to kill me.

“I can get you a gun to day, but it will cost extra, and if the copes sees it, you didn't get it from me, okay?” I give the man all the money he wonted.

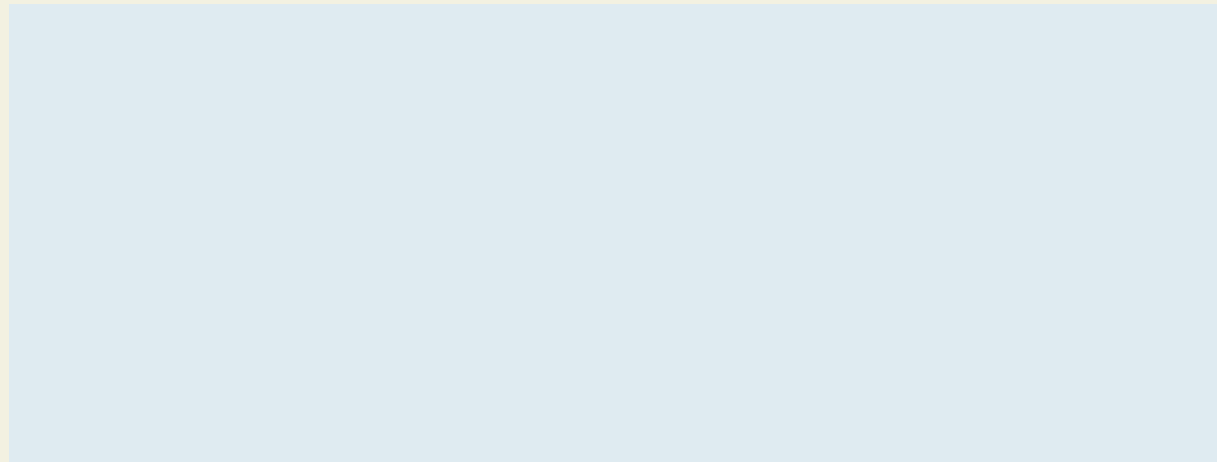
And on my way back to work, I got the felling that I wasn't alone, I yelled come out if you dear, (I was losing my mind, what if he shoot first, then my live will be over.)



The perfective perspective

Web activity 39.

1. Identify, correct and explain problems regarding the perfective perspective (both regarding FORM and MEANING) in the following sentences and afterwards sum up what is difficult for Danes.
2. Sum up the main problems for Danes regarding the perfective perspective in general.
 - a. *I am began to play tennis.*
 - b. *Would those who have forgotten to set their watches last night please do it now.*
 - c. *I have try it myself some time ago.*
 - d. *When I came back were the boys run away.*
 - e. *Mona told her teacher that she has forgotten all her books at home.*



Web activity 40.

Below is a description of a sequence of activities on the present perfect from *Pit Stop 9, task book*.⁹ Discuss them from a teacher's perspective: what is good/bad, e.g. regarding FORM, MEANING and USE, inductive vs. deductive, the specific problems for Danes etc.

First the learners are told to read the sentences below in the present perfect and to find the sentence verb. Then they should discuss and agree on a rule regarding how the present perfect is formed. Afterwards they are to each write four sentences in the present perfect and compare with and correct other learners' sentences.

- *Peter has forgotten the password.*
- *Tess and Niles have forgotten it too.*
- *I have written a novel.*
- *My parents have known me all my life.*
- *You have torn a big hole in your trousers.*
- *They have fallen in love.*
- *You have all chosen the same topic.*

Then two exercises follow:

1. **Have you Ever...?** (class activity)

First they should think of something unusual they (or someone they know) have once done or



experienced. They should write it down on a slip of paper in one sentence by using the simple past. E.g. it could be “*My sister met Angelina Jolie once*” or “*My dog ate my homework*”.

Then they should mix all slips of paper and each get somebody else’s slip.

Then they should ask questions to other learners and try to find the person who wrote the slip by asking, e.g., *Peter, has your dog ever eaten your homework?*

The game is over when everybody has found the owners.

2. **What have you done to this place?** (class activity)

Two students are told to leave the classroom and meanwhile the rest of the class must change four things, e.g., swop places, turn a table around, draw the curtains etc.

When the two students come back, they have to find out what has changed by using the present perfect. E.g. “*Emma and Caroline have changed seats*”. “*You have drawn the curtains.*”

The continuous perspective

Web activity 41.

Continue the following sentences to show that you have understood the nuances of meaning of the continuous perspective. E.g., the first sentence could continue like this: *but luckily his brother jumped into the lake and rescued him.*

