

Cracking the Grammar Code

Verbs



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Dedication

- For your continued love and support: Josh, Coltrane, and Kohen – *Kerilynnne*
- To my parents, Tom and Louise Moody; my husband, Bob; and my daughter, Aly McMillan– *Mary*

Acknowledgments

- To Aly McMillan and Josh Rugg for all of your dedication and contributions to this endeavor
- To the DHH staff and students at Del Oro High School for piloting this program

A Message to the Reader

Dear User,

As teachers and support providers, all too often you must bring together materials from a wide variety of resources, with limited activities for mastering the grammar rules and conventions. Most supplemental materials deal with nouns, verbs, and subject-verb agreement as components of a whole study of grammar. These materials provide small amounts of activities; hardly enough to properly instruct students whose needs for repetition and highly focused instruction are more acute than the traditional student's needs. For instance, in one publication widely used in the classroom, the resource book provides 15 pages of activities addressing nouns, verbs, and subject-verb agreement all together.

Cracking the Grammar Code: A Comprehensive Teacher and Student Guide for Writing will supply you with the resources to move students toward mastery and independence in applying basic concepts for grammar and writing with a full year's worth of daily activities addressing language rules. This guide will comprehensively teach nouns, such as common and proper nouns, singular and plural nouns, possessive nouns, and abstract, concrete, and collective nouns. Articles, conjunctions, pronouns, adjectives, adverbs and prepositional phrases will all be thoroughly addressed in incremental steps. The verbs section covers topics including action verbs, linking verbs, helping verbs, present participles, past participles, irregular verbs, verb tenses, infinitives, transitive and intransitive verbs, and gerunds. Then when learning about subject-verb agreement rules students will master finding the subject, rules for subject-verb agreement and writing grammatically correct sentences and paragraphs.

These materials consist of paired activities for the whole class and independent applications. Where other grammar materials jump from concept to concept, rarely, if ever returning to reinforce previous concepts, we have paid special attention to scaffolding previous concepts while introducing new ones. In addition, certain sections spotlight the grammar rules to give students a concrete guide to understanding grammar. Each key concept is taught predictably, alternating between two kinds of activities: teacher-directed and student application. Each pair of activities gets progressively more challenging and builds on previous knowledge to add consistency and practice as students work their way through each lesson.

Cracking the Grammar Code is targeted to special education teachers, including resource teachers, English Language Learner teachers, teachers of the Deaf and Hard of Hearing, and Special Day Class teachers, who work with students at the upper elementary, middle school, and high school levels.

We hope you find *Cracking the Grammar Code* thorough and easy to use with your students.

Sincerely,
Mary Homelvig and Kerilynne Rugg

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PRETEST VERBS

Action, Linking, and Helping Verbs

Directions: Underline the action verb in the following sentences.

1. Please buy the new boots at the mall.
2. Sheila watches the new Twilight movie.
3. The streetlight flashes red.
4. The pupils pack their backpacks at the bell.

Directions: Draw a line under the linking verb in each sentence.

5. He became the new team leader.
6. To be humble is not easy.
7. They were there at the restaurant.
8. I am the new captain of the cheerleading squad.

Directions: Decide if the verb is a linking verb or a helping verb.

9. They were going out to dinner but couldn't. _____
10. Alejandro is getting older. _____
11. The CD sounds terrific on my new car stereo. _____
12. The daughter should visit her father in the hospital _____

Scoring: ____/12 = ____%

If student scores less than 80%, teach activities #1-15.

PRETEST VERBS

Singular and Plural Verbs

Directions: Circle the correct singular verb to go with the singular subject.

- 13. Ellen (is, am, are) very proud of her oldest son.
- 14. I (is, am, are) repairing a hole in the front yard.
- 15. Javier (is, am, are) bright and very good-looking.
- 16. Marisa (is, am, are) apologetic for causing such chaos.

Directions: Given a sentence with a singular subject and a singular verb, create a new sentence with a plural subject and a plural verb.

17. S: The nephew feels sorry.

P: _____

18. S: The bug runs across the wall.

P: _____

19. S: The contestant battles for glory.

P: _____

20. S: The computer runs well most of the time.

P: _____

Scoring: ____/8 = ____%

If student scores less than 80%, teach activities #16-22.

PRETEST VERBS

Irregular Verbs

Directions: Fill in the blank using the correct irregular past-tense verb form.

21. David was drinking some water. He _____ all of it.
22. The children were sleeping downstairs. This is the room where they _____.
23. Peru's soccer team is winning in the championship game. They _____!
24. Ileana is going to give Arnold a book. This is the book she _____.

Scoring: ____/4 = ____%

If student scores less than 80%, teach activities #23-25.

Verb Tense

Directions: Label if the sentence is simple present, present progressive, present perfect or present perfect progressive.

25. My sister is working at the bakery. _____
26. The man has jogged around the block five times. _____
27. Shauna curls her hair every morning. _____
28. The businesses have been opening their doors early every morning. _____

Directions: Using the past tense forms of write, create four sentences.

29. Simple past: _____
30. Past progressive: _____
31. Past perfect: _____
32. Past perfect progressive: _____

Directions: Underline the verb phrase. Label the sentence simple future, future progressive, future perfect, or future perfect progressive.

33. After therapy, Xavier will be racing again. _____
34. My son will have been drawing on the canvas all afternoon. _____
35. He will iron his clothes every morning. _____
36. The website will have closed its site down. _____

Scoring: ____/16 = ____% **If student scores less than 80%, teach activities #26-43.**

PRETEST VERBS

Transitive and Intransitive Verbs

Directions: Write two sentences using transitive verbs and two sentences using intransitive verbs.

37. (transitive) _____

38. (transitive) _____

39. (intransitive) _____

40. (intransitive) _____

Scoring: ____/4 = ____%

If student scores less than 80%, teach activities #44-46.

Gerunds

Directions: Decide if the underlined word is used as noun or a verb.

41. My favorite hobby is painting. _____

My uncle is painting. _____

42. I am walking to the store. _____

Walking is good for your body. _____

43. He likes talking. _____

My sister is talking on the phone. _____

44. Debating is interesting. _____

The senator is debating. _____

Scoring: ____/8 = ____%

If student scores less than 80%, teach activities #47-49.

VERBS

Class Activity #1

Directions: Introduce the concept of verbs, using the boxed text below. Then, play the classic game of charades using the following action verbs. Write the words on slips of paper, and have students pick a verb to act out in front of the class.

cook	fly	watch	drink
walk	swim	run	balance
catch	latch	talk	debate
type	write	eat	break
jump	erase	drive	bring
fish	jog	paint	fall
sing	dance	draw	sculpt

VERBS

- A verb shows action or a state of being.
- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.

ACTION VERBS

Activity #1

- A verb shows action or a state of being.
- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.

Directions: Identify the action in each picture below.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

ACTION VERBS

Class Activity #2

Directions: Review the meanings of verbs and action verbs (see below). Then, write sentences 1–5 on the board. Call on students to give the verb for each sentence. Finally, for items 6–10, have the students fill in the blank with an action verb.

1. John eats 23 worms for breakfast.
2. Cecilia brushes her dog with a baby doll comb.
3. The dentist flosses his teeth with horsehair.
4. The radio plays holiday music.
5. Juanita serves the clowns a dinner of cupcakes.
6. Demarco _____ his mom after the big game.
7. Talicia _____ for the ball.
8. Kaitlin _____ every day, three times a day.
9. Jackson _____ a movie in the family room.
10. Anya _____ the horse in the stable.

VERBS

- A verb shows action or a state of being.
- Action verbs can express physical actions.
Examples: The boy *walks*. The boy *runs*.
- Action verbs can also express mental actions.
Examples: The girl *dreams*. The girl *thinks*.

ACTION VERBS

Activity #2

- A verb shows action or a state of being.
- Action verbs can express physical actions.
Examples: The boy *walks*. The boy *runs*.
- Action verbs can also express mental actions.
Examples: The girl *dreams*. The girl *thinks*.

Directions: Underline the primary action verb in the following sentences.

Example: Enedina calls her friend.

