Verbs

SECTION PLANNER 4

SECTION FOCUS

4.1 Action Verbs and Being Verbs
4.2 Verb Phrases
4.3 Principal Parts of Verbs
4.4 Irregular Verbs
4.5 More Irregular Verbs
4.6 Simple Tenses
4.7 Progressive Tenses
4.8 Present Perfect Tense
4.9 Past Perfect Tense
4.10 Future Perfect Tense
4.11 Linking Verbs
Section 4 Review
Section 4 Challenge

WRITING INTEGRATION

Chapter 4, Descriptions or Chapter 9, Expository Writing

A detailed plan for teaching Verbs and Descriptions or Verbs and Expository Writing 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. 102–104) 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 skills.

GRAMMAR FOR TEACHERS

Understanding Verbs

Every sentence must have a verb. A verb gives a sentence meaning and movement. Without a verb the remaining words express an incomplete thought. A **verb** is a word that is used to describe an action or a state of being.

She jumped over the fence. (action)

Mr. Stevens is my teacher. (state of being)

A **verb phrase** is a group of words that does the work of a single verb.

Angie can throw faster than all of us.

A verb has four **principal parts.** Standard rules apply when the past and the past participle of **regular verbs** are formed—simply add *-d* or *-ed* to the present. The past and the past participle of **irregular verbs** do not follow these conventions.

	PRESENT	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
(regular)	cook	cooking	cooked	cooked
(irregular)	buy	buying	bought	bought

Verbs appear in various **tenses,** including simple present, past, and future; present, past, and future progressive; and present, past, and future perfect.

	PRESENT	PAST	FUTURE
Simple	run	ran	will run
Progressive	am running	was running	will be running
Perfect	have run	had run	will have run

A **linking verb** joins the subject of a sentence to a subject complement.

The story was long.

The avocado seems ripe.

COMMON ERRORS

Correctly Spelling the Past Tense

Many developing writers forget that when they add *-ed* to a verb that ends in a consonant preceded by a vowel, they must first double the final consonant.

ERROR: We stoped playing.
CORRECT: We stopped playing.

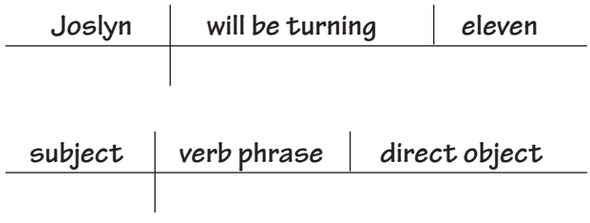
ERROR: Maya planed the party.
CORRECT: Maya planned the party.

To help students avoid this common error, post the following rule at the top of a poster and display it in the classroom: *When a verb ends with a consonant that follows a vowel, double the consonant and then add* -ed *to form the past tense of the verb.* Invite students to list below the rule several verbs that follow the rule, such as *grinned, clapped,* and *slipped.*

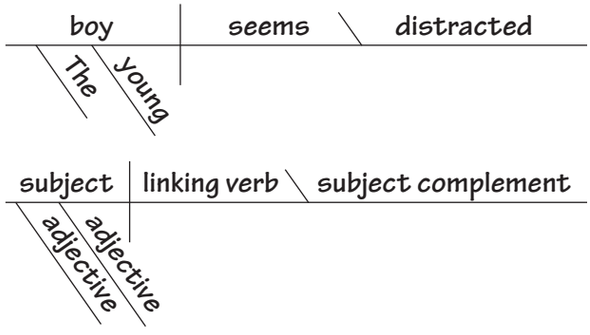
SENTENCE DIAGRAMMING

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

Joslyn will be turning eleven.



The young boy seems distracted.



4.1 ACTION VERBS AND BEING VERBS

OBJECTIVES

- **To analyze their own learning processes**
- **To identify action and being verbs**
- **To use action and being verbs**
- **To apply their understanding of action and being verbs to write original 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

On the board, write one sentence with an action verb. Then write another sentence with a being verb. Ask volunteers to act out the sentences. Point out the difficulty in acting out the being verbs. Repeat as time permits.

BUILDING BACKGROUND KNOWLEDGE

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

TEACH

Invite students to highlight or underline key information on the page. Ask volunteers to read aloud page 80. Pause after each example sentence to discuss it before moving on. Reiterate that an action verb expresses action and a being verb expresses a state of being. Have students point out the action and being verbs in the Warm-Up sentences.

