



DLM

Verb Viper

Educational
Software

USER'S GUIDE

Commodore 64

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Verb Viper

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ARCADEMIC SKILL BUILDERS IN LANGUAGE ARTS make learning fun! Children are encouraged to practice basic language arts skills while playing exciting, fast-paced arcade games. Frequent practice encourages your child to implement strategies that can help improve his or her performance while the stimulating arcade game environment emphasizes mastery of basic language arts skills.

Verb Viper encourages your child to choose correct verb tenses (present, past, past participle), recognize correct verb forms (*ran* instead of *runned*), and recognize subject/verb agreement (*I am*, *he is*). You select game content to suit the needs and abilities of your child. A friendly viper feeds on verbs. A subject appears below the viper. Your child reads the subject; notes whether the subject is singular or plural; and determines whether the verb closest to the viper agrees in tense and number with the subject and is a correct verb form. If the verb and subject match, your child feeds the verb to the viper. Through quick reactions, focused attention, and game strategy, your child matches subjects and verbs while feeding the colorful viper.

Play the game yourself to become familiar with its operation and to demonstrate your involvement with your child's learning. You may find yourself actually testing your own language skills! *Verb Viper* will provide hours of exciting, educational fun.

GAME STRATEGY

A colorful viper waits to feed on approaching verbs. A subject appears below the viper. Your child determines whether the verb closest to the viper matches the subject in tense and number and is a correct verb form. A "hit" is recorded when the viper eats a correct match or does not eat an incorrect match. If your child scores several "hits," the viper extends its neck upward to the next cave. A "miss" is recorded if the viper is fed an incorrect match or if your child fails to feed it a correct match. Several "misses" at an upper cave cause the viper to readjust its neck to a lower cave. The screen resets if too many "misses" are recorded at the lowest cave. If the screen resets three times in one game, the game ends. Encourage your child to use sentence structure skills and game strategy to help the friendly viper reach the highest cave.

GETTING STARTED

To play *Verb Viper*, you will need a Commodore* 64 computer with disk drive system and a monitor or TV. After completing the loading procedure, the **PRESS ANY KEY TO PLAY** screen appears. Pressing any key will immediately begin game play. You can also press the **CONTROL** and **P** keys at this time to change preset options which control game difficulty, length, and the use of paddles or the computer keyboard.

Loading

1. If you are using a TV as a monitor, turn down the volume.
2. Place the diskette in the drive, label up, and completely close the door on the disk drive.
3. Turn on the disk drive, the computer, and the monitor or TV.
4. At the blue **POWER UP** screen a Ready Prompt with a flashing cursor appears. Type **LOAD**8** and press **RETURN**.
5. When the cursor appears again, type **RUN** and press **RETURN**.
6. The TV or monitor displays three screens before play begins. The title screen appears, followed by the copyright screen.

Next, the **PRESS ANY KEY TO PLAY** screen appears. Adjust the color on your TV or monitor. Press any key to immediately begin game play. If you wish to change preset game options, press **CONTROL P** at this time.



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SELECTING GAME CONTROL OPTIONS

From the PRESS ANY KEY TO PLAY screen or the RECORD YOUR SCORE screen, you can press **CONTROL P** to view or change game options. The game control options enable you to tailor *Verb Viper* to meet individual needs. Nine levels control the speed of the game, several variations of game content and difficulty enhance usability and mastery, and five choices control the length of each game. You can also choose to operate the game using paddles or the computer keyboard. Preset options for *Verb Viper* appear on the GAME CONTROL OPTIONS screen.

