Sixteen oral lessons for teaching beginning English as a second language are presented. The lessons were developed to teach small groups of adolescents. The lessons are each self-contained and include noun picture cards, a vocabulary game, opposites, teacher commands, expanding sentences, pronouns, and vowel sounds. The picture card lessons can be duplicated and used as flash cards. Teaching hints and a chart of 333 verbs in three tenses are provided. (RW)
ENGLISH AS A SECOND LANGUAGE:

Modules for Teaching

Bridget H. Hart

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"
ENGLISH AS A SECOND LANGUAGE

Modules for Teaching

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ENGLISH AS A SECOND LANGUAGE: HINTS FOR TEACHING

Bridget H. Hart

HAND SIGNALS should be used constantly in the beginning, and in the same context each time. The teacher should devise signals so they will be spontaneous and consistent as s/he talks. Important words that need hand signals are yesterday, today, tomorrow, more (as in "say more" or make a longer sentence); correct answer, give me an answer.

The teacher should be sure to ask questions to which the answer is already known in order that the correct response may be taught to the student.

HAVING A STUDENT READ from a simple book does not necessarily mean that the student comprehends what is being read. The student may be making sounds that are understood only by the teacher.

Use of a small hand mirror may help the student to pronounce difficult sounds. Teacher should model the lip movements while the student watches and then tries to emulate the same movements. In the beginning the teacher should not expect perfect enunciation. After the student becomes more comfortable in the new surroundings, s/he will be more receptive to speech correction.

Very early in the course the student should learn helpful phrases such as Where is the restroom?, How do you say...?, I don't understand, What is that?, Will you help me?, and Pardon?

Comprehension of safety words should be taught early. Some of these words are poison (which is usually accompanied by a picture of the skull and crossbones or the new "yuk" face), danger, exit, fire, and police.

The calendar may be used for introducing past, present and future tenses, plus vital words such as yesterday, today, tomorrow, last week, this week, next week, last month, this month, next month, day-before-yesterday, day-after-tomorrow, last year, this year, next year. The same hand signals may be used for all past tenses, the same signal for all present tenses, and the same signal for all future tenses.

Teaching opposites doubles the number of descriptive words and phrases which may be taught in a given time.

Prepositions may be taught with the use of small, handy objects (the pencil is over the book, under the book, beside the book).
BODY PARTS should be taught, largest parts first, then detail parts.

COMMAND WORDS which will be beneficial include point, write, draw, stand, sit, circle, read, study, hop, skip, throw, run, shake hands, etc.

The QUESTION WORDS, why, where, when, what, which, will require many demonstrations.

PRONOUNS are important for the non-English-speaking student since the pronoun is widely used in English. (In some languages there is no word for "it" and no distinction between "him" and "her"). A chart showing subjective pronouns on the left and objective pronouns on the right should be made for the student to use as a reference.

When asking "DO YOU UNDERSTAND?", the teacher will be more assured of understanding if s/he requires the student to demonstrate. The words "SHOW ME" should frequently be used.

A list of REGULAR VERBS in three tenses and a different list of IRREGULAR VERBS should be issued to each student when s/he is ready.

Some languages contain no upper/lower case, and therefore have no capital letters. Students who use those languages may frequently fail to capitalize properly when writing in English.

Because English contains so many words for the same action, the teacher must be consistent when saying things such as Give me the book. There are also Hard me the book, and Pass me the book. Other examples of this are Lay the book on the table, Put the book on the table, and Place the book on the table.

Many MATH SYMBOLS are the same in other languages as they are in English; therefore, students may be taught the meanings of several English words by the use of these symbols. The equal sign can be used to demonstrate means the same as... The addition sign can be used to demonstrate more, add, and plus. The infinity sign may demonstrate always or forever and the zero may demonstrate none or all gone.

The NUMBER SYSTEM may seem the same in English as it is in the student's native language, but in some cases it changes slightly in some areas. Caution must be taken concerning page numbers and math computations.

TEACHER TALK should be kept to a minimum in order to stimulate verbalizing by the student.

