Verbs

SECTION PLANNER 4

IN THIS SECTION

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Section 4 Review
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DIGITAL RESOURCES

You can access the following resources as indicated in the chart below by scanning the QR codes on the Student Workbook pages or by logging on to the LP Digital Library (digitallibrary.loyolapress.com) with the credentials provided by your program administrator. Determine in advance how you will use these resources.

	QR Code in Student Workbook	LP Digital Library
Integrating Grammar and Writing lesson plan		⛵
Daily Maintenance projectables		⛵
Grammar and Writing Handbook	⛵	⛵
More Practice grammar interactives	⛵	⛵
Voyages in English® *Sink or Sail* review game	⛵	⛵

ASSESSMENT TOOLS

Use the Review and Challenge pages in the Student Workbook (pp. 112–114) to evaluate student growth and plan for support, enrichment, or reteaching. The following are additional assessment options. Use the combination of assessment tools that best suits your needs.

***Voyages in English*® Assessment Book**

- Section 4, Verbs

Loyola Press Online Assessment System (subscription required)

- Section 4, Verbs
- Create a customized assessment.

BUILDING BACKGROUND KNOWLEDGE

Preview the content themes in this section with students. Provide reading materials and appropriate videos that relate to these themes. Building background knowledge will help students engage with the grammar skills.

WRITING INTEGRATION

Chapter 4, Persuasive Writing, or Chapter 9, Argumentative Writing, and Chapter 5 Expository Writing

A detailed plan for teaching Verbs, Persuasive Writing, and Expository Writing or Verbs, Argumentative Writing, and Expository Writing together can be found on the LP Digital Library.

GRAMMAR FOR TEACHERS

Understanding Verbs

A verb is a word that is used to describe an action (*jump, fell*) or a state of being (*appeared, is*). Every sentence must have a verb. A verb gives a sentence meaning and movement—without a verb we are left with an incomplete thought. A verb in a sentence is either transitive or intransitive.

Transitive verbs state or imply action toward something or someone. A transitive verb can be used in the active voice or the passive voice. In the active voice, a verb has a subject that acts upon something or someone. In the passive voice, a verb indicates that the subject is acted upon.

Janna opened the box.

The box was opened by Janna.

Intransitive verbs state or imply action that is not toward something or someone.

Marcus sneezed.

Linking verbs express states of being. They tell what is, what will be, or what was. Some linking verbs are *am, is, are, was,* and *were.* The following words can be used as linking verbs when expressing states of being: *seem, appear, remain, stay.*

Verbs appear in many forms, called tenses, including simple present, past, and future (*run, ran, will run*); present, past, and future progressive (*am running, was running, will be running*); and present, past, and future perfect (*have run, had run, will have run*).

Auxiliary verbs enable writers to express more than the simple present and past tenses. These verbs are *have, will, be,* and *do.*

I will have been on the team two years in June.

A verb needs to agree with the subject of a sentence in singular or plural number. In other words, sentences must have subject-verb agreement.

The boy runs. Boys run.

COMMON ERRORS

Unnecessary Adverbs

A phrasal verb is a combination of a main verb followed by preposition or an adverb. Phrasal verbs, such as *call off, find out, get up, put away,* and *take over,* are common. Students, however, may combine main verbs with one or more prepositions or adverbs that do not add to the meaning of a sentence. Read these examples to see how avoiding the use of unnecessary adverbs can make writing more concise:

NOT IDEAL: I'll divide up the pieces.
BETTER: I'll divide the pieces.

NOT IDEAL: Jason faced up to his problems.
BETTER: Jason faced his problems.

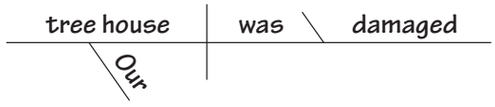
NOT IDEAL: Marina and Sophie met up with Matt and Isaac at the movies.
BETTER: Marina and Sophie met Matt and Isaac at the movies.