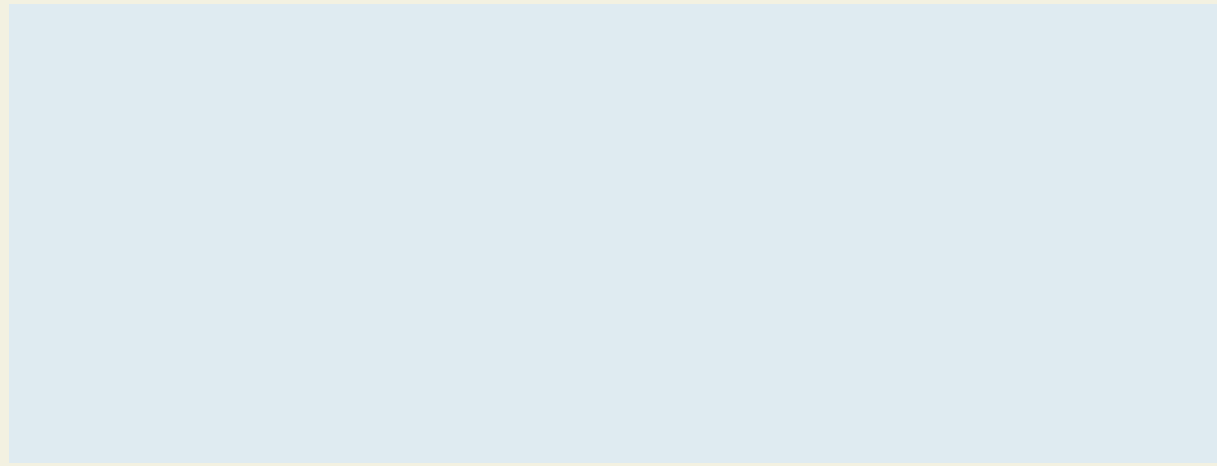
- a. *Peter was drowning in the lake.*
- b. *Peter drowned in the lake.*
- c. *John was leaving.*
- d. *John left.*
- e. *Why are you wearing contact lenses?*
- f. *Why do you wear contact lenses?*
- g. *What are you doing for Christmas?*
- h. *What do you do for Christmas?*
- i. *I read Great Expectations last night.*
- j. *I was reading Great Expectations last night.*

Web activity 42.

Ask each other what you were doing in the situations below. The first one includes an example.

1. You heard about 9/11:
I was watching television when the programme was interrupted by the news on 9/11.
2. You heard who won the last General Election?
3. You heard thunder the last time.
4. You saw a celebrity.
5. You felt cold the last time.
6. You...?





Web activity 43.

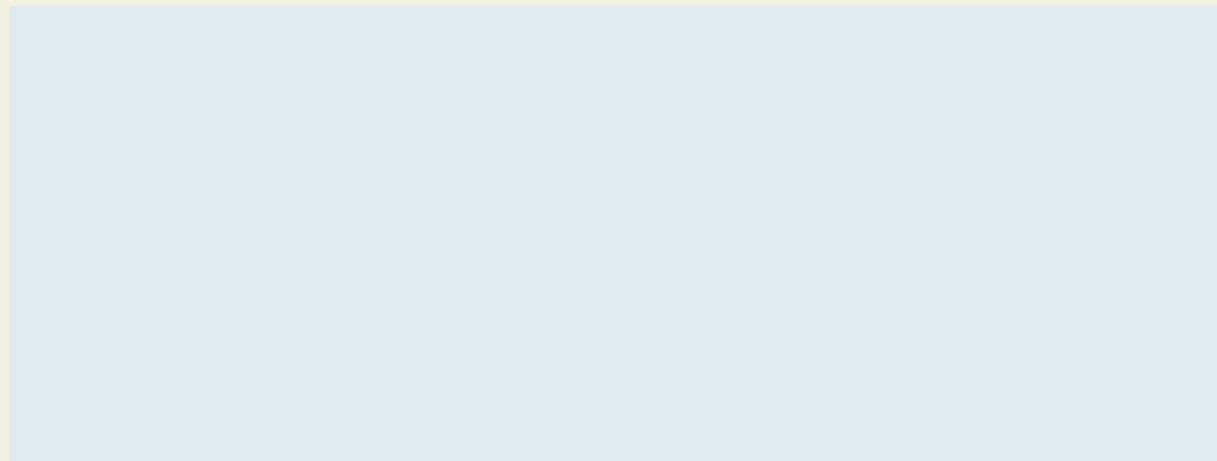
Charades in groups.

1. Write 10 activities on small slips of paper and exchange yours with those of another group. You must include the continuous perspective.

Here is an example:

You are driving along the highway when you suddenly have a flat tyre.

2. Now take turns miming your activity and letting the group guess. When a person has guessed an activity, he gets a point. Who will win?
3. How could you simplify this activity for beginners?



Web activity 44.

Discuss the introduction of the present continuous perspective in *Pit Stop 7¹⁰* from a teacher's point of view. The copy sheet mentioned on the first page is found as the third one.



7 Every day or right now? *in pairs*

Ask your teacher for a copy sheet.

Take turns to read the sentences aloud and divide them into two groups.

Compare your results with another pair. Discuss what the difference between the groups is.

What do we call this verb tense in English and in Danish?

Translate into Danish:

*I read every day.
Be quiet! I'm reading!*

Look at the sentences from task 7.

- **Make a rule to explain what we use this verb tense for.**

9 Play Charades! *in groups*

Pretend you are doing something. You must not say a word, but only show it. Can the others guess what you are doing? Take turns.

10 When I came home ... *in pairs*

_____	_____
past tense	past continuous

Copy the form and fill in the verbs from the text.

When I came home from school, my sister was building a snowman. While she was working on his legs, I found a carrot for her. When Dad phoned, we were drinking hot chocolate and when Mum arrived, we were playing computer games!

- **Make a rule to explain what you use the past continuous for. Compare your explanation with another pair's.**

Everyday or right now?