SMILES mean the same in any language.
cake mix  parking meter

towel      ax

saw          gasoline can

jack         fire

garbage can  hose
<table>
<thead>
<tr>
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<th>Bananas</th>
<th>Matches</th>
<th>Rake</th>
<th>Can</th>
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<tbody>
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<td>Ice cream</td>
<td>Lemons</td>
<td>Pin</td>
<td>Rope</td>
<td>Bed</td>
</tr>
</tbody>
</table>
shoes  watch

suit  jacket

shirt  dress

coat  hat

vest  socks
corn  cup
fish  cookies
meat  milk
carrots  pan
tomato  cake
<p>| | | |</p>
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<td><img src="image6" alt="Saw" /></td>
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</tr>
<tr>
<td><img src="image7" alt="Fire" /></td>
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<td><img src="image9" alt="Snake" /></td>
<td><img src="image10" alt="Trash can" /></td>
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</table>
cake mix

towel

saw

jack

garbage can

parking meter

ax

gasoline can

fire

hose
LINGO: A Game of Vocabulary

Played like Bingo or Lotto, the game of LINGO consists of 56 calling cards and 30 different playing cards. Each calling card is simply a picture card which the teacher may label appropriate to the locale in which the students reside. After the students have learned all the simple names of each picture, the teacher may want to call out the definition of the noun pictured, thereby expanding the vocabulary already learned. This game works extremely well in expanding the vocabulary of students native to America. By using the definitions (such as bovine instead of cow, a fabric dwelling instead of tent, etc.), the primary child will quickly learn many new words.
<table>
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<th>Corn</th>
<th>Sheep</th>
<th>Heart</th>
<th>Ship</th>
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<td>Elephant</td>
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<td>Palm Tree</td>
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<tr>
<td>Bird</td>
<td>Chick</td>
<td>Chick</td>
<td>FREE</td>
<td>Toothbrush</td>
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<td>Circle</td>
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<td>Square</td>
<td>American Flag</td>
<td>Comb</td>
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<td>Police Hat</td>
<td>Bird</td>
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<td><img src="image" alt="Star" /></td>
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<tr>
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<td><img src="image" alt="Pirate" /></td>
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<th>Dog</th>
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<td>Cow</td>
<td>Tent</td>
<td>Bus</td>
<td>Hand</td>
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<tr>
<td>Star</td>
<td>Apple</td>
<td>FREE</td>
<td>Native American</td>
<td>Barn</td>
</tr>
<tr>
<td>Farmer</td>
<td>Heart</td>
<td>Square</td>
<td>Grapes</td>
<td>Horse</td>
</tr>
<tr>
<td>Girl</td>
<td>Soap</td>
<td>Cow</td>
<td>Circle</td>
<td>Palm Tree</td>
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</table>

**15**

**16**
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<td>🐐</td>
<td>🐌</td>
</tr>
<tr>
<td>🕶️</td>
<td>🍒</td>
<td>🌿</td>
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<td>🐾</td>
<td>🌟</td>
<td>🎃</td>
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<td>🍁</td>
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FREE

35

36
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<td><img src="image" alt="chick" /></td>
<td><img src="image" alt="Indian" /></td>
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<td><img src="image" alt="horse" /></td>
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<td><img src="image" alt="owl" /></td>
<td><img src="image" alt="elephant" /></td>
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<td><img src="image" alt="pine" /></td>
<td><img src="image" alt="pumpkin" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rows:** 39 40
Using the word, duplicate onto the back of the page and cut for flashcards.
wishbone

brush

flashlight

whistle

whip

bench

whale

shelf

shell

thimble
OPPOSITES

While teaching opposites, the teacher will need to create hand signals to accompany as many words as possible.

After several opposites have been thoroughly taught, the teacher may explain to the students that these words are called "opposites." There will be many instances when the teacher will have to refer to the word "opposite" while teaching new words and phrases.