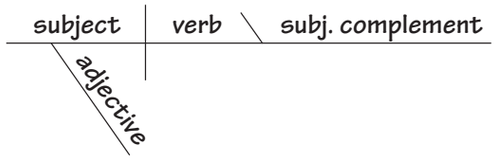
Tell students that if the sentence makes sense without the preposition or adverb, it is unnecessary.

SENTENCE DIAGRAMMING

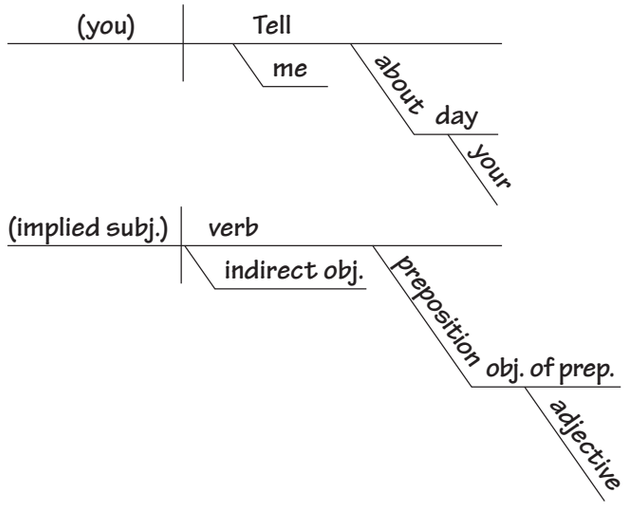
You may wish to teach verbs in the context of diagramming. Review these examples. Then refer to the Diagramming section.

Our tree house was damaged.





Tell me about your day.



4.1 PRINCIPAL FORMS OF VERBS, VERB PHRASES

OBJECTIVES

- **To analyze their own learning processes**
- **To identify the principal forms of a verb**
- **To identify a verb phrase**
- **To distinguish between auxiliary and main verbs**
- **To apply their understanding of principal forms of verbs and verb phrases to write sentences**

DAILY MAINTENANCE

Project the **4.1 Daily Maintenance** slide accessible through the LP Digital Library. After students finish,

1. give immediate feedback.
2. review concepts as needed.
3. model the correct answer.

WARM-UP

Ask students the following question: *What are some activities you take part in at school, at home, or with friends?* As volunteers make suggestions, write their responses on the board. Underline any verbs students mention and point out that many of the words students use to describe their activities include verbs. Tell students that they will be learning more about verbs and how to correctly use them.

BUILDING BACKGROUND KNOWLEDGE

Preview the content theme in this lesson. Ask students to share what they know about planetariums. Provide reading materials and appropriate videos that relate to the topic.

TEACH

Invite students to highlight or underline key information as you read and discuss the page. Read aloud the first sentence and the example sentences at the top of page 80. Explain the differences between verbs that indicate action and those that indicate being. Point to the action verbs you wrote on the board during the Warm-Up activity.

Then continue reading aloud about the different forms of verbs and verb phrases. Mention that auxiliary verbs are also called helping verbs because they assist the main verb. Then have volunteers practice forming verb phrases by pairing some of the auxiliary verbs on page 80 with verbs you wrote on the board.

THINK IT THROUGH Help students process what they have learned before applying it. Provide examples of simple word equations. **Example:** base verb + *-ing* = present participle; base verb + *-ed* = past participle. Invite volunteers to share their ideas.

PRACTICE

EXERCISE 1 Have students work independently on the exercise. Then have partners compare their responses. Invite students to discuss their answers with the class.

4.1 PRINCIPAL FORMS OF VERBS, VERB PHRASES

HIGHLIGHT OR UNDERLINE
the important information in the text.

Verbs show action or being.

We explored the planetarium. (action)

Planetariums are interesting. (being)

The four basic forms of all verbs are the **present, past, past participle,** and **present participle.** The present form is also called the base form. The past and past participle of regular verbs are formed by adding *-d* or *-ed* to the base form. The present participle is formed by adding *-ing.*

PRESENT	PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
look	looked	looked	looking

A **verb phrase** is two or more verbs that work together as a unit. A verb phrase may have one or more **auxiliary verbs** and a **main verb.** In the sentence below, the verb phrase is *have learned.* The main verb is *learned:* It is the past participle form. The auxiliary verb is *have.*

We have learned about planetariums in class.