1. Marcy waves the flag.
2. Staci dreams of horses.
3. Please buy the backpack at the mall.
4. Taylor watches the new Harry Potter movie.
5. The streetlight flashes yellow.
6. The students pack their bags at the end of the day.
7. The men sing a duet.
8. The professor lectures to his class.
9. The underwater welder welds the seams of the ship.
10. My nervous cat bites people.
11. Dondrea reads the newspaper every morning.
12. Dylan assembles the cars from smallest to largest.
13. The fans swarm around the players.
14. Fabio cooks meals for his family every Tuesday night.
15. The cattle roam the pasture freely.

ACTION VERBS

Class Activity #3

Directions: Remind the students that a verb shows action or a state of being, and that action verbs can express physical actions such as walking and running or mental actions such as dreaming or thinking. Then, have the students use the given verbs to fill in the blanks in the sentences below. Finally, have them use the number clues to complete the code.

	A	K		U	D	Z	Q		W		C		B			V		Y	X		N		R	F	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

jiggle

sleep

hit

stomps

1. Please don't _____ your brother.

1-15-26

2. Mario and Jack _____ to the music.

21-15-4-4-11-9

3. Danica _____ on the bug in the bathroom.

18-26-13-16-23-18

4. Charlie and Jill _____ in a queen-size bed.

18-11-9-9-23

Have the students solve the secret message.

How did the farmer fix his jeans?

10-15-26-1 2 12-2-14-14-2-4-9 23-2-26-12-1

ACTION VERBS

Activity #3

							A			L		W		K														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26			

Directions: Use the given verbs to fill in the blanks. Then complete the code.

think **loves** **walk** **bark** **jogs** **quit** **run** **sleep**
faxes **comes** **writes** **play** **drive** **sing** **gazes**

- I walk to the store for some milk.
13-8-11-15
- Sarah and Natasha _____ in the living room on Friday nights.
16-11-24-24-3
- Jasmine and Stephanie _____ board games together after school.
3-11-8-26
- Jose and Consuela _____ towards each other after not seeing one another for a long time.
22-25-23
- Sergio _____ Bella a long letter.
13-22-18-6-24-16
- You _____ like you're in a high-speed chase.
14-22-18-5-24
- The dogs _____ through the fences.
1-8-22-15
- The kindergarteners _____ for their parents during their performance.
16-18-23-10
- Jill _____ to play fetch with her new puppy.
11-4-5-24-16
- My teachers _____ that I can go to college.
6-2-18-23-15
- The team _____ watching the video of their opponent.
17-25-18-6
- James _____ at the beautiful girl walking into the coffee shop.
10-8-7-24-16
- The secretary _____ the information to the human resources department.
19-8-9-24-16
- Earl _____ to watch the basketball game after school.
12-4-20-24-16
- My neighbor always _____ with her dog every morning.
21-4-10-16

Secret Message: Use the code to unravel the secret code below.

8 5-24-22-1 16-2-4-13-16 8-12-6-18-4-23

LINKING VERBS

Class Activity #4

Directions: Ask the following question:

What is a linking verb?

Explain that a linking verb is a verb that connects the subject of the sentence to the information about the sentence.

Example: She is tired.

Point out that a linking verb does not show action. Write the common linking verbs, examples, and sentences on the board. Explain that these linking verbs are always linking when they are the MAIN verb. With the sentences, ask the students if the underlined word is a linking verb or action verb.

Common Linking Verbs:

is	was	be	become	seem
am	were	been	became	
are		being		

Examples:

1. He was the star player.
(*Was* is the main verb; therefore, it is a linking verb.)
2. Coltrane is sick.
(*Is* is the main verb; therefore, it is a linking verb.)

Sentences:

1. She dances to the music.
2. They are friends.
3. I am hungry.
4. They harassed us at the football game.

LINKING VERBS

- A linking verb does not show action.
- It is a verb that connects the subject of the sentence to the information about the sentence.
- Linking verbs can end with -s or -ed (like action verbs).

LINKING VERBS

Activity #4

- A linking verb does not show action.
- It is a verb that connects the subject of the sentence to the information about the sentence.
- Linking verbs can end with -s or -ed (like action verbs).

Directions:

I. Draw a line under the linking verb in each sentence.

1. Beth and Jackson were in the kitchen.
2. Who was the new student in class?
3. Reesa seems very nice to the new president of our club.
4. Where are the plants?
5. I am tall.
6. She was first in line.
7. Dr. Garth is a dentist.
8. My dogs are outside.
9. He became the new captain.
10. Geometry is not easy.
11. They were there the other day.
12. I am the new long distance runner.
13. Karen is our coordinator.
14. My daughter became the top student.
15. The drive is long.

II. Write two sentences using two different linking verbs.

16. _____.

17. _____.

LINKING VERBS

Class Activity #5

Directions: Ask the following questions:

What is a linking verb? What is an action verb?

Review the common linking verbs. Discuss the list of common linking verbs or action verbs. Explain that these verbs can be linking or action. The challenge is to be able to recognize when these verbs are action verbs and when they are linking verbs.

Introduce the students to this method for determining between action and linking verbs: Substitute a common linking verb (is, am, are, was, were, be, been, being, become, became, or seem) for any one of the linking/action verbs. If the substitution makes sense, the verb is a linking verb.

Ask the students to pick one word from the list and write one linking verb sentence and one action verb sentence. Call on a few students to write their sentences on the board.

Common Linking or Action Verbs:

appear
smell
prove

remain
taste

grow
sound

stay
feel

turn
look

Example #1:

1. The woman *felt* tired.
 2. The woman was tired.
- (A common linking verb works; it is a linking verb.)

Example #2:

1. The woman *felt* the fabric.
 2. The woman was the fabric.
- (A common linking verb does not work. Therefore, it is an action verb.)

Example #3:

1. He *smelled* the flower.
 2. He was the flower.
- (A common linking verb does not work. Therefore, it is an action verb.)

Example #4:

1. The cookie *smells* good.
 2. The cookie is good.
- (A common linking verb works, so it is a linking verb.)

LINKING VERBS

Activity #5

- A linking verb does not show action.
- It is a verb that connects the subject of the sentence to the information about the sentence.
- Linking verbs can end with -s or -ed (like action verbs).

Directions: Draw a line under the linking verb in each sentence. Rewrite each sentence on the blank line below it using a common linking verb, such as is, am, are, was, were, be, been, being, become, became, or seem.

1. The children appear frightened.

2. Bob seems tired.

3. The girls remain silent from the shock of the scary movie.

4. Her hair looks beautiful.

5. The cup of hot chocolate tastes delicious.

6. My arm feels broken.

7. He appears unwilling to get along with the others.

8. Tom's eyes grew big at the sight of his angry father.

9. Alicia appears unwilling to get to school on time.

10. Mr. and Mrs. Steinberg felt exhausted after traveling all night.

11. The boy's voice sounds shaky while explaining the accident.

LINKING VERBS

Class Activity #6

Directions: Divide the class into two teams. Write one sentence at a time. Read the sentence aloud to the class. The student who is able to determine the linking verb and repeat the sentence with a common linking verb first, gets a point.

1. The mailman appeared on schedule.
2. All of the numbers seem correct.
3. He remains sick as a dog.
4. Shirley looks beautiful.
5. The trash smells bad.
6. The musician appeared on stage.
7. Jon looked grown up.
8. Louise's dinner tastes good.
9. Kay became a beautiful princess.
10. Janae felt sick today.
11. Sam appears six inches taller.
12. The dog stays faithful to his owner.

LINKING VERBS

- A linking verb does not show action.
- It is a verb that connects the subject of the sentence to the information about the sentence.
- Linking verbs can end with -s or -ed (like action verbs).