<table>
<thead>
<tr>
<th>in</th>
<th>out</th>
<th>open</th>
<th>closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>down</td>
<td>young</td>
<td>old</td>
</tr>
<tr>
<td>near</td>
<td>far</td>
<td>modern</td>
<td>ancient</td>
</tr>
<tr>
<td>over</td>
<td>under</td>
<td>new</td>
<td>old</td>
</tr>
<tr>
<td>weak</td>
<td>strong</td>
<td>first</td>
<td>last</td>
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<tr>
<td>to</td>
<td>from</td>
<td>beginning</td>
<td>ending</td>
</tr>
<tr>
<td>close to</td>
<td>away from</td>
<td>start</td>
<td>stop</td>
</tr>
<tr>
<td>into</td>
<td>out of</td>
<td>question</td>
<td>answer</td>
</tr>
<tr>
<td>come</td>
<td>go</td>
<td>right</td>
<td>wrong</td>
</tr>
<tr>
<td>come here</td>
<td>go away</td>
<td>right</td>
<td>left</td>
</tr>
<tr>
<td>easy</td>
<td>hard, difficult</td>
<td>alike</td>
<td>different</td>
</tr>
<tr>
<td>alive</td>
<td>dead</td>
<td>opposite</td>
<td>same</td>
</tr>
<tr>
<td>long</td>
<td>short</td>
<td>work</td>
<td>play</td>
</tr>
<tr>
<td>soft</td>
<td>hard</td>
<td>light</td>
<td>dark</td>
</tr>
<tr>
<td>buy</td>
<td>sell</td>
<td>daytime</td>
<td>nighttime</td>
</tr>
<tr>
<td>wet</td>
<td>dry</td>
<td>more</td>
<td>less</td>
</tr>
<tr>
<td>all the time</td>
<td>never</td>
<td>before</td>
<td>after</td>
</tr>
<tr>
<td>loud</td>
<td>quiet</td>
<td>better</td>
<td>worse</td>
</tr>
<tr>
<td>sick</td>
<td>well</td>
<td>forward</td>
<td>backward</td>
</tr>
<tr>
<td>ill</td>
<td>healthy</td>
<td>live</td>
<td>die</td>
</tr>
<tr>
<td>whisper</td>
<td>shout, yell</td>
<td>awake</td>
<td>asleep</td>
</tr>
</tbody>
</table>
INSTRUCTION WORDS

The following instruction words should be demonstrated daily by the teacher until they are mastered.

trace  read  circle
print  draw  follow
answer  question  beginning
ending  middle  letter
directions  number  words
pictures  names  sentence
line  story  sound
change  paragraph  use
right  left  same

TEACHER COMMANDS

Props needed: any book, a pencil, a blank sheet of paper

Get out your book.
Open your book to page ___.
Write your name on your paper.
Pass your paper to me.
Close your book.
Pick up your pencil.
Hand me your book.
Hold up your pencil.
Lay your pencil on the table.
Pick up a different pencil.
Come and get your book.
EXPANDING SENTENCES
(Opposite should precede this lesson.)

The teacher presents a picture, makes an oral statement concerning
the picture, and student repeats. At some point during the procedure
the student should try to make a statement without assistance. The
following are examples which might accompany two separate pictures.

This is a horse.
The horse is strong.
The strong horse is brown.
The strong, brown horse is big.
The big, strong, brown horse has white feet.
The big, strong, brown horse has four white feet.
The big, strong, brown horse can run on his four white feet.
The big, strong, brown horse can run and jump on his four white feet.
The big, strong, brown horse can run fast and jump high on his four
white feet.

These are kittens.
The kittens are gray and white.
The gray and white kittens are little.
The little gray and white kittens are soft.
The soft, little gray and white kittens are pretty.
The pretty, soft, little gray and white kittens are hungry.
The pretty, soft, little gray and white kittens are hungry and sleepy.
The hungry little kittens are crying.
**Pronouns**

Place accompanying chart with stick people and dog in view of the students. Pointing to the chart, explain exactly what persons are included in each pronoun.

Write the following on the board:

- I _____________ me.
- He _____________ him.
- She _____________ her.
- It _____________ it.
- We _____________ us.
- They _____________ them.
- You _____________ you.

Say the example sentences below while pointing to each appropriate pronoun in the chalkboard list.

- I like it. (For "it" pantomime petting a dog or point to a table, desk, etc.)
- I like you.
- I like them.
- I like her.
- He likes me.
- She likes you.
- He likes her.
- She likes him.
- It (the dog) likes me.
- We like him.
- We like you.
- You like him.
- You like them.
- We like her.
- They like him.
- They like us.
- They like you.

Use other verbs such as see, hear, watch.
PRONOUNS

I  ❤️  me.

He  ♂  him.

She  ♀  her.

It  🐶  it.

We  ♂♀  us.

They  ♂♀  them.

You  ♂  you.

You  ♀  you.

You  ♀♂  you.
PRONOUNS

See the car. **It** is here. (Teacher says, "What does 'it' mean?)

Ann rides in the car. **She** likes to ride.

John is my father. **He** is a man.

You and I study English. **We** like to study English.

