

***GO VERBING
USER'S GUIDE***

I designed an edition of GO VERBING for the Learn English Ministry. GO VERBING is a classroom learning aid that's suitable for level 3 or higher classes. It is not suitable for level 1 and level 2 students. It is basically a card game similar to GO FISH that exposes the student to the principle forms of the most common irregular verbs.

You are welcome to use GO VERBING in your level 3 or higher classes. Sets of printed (2 by 3.5 inch) card decks will be available at the teaching locations. Each game is played with a 52 card deck. Deck numbers are printed on the back of each card. The rules of play and tables listing the verbs used for each deck are in this user's guide.

**Your comments regarding this game are welcome.
You can contact me at:**

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Enjoy,

Gerald Phillips – volunteer (designer of GO VERBING)

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GO VERBING – USER’S GUIDE
By Gerry Phillips June 23, 2010

A Learning System to Help English Language Students with Common Irregular Verbs.

This card game was designed to help English Second Language (ESL) students learn verbs and have fun in the process. It’s targeted for intermediate level students who are studying the formation of sentences in common tenses. Each card, printed on business card stock, features an irregular verb in one of the four principle forms – the present, past, past participle, and continuous forms. The cards are divided into a total of eight decks. Use one deck for each game. Together these eight decks will expose the student to the basic forms of 99 irregular verbs, 5 regular verbs, and 12 auxiliary verbs. Classroom experience playing a prototype version of the game shows that a typical game lasts 20 to 25 minutes. The teacher can participate in the game as one of the players. It is designed for small classroom settings like we have at the Learn English Ministry in Sugar Land, Texas.

The font color used on the face of each card indicates which principle form of the verb that particular card belongs to. **Present tense or base verb forms are in black, past tense forms are in red, the past participles forms are in green, and the continuous forms are in blue.** Together these four cards are called a set in this game. See Figure 1.

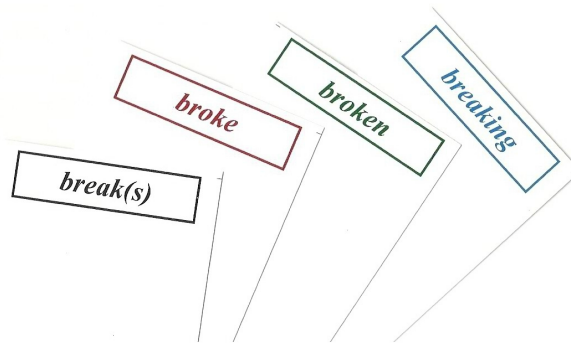


Figure 1. The four members of the verb set “to break”.

During play, the students are allowed to refer to copies of the table listing all the verb forms used in that particular deck. Those tables can be found in the back of this users guide. I believe this game would be too difficult for most students unless they are allowed to refer to a verb table during play. I found that students intensely study the table while playing. They seem to really enjoy the game and the challenge of properly using common irregular verbs. A game requires at least 3 players and should be limited to 6 players.

DECK ONE is the simplest and best deck to become familiar with the play of the game. The higher number decks have some additional rules for play that apply.

DECK ONE - PLAY

The object of the game is for each player to make sets of four verb cards. Each deck contains 13 sets. During his turn at play a player tries to build a set by asking for a specific card he needs from one of the other players. He also gets to draw a new card from the draw pile. As each set is made it is laid down face up so everyone can see the cards and the player making that set scores a point. Play continues until all 13 sets have been laid down and scored.