LINKING VERBS

Activity #6

Directions: Write the 22 linking verbs. Then find the 22 linking verbs in the word search. The words can be up, down, forward, reverse, or diagonal.

b	w	e	r	e	q	s	d	r	k
e	l	r	e	m	a	i	n	a	b
w	v	k	d	s	a	w	m	e	e
e	u	c	o	h	n	d	s	p	e
c	r	g	m	o	b	k	e	p	n
x	u	a	n	y	l	m	e	a	r
e	t	s	a	t	f	d	m	x	z
n	r	u	t	m	e	a	s	j	y
g	y	b	e	c	a	m	e	a	h
u	h	g	n	b	e	e	t	b	y
n	p	r	v	l	b	s	u	i	q
l	z	o	l	e	m	o	c	e	b
g	e	w	e	v	o	r	p	i	s
t	b	e	i	n	g	p	x	d	n
k	m	r	f	d	d	n	u	o	s

1. _____

9. _____

17. _____

2. _____

10. _____

18. _____

3. _____

11. _____

19. _____

4. _____

12. _____

20. _____

5. _____

13. _____

21. _____

6. _____

14. _____

22. _____

7. _____

15. _____

8. _____

16. _____

LINKING VERBS VS. ACTION VERBS

Class Activity #7

Directions: Write the following sentences and words on the board. First, ask the students if the underlined word is a linking verb or an action verb. Then, ask the students to get with a partner. Have the students pick one verb from the list and write two sentences: one linking verb and one action verb sentence.

1. He runs to catch the bus.
2. They became partners.
3. I am thirsty.
4. The family rented a house.

appear
smell
prove

remain
taste

grow
sound

stay
feel

turn
look

LINKING VERBS VS. ACTION VERBS

- Some verbs can perform more than one function.
- A verb can be an action by expressing a physical or mental action.
Example: A cat *feels* around with its whiskers. (action)
- A verb can be a linking verb by joining the subject of the sentence to the information about the sentence.
Example: I *feel* sick this morning. (linking)

LINKING VERBS VS. ACTION VERBS

Activity #7

- Some verbs can perform more than one function.
- A verb can be an action by expressing a physical or mental action.
Example: A cat *feels* around with its whiskers. (action)
- A verb can be a linking verb by joining the subject of the sentence to the information about the sentence.
Example: I *feel* sick this morning. (linking)

Directions:

I. If the verb is an action verb, circle it. If the verb is a linking verb, underline it.

1. He barbecues the steaks for dinner.
2. The jester is colorful.
3. The doctor bandages my sprained ankle.
4. Hayley is twenty-one years old.
5. They are workaholics.
6. The country club was down in the valley.
7. The firefighters were hot after fighting the fire.
8. The oranges were moldy and soft.
9. She became a beautiful young woman.
10. The lawyers assemble in the courtroom to hear the verdict.
11. He became nervous when it got closer to his turn.
12. The child felt sick after eating two bowls of ice cream.
13. She remains in the library.

II. Write two sentences of your own using one verb. Write one sentence using the verb as a linking verb and one sentence using the verb as an action verb.

14. _____.
15. _____.

LINKING VERBS VS. ACTION VERBS: REVIEW

Class Activity #8

Directions: Write the following sentences on the board. Ask the students which verbs are linking and which verbs are action verbs. Have them underline the linking verbs and circle the action verbs. Then have the students draw a picture of the creature.

As an extension, ask the students to write their own sentences describing a creature using linking and action verbs. Have them underline the linking verbs and circle the action verbs. Then, have them draw pictures of their creatures.

1. The object is a creature.
2. His eyes are blue and black and shaped like diamonds.
3. His nose looks like a pumpkin with warts.
4. His lips seem huge.
5. His teeth are black and crooked.
6. His ears are pointed and brown.
7. His skin appears wrinkled and green.
8. He walks with a cane.
9. He smells like rotten eggs.
10. His hands are pink and tiny.

LINKING VERBS VS. ACTION VERBS

- Some verbs can perform more than one function.
- A verb can be an action by expressing a physical or mental action.
Example: A cat *feels* around with its whiskers. (action)
- A verb can be a linking verb by joining the subject of the sentence to the information about the sentence.
Example: I *feel* sick this morning. (linking)

VERBS: REVIEW

Activity #8

- Some verbs can perform more than one function.
- A verb can be an action by expressing a physical or mental action.
Example: A cat *feels* around with its whiskers. (action)
- A verb can be a linking verb by joining the subject of the sentence to the information about the sentence.
Example: I *feel* sick this morning. (linking)

Directions: Use the given verb to write two sentences—one sentence with an action verb and one sentence with a linking verb.

1. feel— _____

2. prove — _____

3. taste — _____

4. turn — _____

5. sound — _____

6. grow — _____

7. smell — _____

8. look — _____

9. stay — _____

10. remain — _____

11. appear — _____

HELPING VERBS

Class Activity #9

Directions: Ask the following question.

What is a helping verb?

Introduce and discuss the boxed information on helping verbs below. Then, write the 23 helping verbs on the board. As a class, assign each student a partner. Ask each pair to come up with a mnemonic for learning the 23 helping verbs. Some teachers have the students use the tune "London Bridge" and others have used "Jingle Bells" or some other familiar tune.

Helping Verbs:

may	is	be	do	should	have	will
might	am	being	does	could	had	can
must	are	been	did	would	has	shall
	was					
	were					

For example: (It goes to the tune of "London Bridge")

Be am is are was were been

Has have had

Do does did

Can could shall should will would may

Might must being

HELPING VERBS

- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.
- A helping verb comes before the verb. Together, the helping verb and the main verb form a verb phrase.
 - Examples:
 - The children were playing. (*were* is the helping verb)
 - The boy had been crying. (*had been* are the helping verbs)
- It "helps" form verb tenses by showing present, past, and future actions.
 - Examples:
 - I will go to the store. (*will* is the helping verb)
 - I did go to the store. (*did* is the helping verb)
- Helping verbs do not show action!

HELPING VERBS

Activity #9

Directions:

I. Underline the verb phrase and circle the helping verbs in each sentence below.

1. Rasha and Ian could hike up the mountain every Saturday.
2. Anemiecka was celebrating her birthday last weekend.
3. They are hoping the plane will leave on time.
4. Jimmer would like to go to school with his sister.
5. Shauna will get her work done on time.
6. Yolanda has been working on the project all day.
7. The puppies were crying all night.
8. They will call when they arrive.
9. The bag was packed in the back of the closet.
10. The students can eat their lunches outside.
11. Her father might fix the dinner tonight.
12. Aunt Dorinda can finish the quilt by Saturday.

II. Write a sentence that includes a helping verb(s) before each verb below. Underline the verb phrase and circle the helping verb(s) in each sentence.

13. playing _____
14. eating _____
15. tired _____
16. finish _____
17. running _____
18. complete _____

HELPING VERBS

Class Activity #10

Directions:

Directions: Review the rules and examples for helping verbs with the students. Then, write the 23 helping verbs on the board. Review the mnemonic. Then, ask a group of students to write the 23 helping verbs on separate pieces of paper. Ask the other students in the class to write action verbs. Have each student hold up either the helping verb or action verb. Ask the students to try to pair up and create verb phrases.

Helping Verbs:

may	is	be	do	should	have	will
might	am	being	does	could	had	can
must	are	been	did	would	has	shall
	was					
	were					

HELPING VERBS

- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.
- A helping verb comes before the verb. Together, the helping verb and the main verb form a verb phrase.
 - Examples:
 - The children were playing. (*were* is the helping verb)
 - The boy had been crying. (*had been* are the helping verbs)
- It “helps” form verb tenses by showing present, past, and future actions.
 - Examples:
 - I will go to the store. (*will* is the helping verb)
 - I did go to the store. (*did* is the helping verb)
- Helping verbs do not show action!