See the cat. **Feed it.**

Ann rides in the car. John is riding **her** in the car.

John is my father. I love **him.**

The monkey jumped. We saw **him.**

John and Ann ride in the car. **They** like to ride.

John and Ann ride in the car. We saw **them.**

We will have a party. **It** will be fun.

Ann is in the car. I see **her.**

John and I ride in the car. **We** like to ride.

John and you ride in the car. **You** like to ride.

You and John ride in the car. **You** like to ride in **it.**

John is a good man. He likes **you** and me. He likes **us.**

See the cat. **I** like **him.** He is a boy cat.

See the mother cat. **I** like **her.**

See the red car. **I** like **it.** It is a good car.

Do **you** see the red car? Do **you** like **it?**

Do **you** see John and Ann? Do **you** see **them** in the car?

Do **you** like to study English? Do **you** like **it?**
TROUBLESOME VOWEL SOUNDS

sheep

ship

sip

slip

sleep

slap

beat

bite

bit

bait

bat

beet

bet
CHECKUP FOR ORAL COMPREHENSION

Issue pencil and drawing paper to the students, then read the following commands to the students.

Put your name in the top right corner of the paper.
Under your name write the date.
Draw a long line down the left side of the page.
Make a circle around the year.
Put an X in the lower left corner of the page.
Circle the X.
Draw a box in the center of the page.
Make a vertical line over the box.
Put a horizontal line across the bottom of the page.
Draw a line from the box to the date.
Draw a tree on your page.
Draw a line through the tree.
Draw an apple on the ground under the tree.
Put a triangle in the top left corner of your paper.
Over the line at the bottom of your page, write to ten.
Fold your paper vertically and pass it to the person in front of you.
IF

If you go to America, you will learn English.
You will learn English if you go to America.

If I get hungry, I will eat.
I will eat if I get hungry.

If I look, I will see the _____ (use a familiar noun).
I will see the _____ if I look.

If I get the money I will buy a car.
I will buy a car if I get the money.

If I wash my hair, it will be clean.
My hair will be clean if I wash it.

If you go fast, you won't be late.
You won't be late if you go fast.

If you work, you will learn fast.
You will learn fast if you work.

If we go to the store, we will buy food.
We will buy food if we go to the store.

If I rest, I will not be tired.
I will not be tired if I rest.

If I get sick, I will go to the doctor.
I will go to the doctor if I get sick.
He is swinging from a rope.

She is drinking from a glass.

He is drinking from a jug.

He is drinking from a bottle.

He is fishing from a boat.

He is fishing from the bank.

It is falling from the tree.

Tears are falling from her eyes.

Salt is falling from the salt shaker.

He is copying from a book.

He got the food from the store.

The bubbles are coming from the pipe.
WHY

Why do we eat? We eat because we are hungry.
Why do we study? We study because we need to learn.
Why do we wear coats? Because it is cold.
Why do we sleep? We sleep because we are tired.

WHAT

What is your name?  What is today's date?
What do I have in my hand?  What are you wearing today?
Do you see what this is?  What time is it?
What is that on the wall?  What a pretty ring you have!

WHO

Who are you?  The word "who" tells about people.
Do you know who I am?
Who is the teacher in here?
Who is the student?

WHEN

When do we sleep? We sleep at night.
When do you get up? You get up in the morning.
Do you know when we eat lunch? We eat lunch at ___ o'clock.
The word "when" tells about time.

WHERE

The word "where" tells about places. Where do you live, etc.
WHO, WHERE, HOW, WHEN, WHAT, WHY

Sentences and questions are to be read to the children.

After the children went to school, Mother drove to the grocery store.

Who did this? (Mother)
Where did she go? (grocery store)
How did she go? (in the car)
When did she go? (in the morning)
What did she go for (or why did she go)? (groceries or to buy groceries)

The cat walked slowly to the dark alley where the mice were.

Who did this? (cat)
Where did it go? (alley)
How did it go? (slowly, walked)
When did it go? (at night)
What did it go for (or why did it go)? (mice or to catch mice)

One morning, a boy got on his bicycle and went to the market for some bread.

Who did this? (a boy)
Where did he go? (market)
How did he go? (bicycle)
When did he go? (in the morning)
What did he go for (or why did he go)? (to get bread)

The young girl ran down the stairs of the two-story house and out to look at the star.