1. Shuffle the deck and deal 5 to 7 cards to each (player) depending on how many are playing. Deal out more cards to each player if you have a smaller group – i.e. 7 cards each works well if there are only 3 players. The remaining cards are placed face down and become the draw pile.
2. Select a player to start. That player asks another player, addressing that person by name, for a specific card. **He can only ask for a verb form if he holds at least one member of that particular set!** For instance, if he asked for *saw* he must be holding either *see(s)*, *seen*, or *seeing*. **It is very important that everyone understands and honors this rule.** As the game progresses, alert players will be able to determine who's holding particular cards by listening to and watching the play of others.
3. If the player who is being asked doesn't have the card being asked for, they reply **"GO VERBING!"** The asking player then draws the top card from the draw pile. In the unlikely event that the card drawn happens to be the card he just asked for, he shows and keeps that card and continues his turn by asking for another card.
4. If the player who is being asked thinks he holds the requested card, he can ask clarifying questions before handing the card over. His questions must be correctly answered before he has to surrender the card. Example questions are: **How do you spell that word?** **"What does the word mean?"**, or **"Use that word in a sentence."** Answers should be in grammatically correct sentences.
5. Each time a player successfully gets the card he asked for his turn continues and he asks for another card. When he fails to get the requested card, he must **"GO VERBING"**, and the turn passes to the next player on his right.
6. If a player plays all his cards, either by laying down a set or handing his last card over to another player, he can still continue playing in the game. He does this by drawing a free card from the draw pile so long as the draw pile lasts.
7. When all the sets are made, the player with the most points is the winner.

DECK TWO THROUGH DECK EIGHT PLAY

The rules of play for DECK ONE also apply to DECK TWO through EIGHT. However, an additional rule of play applies beginning with DECK TWO. Many irregular verbs have identically spelt and pronounced words for two or three of its forms. For instance, the verb (to come) uses “come” as both the present and past participle forms. The tenses are formed as follows: I **come** (present). Yesterday I **came** (past). I have **come** (past participle). So, deck two has two “**come**” cards, one “**came**” card, and one “**coming**” card. On the cards the verb forms that repeat have a yellow filled text box. See Figure 2.

8. When asked for a verb form that's on a YELLOW card the player being asked must hand over all the YELLOW cards in that set. In the verb set “to come”, if a player holds both the present tense and past participle cards he gives them both up.

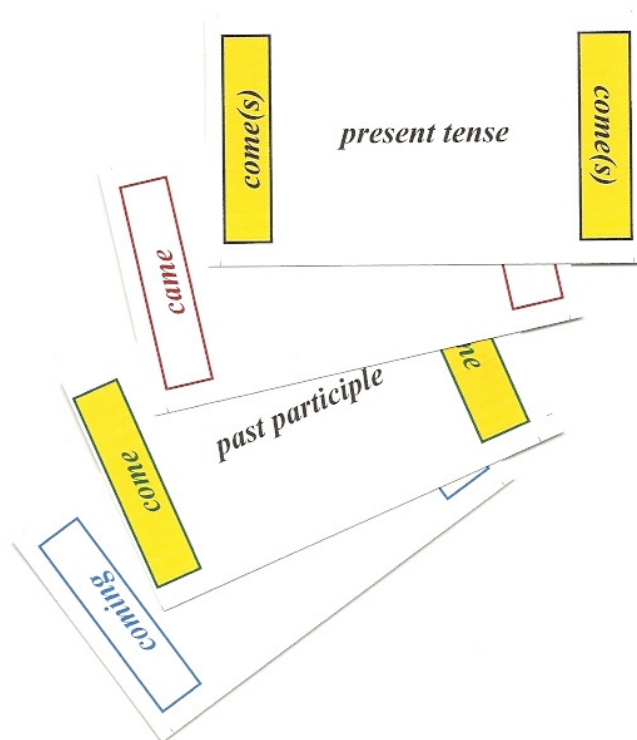


Figure 2. “TO COME” is a set containing two “YELLOW” cards where verb forms repeat in spelling and pronunciation.

DECK FOUR THROUGH DECK EIGHT PLAY

Auxiliary verb cards (additional helpers) are introduced beginning with DECK FOUR. See Figure 3. These helping verbs are distinguished by a green text box. These include a few verbs that do not have all four principle verb forms like most verbs. However, these auxiliary verbs play an essential role in English grammar. Common helper verbs are: can, will, could, would, should, must, and may. The student needs to learn these as helpers in addition to the regular helpers that are used in the perfect tenses – have, has, and had.