Copy sheet 30

- Cut out the pieces.
- Take turns reading the sentences aloud and divide them into two groups.
- Compare your results with another pair. Discuss any differences between the groups.

Rachid speaks French.

My mum is speaking English on the phone right now.

Every morning I go to school by bike.

Watch out! She is crossing the street!

Be quiet! I am reading!

By God, you talk a lot, boy!

Are you talking to me?

I read the paper every morning.

My brother plays football almost every day.

No, not now! I am painting the house!

Web activity 45.

Identify, correct and explain problems regarding the continuous perspective (distinguish between FORM and MEANING) and afterwards conclude what is difficult for Danes:

- a. *He is going to bed at 22 every night.*
- b. *The story is consisting of 5 parts.*
- c. *Peter reading the paper when his mother came home.*
- d. *Look Dad, it rains!*
- e. *It is nice in Turkey because the sun is always shining.*
- f. *It can be a big war or a little spider that the people are fearing.*
- g. *What did you do at 8 o'clock yesterday evening?*

The passive

Web activity 46.

1. In the sentences *a – g* below, underline the agents (if there is one).
2. Put a cross (X) underneath the subjects.
3. Fill in the Verbals as indicated.

	Write the Verbals (marked in bold) in this column if you have underlined and put a cross under the same word (= if the agent and the Subject are the same word)	Write the Verbals (marked in bold) in this column if you have not underlined the subject (= if the agent and the Subject are not identical)
a. <i>He left the door ajar.</i> b. <i>Peter hit James over his head.</i> c. <i>I was proved to be wrong.</i> d. <i>The police arrested the burglar two days later.</i> e. <i>The murderer was arrested immediately.</i> f. <i>He was taken back home.</i> g. <i>Her mother drove the car.</i>		

4. In the sentences *h – n* below underline the patients (if any).
5. Put a triangle (Δ) underneath the objects.
6. Fill in the Verbals as indicated.

	Write the Verbals (marked in bold) in this column if you have underlined and put a triangle under the same word (= if the patient and the Object are the same word)	Write the Verbals (marked in bold) in this column if you have not underlined the Object (= if the patient and the Object are not identical)
h. <i>He left the door ajar.</i> i. <i>Peter hit James over the head.</i> j. <i>I was proved to be wrong.</i> k. <i>The police arrested the burglar two days later.</i> l. <i>The murderer was arrested immediately.</i> m. <i>He was taken back home.</i> n. <i>Her mother drove the car.</i>		

7. Have a look at the two columns you have filled in. What can you deduce about the form of the Verbal when
 - the agent/patient and the Subject/Object are identical?
 - the agent/patient and the Subject/Object are not identical?

Web activity 47.

In groups of three: think of twenty achievements (works of art, songs, novels, inventions, buildings, discoveries etc.) as well as the name of the person(s) who created them. Here are some examples:

The Hobbit (Tolkien), Bloody Sunday (U2), the telephone (Alexander Graham Bell)

Write the achievements on 20 separate cards and the persons responsible on 20 cards. Swap cards with another group.

Now you are ready to play:

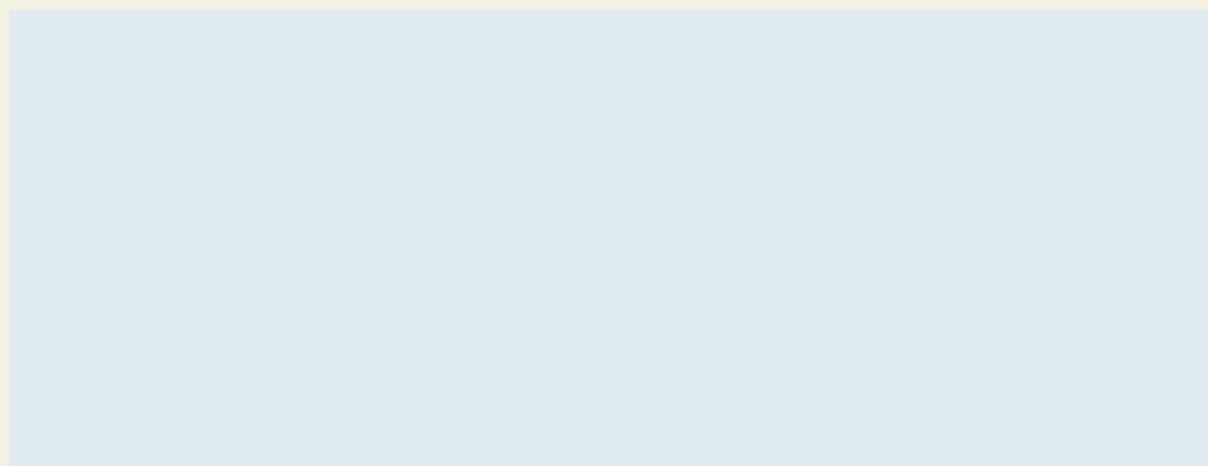
- a. Put your person-responsible cards face down in a pile on the table.
- b. Deal the achievement cards to the players and put them in a pile in front of you. Do not look at your cards.