GAME CONTROL OPTIONS	
1. SPEED 1..9	7
2. CONTENT OPTION 1..4	1
3. DIFFICULTY LEVEL 1..4	1
4. RUN TIME (MIN) 1..5	2
5. PADDLE CONTROL (Y.N)	N
6. SOUND (Y.N)	Y
7. EXIT GAME CONTROL	

Using Game Options

1. **SPEED**: controls the speed of the game; 1 is the slowest, 9 is the fastest.
2. **CONTENT OPTION**: controls the verb forms used in the game. Content Option 1 contains singulars and plurals of the verbs *to be* and the verb *have*. Option 2 contains singulars and plurals of present tense action verbs. Option 3 contains past tenses of regular and irregular verbs. Option 4 contains past participles with auxiliary verbs. A complete list of the subjects and verbs used in each content option appears at the end of this manual.
3. **DIFFICULTY LEVEL**: controls the specific word lists used as game content. For Content Option 1, difficulty levels contain the following verbs: Level 1, *am, is* and *are*; Level 2, *was* and *were*; Level 3, *has* and *have*; and Level 4, all of the verbs in Levels 1 through 3. For Content Options 2 through 4, difficulty level is also determined by reading level. Level 1 is the easiest, Level 2 is more difficult, Level 3 is the hardest, and Level 4 is a combination of the verbs in Levels 1 through 3. A complete list of subjects and

verbs used in each content option appears at the end of this manual.

4. **RUN TIME:** controls the duration of each game, from 1 to 5 minutes. Games will end prematurely if the screen resets three times in one game, or if **T** is pressed.
5. **PADDLE CONTROL:** specifies the use of paddles or keyboard. Press **Y** (yes) if you are using paddles. Press **N** (no) if you are using the keyboard.
6. **SOUND:** controls the use of sound during the game. If the sound is distracting, press **N** (no) to eliminate it.
7. **EXIT GAME CONTROL:** returns you to the **PRESS ANY KEY TO PLAY** screen.

Modifying Options

To change options, type the number (on the left) that indicates the option you wish to change. The flashing cursor appears at the number or letter currently programmed for that option. Type the number or letter you desire for that option. Repeat this procedure to change as many options as you would like.

When all selections are made, press **7** to exit game control. The screen automatically displays **PRESS ANY KEY TO PLAY**. Your child is ready to begin game play.

PLAYING THE GAME

In *Verb Viper*, your child determines whether the approaching verb is a correct match for the subject that appears below the viper. If the verb and subject match, your child feeds the verb to the viper. If the verb and subject do not match, your child does not allow the viper to eat the verb. In either case, a "hit" is recorded at the bottom of the screen. Scoring several "hits" will cause the viper to extend its neck upward for feeding at the next cave. As the caves get higher they are closer to the viper. It takes less time for the approaching verbs to reach the viper's tongue at the upper cave levels, so your child must react more quickly.

Pressing **T** at any time during game play terminates the game immediately and scores are displayed on the screen. You can press any key to begin a new game or press **CONTROL P** to change game options.

Verb Viper can be played using either the keyboard of your computer or game paddles.

Using the Keyboard

When using the keyboard option, your child determines whether or not the approaching verb matches the subject that appears below the viper. If the subject and verb match, your child feeds the verb to the viper by pressing the **spacebar**, **I** or **W** when the verb reaches the viper's tongue. If the verb is not a correct match, no action should be taken. By not pressing any keys, your child does not allow the viper to eat the verb.

Three keys (**spacebar**, **I** or **W**) can be used to operate the game. This allows your child to use either the left- or right-hand side of the keyboard, whichever is most comfortable.

Using Game Paddles

To use game paddles, press **CONTROL P** to view the **GAME CONTROL OPTIONS** screen. Choose the number beside the paddle option and press **Y** (yes) to use paddles. Then press the number beside **EXIT GAME CONTROL** to begin the game.

Using the paddle option, your child determines whether the approaching verb agrees with the subject below the viper. Your child feeds a correct match to the viper by pressing the button on the paddle when the verb reaches the viper's tongue. If the subject and verb do not match, no action should be taken. By not pressing the button on the paddle, your child does not allow the viper to eat the verb.

RECORDING SCORES

Your computer tallies the scores for completed games. At the end of each game, the screen displays the number of "hits" and "misses" for the most recent (CURRENT) game. The lowest (LOW) score recorded during the practice session and the highest (HIGH) score attained during the session are also shown. Press any key to begin a new game or press **CONTROL P** to change game control options.