HELPING VERBS

Activity #10

Directions: : Write the 23 helping verbs in the spaces below. Then find the 23 helping verbs in the word search. The words can be up, down, forward, reverse, or diagonal.

n	a	c	v	x	u	b	u	l	h
w	l	l	a	h	s	k	e	g	a
d	p	l	n	m	m	a	y	d	v
l	r	w	y	p	c	o	t	i	e
u	q	u	h	j	r	o	e	d	n
o	b	a	w	i	l	l	u	i	c
h	d	o	u	l	h	v	s	l	n
s	f	q	v	a	b	e	e	n	d
i	s	v	w	l	m	u	s	t	o
u	l	f	e	o	g	w	v	t	e
b	b	c	d	m	u	j	d	h	s
e	n	s	g	o	d	l	c	g	p
i	q	s	r	k	t	y	d	i	a
n	x	a	z	h	a	s	t	m	w
g	l	w	e	r	e	y	e	r	a

- | | | |
|----------|-----------|-----------|
| 1. _____ | 9. _____ | 17. _____ |
| 2. _____ | 10. _____ | 18. _____ |
| 3. _____ | 11. _____ | 19. _____ |
| 4. _____ | 12. _____ | 20. _____ |
| 5. _____ | 13. _____ | 21. _____ |
| 6. _____ | 14. _____ | 22. _____ |
| 7. _____ | 15. _____ | 23. _____ |
| 8. _____ | 16. _____ | |

HELPING VERBS

Class Activity #11

Directions: Review the mnemonic. Using a stopwatch, ask the students to write down as many of the 23 helping verbs as they can in two minutes. Ask a student to write the words on the board while the other students check his/her own answers.

Next, on pieces of paper, write the following words separately:

The girl will go shopping

Randomly hand out the papers and have the students determine the order of the words to create a grammatically correct sentence. Have them line up in front of the class in the proper order.

Next, have the students determine the parts of speech. Ask the student to take one step forward if he/she is holding the helping verb. Ask the student to take two steps forward if he/she is holding the main verb.

Do the same activity with the following sentences:

1. The woman could see the ocean.
2. The musicians will play music.
3. He could have been late to school.
4. My grandmother will be visiting me.

HELPING VERBS

- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.
- A helping verb comes before the verb. Together, the helping verb and the main verb form a verb phrase.
 - Examples:
 - The children were playing. (*were* is the helping verb)
 - The boy had been crying. (*had been* are the helping verbs)
- It “helps” form verb tenses by showing present, past, and future actions.
 - Examples:
 - I will go to the store. (*will* is the helping verb)
 - I did go to the store. (*did* is the helping verb)
- Helping verbs do not show action!

HELPING VERBS

Activity #11

- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.

Directions: Unscramble the following sentences. Next, underline the verb phrase and put two lines under the helping verb(s).

Example: see ocean the she could

She could see the ocean.

1. bikes ride they their will

_____.

2. writing girl a the was letter

_____.

3. on Mallory her work can car

_____.

4. ice they been eating have cream

_____.

5. must school we to go

_____.

6. at Seth may store stop the

_____.

7. chores did Natasha her complete

_____.

8. be Jose finished should

_____.

LINKING VERBS VS. HELPING VERBS: REVIEW

Class Activity #12

Directions: Review the difference between helping and linking verbs, as described in the box below. Then have each student write five sentences using the verbs is, am, are, was, and were as either linking verbs or helping verbs. Then, have students pair up with someone that used the verb in the alternate form. Together, the students must write a sentence that would tie their two sentences together. Follow these directions for each verb (is, am, are, was, and were).

Example:

Student #1: Geometry is difficult. (linking)

Student #2: She is going to the movies after school. (helping)

Students #1 and 2 together create a sentence: After completing her difficult geometry homework, she is going to the movies.

LINKING VERBS VS. HELPING VERBS

- Linking verbs join the subject and object of the sentence.
Example: Kelly is beautiful.
- Helping verbs support the main verb.
Example: Francesca is working on her term paper.
- Some verbs, such as is, am, are, was, and were, can be used as either a helping or linking verb, depending on the sentence.
Examples: Republicans are annoyed at the media's comments. (helping verb)
Republicans are one of the two major political parties. (linking verb)

LINKING VERBS VS. HELPING VERBS

Activity #12

- Linking verbs join the subject and object of the sentence.
Example: Kelly is beautiful.
- Helping verbs support the main verb.
Example: Francesca is working on her term paper.
- Some verbs, such as is, am, are, was, and were, can be used as either a helping or linking verb, depending on the sentence.
Examples: Republicans are annoyed at the media's comments. (helping verb)
Republicans are one of the two major political parties. (linking verb)

Directions:

I. Decide if the underlined verb is a linking verb or a helping verb. Write linking or helping on the line.

1. The drummer is picking up his drumsticks off the ground. _____
2. The kids are dirty from the day. _____
3. The Greeks are protesting in the streets. _____
4. Zac Efron appears confident in the movie. _____
5. She could buy the new television with her saved money. _____
6. The doctor must get her license for the officer. _____
7. Pork chops taste rotten the next day. _____
8. The science project is due in two weeks. _____
9. They were going to the movies but couldn't. _____
10. Fredrick is getting older. _____

II. Write 3 sentences using the verbs *is*, *am*, *are*, *was*, and *were* as both a linking and a helping verb.

Example: "is" 1. Wonton is a lazy dog. (linking verb); 2. The dog is sleeping. (helping verb)

_____ .

_____ .

_____ .

ACTION VERBS, LINKING VERBS, HELPING VERBS: REVIEW

Class Activity #13

Directions: Write the lists of helping verbs, linking verbs, and action verbs/linking verbs on the board. Ask the students to give the definition of each type of verb and examples of each in a sentence. Tell students that the challenge is deciding if a certain verb is an action verb or a linking verb. On the board, write the method for determining between an action or linking verb.

Helping Verbs:

may	are	be	do	should	have	will
might	is	being	does	could	had	can
must	was	been	did	would	has	shall
am	were					

Linking Verbs:

is	was	be	become	seem
am	were	been	became	
are		being		

Action Verbs or Linking Verbs:

appear	remain	prove
grow	stay	taste
look	smell	
sound	feel	

Method:

To determine if the verb from the Action Verbs or Linking Verbs list is used as an action or linking verb in the sentence, substitute a common linking verb (*is, am, are, was, and so on*) for the verb. If the sentence still makes sense, then the verb is a linking verb. If the sentence no longer makes sense, then the verb is an action verb.

ACTION VERBS, LINKING VERBS, AND HELPING VERBS

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.

ACTION, LINKING, AND HELPING VERBS

Activity #13

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.

Directions: Underline the verb phrase in each sentence. Label each verb in the verb phrase: “HV” for helping verb, “LV” for linking verb, and “AV” for action verb.

1. Who is the new student in our class?
2. Matilda worked last week.
3. Mr. Martinez was lecturing for a very long time.
4. You are the tallest in your class.
5. They are standing by the bus stop.
6. Mr. and Mrs. McMillan were vacationing in Europe for one month.
7. Henrietta can dance well.
8. Isaac kicked the soccer ball.
9. The children will learn to answer the door politely.
10. They are working on their homework together.
11. Mrs. Jupino is our new music teacher.
12. Rapheal is running for president of the United States.
13. I am the new president.
14. Rylin’s wedding dress is beautiful.

ACTION VS. LINKING VS. HELPING VERBS

Class Activity #14

Directions: Number the students off in class one to three. Have all #1's take the action verb, all the #2's take the linking verb, and all the #3's take the helping verb. Starting with a student who is #1, have the student create a sentence that uses an action verb. Then, have a student who is #2 take the subject or object from the original sentence and use it in a new sentence with a linking verb. Lastly, have a student who is #3 play off of #2's sentence and use a helping verb in the sentence.

Example:

#1 – The young man eats his lunch in the cafeteria. (action)

#2 – The cafeteria is loud. (linking)

#3 – The cafeteria will be quiet after lunch. (helping)

Repeat this exercise around the entire classroom.

ACTION VERBS, LINKING VERBS, AND HELPING VERBS

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.

ACTION VS. LINKING VS. HELPING VERBS

Activity #14

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.
- ***Phrases such as *to be*, *to make*, *to spend* are infinitive phrases and not verbs.***

Directions:

I. Given the triplet of sentences, decide if the underlined verbs are action verbs, linking verbs, or helping verbs. Circle the correct answer.