THINK IT THROUGH Help students process what they have learned before applying it. Provide an example of a reminder sentence. **Example:** Action verbs tell what the subject DOES; being verbs tell what the subject IS. Invite volunteers to share their ideas.

PRACTICE

EXERCISES 1, 2 Have students complete these exercises independently. Then have small groups of students discuss their answers. Invite volunteers from each group to share their answers with the class.

EXERCISE 3 Have students complete the exercise independently. Explain that students may have different verbs for some sentences. Then have partners read aloud their completed sentences. Invite volunteers to share their sentences with the class. Discuss different verb choices.

4.1 ACTION VERBS AND BEING VERBS

HIGHLIGHT OR UNDERLINE

the important information in the text.

A **verb** is a word used to express action or being.

The ice cream melts in the sun. (action verb)

The ice cream is delicious. (being verb)

In each sentence the subject is *ice cream.* In the first sentence, *melts* expresses action. In the second sentence, *is* expresses being. Both words are verbs.

An **action verb** expresses action. The verb in the sentence below is *ate.* It expresses the act of eating.

Yesterday I ate blueberry ice cream for the first time.

Examples of action verbs include *dance, run, dream, write, sing, study, ring, chime, clang, toll,* and *jingle.*

A **being verb** expresses a state of being. The verb in the sentence below is *are.* It is a form of the verb *be*, which expresses being.

There are many fascinating stories about ice cream.

The verb *be* and its various forms are the most common being verbs, including *am, is, are, was, were, been,* and *being.*

THINK IT THROUGH

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

Answers will vary.

80 VOYAGES IN ENGLISH

APPLY

APPLY IT NOW Review action and being verbs with students. When students have finished writing, ask volunteers to each write two sentences on the board. Have students identify the action verbs and being verbs in their sentences.

ASSESS

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

EXERCISE 1 **Underline the action verb or being verb in each sentence.**

1. In many parts of the ancient world, people consumed some form of chilled or iced refreshment.
2. By the 1700s, many people made ice cream.
3. The first ice-cream parlor in the United States opened in the 1770s.
4. The major ingredient of ice cream is cream.
5. Frozen yogurt was first a dessert in the United States in the 1970s.

EXERCISE 2 **Underline the verb in each sentence. Then put an X in the box to tell whether it is an action verb or a being verb.**

	ACTION	BEING
1. In the late 1800s, people enjoyed ice-cream sodas.	X	
2. Their ingredients were ice cream, syrup, and soda water.		X
3. A law prohibited the sale of soda water on Sunday.	X	
4. So ice-cream parlors eliminated the soda water.	X	
5. The result was the ice-cream sundae.		X

EXERCISE 3 **On each line, write an action verb or a being verb to complete each sentence.**

Answers will vary. Possible answers are provided.

1. A popular fruit for dessert ___is___ strawberries.
2. Many people also ___enjoy___ oranges.
3. Some people ___pour___ honey on berries.
4. Sliced apples ___are___ a tasty addition to a fruit plate.
5. People often ___eat___ watermelon in the summer.

APPLY IT NOW

Imagine you and a family member are preparing a dinner for your friends. Use action verbs and being verbs to write about it.

Answers will vary.

SCAN FOR MORE PRACTICE.

TEACHING OPTIONS

Reteach

Write on the board a two-column chart with the headings *Action* and *Being.* Gather students who need further instruction in identifying action verbs and being verbs. Review the characteristics of action verbs and being verbs. Model examples of both types of verbs with pictures or actions. For example, *Action verbs include things you can do, like* dance, run, write, sing, *and* read. *Being verbs include the forms of* be, *such as* is, are, was, *and* am. Encourage students to name more action verbs and being verbs. Work with students to write the verbs in the appropriate columns on the chart.

Meeting Individual Needs

MULTIMODAL LEARNING For those students whose learning preference is kinesthetic, write on separate note cards action verbs that can be acted out. Put the note cards in a bag. Have a student choose a note card and act out the verb. Ask the rest of the group to raise their hands when they can name the action the student is performing. The student who guesses correctly chooses the next verb to act out.

WRITING INTEGRATION

Part 2, Chapter 4, Descriptions, pages 328–329 or Part 3, Chapter 9, Expository Writing, pages 520–521