RECORD YOUR SCORE			
	CURRENT	LOW	HIGH
HITS	0	0	0
MISSSES	0	0	0

These scores reflect your child's performance at the game levels chosen. They can be used to chart progress or to determine whether the current game levels are too easy or too difficult for your child. Charting your child's progress is explained on page 9 of this manual.

Scores continue to be recorded, even if the game options are changed, until the computer is turned off. If this occurs, all scores are erased. The program must be reloaded to continue game play and the game control options return to those originally programmed on the diskette.

Arcademic Skill Builders, Your Child and You

ARCADEMIC SKILL BUILDERS IN LANGUAGE ARTS create an exciting learning environment for your child. You play an important role in making the most of this learning experience. Encourage your child to practice with the programs frequently and to strive for improvement. Assist your child with setting specific goals for performance.

To make the best possible use of your *ARCADEMIC* game, help your child transfer his or her knowledge of basic language arts skills to everyday situations. You may want to purchase other *ARCADEMIC SKILL BUILDERS IN LANGUAGE ARTS* games to help increase your child's abilities with other types of language arts skills.

WORKING WITH YOUR CHILD

Make sure your child enjoys playing the game and feels good about his or her ability to succeed with the game content. You can help your child maintain a positive attitude by

- making positive statements regarding improvement and ability
- helping your child feel competent and confident
- encouraging your child if he or she becomes frustrated
- communicating the value you place on the task.

Setting Goals

It is important to set goals for the number of "hits" (corrects) and "misses" (errors) because both of these are central to progress. Work with your child to set goals that are just beyond his or her reach. As a general rule, players should have goals of at least 40 "hits" and less than 5 "misses" for a two-minute game at a given level. As your child progresses, advance goals accordingly.

Make sure the goals are reasonable. If the original goals seem beyond your child's ability, use intermediate goals that progress with your child's proficiency.

Be consistent with length of game, goal setting, and score recording. For example, the level of goals should directly relate to the length of game play. If you change the game run time, alter the goals accordingly. In addition, consistently recording your child's best score enables you to compare progress.

Frequency and Duration of Play

Allow your child to play on a regular, frequent basis for maximum improvement. Field testing results suggest that a daily schedule of two or more short periods yields the greatest success.

Depending upon your child's age and interest level, a range of 10 to 45 minutes per session is reasonable. You should consider the attitude and desire of your child when determining session length.

PROGRESSING THROUGH GAME LEVELS

A player's progress is controlled through the three major game options: content diversity and difficulty, game speed, and game length. Select options according to your child's competency within the specific area of language arts. If your child

- is just beginning to recognize correct verb forms and subject/verb agreement, work with Content Option 1, Difficulty Level 1 at a very slow speed;
- has some knowledge but makes frequent mistakes, start at content and speed levels so that "misses" are higher than "hits";
- has a good foundation in recognizing correct verb forms and subject/verb agreement, start at more difficult content and speed levels that cause "misses." This focuses attention on reaction speed as the language arts skill becomes more ingrained.

Remember, "misses" in arcade games are viewed as opportunities to improve skills. Select levels that provide enough challenge to encourage your child to improve speed and accuracy.

Advancing

Advancing at a given content level can be done by keeping the same goals and increasing speed, or by setting higher goals at the same speed. Whatever you decide, the importance of the number of "hits" is always relative to the number of "misses."

Determine if it is better for your child to work on only one content option and difficulty level at a time and master increasing speeds, or to work on all content areas, difficulty levels, and speeds simultaneously.

Encouraging your child to play rapidly and accurately helps develop excellent permanent skills. To help ensure skill permanency, set final goals for at least a speed of 7, since field tests indicate that players meeting these goals have mastered the skills. Speed levels 8 and 9 provide highly motivational practice and reinforcement for students who have mastered basic language skills.

HELPING YOUR CHILD IMPROVE

Frequent playing encourages improvement. Motivating reluctant players, observing your child's progress, and keeping records can also increase improvement.

