Verbs

SECTION PLANNER 4

IN THIS SECTION

4.1 Principal Parts of Verbs
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Section 4 Review
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WRITING INTEGRATION

Chapter 3, Business Letters

A detailed plan for teaching Verbs and Business Letters together can be found on the LP Digital Library.

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. 80–82) 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 successfully engage with the grammar skill.

GRAMMAR FOR TEACHERS

Understanding Verbs

A verb shows action or state of being. Every sentence must have a verb.

Verbs can be transitive or intransitive. A **transitive verb** expresses an action that passes from a doer to a receiver. It has a direct object.

Darius read the book.

An **intransitive verb** does not have a receiver for its action. Therefore, it does not have a direct object.

The cat slept.

A **linking verb** expresses state of being. It links the subject of a sentence with a subject complement.

She is a doctor.

The verb *be* in its various forms is the most common linking verb. Other verbs used as linking verbs include *seem, appear, remain, stay, feel, become,* and *continue*.

Verb forms indicate **tense**—whether the action takes place in the past, the present, or the future. The **simple present** tense (*run/runs*) describes habitual action or things that are always true. The **simple past** (*ran*) describes something that happened in the past. The **future** with *will* and the future with *going to* indicate action that will take place in the future.

Progressive tenses (*is running, was running, will be running*) show continuing action. **Perfect tenses** (*have run, had run, will have run*) show a relationship between the present time and the time of the action.

Verb forms also show **mood.** The **indicative mood** is used to state or deny a fact or to ask a question: *The boy is running*. The **imperative mood** expresses a command: *Please stop. Don't run!* The **subjunctive mood** expresses a wish or desire; a condition that is contrary to fact; or a demand, recommendation, or necessity after *that: I insist that he stop running.*

COMMON ERRORS

Eternal Truths and Tense

There are some statements that are always understood to be true, such as *two plus two equals four*. For statements such as these, you must always write in the present tense. But, alas, this doesn't always happen. Sometimes people who are writing in the past tense write an "eternal truth" in the past tense as well. This shouldn't happen.

ERROR: Owen said that Mars was the fourth planet from the sun.
CORRECT: Owen said that Mars is the fourth planet from the sun.

ERROR: Layla knew that two times four was eight.
CORRECT: Layla knew that two times four is eight.

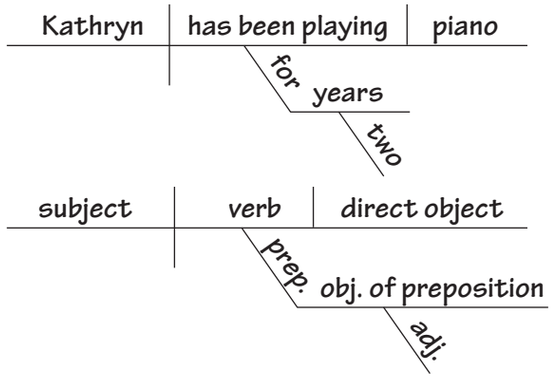
ERROR: Aiden told me that the United States had 50 states.
CORRECT: Aiden told me that the United States has 50 states.

When working on subject-verb agreement with students, be sure to spend some time on eternal truths. Challenge students to watch for these in their own speaking and writing, and to make corrections whenever they catch errors.

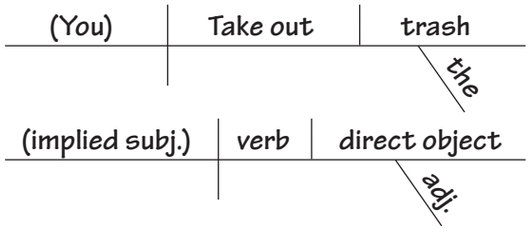
SENTENCE DIAGRAMMING

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

Kathryn has been playing piano for two years.



Take out the trash!



4.1 PRINCIPAL PARTS OF VERBS

OBJECTIVES

- **To analyze their own learning processes**
- **To recognize that verbs are words that show action or state of being**
- **To recognize the base, past, present participle, and past participle forms of a verb**
- **To recognize how to use the auxiliary verbs *be, have, do, can, may, might, should, could,* and *will***
- **To apply their understanding of verb forms 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

Toss a beanbag to a student and ask that student to name his or her favorite activity (*playing soccer*). Then have that student toss the beanbag to another student. Tell students that whoever catches the beanbag must say an action that would occur in the activity named by the first student (*run, throw, swing*) and then toss the beanbag to another student. List students' responses on the board.