Figure 3. “CAN” is on a GREEN CARD which doesn’t belong to a set but is played for a bonus point.

GREEN CARD – PLAY

Players do not ask other players for GREEN CARDS. They can only get GREEN CARDS during the dealing or by drawing. A player must make a set before playing a GREEN CARD. When a player makes his first set he can play any GREEN CARD he holds. He does this by declaring **“I have a green card!”** He plays the green card by placing it on the set he made. **However, in order to score a point for laying down the green card the player must make a grammatically correct sentence containing both the helper verb and the right verb form from the set.** If he can correctly do this he scores a bonus point. Only one GREEN CARD can be played on each set he makes. If he holds a second green card he must wait until he makes his second set for an opportunity to play the second GREEN CARD. If he draws a green card he can play it on any existing set he’s made earlier in the game. Similar rules apply if he is lucky enough to get a third GREEN CARD.

GREEN CARD VERBS USED IN GO VERBING

DECK				
FOUR	CAN	WILL	SHOULD	COULD HAVE
FIVE	CAN	MAY	HAD	-
SIX	WILL	SHALL	WON’T	-
SEVEN	SHOULD	MUST	CAN’T	-
EIGHT	COULD...IF...	WOULD...IF...	-	-

TIPS FOR STUDENTS

1. GREEN CARDS are used with the **present tense or base** form of the main verb except when one of the helpers - **have, has, or had** is used.
2. If one of the verb helpers - **have, has, or had** is used it goes with the past participle verb form of the main verb.
3. The simple past tense verb form does not use helper verbs.
4. The continuous and past participle forms can also be used as adjectives in sentences. “Listen to the running engine.”, “She sounds like a broken record.”
5. The continuous verb form can also be used as a noun in sentences. “Eating is fun.”
6. Notice the similarity in the pronunciation pattern of the vowels in many verb sets. The trained ear hears the tense by recognizing which vowel sounds is used. For instance: sing, sang, sung; begin, began, begun; swim, swam, swum; sink, sank, sunk.... The key vowel sounds in this set follow this pattern $\text{ĩ} > \text{ǎ} > \text{ə}$.
7. DECK ONE and DECK FIVE consists of verb sets where the past participle form has an “-en” or “-n” inflected ending. It’s noteworthy that about 30% of irregular verbs sets have this ending as a past participle marker.
8. Note that present tense verb forms used in the third person singular have an –s ending – called an inflection. This happens whether the verb is regular or irregular. The cards have been designed to remind the student of this fact of English grammar.

SUGGESTIONS FOR TEACHERS

9. Give the students copies of the verb tables used in the deck. They could be given the table a week in advance so the students could study the verbs prior to playing the game.
10. Participate as a player in the game with your students.
11. Vary the rules for forming sentences. For instance, you could require that all sentences be in the form of questions.
12. If you have a large class, have two or more games going at once. It seems that four players are just about the ideal number of players for a good paced game.

GO VERBING - DECK ONE				
INFINITIVE	PRESENT	PAST	PAST PARTICIPLE	CONTINUOUS
to break	break(s)	broke	broken	breaking
to do	do(es)	did	done	doing
to eat	eat(s)	ate	eaten	eating
to fall	fall(s)	fell	fallen	falling
to forget	forget(s)	forgot	forgotten	forgetting
to get	get(s)	got	gotten	getting
to know	know(s)	knew	known	knowing
to ride	ride(s)	rode	ridden	riding
to see	see(s)	saw	seen	seeing
to shake	shake(s)	shook	shaken	shaking
to speak	speak(s)	spoke	spoken	speaking
to take	take(s)	took	taken	taking
to write	write(s)	wrote	written	writing
HOW THESE FORMS CAN BE USED IN SENTENCES:				
As a verb	Verb (+will for future)	Verb	Verb (requires a helper - have, has, or had)	Verb (requires a verb helper)
As an adjective	-	-	As an adjective (action's ended)	As an adjective (action's on-going)
As a noun	-	-	-	Subject
	-	-	-	Object