Motivating Reluctant Players

ARCADEMIC games provide motivational learning experiences for most players. However, if your child has experienced difficulties, he or she may be reluctant to play. You might offer concrete rewards for improvement over earlier scores or for meeting goals. Choose a reward that is most appropriate for your child.

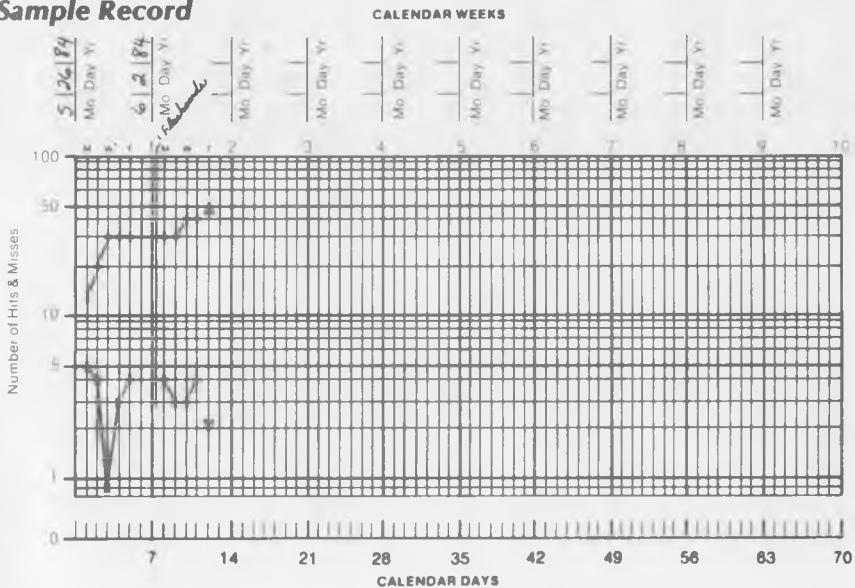
Observing Progress

If progress slows, observe your child to determine the cause. Poor strategy, failure to understand the game, repeated errors in a skill area, and difficulty with game controls may inhibit progress. Once you have identified the problem, provide assistance to correct it.

Keeping a Record

A graph for recording your child's scores is included on page 10 of this manual. Record your child's best daily scores by placing a dot (.) at the appropriate number of "hits" on a given day. Record the lowest number of "misses" with an X. A sample graph is shown below.