- c. The dealer turns over the first person-responsible card and puts down his or her first achievement card. The game is about matching a person-responsible card with an achievement card.
- d. Take turns turning over an achievement card until a match is made. The first person to spot a match shouts “match” and must explain it by saying a complete sentence: e.g., *The Hobbit was written by Tolkien*. If this is correct, the player wins the trick and turns over the next person-responsible card in the pile, which will be the next focus. He then turns over his next achievement card. The game continues like this. When a player has turned over all his achievement cards, he picks them up again to continue the game.
- e. The winner is the person who has collected most tricks.

Web activity 48.

1. Here are some sensational headlines that include a shortened version of the passive. Rewrite them into a complete sentence as the first one: *The teacher was beaten by an angry father*.
 - a. *Teacher beaten by angry father.*
 - b. *Pupil accused of cheating.*
 - c. *School hit by bomb.*
 - d. *Pupil left in classroom for 2 days.*
 - e. *New teaching method developed in Denmark.*
 - f. *Statistics on reading provided by PISA.*
 - g. *School principal met by mob of parents.*
2. In pairs write 5 interesting headlines that include a shortened version of the passive. Give these to another group who should turn them into a news broadcast by adding the content of the news. Write the shortened passive on sheets of paper to appear on the screen behind the journalist.



Web activity 49.

Game of manufacturing

In small groups: Play the game of manufacturing

1. Make a pile of cards and take turns picking up a card, describing it to your group. You need to describe the whole process of manufacturing the thing and what it is used for. You should try to use as many passive forms as possible.

The aim is to guess what is being described.

Whoever guesses it wins the card. The game is about winning most cards.



Glass
Beer
Whipped cream
Paper
Rope
Rice
Porcelain

Cake
Bread
Plastic
Wine
Salt
Sugar
Flour

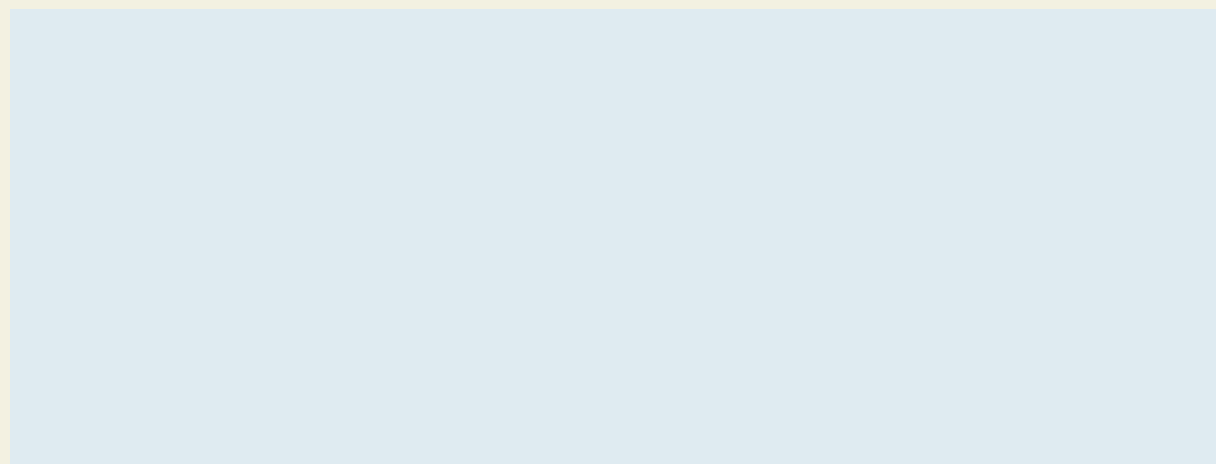
Newspaper
Coffee
Popcorn
Crisps
Chips
Pasta

X is grown in Asia. It is planted in water and harvested. It is dried, polished and sold in bags. It is cooked in boiling water for about 12 minutes. Salt is added. It is served hot often with sauce.

Web activity 50.

Identify, correct and explain problems regarding the passive in the following sentences and sum up what is difficult for Danes:

- a. *The girl was attacked by an axe.*
- b. *Peter is born in 1987.*
- c. *The dog had been bit of a snake.*
- d. *She could had be killed.*
- e. *Don't worry, the stain can't sees.*
- f. *The fight started at 9.05 pm, but when the police arrived, two boys were already killed.*
- g. *There was made a final agreement that settled the dispute.*
- h. *Wheat is grown in Jutland by farmers.*
- i. *She got wanted by the police for armed robbery.*
- j. *There was skated a lot that winter in Skanderborg.*



The imperative

Here are activities and information on the FORM, MEANING and USE of the imperative.