Note that the past participle form is often used with auxiliaries, but the past form stands alone.

Some common auxiliary verbs are the forms of *be* (*am, is, are, was, were*), the forms of *have* (*have, has, had*), and the forms of *do* (*do, did*). Other common auxiliary verbs are *can, could, may, might, should,* and *will.*

The verbs in a verb phrase are usually written together. In negative sentences and in questions, the verbs may be separated, such as in the following sentences:

Our class did not see every exhibit.

Do you know anything about star constellations?

Have you memorized the poem about stars?

THINK IT THROUGH
How will you remember what you just learned? Write or draw your ideas.

Answers will vary.

80 VOYAGES IN ENGLISH

EXERCISE 2 Remind students that in negative sentences and in questions, the verbs in a phrase may be separated by another word. Have students independently complete the exercise. Then have partners compare their responses. Invite volunteers to discuss their answers with the class.

EXERCISE 3 Have students work independently. Then have partners check each other's work. Invite students to discuss their answers with the class.

APPLY

APPLY IT NOW Have students exchange their responses with partners. Ask partners to verify each other's verbs and verb phrases.

ASSESS

Note which students had difficulty identifying and using verbs and verb phrases. Assign MORE PRACTICE 4.1 by having students scan the QR code on page 81 of the Student Workbook.

EXERCISE 1 **On each line, write the verb form for each underlined verb or verb phrase: present, past, past participle, or present participle.**

1. Planetariums educate people about space. present
2. We have learned a lot during our visits. past participle
3. Last year we went twice. past
4. We are planning to go again this year. present participle
5. We like to go for special events. present
6. I discovered fascinating facts about the moon the last time we went. past

EXERCISE 2 **Underline the verb phrase in each sentence.**

1. Did you buy a ticket to the show?
2. I would like to get one.
3. You should consider coming along.
4. The planetarium is hosting many interesting events.
5. You can call them with any questions.
6. What do you know about the solar system?
7. I am learning more about it.
8. We have seen amazing shows in the planetarium's theater.
9. I will let you know when we visit it again.
10. You will never get bored there!

EXERCISE 3 **On each line, write a verb phrase to complete each sentence.**

Answers will vary. Possible answers are provided.

1. We should go to the planetarium today.
2. You can invite others to come along.
3. I will stand in line to get tickets.
4. You will be amazed by what you see!

APPLY IT NOW

Write about a field trip you have taken to a museum or other destination. Circle the verbs and verb phrases in your writing.

Answers will vary.

SCAN FOR MORE PRACTICE.

TEACHING OPTIONS

Reteach

On a dry-erase board, write the following sentence frames:

Today I walk.

Yesterday I _____.

I have _____.

I am _____.

Gather students who need further instruction in identifying and using verbs and verb phrases. Review verb forms and verb phrases. Read aloud the first sentence. Then guide students as they complete the remaining sentences. Point out that each sentence reflects the present, past, past participle, and present participle verb forms shown in the chart on page 80. Encourage students to suggest additional verbs and repeat the activity.

Meeting Individual Needs

CHALLENGE On a dry-erase board, draw a two-column chart with the following headings: *Auxiliary Verbs* and *Main Verbs.* In the first column, list a series of auxiliary verbs, such as *am, is, are, was, were, have, has, had, do, did, can, could, may, might, should,* and *will.* In the second column, list a series of main verbs, such as *go, smile, sleep, play, find, laugh, read,* and *write.* Ask a small group of students to choose one auxiliary verb and one main verb from each list. Students should form a phrase with the verbs and then use the phrase to write a sentence on the dry-erase board. Remind students that they may have to change some main verb endings to include *-d, -ed,* or *-ing* to suit the auxiliary verb. Have students repeat the activity by forming new verb phrases.

WRITING INTEGRATION

Part 2, Chapter 4, Persuasive Writing, pages 324–325 or Part 3, Chapter 9, Argumentative Writing, pages 516–517