Sample Record



Number of Hits & Misses

KEY: • Hits

X Misses

CALENDAR WEEKS

Mo Day Yr

Mo Day Yr

Mo Day Yr

Mo Day Yr

Mo Day Yr

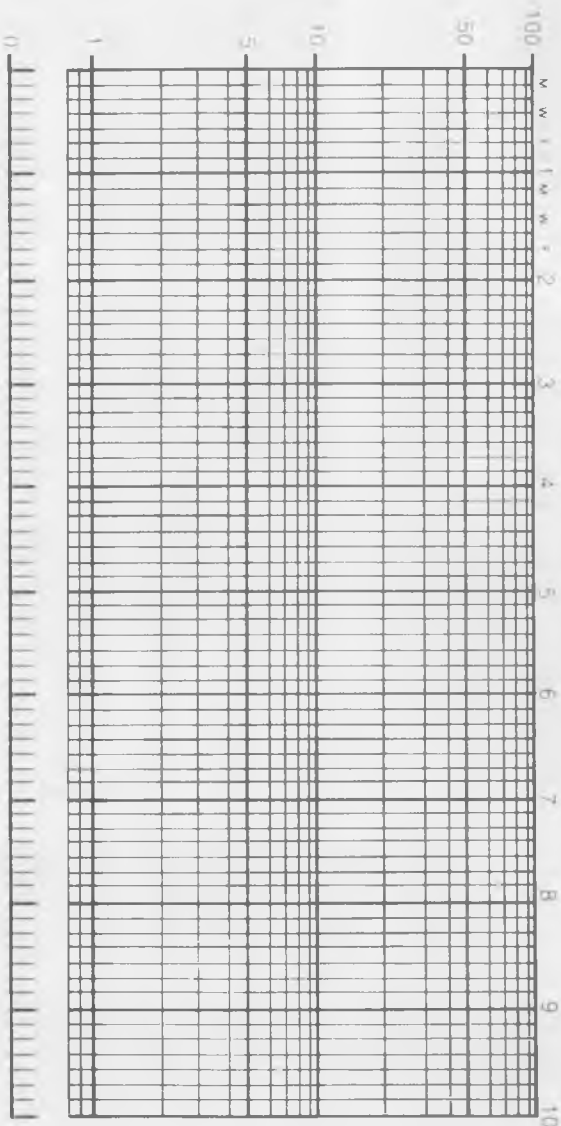
Mo Day Yr

Mo Day Yr

Mo Day Yr

Mo Day Yr

Mo Day Yr



0 5 10 15 20 25 30 35 40 45 50 55 60 65 70

CALENDAR DAYS

CONTENT

The verb forms included in *Verb Viper* represent four areas of common errors in the use of verbs.

- Content Option 1 provides practice with present and past tenses, singular and plural forms of the verb *to be* and the verb *have*. The subject beneath the viper changes each time a verb reaches the viper's tongue.
- Content Option 2 provides practice with present tense subject/verb agreement for singular and plural verb forms. The subject remains the same for three consecutive verbs.
- Content Option 3 provides practice with the correct form of past tenses and selection of the correct form of irregular past tense verbs (*ran* instead of *runned*). The subject is the same, with different adverbs for each cave level.
- Content Option 4 provides practice with selection of the correct form of past participle verb forms, the correct tenses, and selection of the correct form of irregular past tense verbs. The subject remains the same for three consecutive verbs.

Several sources were researched to identify the grade level at which each word is most likely presented. The words in Difficulty Level 1 are generally presented in the lower grade levels. Words presented in the intermediate grade levels are included in Level 2, and words presented in the higher grade levels appear in Level 3. Level 4 presents a combination of words from all three levels.

The words for each list are presented in this section for your child to preview prior to playing the game. Select a list your child can read or help him or her with the words before beginning the game. You might also find it helpful to review subject/verb agreement and correct verb forms and tenses if you feel your child might need assistance.

The following lists provide the subjects and verb forms and tenses that appear in each content option.

CONTENT OPTION 1 VERBS

LEVEL 1

is
are
am

LEVEL 2

was
were

LEVEL 3

have
has

CONTENT OPTION 1

(to be and have verbs)

SINGULAR SUBJECTS

a baby	a man
a balloon	a mother
a bear	a squirrel
a boat	a train
a book	a woman
a box	a zoo
a boy	an apple
a cat	he
a cookie	it
a cow	Maria
a dog	one
a doll	she
a girl	that
a hill	the tree
a kitten	this

PLURAL SUBJECTS

a cow and a pig	Maria and Pam
apples	people
babies	squirrels
balloons	they
boats	three bears
books	three boxes
boys	three kittens
children	two cats
cows	two cookies
dogs	two hills
dolls	two trains
fathers	two trees
girls	we
he and she	you
kittens	

CONTENT OPTION 2

(Present Tense)

SINGULAR SUBJECTS

a boy	a sister
brother	a swimmer
a family	a teacher
a farmer	a woman
a father	a worker
a girl	a writer
a grandfather	an aunt
a grandmother	an uncle
a man	Carlos
a mother	he
a neighbor	Ming
a painter	Sam
a player	she
a runner	the clown
a singer	you

PLURAL SUBJECTS

aunts	neighbors
brothers	painters
Carlos and Ming	people
children	players
clowns	runners
drivers	singers
families	sisters
farmers	swimmers
fathers	teachers
girls	they
grandfathers	uncles
grandmothers	we
Ming and Sam	workers
mothers	writers