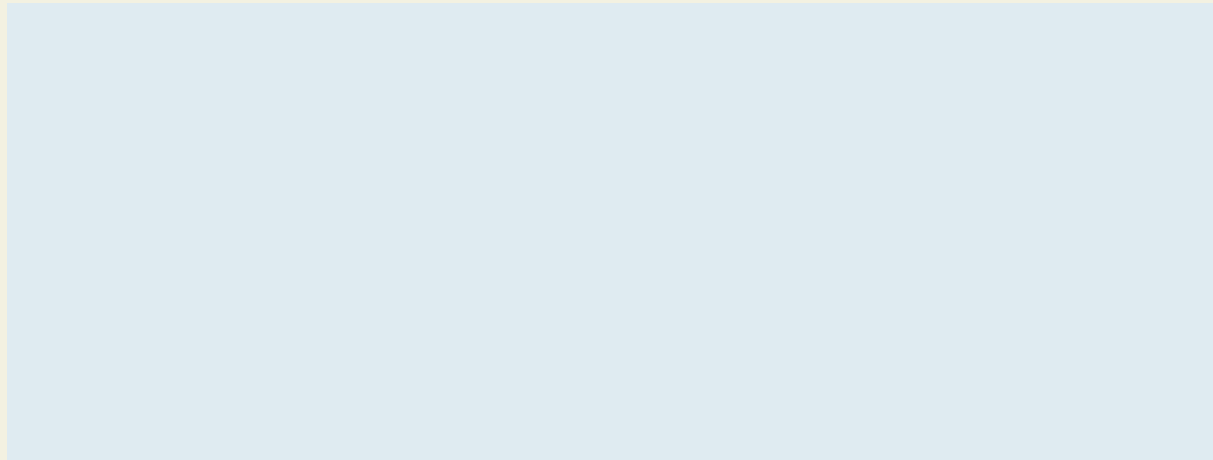
Web activity 51.

1. In groups play "Simon says". One of you is the teacher that tells the others what to do: e.g. *Go to the window* or *Jump up and down*. Only when the teacher starts the sentence by saying "Simon says" are the others allowed to follow the command. If somebody makes a mistake, they are out of the game. The winner is the student who survives the longest time.
2. In the game you used a lot of verbs in what we call the imperative form. How did you recognize the form of the imperative? What is the basic meaning of this form? In which other situations



do you use the imperative? Can you think of particular genres of texts that use the imperative a lot?

3. Discuss the game from a language learning perspective. Can you recognize the method of TPR here (see chap. 2)? Why use this type of activity, when and with whom? Could you use it for anything else than learning about the imperative?



FORM-wise the imperative is identical with the infinitive of a verb. The imperative generally has an implicit Subject, which is the person addressed as in *Sit down (you)!* However, it may also have an explicit Subject in order to insist more strongly as in *You sit down now!* or *Everybody be quiet now!* The insistence is even stronger when using the auxiliary verb *do* as in *Do sit down now.* The insistence is softened by using *please* as in *Sit down, please.*

The imperative is negated by using the auxiliary verb *do + not*. This is also the case even when the main verb is *be*:

- *Don't be such a spoil!*
- *Don't hesitate to ask for help!*

We often say that we use imperatives to command somebody to do something as in: *Be quiet!* However, **directives** is a more appropriate term as imperatives have many other meanings and uses, some of which are:

- To invite: *Have a drink*
- To warn: *Mind the ceiling!*
- To plead: *Help!*
- To advise: *Drive carefully!*
- To request: *Close the door, please!*
- To express good wishes: *Have a nice evening!*
- To suggest: *Let's go out tonight!*
- To offer: *Take a leaflet!*
- To give permission: *Come in!*
- To control a conversation: *Hang on! Look, why don't we...*

Imperatives are often used in spoken language, but also in various genres of written texts in which instructions are needed: e.g. in recipes, repair manuals, travel guides, gardening books, DIY guides, horoscopes, graffiti, application forms and advertisements.



Web activity 52.

1. Write texts in which you include a lot of imperatives yourself. You could e.g.
 - a. write some slogans or graffiti to express your opinions e.g. about a political party
 - b. write a recipe for how to boil an egg – or your favourite dish
 - c. write a slogan to advertise a specific product
2. Discuss how difficult the imperative is and how and when to teach it.

Summing up the VG regarding form

Web activity 53.

The elements in the following grid are in the **wrong** order. Correct the grid. It is meant to give you a general idea of the possible combinations of auxiliary verbs depending on the meaning that is expressed in the VG.

The structure of the VG in the WRONG order

Meaning	Auxiliary verb	The auxiliary verb is followed by this verb form	Example
Modality	<i>Be:</i> <i>is/are/was/were/been being</i>	The past participle	a) <i>He has been to Rome</i> b) <i>He had been to Rome when I met him</i> c) <i>Having been to Rome, he came home to marry me. To have loved and lost is better</i>
The perfective a) The present perfect b) The past perfect c) non-finite	<i>Be:</i> <i>is/are/was/were/been being</i>	The infinitive	<i>He may come tonight</i>
The continuous	<i>Do:</i> <i>(do/does/did/doing)</i>	The past participle	<i>He does not love me. Do you love her? I do love you</i>



The passive	Have: a) <i>has/ave</i> b) <i>had</i> c) <i>having</i> <i>have</i>	The infinitive	<i>He is marrying me soon</i>
Dummy-do (Do-support)	can, may, must, shall, ought to, will...	The -ing form (The present participle)	<i>He was offered the new job</i>

The structure of the VG in the RIGHT order (solution)

Meaning	Auxiliary verb	The auxiliary verb is followed by this verb form	Example
Modality	can, may, must, shall, ought to, will...	The infinitive	<i>He may come tonight</i>
The perfective a) The present perfect b) The past perfect c) non-finite	Have: a) <i>has/have</i> b) <i>had</i> c) <i>having</i> <i>have</i>	The past participle	a) <i>He has been to Rome</i> b) <i>He had been to Rome when I met him</i> c) <i>Having been to Rome, he came home to marry me. To have loved and lost is better</i>
The continuous	Be: <i>is/are/was/were/been being</i>	-ing form (The present participle)	<i>He is marrying me soon</i>
The passive	Be: <i>is/are/ was/were/been/ being</i>	The past participle	<i>He was offered the new job</i>
Dummy-do (Do-support)	Do: (<i>do/does/did/doing</i>)	The infinitive	<i>He does not love me. Do you love her? I do love you</i>

Web activity 54.