GO VERBING - DECK TWO				
INFINITIVE	PRESENT	PAST	PAST PARTICIPLE	CONTINUOUS
to begin	begin(s)	began	begun	beginning
to come	come(s)	came	come	coming
to drink	drink(s)	drank	drunk	drinking
to ring	ring(s)	rang	rung	ringing
to run	run(s)	ran	run	running
to shrink	shrink(s)	shrank	shrunk	shrinking
to sing	sing(s)	sang	sung	singing
to sink	sink(s)	sank	sunk	sinking
to spring	spring(s)	sprang	sprung	springing
to sting	sting(s)	stung	stung	stinging
to stink	stink(s)	stank	stunk	stinking
to swim	swim(s)	swam	swum	swimming
to swing	swing(s)	swung	swung	swinging
HOW THESE FORMS CAN BE USED IN SENTENCES:				
As a verb	Verb (+will for future)	Verb	Verb (requires a helper - have, has, or had)	Verb (requires a verb helper)
As an adjective	-	-	As an adjective (action's ended)	As an adjective (action's on-going)
As a noun	-	-	-	Subject
	-	-	-	Object

GO VERBING - DECK THREE				
INFINITIVE	PRESENT	PAST	PAST PARTICIPLE	CONTINUOUS
to bring	bring(s)	brought	brought	bringing
to buy	buy(s)	bought	bought	buying
to fight	fight(s)	fought	fought	fighting
to keep	keep(s)	kept	kept	keeping
to lose	lose(s)	lost	lost	losing
to meet	meet(s)	met	met	meeting
to sell	sell(s)	sold	sold	selling
to set	set(s)	set	set	setting
to sit	sit(s)	sat	sat	sitting
to stand	stand(s)	stood	stood	standing
to teach	teach(es)	taught	taught	teaching
to tell	tell(s)	told	told	telling
to think	think(s)	thought	thought	thinking
HOW THESE FORMS CAN BE USED IN SENTENCES:				
As a verb	Verb (+will for future)	Verb	Verb (requires a helper - have, has, or had)	Verb (requires a verb helper)
As an adjective	-	-	As an adjective (action's ended)	As an adjective (action's on-going)
As a noun	-	-	-	Subject
	-	-	-	Object

GO VERBING - DECK FOUR				
INFINITIVE	PRESENT	PAST	PAST PARTICIPLE	CONTINUOUS
to be	be (am) (are) (is)	(was) (were)	been	being
to bear	bear(s)	bore	born	bearing
to catch	catch(es)	caught	caught	catching
to choose	choose(s)	chose	chosen	choosing
to feel	feel(s)	felt	felt	feeling
to find	find(s)	found	found	finding
to give	give(s)	gave	given	giving
to have	have (has)	had	had	having
to leave	leave(s)	left	left	leaving
to make	make(s)	made	made	making
to pay	pay(s)	paid	paid	paying
to read	read(s)	read(ě)	read(ě)	reading(ě)
to win	win(s)	won	won	winning
HOW THESE FORMS CAN BE USED IN SENTENCES:				
As a verb	Verb (+will for future)	Verb	Verb (requires a helper - have, has, or had)	Verb (requires a verb helper)
As an adjective	-	-	As an adjective (action's ended)	As an adjective (action's on-going)
As a noun	-	-	-	Subject
	-	-	-	Object

GO VERBING - DECK FIVE				
INFINITIVE	PRESENT	PAST	PAST PARTICIPLE	CONTINUOUS
to awake	awake(s)	awoke	awoken	awakening
to bite	bite(s)	bit	bitten	biting
to blow	blow(s)	blew	blown	blowing
to drive	drive(s)	drove	driven	driving
to fly	fly (flies)	flew	flown	flying
to freeze	freeze(s)	froze	frozen	freezing
to grow	grow(s)	grew	grown	growing
to hide	hide(s)	hid	hidden	hiding
to lie	lie(s)	lay	lain	lying
to show	show(s)	showed(/d/)	shown	showing
to steal	steal(s)	stole	stolen	stealing
to throw	throw(s)	threw	thrown	throwing
to wear	wear(s)	wore	worn	wearing
HOW THESE FORMS CAN BE USED IN SENTENCES:				
As a verb	Verb (+will for future)	Verb	Verb (requires a helper - have, has, or had)	Verb (requires a verb helper)
As an adjective	-	-	As an adjective (action's ended)	As an adjective (action's on-going)
As a noun	-	-	-	Subject
	-	-	-	Object