1. The horse turned his nose at the food. (action, linking, helping) The food turned green. (action, linking, helping) The horse is turning to eat the food. (action, linking, helping)
2. Josephine is dancing in a recital. (action, linking, helping) The recital remains empty. (action, linking, helping) Josephine dances every day. (action, linking, helping)
3. Shannon died many years ago. (action, linking, helping) Shannon was very popular. (action, linking, helping) He might become infamous one day. (action, linking, helping)
4. Dad is bringing in the garbage. (action, linking, helping) The garbage smells horrible. (action, linking, helping) Dad carries the garbage can back into the house. (action, linking, helping)
5. The spider made its web inside my shoes. (action, linking, helping) The web can turn dangerous. (action, linking, helping) The spider's bite is deadly. (action, linking, helping)

II. Given the pictures, write your own set of three sentences using an action verb, linking verb, and a helping verb.



ACTION VS. LINKING VS. HELPING VERBS: **REVIEW**

Class Activity #15

Directions: Write the story on the board. Have the students underline the 27 verbs. Label “AV” for action verb, “LV” for linking verb, and “HV” for helping verb.

When did it become popular to spend the days playing video games? I grew up without video games. Riding my bike, hanging out with my close friends, and playing sports are things I remember. When do you think parents should intervene and kick their gamers outside for real, instead of virtual, experiences? I am not sure of the answer; however, it seems like children are more and more dependent upon gaming with each passing year. This activity might do serious social harm. Shall we wait until our kids can no longer relate to actual social situations before we can make some changes? Perhaps it is just a harmless activity, which gives our children much pleasure.

ACTION VERBS, LINKING VERBS, AND HELPING VERBS

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.
- ***Phrases such as *to be*, *to make*, *to spend* are infinitive phrases and not verbs.***

ACTION VS. LINKING VS. HELPING VERBS: **REVIEW**

Activity #15

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.
- ***Phrases such as *to be*, *to make*, *to spend* are infinitive phrases and not verbs.***

Directions: Read the story. Underline the 21 verbs. Label “AV” for action verb, “LV” for linking verb, and “HV” for helping verb.

We are celebrating an anniversary today that may be remembered as the most cherished marriage. This is a day I would not miss. If I may speak for everyone here, we are so excited to be part of this magical celebration. Special anniversaries do not happen often, and we are proud to be a part of it. And now, please allow me to introduce the lovely couple, celebrating their 50th anniversary. They are still so full of love for each other that it seems they will remain together for another 50 years. Put your hands together for Grandma and Grandpa Smith!

SINGULAR VERBS

Class Activity #16

Directions: Introduce singular verbs using the information in the box below. Then, given the singular subjects below, have the students add a singular verb to make each a simple sentence.

cat
sister
actor
chef
grandpa

girl
bride
bee
mechanic
father

goat
republican
gecko
witch
author

president
mother
bird
wizard
programmer

dog
grandma
man
turtle
representative

SINGULAR VERBS

- The singular form shows one and only one of a certain kind of thing.
- A singular subject takes a singular verb.
- Except for *to have* (has) and *to be* (*is, am*), singular verbs end with -s or -es.

Examples: The boy runs.

The dad sleeps.

The man sits.

SINGULAR VERBS

Activity #16

- The singular form shows one and only one of a certain kind of thing.
- A singular subject takes a singular verb.
- Except for *to have* (has) and *to be* (is, am), singular verbs end with -s or -es.

Examples: The boy runs.

The dad sleeps.

The man sits.

Directions: Given the picture, write a simple sentence with a singular noun and a singular verb.



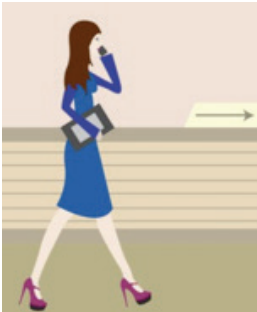
1. _____



2. _____



3. _____



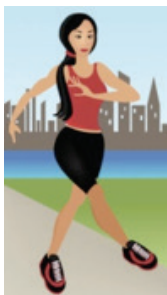
4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

SINGULAR VERBS

Class Activity #17

Directions: Introduce singular verbs by discussing the boxed information with the students. Then, give the students a singular verb and have them add a singular subject to make a complete sentence. Tell the students that the simple singular subject and the singular verb agree with each other. Have the students pair up. Give each pair a list of singular verbs and have them create sentences that contain singular subjects.

Write students' sentences on the board.

Example of singular subjects:

cashier, mechanic, father, dentist, car, truck, werewolf, ophthalmologist, tree, chair, girl, woman, book, table, helper, banker, teacher

Examples of singular verbs:

adds, admires, advises, annoys, arranges, assembles, assists, banks, barbecues, bellows, bounces, bribes, bruises, cares, casts, catches, clutters, collects, comforts, contains, cooks, creates, defeats, delivers, doubts, drives, electrifies, emphasizes, envies, escapes, expands, experiences, fascinates, favors, features, flocks, goofs, graces, griddles, grips, guards, handles, hauls, headlines, helps, hems, herds, hosts, humors, imagines, improves, infests, informs, injures, inquires, instructs, inventories, invites, journals, journeys, judges, kids, kidnaps, knows, latches, leaks, leashes, legislates, levies, liberates, limits, litters, loathes, locates, loses, lounges, means, memorizes, mobs, mooches, networks, orders, organizes, owns, paces, packs, panics, paralyzes, pedals, performs, permits, pinches, pitches, pleases, plumbs, pontificates, produces, programs, progresses, promotes, proposes, publishes, rallies, recognizes, redeems, refines, reflects, reforms, refrigerates, remarks, researches, resents, responds, romances, sacrifices, satisfies, saves, seasons, serves, shakes, shocks, spies, squats, stimulates, strives, submits, surfs, swarms, synthesizes, thrills, toasts, tolerates, torches, torpedoes, tours, translates, transmits, trusts, tunnels, types, votes, wads, welds, whiffs, witnesses, and wraps.

Example sentences:

The student studies for her test.

Jamar types his homework assignment.

The band marches on the football field.

Cesar knows his theater vocabulary.

Ciana sings in the choir.

SINGULAR VERBS

- In the present tense, singular subjects take a singular verb.
- Singular verb = verb + s (-s or -es)

Examples: she walks, he eats, it sleeps, John plays, Mika jogs.

SINGULAR VERBS

Activity #17

- In the present tense, singular subjects take a singular verb.
- Singular verb = verb + s (-s or -es)
Examples: she walks, he eats, it sleeps, John plays, Mika jogs.

Directions:

I. Given a list of singular subjects, a list of singular verbs, and a list of predicates, match the three sections to create sentences that make sense. Write your sentences on the back of this paper.

Example: Zachary plays the video game online.

<u>Singular Subject</u>	<u>Singular Verb (Simple Predicate)</u>	<u>Rest of Predicate</u>
1. The dog	helps	the video game online.
2. Amanpreet	tours	the groceries.
3. Lolita	promotes	the institution.
4. The preacher	plays	good health care.
5. Gino	speaks	his pants before the gig.
6. The school	signs	his lines in the play.
7. Zachary	delivers	to clean up the neighborhood.
8. The nurse	goofs	to the congregation.
9. The candidate	runs	the National Anthem.
10. Daniel	hems	into the street.

II. Write three sentences using a simple singular subject and a singular verb.

Examples: Raymond drives. Russell barbecues. Justine instructs.
Mika responds.

11. _____

12. _____

13. _____

SINGULAR SUBJECTS AND SINGULAR VERBS WITH PRONOUNS

Class Activity #18

Directions: Discuss the rules below with the class. Then, put the following sentences on the board. Have the students decide on and underline the correct singular verb to go with the singular subject pronoun. Then, have them label the verb as a helping verb or a linking verb.

1. She (is, am, are) filling out the form for employment. _____
2. He (is, am, are) popping popcorn before the movie. _____
3. I (is, am, are) hungry and don't have any money for lunch. _____
4. You (is, am, are) sponsoring the soccer team. _____
5. It (is, am, are) important to floss daily. _____
6. I (is, am, are) working on my master's degree. _____
7. She (is, am, are) very proud of her younger brother. _____
8. It (is, am, are) digging a hole in the backyard. _____
9. He (is, am, are) handsome and extremely intelligent. _____
10. You (is, am, are) regretful for causing a scene. _____

SINGULAR SUBJECT PRONOUNS

- Singular subject pronouns include *I, you, he, she, and it*.
- The pronoun *I* goes with the helping verb or linking verb *am*.
- The pronoun *you* goes with the helping verb or linking verb *are*.
- The pronouns *he, she, and it* use the helping verb or linking verb *is*.

