

TO THE TEACHER

Lesson 3: To the Teacher

Possible confusions

1) Students are often confused by the fact that VXO VXS and VXD don't appear with X-Words. That's because the X-words are "hidden" behind them.

See Lesson 9.

I just draw this on the board and say we'll look at this later.



But this is what's going on:

When the X-words come out to do their jobs, each of these 3 verb forms morphs into a BASE form and the X-Word takes over the jobs of "who" and "when." (see sidebar)

BTW

The "s" forms are V/XS, has, was, is, does - they always indicate singular, not you, not me -but somebody else (3<sup>rd</sup> person)

By "**who**" we mean the "s" ending that English still has in the simple present and some X-Words. The "s" signals "strictly singular" as Linda Kunz would say.

By "**when**" we mean the "d" ending on did that indicates the past.

The "s" and "do" signal present habits and truths.

*We all like chocolate.*

*Maria likes chocolate.*

*Maria's grandmother liked chocolate, too.*

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The "d" forms are

V/XD, and the X-Words had and did -- they can go with any "person" I, you, we, he, etc.

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2) Students might be confused by the -ing words that aren't verbs, i.e. gerunds.

For now the priority is that they learn to recognize them. If an -ing word doesn't have a "be" X-Word in front of it, it's a *Gerund—an -ing that acts like a noun and doesn't need an X-word.*

Example:

Joe is smoking. -X + Ving

Smoking is bad for you. *Gerund (noun)* -- the SUBJECT in this sentence.

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### Vocabulary in lesson 3: 220 words

Key words and collocates:

#### New X-Word terms:

relationships / matchups

hidden X-Words

visible X-Words

start smoking

quit smoking

cigarette

cigarette smoke

ingredients (in cigarettes)

anniversary of

celebrating

million, trillion

disease

smoking causes cancer

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were killed by (passive; be + DTN)

Camels (brand of cigarettes)

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Further activities:

- At this point students can look at ANY text and mark the X-Words and Verb forms.
- This is a good time to give them something high level like the New York Times or an academic passage. It's very empowering to see that all verbs follow these patterns, no matter how difficult the writing and the vocabulary.
- They can also look at something they have written and mark the X-Words and verbs. Do they match up??