Find the VGs in the following sentences and analyse them in pairs, starting with the first two verbs from the left. Find out what they express (the passive, the continuous etc.). The first one has been done for you:

- a. *He has been helping me a lot recently.*

The first two verbs *has been* express the present perfect (*have* in the present tense followed by the past participle *been*)

been helping expresses the continuous perspective (a form of *to be* followed by the present participle *helping*). So this VG is therefore called “the present perfect continuous”

- b. *He must have been wanted by the police since they are looking for him.*
c. *They will be looking for him until they find him.*
d. *Peter had been trying to escape, but he did not succeed.*
e. *He would have liked to help her if he had been able to.*



Web activity 55.

Correct the following VGs regarding the FORM and explain which verb form should be used and why by examining the verbs in pairs from the left:

- a. *People have being do this for a long time now.*
- b. *Why hasn't she be take to the hospital?*
- c. *I had be worked as an au pair, but in 1987 I wanted a new job.*
- d. *Next month I will had be married to John for two years.*

Web activity 56.

1. Fill in the verbs in the right form in the following text. You need to consider everything you have learnt about verbs.
2. Consider this activity from a teacher's perspective. Will you change it in order to practice specific areas with learners?

Dear Maja

How are you? I hope you and your family.....(do) fine. (be) your daughter ready to start school?.....(do) she still.....(want) to go to the new private school? It definitely.....(sound) as if it(be) good.you(plan) to visit me in August? It.....(be) very nice to see you again.

Something terrible.....(happen) to me. Last Monday the wind.....(blow) very hard. Itnever.....(blow) that hard before. I(know) when it(begin) that it would be very bad for my garden and my greenhouse. I think you remember how much my garden..... (mean) to me. Well, I(water) the roses at the back when the storm.....(hit). I..... (try)(save) as many plants as possible but those that.....(grow) out in the open (hurt) a lot. Only a few which had already.....(grow) strong.....(survive) the windstorm. If I only (know) I would(plant) them closer to my house. Several windows in the greenhouse(break) by the storm and this meant that many tomato plants and cucumbers(ruin). My garden(be) my pride so since Tuesday I..... (work) very hard(restore) the damage. Currently I.....(plant) new tomatoes in the greenhouse and on Saturday.....(buy) new cucumbers. I(decide) that Istill.....(harvest) my own organic vegetables in August. Yesterday I..... (call) a garden centre and.....(ask) them how I (prevent) this from.....(happen) again. They suggested I(plant) a hedge for protection. So now I(think) about (plant) either beech or privet in order(shield) my garden next time a storm (approach). Inot.....(want) another disaster.you ever..... (go through) anything like this? Please,.....(ask) your husband whether he(have) any advice for me. I(hope) you.....(have) a nice holiday with your family and I.....(look forward to).....(see) in August.

Kind regards, Karen



Web activity 57.

The main forms of verbs

- Some of the main forms are important because we can use them in many ways. It is necessary to be conscious about the different functions in order not to confuse them. Use the examples below to fill in this table.

	Functions as	Example
The infinitive	The present tense (+ -s)	
	The imperative	
	The subjunctive	
	As V in non-finite sub-clauses	
	After <i>do</i> and modal verbs.	
The past participle	As part of the passive	
	As part of the perfect perspective.	
	As an adjective	
	As V in non-finite sub-clauses	
The present participle	As part of the continuous perspective	
	As an adjective	
	As V in non-finite sub-clause	
	As a noun	

- He was drunk and his eyes were swimming.*
- Broken to pieces, I left his flat.*
- Show me your hands, please.*
- Swimming can be learnt by anybody.*
- Look, Peter has broken your watch!*
- Swimming towards the beach, I hurt my left foot.*
- You must show me your hands!*
- Peter is swimming in the pool.*
- Peter suggested that Mary show this painting to their children.*
- He wanted to show the new car to his wife.*
- I ended up with a broken heart.*
- They show this film every night at 7.*
- The speed limit is broken by many people every day.*

2. Discuss how you distinguish the forms from each other.
3. Write your own examples for each form of the verbs.

Web activity 58.

Matching task: verb terminology

Match a grammar term (number) with an example (letter). In some cases there is more than one term in one number (examples with +). Then you should find a matching example which includes both (the first example has been written in bold and the second one has been underlined). E.g., no.10 "Auxiliary verb + Main verb" would fit "f".