Who did this? (a girl)
What floor did she live on? (second)
Where did she go? (outside)
When did she do this? (at night)
How did she go? (fast)
What did she want to do? (look at a star)

At 7:00 a.m., Mr. Green put his lunch box in his truck, started the motor and drove away.

Who did this? (Mr. Green)
What did he have in his hand? (lunch box)
Where did he put his lunch box? (in the truck)
Where was he going? (to work)
Why did he take his lunch? (accept any logical answer)
How does Mr. Green get to work? (drives)
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<tr>
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<th>Singular</th>
<th>Plural</th>
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<tbody>
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<td>I am, You are, He is, it is</td>
<td>We are, You are, They are</td>
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<tr>
<td><strong>PAST</strong></td>
<td>I was, You were, He was, it was</td>
<td>We were, You were, They were</td>
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<tr>
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<td>I shall be, You will be, He will be, it will be</td>
<td>We shall be, You will be, They will be</td>
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<tr>
<td>Verb</td>
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<td>Yesterday</td>
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<td>I will</td>
<td>I am...</td>
<td>They have, had..</td>
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Tomorrow
I will...
He will...

lock
look
lose
love
mail
make
march
marry
match
mean
meet
mess
milk
miss
mix
move
multiply
nail
name
need
number
open
pack
paint
parade
park
pass
paste
pat
pay
peek
pet
phone
pick
pile
pin
pitch
place
plan
play
please
point
poison
pollute
pop
pour
pray
pretend
print
promise
protect
prove
pull
punch

Now
I am...
He is...

looking
looking
losing
loving
mailing
making
marching
marrying
matching
meaning
meeting
messing
missing
mixing
moving
multiplying
nailing
naming
needing
numbering
opening
packing
painting
parading
parking
passing
pasting
patting
paying
peeking
petting
phoning
picking
piling
pinning
pitching
placing
planning
playing
pleasing
pointing
poisoning
polluting
popping
pouring
praying
pretending
printing
promising
protecting
proving
pulling
punching

Yesterday
They have, had...

locked (t)
looked (t)
lost
loved
mailed
made
marched (t)
marrned
matched (t)
meant
met
messed (t)
milked (t)
missed (t)
mixed (t)
moved
multiplied
nailed
named
needed (ed)
numbered
opened
packed (t)
painted (ed)
paraded (ed)
parked (t)
pasted (t)
patted (ed)
paid
peeked (t)
petted (ed)
phoned
picked (t)
piled
pinned
pitched (t)
placed (t)
planned
played
pleased
pointed (ed)
poisoned
polluted (ed)
popped (t)
poured
prayed
pretended (ed)
presented (ed)
promised (t)
protected (ed)
proved
pulled
punched (t)

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<table>
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<th>Now</th>
<th>Yesterday</th>
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Tomorrow
I will...
He will...
speak
spell
spend
spill
spin
splash
squeeze
stand
stare
start
stay
steal
step
stick
stir
stop
storm
stretch
strike
subtract
suppose
surprise
swallow
sweep
swell
swim
swing
take
talk
taste
teach
tear
tease
tell
thank
think
thread
tie
toast
touch	
trade
travel
trick
trip
try
turn
understand
undress
use
visit
vote
wait
wake
walk

Now
I am...
He is...
speaking
spelling
spending
spilling
spinning
splashing
squeezing
standing
staring
starting
staying
stealing
stepping
sticking
stirring
stopping
storming
stretching
striking
subtracting
subscribing
surprising
swallowing
sweping
swelling
swimming
swinging
taking
talking
tasting
teaching
tearing
teasing
telling
thanks
thinking
threading
tying
toasting
touching
trading
traveling
tricking
tripping
tripping
tripping
tripping
tripped
tried
turned
understood
undressed
used
visited
voted
waited
woke
walked

Yesterday
they have, had...
He has, had...
spoke
spelled
spent
spilled
spun
splashed
squeezed
stood
stared
started
stayed
stole
stepped
stuck
stirred
stopped
stormed
stretched
struck
subtracted
supposed
surprised
swallowed
swept
swelled
swam
swung
took
talked
tasted
taught
tore
teased
told
thanked
thought
threaded
tied
toasted
touched
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traveled
tricked
tripped
tried
turned
understood
undressed
used
visited
voted
waited
woke
walked
walked
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<tr>
<td>I will...</td>
<td>He is...</td>
<td>They have, had...</td>
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