GO VERBING - DECK SIX				
INFINITIVE	PRESENT	PAST	PAST PARTICIPLE	CONTINUOUS
to beat	beat(s)	beat	beat	beating
to bend	bend(s)	bent	bent	bending
to bleed	bleed(s)	bled	bled	bleeding
to cut	cut(s)	cut	cut	cutting
to feed	feed(s)	fed	fed	feeding
to flee	flee(s)	fled	fled	fleeing
to hurt	hurt(s)	hurt	hurt	hurting
to plead	plead(s)	pled	pled	pleading
to put	put(s)	put	put	putting
to strike	strike(s)	struck	struck	striking
to shoot	shoot(s)	shot	shot	shooting
to slay	slay(s)	slew	slain	slaying
to weep	weep(s)	wept	wept	weeping
HOW THESE FORMS CAN BE USED IN SENTENCES:				
As a verb	Verb (+will for future)	Verb	Verb (requires a helper - have, has, or had)	Verb (requires a verb helper)
As an adjective	-	-	As an adjective (action's ended)	As an adjective (action's on-going)
As a noun	-	-	-	Subject
	-	-	-	Object

GO VERBING - DECK SEVEN				
INFINITIVE	PRESENT	PAST	PAST PARTICIPLE	CONTINUOUS
to cost	cost(s)	cost	cost	costing
to draw	draw(s)	drew	drawn	drawing
to forgive	forgive(s)	forgave	forgiven	forgiving
to go	go(es)	went	gone	going
to hit	hit(s)	hit	hit	hitting
to lay	lay(s)	laid	laid	laying
to let	let(s)	let	let	letting
to mistake	mistake(s)	mistook	mistaken	mistaking
to quit	quit(s)	quit	quit	quitting
to rise	rise(s)	rose	risen	rising
to say	say(s)	said	said	saying
to tear	tear(s)	tore	torn	tearing
to understand	understand(s)	understood	understood	understanding
HOW THESE FORMS CAN BE USED IN SENTENCES:				
As a verb	Verb (+will for future)	Verb	Verb (requires a helper - have, has, or had)	Verb (requires a verb helper)
As an adjective	-	-	As an adjective (action's ended)	As an adjective (action's on-going)
As a noun	-	-	-	Subject
	-	-	-	Object

GO VERBING - DECK EIGHT				
INFINITIVE	PRESENT	PAST	PAST PARTICIPLE	CONTINUOUS
to ask	ask(s)	asked(/t/)	asked(/t/)	asking
to build	build(s)	built	built	building
to dig	dig(s)	dug	dug	digging
to call	call(s)	called(/d/)	called(/d/)	calling
to hang	hang(s)	hung	hung	hanging
to hear	hear(s)	heard	heard	hearing
to need	need(s)	needed(/ɪd/)	needed(/ɪd/)	needing
to seek	seek(s)	sought	sought	seeking
to send	send(s)	sent	sent	sending
to sleep	sleep(s)	slept	slept	sleeping
to spend	spend(s)	spent	spent	spending
to talk	talk(s)	talked(/t/)	talked(/t/)	talking
to want	want(s)	wanted(/ɪd/)	wanted(/ɪd/)	wanting
HOW THESE FORMS CAN BE USED IN SENTENCES:				
As a verb	Verb (+will for future)	Verb	Verb (requires a helper - have, has, or had)	Verb (requires a verb helper)
As an adjective	-	-	As an adjective (action's ended)	As an adjective (action's on-going)
As a noun	-	-	-	Subject
	-	-	-	Object