- | | |
|---|---|
| 1. The present perfect | a. He had seen the car before it hit him. |
| 2. The past perfect | b. Coming downstairs, the girl saw the robber enter the shop. |
| 3. Past participle | c. The girl was coming downstairs when the robber <u>entered</u> the shop. |
| 4. Present participle | d. I will be going to London tomorrow. |
| 5. The infinitive | e. I lived in London until 1994. |
| 6. The imperative | f. He has <u>lived</u> in London for a long time now. |
| 7. The future | g. I don't live in London anymore. |
| 8. The present | h. The contest was won by Peter Smith, who <u>gave</u> an excellent concert. |
| 9. The past | i. He sang a nice song and then he <u>wanted</u> to dance. |
| 10. Auxiliary verb + Main verb | j. He has lived in London for a long time now. |
| 11. Modal verb | k. He has lived in London for a long time. |
| 12. Do support | l. I don't live in London anymore. |
| 13. The continuous perspective + The simple perspective | m. Go away , I don't want you here anymore. |
| 14. The passive + the active | n. He likes singing. |
| 15. Phrasal verb | o. You must come and see me soon. |
| 16. Irregular verb + regular verb | p. They brought up a large family. |
| 17. Non-finite verb + finite verb | q. Coming downstairs, the girl <u>saw</u> the robber enter the shop |



Web activity 59.

Grammar terminology (FORM)

1. In groups of 4: cut out the cards and put them in a pile.
2. The first player picks up a card and must explain to the other players what the term is or give examples of the term so that the other players can guess the term.
3. Whoever guesses the card picks up the next card and the game continues.
4. Who will guess most terms and win most cards?
5. Could you think of other games in which you use the cards?

PRESENT PERFECT	IMPERATIVE	NON-FINITE	FINITE	LEXICAL VERB
IRREGULAR VERB	CONTINUOUS PERSPECTIVE	INTRANSITIVE	LINKING VERB	PRESENT AXIS OF ORIENTATION
PAST PERFECT	MODAL VERB	PAST PARTICIPLE	TRANSITIVE VERB	PAST AXIS OF ORIENTATION
THE FUTURE	INFINITIVE	PRESENT PARTICIPLE	ACTIVE	THE POINT OF REFERENCE
AUXILIARY VERB	MAIN VERB	PHRASAL VERB	SIMPLE PAST	SIMPLE PRESENT
DUMMY-DO (DO-SUPPORT)	PASSIVE	SUBJUNCTIVE	TENSE	PRESENT PERFECT CONTINUOUS

Web activity 60.

Reflections

- A. Reflections in relation to didactics
- a. Sum up what is most important to know about verbs for an English teacher.
 - b. Sum up what is difficult for Danes.
 - c. Discuss how you would handle the progression of verbs in your English teaching, if possible compare with what it says in *Fælles Mål* for engelsk.
 - When would you start teaching verbs? Why?
 - What is most important for the learners to learn?
 - What is easiest?
 - What needs automatization already for young learners?
 - d. Examine how verbs are presented in text book systems or grammars for learners.
 - e. Think back at your own experience as a learner: Did you change your opinion about how to teach verbs reading this chapter?



B. Reflect on what you have learned:

- Which areas relating to verbs do you master now? Give examples in which you use the grammatical phenomenon.
 - How do you recognize a verb: what is the meaning of verbs?
 - How do we distinguish between auxiliary verbs and lexical verbs?
 - What auxiliary verbs do you know?
 - What are lexical verbs?
 - Give examples of *do*, *be* and *have* as lexical and auxiliary verbs
 - Why is dummy-*do* called so and what are the main reasons for using it?
 - What are modal verbs?
 - Give examples of the two scales of meaning
 - What is important regarding the form?
 - What are contractions and why is the level of style important here?
 - Give examples of verbs that are often confused by Danish learners, such as *learn* and *teach*.
 - What are phrasal verbs – why are they idiomatic? Give examples.
 - Explain the choice of using the *-ing* form or the infinitive in non-finite sub-clauses. How does this depend on meaning and form (role of the Verbal in the sub-clause)
 - What are the main forms of verbs: the infinitive, the past tense and the past participle and why are they called the main forms of verbs?
 - What are irregular and regular verbs – and why are they called so?
 - Why is it important to distinguish between the two *-ed* forms?
 - Why do we distinguish between tense and time?
 - When do we use the simple present tense?
 - What is meant by the three axes of orientation and which tenses belong in which axis?
 - What is the difference between the simple versus the continuous perspective?
 - What is the difference between static and dynamic verbs and what is the connection to the continuous perspective?
 - What is the difference between the simple past tense, the present perfect and the past perfect?
 - What is the connection between Circumstantials and tense?
 - How can we express the future in English?
 - What is the passive and how and why do we use it?
 - What is the difference between the indicative, the subjunctive and the imperative?
 - How do verbs in complex VGs depend on each other in pairs from the left? Give an example of a VG with at least two auxiliary verbs and explain how to analyse it.
- In which areas do you need to improve?



Web activity 61.

1. Identify, categorize, correct and explain all problems in relation to verbs
2. Conclude: what would you help this particular student with regarding verbs, why and how?