SINGULAR SUBJECTS AND SINGULAR VERBS WITH PRONOUNS

Activity #18

- Singular subject pronouns include *I, you, he, she, and it*.
- The pronoun *I* goes with the helping verb or linking verb *am*.
- The pronoun *you* goes with the helping verb or linking verb *are*.
- The pronouns *he, she, and it* use the helping verb or linking verb *is*.

Directions:

I. *Underline the singular verb that correctly matches the singular subject pronoun. Label the verb as a helping verb or a linking verb.*

Example: He (is, am, are) cooking dinner for his family. helping verb

1. She (is, am, are) the nation's leader. _____
2. You (is, am, are) working for a large corporation. _____
3. He (is, am, are) next in line. _____
4. I (is, am, are) a construction worker. _____
5. She (is, am, are) interpreting the performance. _____
6. He (is, am, are) seeking medical advice. _____
7. It (is, am, are) very cute and cuddly. _____
8. You (is, am, are) wearing a cochlear implant. _____
9. I (is, am, are) enjoying the beautiful scenery. _____
10. He (is, am, are) begging for some popcorn. _____

II. *Write five pairs of sentences using singular subject pronouns with their correct singular verbs as helping verbs and linking verbs.*

Example: He is thinking about getting a new job. (helping verb)

He is active in the community. (linking verb)

11. _____

12. _____

13. _____

14. _____

15. _____

SINGULAR SUBJECT PRONOUNS AND SINGULAR VERBS, PRESENT TENSE

Class Activity #19

Directions: Explain the rule and exceptions for singular subject pronouns and singular verbs in the present tense to the class (see box below). Then put the students in pairs and have them create pairs of sentences with reciprocal actions.

Examples: I run. You watch.

I cook. You clean.

I pitch. You bat.

I drive. You navigate.

SINGULAR SUBJECT PRONOUNS AND SINGULAR VERBS, PRESENT TENSE

- A singular subject takes a singular verb that ends in -s or -es, except when the subject is *I* or *you*.
- For the subject *I*, the verb does not end in -s or -es.
Examples: I run. I type. I sign.
- For the subject *you*, the verb does not end in -s or -es.
Examples: You whisper. You cough.

SINGULAR SUBJECT PRONOUNS AND SINGULAR VERBS

Activity #19

- A singular subject takes a singular verb that ends in -s or -es, except when the subject is *I* or *you*.

Directions: Using the pictures, write reciprocal sentences with the singular subject pronouns I and you.



Example: I lead. You follow.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

PLURAL VERBS

Class Activity #20

Directions: Use the boxed information below to explain plural verbs to the class. Then, using index cards, have each student make a card with a plural subject on it and a card with a plural verb. Collect all of the index cards, making one pile with subjects and one pile with verbs. Then, have a student pick a card from each pile and create a sentence using a plural subject and a plural verb.

Possible verbs: need, drive, enter, gather, relax, find, welcome, tell, know, wait, taste, stutter, cut, decide, allow, study, take, see, open, close, construct, build, paint, shop, match, wrap, stack, visit, care, remedy

PLURAL VERBS

- A plural subject uses a plural verb.
- In the present tense, plural verbs do not end with -s.
 - Examples: decorate, pull, accept
 - John and Terry decorate the new restaurant.
 - Robert and Teresa pull the rope.
 - The magician and the assistant accept a new gig.

PLURAL VERBS

Activity #20

- A plural subject uses a plural verb.
- In the present tense, plural verbs do not end with -s.

Directions: Given the picture, write a simple sentence using a plural subject and a plural verb.
Examples: Laura and Xavier open their gifts. The doctors joke with the patients.



1. _____ .



2. _____ .



3. _____ .



4. _____ .



5. _____ .

PLURAL VERBS

Class Activity #21

Directions: Have a student come to the front of the class and roll two dice and then add the numbers together. This will be the number of words that will be in each sentence. Students will create two sentences: one sentence with a singular subject and singular verb and the second sentence modifying the first to a plural subject and plural verb. Write the students' sentences on the board. Repeat with several members of the class.

Examples:

(5 + 2 = 7) 7 words in the sentences

Singular: The chef wows at his new kitchen.

Plural: The chefs wow at their new kitchen.

(1 + 3 = 4) 4 words in the sentences

Singular: The patient waits anxiously.

Plural: The patients wait anxiously.

PLURAL VERBS

- A plural subject uses a plural verb.
- In the present tense, plural verbs do not end with -s.

Examples: decorate, pull, accept

John and Terry decorate the new restaurant.

Robert and Teresa pull the rope.

The magician and the assistant accept a new gig.

PLURAL VERBS

Activity #21

Directions: Given a sentence with a singular subject and a singular verb, create a new sentence with a plural subject and a plural verb.

Example:

Singular: The chef implements new techniques.

Plural: The chefs implement new techniques.

1. S: The owner designs a new layout.

P: _____

2. S: The manager approaches the staff.

P: _____

3. S: The nephew feels sorry.

P: _____

4. S: The bug runs across the wall.

P: _____

5. S: The contestant battles for glory.

P: _____

6. S: The cupcake tastes great.

P: _____

7. S: The customer settles for an inferior product.

P: _____

8. S: The expert gives advice.

P: _____

9. S: The pharmacist fills prescriptions.

P: _____

10. S: The commander teaches the troops.

P: _____

11. S: The restaurant entices lots of different customers.

P: _____

12. S: The cousin prepares dinner for everyone.

P: _____

PLURAL VERBS

Class Activity #22

Directions: Given a plural subject, have the students add a plural verb to make a simple sentence.

students

computers

iguanas

chimps

doctors

audiologists

mice

musicians

astronauts

children

nurses

parents

drivers

gorillas

elephants

explorers

guitarists

teens

machinists

performers

PLURAL VERBS

- Plural form shows more than one.
- Plural verbs do not end in -s or -es.

Examples: The boys play.

The cats meow.

The butchers meet.

PLURAL VERBS

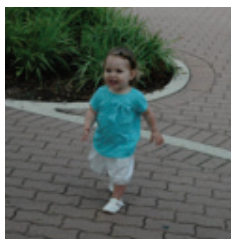
Activity #22

- Plural form shows more than one.
- Plural verbs do not end in -s or -es.
Examples: The boys play.
The cats meow.
The butchers meet.

Directions: Given the picture, write a simple sentence that includes a plural subject and a plural verb.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

REGULAR VS. IRREGULAR VERBS

Class Activity #23

Directions: Write on the board:

What is an irregular verb?

Ask the students to give an example of an irregular verb. If the students cannot, write examples of regular and irregular verbs on the board.

Use the Irregular Verb Chart (see Appendix) to help the class generate a list of verbs. Then, looking at all the samples on the board, ask the students to generate a definition for irregular verbs.

Using the words generated from the class activity, ask the students to create sentences using the present-tense verb and the irregular past-tense verb.

Regular Verb

<u>Today</u>	<u>Yesterday</u>
mail	mailed
jump	jumped

Irregular Verb

<u>Today</u>	<u>Yesterday</u>
write	wrote
throw	threw

REGULAR VS. IRREGULAR VERBS

- An irregular verb is one that does not take the -ed ending for simple past and past participle forms.

IRREGULAR VERBS

Activity #23

- An irregular verb is one that does not take the *-ed* ending for simple past and past participle forms.

Directions: Using the Irregular Verb Chart (see Appendix) as a guide, underline the correct verb form in the following sentences.

1. Tina (drinked, drank, drunk) her juice.
2. Yesterday, Armando (broke, breaked, break) the window.
3. The two boys (dig, digged, dug) a big hole while playing at the beach.
4. Enrico (choose, choosed, chose) the wallet he wanted.
5. Anastasha (ring, rang, ringed) the bell.
6. Sven (come, comed, came) to watch the football game.
7. Miranda (ate, eated) the whole pie.
8. The mother (feeded, fed) her baby cereal.
9. Marshall (kneeled, knelt) down to pick up the ball.
10. The girls (hid, hided, hide) the ball from their brother.
11. Wesley (lose, lost, losed) his homework on his way to home.
12. Carolina (say, sayed, said) she was sorry.
13. Lolita (rided, rode, ride) her skateboard to school.
14. Sean (steal, stealed, stole) the money from his friend's backpack.
15. Yesterday, the kids (took, taken, take) the dogs for a walk in the park.