VERBS

LEVEL 1

Singular	Plural
asks	ask
calls	call
eats	eat
helps	help
jumps	jump
looks	look
paints	paint
plays	play
pulls	pull
reads	read
rides	ride
runs	run
sees	see
sits	sit
sleeps	sleep
stops	stop
takes	take
talks	talk
thinks	think
walks	walk

LEVEL 2

Singular	Plural
bakes	bake
builds	build
cares	care
climbs	climb
cooks	cook
dances	dance
jokes	joke
kicks	kick
mails	mail
moves	move
races	race
reaches	reach
remembers	remember
says	say
skates	skate
swims	swim
thanks	thank
waits	wait
washes	wash
works	work

LEVEL 3

Singular	
breathes	breathe
carries	carry
cleans	clean
enjoys	enjoy
exercises	exercise
learns	learn
meets	meet
nods	nod
rests	rest
skips	skip
swallows	swallow
teaches	teach
teases	tease
touches	touch
travels	travel
warns	warn
weeps	weep
whispers	whisper
whistles	whistle
winks	wink

CONTENT OPTION 3

(Past Tense)

SUBJECTS

(from top to bottom cave)

LAST YEAR, THE VIPER . . .

LAST MONTH, THE VIPER . . .

LAST WEEK, THE VIPER . . .

YESTERDAY, THE VIPER . . .

VERBS

LEVEL 1

Correct	Error
ate	eaten
began	begun
came	come
cooked	cook
did	done
fell	falls
fixed	fixes
flew	flown
gave	given
got	gets
held	holds
jumped	jump
liked	like
looked	look
made	makes
met	meets
painted	paint
pulled	pull
ran	runned
read	readed
said	says
sang	sung
sat	sits
saw	secs
talked	talk
told	telled
took	taken
walked	walk
went	gone

LEVEL 2

Correct	Error
baked	bake
blew	blown
broke	broken
built	builds
caught	catches
chose	chosen
danced	dance
drank	drunk
drew	drawn
drove	driven
dug	digged
felt	feeled
forgot	forgotten
found	finded
grew	grown
hid	hided
knew	known
led	leaded
left	leaved
listened	listen
moved	move
remembered	remember
rode	rided
slept	sleeped
stood	stands
swam	swum
thought	thinked
threw	thrown
visited	visits
won	winned

LEVEL 3

Correct	Error
brought	bringed
carried	carry
cried	cry
cut	cutted
dove	dived
forgave	forgiven
fought	fighted
froze	frozen
heard	heared
joked	joke
kept	keeped
laughed	laugh
leaped	
mailed	mail
mixed	mix
rose	risen
sank	sunk
shot	shoted
sold	selled
sprang	sprung
spun	spinned
stole	stealed
swept	sweeps
taught	teaches
tore	torn
wore	worn
wound	winded
wove	woven
wrote	written

CONTENT OPTION 4

(Past Participle)

SUBJECTS

I have
Juan and Joe had
people had
the Bakers have
the children have
the workers have
they had
they have
we have
you had
you have

a cook has
a dancer has
a doctor has
a farmer had
a nurse had
a runner has
a teacher has
a viper had
a writer has
he has

VERBS

LEVEL 1

Correct	Error
bought	boughten
broken	broke
come	came
cut	cuttetd
done	did
given	gave
gone	went
jumped	jump
looked	look
painted	paint
played	play
read	readed
run	ran
seen	saw
sung	sang

LEVEL 2

Correct	Error
cooked	cook
driven	drove
eaten	ate
fallen	fell
flown	flew
grown	grew
hidden	hid
known	knew
moved	move
pulled	pull
ridden	rode
taken	took
waited	wait
worn	wore
written	wrote

LEVEL 3

Correct	Error
begun	began
chosen	chose
cleaned	clean
drawn	drew
drunk	drank
forgotten	forgot
frozen	froze
laughed	laugh
listened	listen
remembered	remember
spoken	spoke
stolen	stole
swum	swam
thrown	threw
torn	tore

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