Learner's text

1 A strange country?

2

3

Friday 23. January

4

5 Dear Camilla.

6 Well now it is my turn to ride. I have lot to tell you. Too day is the weather grey very grey. Man
7 becoming sad, when the weather, is grey. In night has it snow a little bit, but it is not much. It is become
8 white outside. It is always snowing a lot in Denmark. There is not much man can do when it snow. But
9 man can always go out side and play in the snow, but I don't want out side, it is too cold, so I hope that
10 it becomes summer soon, I am hating snow, it is too cold! Oh I did nearly forgot to ride, that yesterday I
11 have got at new job, in bilka. I shall making pizza, burgers and something like that. I shall being there on
12 Tuesday. I can nearly wait till Tuesday. I think that it is a good job, because I get a lot of money. On
13 Sunday, shall I to Odense to play handball. We shall playing against xxtown, and they is very good, so I
14 hope that we are going to wind. We have want one game over them, but we has also lost over them. I
15 have something sad to tell you, and that is my great-grandmother die last week. I was very sad, and I
16 cry very much. She die in the afternoon. I went whit my father to see her, and I have never see a dead
17 person in my hole life. My grandmother and grandfather where also there. When I so my great-
18 grandmother, felt I not very good. It was the first time I so my father, grandmother and grandfather cry.
19 My greet-grandmother was bury on Friday. There was 25 people in the church, I pick the chest. Well not
20 of that. The 20. April shall my class and two other class, too Copenhagen. We have save money, so we
21 can come on the trip. In Christmas have we make candy and candle, which we have selled, too our trip
22 too Copenhagen. There is something we shall and something we can choose to do. I will like to shop
23 over there. I love to shop. So I hope that it going to bee a go trip.

24 Well that was a letter from me.

25

26 Xx



Relevant links for internet activities and resources

Verb patterns

- <http://learnenglish.britishcouncil.org/en/grammar-exercises/verbs-followed-%E2%80%98ing%E2%80%99-or-%E2%80%98infinitive%E2%80%99-1> (the *-ing* form ↔ the infinitive)
- <http://learnenglish.britishcouncil.org/en/grammar-exercises/verbs-followed-%E2%80%98ing%E2%80%99-or-%E2%80%98infinitive%E2%80%99-2> (the *-ing* form ↔ the infinitive)

Irregular verbs

- <http://www.chompchomp.com/irregular02/>
- http://www.letshavefunwithenglish.com/games/irregular_verbs/past_forms/index.html
- <http://www.verbbusters.com/>
- http://grammar.ccc.commnet.edu/grammar/cgi-shl/par2_quiz.pl/irregular_quiz.htm
- <http://prof.danglais.pagesperso-orange.fr/animations/games/preterits/gotoschool.htm>
- http://www.quia.com/cb/119049.html?AP_rand=1682839429
- <http://www.english-online.org.uk/games/gamezone2.htm> (frog verbs)

The present and the past tenses

- <http://www.bbc.co.uk/skillswise/topic/past-present-or-future-tense>
- <http://www.bbc.co.uk/skillswise/quiz/en32tens-e3-quiz>
- <http://grammar.ccc.commnet.edu/grammar/quizzes/chute.htm>
- http://www.bbc.co.uk/schools/starship/english/games/blast_the_rocket/small_no_sound/standard2.shtml

The continuous perspective

- http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1535_gramchallenge20/ (the present continuous ↔ the simple past)
- <http://learnenglish.britishcouncil.org/en/grammar-exercises/past-continuous-and-past-simple> (the past continuous ↔ the simple past)

The perfect perspective

- http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1646_gramchallenge17/ (the present perfect)
- <http://learnenglish.britishcouncil.org/en/grammar-exercises/present-perfect> (the present perfect)
- <http://learnenglish.britishcouncil.org/en/grammar-exercises/past-perfect> (the past perfect)
- <http://learnenglish.britishcouncil.org/en/grammar-exercises/present-perfect-simple-and-present-perfect-continuous> (the present perfect continuous)

The passive

- http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/92_gramchallenge12/
- <http://learnenglish.britishcouncil.org/en/grammar-exercises/passives>

The future

- http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1530_gramchallenge32/ (in general)
- http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1611_gramchallenge29/ (*be going to*)



Quotes

- 1 Carter Chris, Tim Kendon, Dorte Maria Buhl & Dorte Juel Hansen, *Pit Stop #8 Task Book*, Alinea, 2008, pp. 130-133
- 2 Based on Thewlis, Stephen H., *Grammar Dimensions 3*, Thomson & Heinle, 2000, pp.12-13
- 3 Wharton, Edith, "The Valley of Childish Things", *The Valley of Childish Things, and Other Emblems*, Century Magazine 52, July 1896, pp. 467-469: http://xtf.lib.virginia.edu/xtf/view?docId=modern_english/uvaGen-Text/tei/WhaVall.xml&chunk.id=d3&toc.id=&brand=default
- 4 Lincoln, Abraham, "Address delivered at the dedication of the cemetery at Gettysburg November 19, 1863" <http://www.skepticfiles.org/socialis/gettysad.htm>
- 5 Shakespeare, William, "My mistress' eyes are nothing like the sun" (Sonnet 130) <http://www.poets.org/viewmedia.php/prmMID/15557>
- 6 <http://en.wikipedia.org/wiki/Sun>
- 7 http://sanchonino.joeuser.com/article/165386/randumb_crapola
- 8 Based on Stephen H. Thewlis, *Grammar Dimensions 3*, Thomson & Heinle, 2000, pp. 415-416
- 9 Carter, Chris et al, *Pit Stop 9, Task book #9*, Alinea, 2009, pp.144-145
- 10 Brink, Else & Vinnie Lerche, *Pit Stop # 7, Task book*, Alinea, 2006 p. 102 + *Teacher's Guide #7*, copy sheet 30