BUILDING BACKGROUND KNOWLEDGE

Preview the content theme in this lesson. Ask students to share what they know about Mexican folktales. 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. Ask a volunteer to read aloud the information about principal parts of verbs on page 58. Point out that the past participle and present participle of a verb are always used with an auxiliary verb. Tell students that irregular verbs require more than simply adding *-ed* to form the past and past participle.

Invite a volunteer to read aloud the remainder of the page. Then write on the board the following sentences:

They talk to each other.

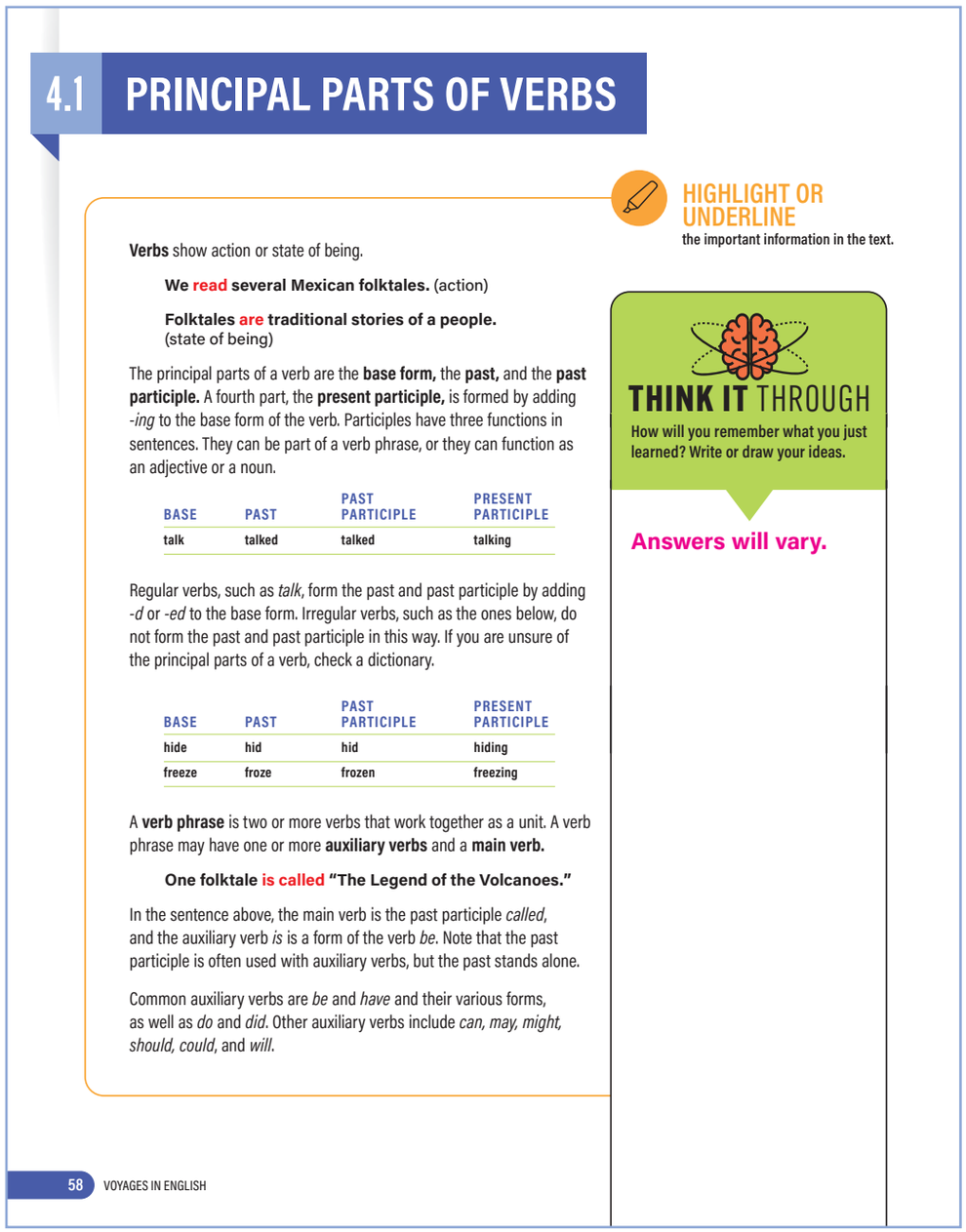
I write stories.

Tell students that the underlined words are the present, or base, form of the verb. Have volunteers rewrite each sentence using the past, past participle, and present participle forms of the verb. Point out again that the past participle and present participle are used in verb phrases with auxiliary verbs.

THINK IT THROUGH Help students process what they have learned before applying it. Provide an example of a simple word equation. **Example:** base verb + *-ing* = present participle. Invite volunteers to share their ideas.