IRREGULAR VS. REGULAR VERBS

Class Activity #24

Directions: Using the Irregular Verb Chart (in Appendix), write a list of 40 past-tense verbs on the board.

Have the students make a Bingo card on their own piece of paper with five squares across and five squares down. Have the students fill in each square with an irregular verb. In the center square, have the students write "Free."

Explain that a Bingo can be formed vertically, horizontally, or diagonally.

Then, make up a sentence using the present-tense form of a verb. Each student needs to decide the irregular past-tense verb form. If the student has it on his or her Bingo card, the student can put an X in the square. The winner is the first person to attain a Bingo.

IRREGULAR VERBS

- An irregular verb is one that does not take the -ed ending for simple past and past participle forms.

IRREGULAR VERBS

Activity #24

- An irregular verb is one that does not take the *-ed* ending for simple past and past participle forms.

Directions:

I. Fill in the blank using the correct irregular past-tense verb form.

Example: Kailey was drinking some milk. She drank all of it.

1. The kids were sleeping upstairs. This is the room where they _____.
2. The volleyball team is winning in the championship game. They _____!
3. Elena is going to give Pablo a book. This is the book she _____.
4. Chalen is going to break the glass. This is the glass she _____.
5. The little girl was hiding her bottle. Where is the bottle she _____?
6. The couples are going to see a movie. What is the name of the movie they _____?
7. The thief is planning to steal the TV. This is the TV he _____.
8. Sarah is going to swim in the pool. This is the pool where she _____.

II. Fill in the blank, using the past-tense form of each verb.

- | | |
|-----------|---|
| 9. take | Yesterday, I _____ the movie back to the store. |
| 10. jump | The dog _____ all over when he saw my dad drive up. |
| 11. cook | My aunt _____ a wonderful dinner. |
| 12. throw | The man _____ the papers in the trash. |
| 13. walk | The brother and sister _____ home last week. |
| 14. draw | Cassandra _____ all over the sidewalk. |
| 15. sit | I _____ through four hours of rehearsals. |

REGULAR VS. IRREGULAR VERBS

Class Activity #25

Directions: Write the following chart on the board. Have the students fill in the missing words to complete this Irregular Verb Chart.

Present-Tense Verb

awake

break

choose

creep

hold

speak

stink

write

Past-Tense Irregular Verb

bound

brought

forsook

meant

mistook

Then, ask the students to give sentences using each irregular past-tense verb listed above.

IRREGULAR VERBS

- An irregular verb is one that does not take the *-ed* ending for simple past and past participle forms.

IRREGULAR VERBS

Activity #25

Directions: Write the irregular past-tense verbs for the present-tense verbs listed below. Next, find the irregular past-tense verbs in the word search.

m	a	s	h	l	a	i	d	a	w
a	w	z	a	h	d	o	v	e	o
d	o	s	c	r	e	p	t	n	u
e	k	a	k	b	a	i	t	o	n
y	e	d	i	e	l	n	o	w	d
i	i	r	n	g	t	g	y	i	r
f	n	e	g	a	f	e	l	l	o
e	g	w	r	n	l	i	n	g	v
l	d	r	e	a	m	t	g	a	e
s	r	e	w	s	c	l	u	n	g
h	a	s	h	t	n	g	k	a	w
o	n	z	r	o	s	e	l	i	e
o	g	s	c	l	s	l	e	p	t
k	a	t	e	e	a	i	t	o	n
y	e	y	m	i	s	t	o	o	k

1. begin _____

2. shake _____

3. creep _____

4. deal _____

5. sleep _____

6. dream _____

7. make _____

8. wind _____

9. draw _____

10. drive _____

11. steal _____

12. cling _____

13. fall _____

14. eat _____

15. lay _____

16. ring _____

17. rise _____

18. awake _____

19. dive _____

20. mistake _____

PAST PARTICIPLE VERBS

Class Activity #26

Directions: Write the chart on the board and introduce it to the students. Tell them that the singular helping verb *has* or the plural helping verb *have* is used before the past participle verb form. Then, using the past and past participle verbs from the chart, have the students fill in the blanks for the sentences below and underline the word(s) that indicate the past participle will be used. Finally, have the students use the chart to write a set of sentences using the different forms of the verbs.

Example:

Laura and Guermillo fly to Tahiti. (present)

Laura and Guermillo flew to Tahiti. (simple past)

Laura and Guermillo have flown to Tahiti. (past participle)

Present	Past	Past Participle
be	was, were	been
become	became	become
begin	began	begun
choose	chose	chosen
do	did	done
eat	ate	eaten
fly	flew	flown

1. Jennifer _____ the first woman to win the wrestling championship.
2. Rodriguez has _____ a girl to ask to the prom.
3. Bill _____ late for the staff meeting.
4. Jonathan and Sophia have _____ to Africa.

IRREGULAR VERBS

- An irregular verb is one that does not take the *-ed* ending for simple past and past participle forms.
- Must use *has* or *have* when using a past participle

IRREGULAR PAST PARTICIPLE VERBS

Activity #26

- An irregular verb is one that does not take the *-ed* ending for simple past and past participle forms.
- Must use *has* or *have* when using a past participle

Present	Past	Past Participle
be	was, were	been
become	became	become
begin	began	begun
choose	chose	chosen
do	did	done
eat	ate	eaten
fly	flew	flown

Directions: Using the pictures below, write a set of sentences with all forms of the verb.



1. _____.

2. _____.

3. _____.

1. _____.

2. _____.

3. _____.

PAST PARTICIPLE VERBS

Class Activity #27

Directions: Using the verbs from the chart below, have the students fill in the blanks for each sentence and underline the word(s) that indicate the past participle will be used. Then, have them write four sentences with verbs from the chart.

Present	Past	Past Participle
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	gotten
go	went	gone
grow	grew	grown
have	had	had
hide	hid	hidden

Shanana _____ to zip her backpack closed this morning.

Tech has _____ a really bad day.

Melissa _____ to the birthday party at 3:00 PM.

Krissy has _____ her jewelry under the sink.

1. _____.

2. _____.

3. _____.

4. _____.

IRREGULAR VERBS

- An irregular verb is one that does not take the *-ed* ending for simple past and past participle forms.
- Must use *has* or *have* when using a past participle

IRREGULAR PAST PARTICIPLE VERBS

Activity #27

- An irregular verb is one that does not take the *-ed* ending for simple past and past participle forms.
- Must use *has* or *have* when using a past participle

Present	Past	Past Participle
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	gotten
go	went	gone
grow	grew	grown
have	had	had
hide	hid	hidden

Directions:

I. Using the chart above, fill in the blank for each sentence and underline the word or words that indicate the past participle will be used.

1. The young boy _____ his favorite toy for the holidays.
2. Dad has _____ how to do algebra.
3. Lennie and Sharlene _____ tomatoes in their garden last summer.
4. Benjamin _____ to visit his grandmother in the hospital.
5. Valentina has _____ her brother for breaking her piggy bank.
6. The dog _____ in the closet after he ate the pillow.
7. Berke has _____ many guitars during his lifetime.

II. Using the past participle forms of five verbs from the chart above, write five sentences.

8. _____.
9. _____.
10. _____.
11. _____.
12. _____.

PAST AND PAST PARTICIPLE IRREGULAR VERBS: COMMON MISTAKES

Class Activity #28

Directions: Show the following chart to the class. Explain that lie, lie, and lay are commonly confused in their usages. Discuss the meaning of each word and its correct past and past participle tense. Then, write the sentences below on the board, and have the students decide the correct tense and usage. Finally, have students label the tense: present, past, or past participle.