PRACTICE

EXERCISE 1 Have students discuss with partners which verbs are verb phrases and which parts of the phrases are auxiliary verbs. Then, have students work independently



4.1 PRINCIPAL PARTS OF VERBS

HIGHLIGHT OR UNDERLINE
the important information in the text.

Verbs show action or state of being.

We read several Mexican folktales. (action)

Folktales are traditional stories of a people. (state of being)

The principal parts of a verb are the **base form,** the **past,** and the **past participle.** A fourth part, the **present participle,** is formed by adding *-ing* to the base form of the verb. Participles have three functions in sentences. They can be part of a verb phrase, or they can function as an adjective or a noun.

BASE	PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
talk	talked	talked	talking

Regular verbs, such as *talk*, form the past and past participle by adding *-d* or *-ed* to the base form. Irregular verbs, such as the ones below, do not form the past and past participle in this way. If you are unsure of the principal parts of a verb, check a dictionary.

BASE	PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
hide	hid	hid	hiding
freeze	froze	frozen	freezing

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.**

One folktale is called "The Legend of the Volcanoes."

In the sentence above, the main verb is the past participle *called*, and the auxiliary verb *is* is a form of the verb *be*. Note that the past participle is often used with auxiliary verbs, but the past stands alone.

Common auxiliary verbs are *be* and *have* and their various forms, as well as *do* and *did*. Other auxiliary verbs include *can, may, might, should, could*, and *will*.

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

Answers will vary.

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on these exercises. Once they have finished, have partners check each other's work. Invite students to share and discuss their answers.

EXERCISE 2 Remind students that past participles and present participles are combined with auxiliary verbs to form a verb phrase. Have students complete the exercise independently. Then have partners compare answers. Encourage students to identify the verbs that are irregular.

APPLY

APPLY IT NOW Invite students to read aloud their responses. Have classmates consider whether the principal parts were used correctly.

ASSESS

Note which students had difficulty using verbs and choosing the proper verb form. Assign **MORE PRACTICE 4.1** by having students scan the QR code on page 59 in the Student Workbook.

EXERCISE 1 **Underline the main verb or verbs in each sentence. Double underline any auxiliary verbs that are used with a main verb to make a verb phrase.**

1. The most famous volcano in Mexico is called Popocatépetl.
2. Its name means "smoking mountain."
3. The volcano has been mostly active for hundreds of years.
4. It lies close to Mexico City.
5. According to Aztec legends, this volcano was once a warrior who had been transformed into a volcano.
6. Kilauea, the earth's most active volcano, is located in Hawaii.
7. It is the youngest volcano on the big island of Hawaii.
8. This volcano has erupted almost continuously for decades!
9. There are many legends about why Kilauea erupts.

EXERCISE 2 **Underline each verb or verb phrase. On the line, write whether each main verb is in the past form or the past participle form.**

1. According to legend, an ancient ruler and his wife had a beautiful baby. past
2. The daughter was named Iztaccíhuatl. past participle
3. When she grew up, she fell in love with a warrior, Popoca. past; past
4. Popoca was called to battle. past participle
5. The king had promised Popoca his daughter's hand in marriage for a victory. past participle
6. A false message came to the king that Popoca had been lost in battle. past; past participle
7. When Iztaccíhuatl heard the news, she fainted with sadness and did not wake. past; past; past participle
8. When Popoca arrived home, he learned of Iztaccíhuatl's fate. past; past
9. He carried Iztaccíhuatl to the top of a mountain. past
10. According to legend, both were transformed into volcanoes. past participle
11. Have you noticed his name within the name of the volcano Popocatépetl? past participle

APPLY IT NOW

Write about a folktale, legend, or story you know. Use each of the four verb forms at least once, and label them accordingly.

Answers will vary.

SCAN FOR MORE PRACTICE.

TEACHING OPTIONS

Reteach

On the board or on chart paper, draw a chart like the one below. Include only the words in the base column. Gather students who need further instruction in identifying and using verb forms.

Base	Past	Past Participle	Regular or Irregular
jump	jumped	jumped	regular
mark	marked	marked	regular
throw	threw	thrown	irregular

Review the four principal parts of verbs. Have students suggest verbs to complete the chart, identifying the verbs as regular or irregular. Invite students to use the principal parts of each verb in a sentence.

English-Language Learners

For all lessons, preview content-specific and academic vocabulary used in the lesson before asking English learners to undertake the exercises. Pair English-language learners with students who have a firm grasp on verb usage. Invite students to say simple sentences with base-form verbs such as *We study in school.* Then encourage students to work with the English-language learners to repeat the sentences in the past form: *We studied in school.*

WRITING INTEGRATION

Part 2, Chapter 3, Business Letters, pages 298–299