Present	Past	Past Participle
lie (to give a falsehood)	lied	lied
lie (to recline)	lay	lain
lay (to set or to put)	laid	laid

1. Sydney _____ about cheating on his test. _____
2. The cat has _____ on the same place on the couch. _____
3. Please _____ the books on the table. _____
4. Karen and Fred _____ to their parents about the car accident. _____
5. The trucker has _____ the materials in the back of the truck. _____
6. I _____ on my bed when I got home from work. _____
7. Fredrick has _____ too many times and now no one believes him. _____
8. Yesterday, Juan had _____ on the floor to help his back. _____
9. This morning Santana _____ his instrument in the trunk. _____

IRREGULAR VERBS

- An irregular verb is one that does not take the *-ed* ending for simple past and past participle forms.
- Must use *has* or *have* when using a past participle

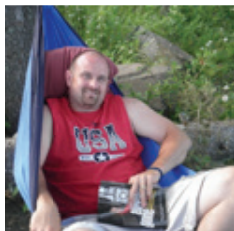
IRREGULAR PAST PARTICIPLE VERBS: COMMON MISTAKES

Activity #28

- An irregular verb is one that does not take the *-ed* ending for simple past and past participle forms.
- Must use *has* or *have* when using a past participle

Present	Past	Past Participle
lie (to give a falsehood)	lied	lied
lie (to recline)	lay	lain
lay (to set or to put)	laid	laid

Directions: Write three sentences per picture with all forms of the verb.



lie 1. _____

lay 2. _____

lain 3. _____



lie 1. _____

lied 2. _____

lied 3. _____



lay 1. _____

laid 2. _____

laid 3. _____

PRESENT PARTICIPLES

Class Activity #29

Directions: Show the following chart below to the class. Add verbs as a group. Explain that the present participle verb always ends with -ing. Then, explain that the single helping verb was or the plural helping verb were is used before the present participle verb. Have the students use the present participle in each sentence below the chart. Finally, have each student write two present participle verbs on his or her white board. Students exchange white boards with the person to the left and then write a sentence or two using the present participle verbs.

Present	Past	Past Participle	Present Participle
love	loved	loved	loving
giggle	giggled	giggled	giggling
hope	hoped	hoped	hoping
fight	fought	fought	fighting
sing	sang	sung	singing
wash	washed	washed	washing

1. The dog was _____ with the cat in the house.
2. The little boy and his sister were _____ the new puppy.
3. The artist was _____ his favorite song.
4. The mom was _____ the laundry for the week.
5. Alexander was _____ to get accepted to Brown University.

PRESENT PARTICIPLE VERBS

- An irregular verb is one that does not take the -ed ending for simple past and past participle forms.
- Must use the words *was* or *were* when using a present participle

PRESENT PARTICIPLE VERBS

Activity #29

- Present participle verbs always end with *-ing*.
- Must use the words *was* or *were* when using a present participle

Directions: List the 14 present participle verbs in the word search.

w	a	s	h	i	n	g	k	a	o
o	p	z	a	h	a	a	j	s	h
r	p	s	c	a	m	m	i	n	g
r	l	a	k	n	i	i	t	o	o
y	y	y	i	c	n	n	o	w	i
i	i	i	n	s	g	g	w	i	n
n	n	n	g	s	e	w	i	n	g
g	g	g	r	i	l	i	n	g	p
a	d	d	i	n	g	b	g	a	s
d	o	i	n	g	o	l	g	n	i

PRESENT-TENSE VERBS

Class Activity #30

Directions: Explain to the students that the verb tense lets us know when the action happens. Then write the charts below on the board. Write the word listen on the board. Ask the students to give sentences of all four present verb tenses using the word listen.

- Present Tense: Example: I walk to school.
- Past Tense: Example: Yesterday, I walked to school.
- Future Tense: Example: I will walk to school tomorrow.

(Past- and future-tense verbs will be discussed in the next two sections.)

Simple Present: Shows that the action, event, or condition is occurring in the present moment.

Example: I walk.

Present Progressive: Shows that the action, event, or condition continues for a while.

Example: I am walking.

She is walking.

They are walking.

Present Perfect: Shows that the action, event, or condition began in the past, continued into the present, and was just completed.

Example: I have walked.

She has walked.

Present Perfect Progressive: Shows that the action, event, or condition began in the past and continues into the present.

Example: For the last hour, she has been walking.

They have been walking for hours.

PRESENT-TENSE VERBS

- | | |
|--|-----------------------------|
| • Simple Present Tense: | I walk. |
| • Present Progressive Tense: (<i>am/is/are</i> + present participle) | I <u>am</u> walking. |
| • Present Perfect Tense: (<i>has/have</i> + past participle) | I <u>have</u> walked. |
| • Present Perfect Progressive: (<i>has/have been</i> + present participle) | I <u>have been</u> walking. |

PRESENT-TENSE VERBS

Activity #30

- | | |
|--|-----------------------------|
| • Simple Present Tense: | I walk. |
| • Present Progressive Tense: (<i>am/is/are</i> + present participle) | I <u>am</u> walking. |
| • Present Perfect Tense: (<i>has/have</i> + past participle) | I <u>have</u> walked. |
| • Present Perfect Progressive: (<i>has/have been</i> + present participle) | I <u>have been</u> walking. |

Directions: For each sentence, underline the verb phrase. Label the sentence as simple, present progressive, present perfect, or present perfect progressive, depending on the verb.

1. The children have been playing all afternoon. _____
2. She cooks all day. _____
3. She has been talking on the phone for hours. _____
4. He works on his truck. _____
5. The gardeners are planting flowers. _____
6. The musician is playing his trumpet. _____
7. The bus drivers have been driving the students home. _____
8. The baby has been sleeping for three hours. _____
9. They study every afternoon. _____
10. Mom has cleaned the car. _____
11. My friend is driving to the store. _____
12. My father is working at the warehouse. _____
13. The girl has jogged around the track three times. _____
14. She curls her hair every morning. _____
15. The companies have closed their doors. _____

PRESENT-TENSE VERBS

Class Activity #31

Directions: Write the boxed chart below on the board. Then write the following sentence on the board:

Mom eats chocolate.

Talk about why it is a simple present-tense sentence.

Using the sentence above, ask the students to write three other sentences showing: present progressive tense, present perfect tense, and present perfect progressive. Ask a student to write a present progressive sentence on the board. Ask if the student can give the definition of present progressive tense.

Ask another student to write a present perfect tense sentence on the board. Ask if the student can give the definition of present perfect tense.

Ask a student to write a present perfect progressive tense sentence on the board. Ask if the student can give the definition of present perfect progressive tense.

PRESENT-TENSE VERBS

- | | |
|--|-----------------------------|
| • Simple Present Tense: | I walk. |
| • Present Progressive Tense: (<i>am/is/are</i> + present participle) | I <u>am</u> walking. |
| • Present Perfect Tense: (<i>has/have</i> + past participle) | I <u>have</u> walked. |
| • Present Perfect Progressive: (<i>has/have been</i> + present participle) | I <u>have been</u> walking. |

PRESENT-TENSE VERBS

Activity #31

- | | |
|--|-----------------------------|
| • Simple Present Tense: | I walk. |
| • Present Progressive Tense: (<i>am/is/are</i> + present participle) | I <u>am</u> walking. |
| • Present Perfect Tense: (<i>has/have</i> + past participle) | I <u>have</u> walked. |
| • Present Perfect Progressive: (<i>has/have been</i> + present participle) | I <u>have been</u> walking. |

Directions: Read each sentence. Put a check mark in front of the correct present-tense verb sentence. Label each correct present tense sentence as simple, present progressive, present perfect, or present perfect progressive.

Example:

_____ She walked to school. _____
✓ _____ She walks to school. _____ simple present tense

- _____ 1. Margaret is going to the basketball game tonight. _____
- _____ 2. Margaret will go to the basketball game tonight. _____
- _____ 3. My grandfather played his guitar. _____
- _____ 4. My grandfather has been playing his guitar. _____
- _____ 5. They have ironed the shirts. _____
- _____ 6. They will iron the shirts. _____
- _____ 7. Jessie is catching a cold. _____
- _____ 8. Jessie caught a cold. _____
- _____ 9. A bowl of grapes has been sitting on the windowsill for weeks. _____
- _____ 10. A bowl of grapes sat in the windowsill for weeks. _____
- _____ 11. She has been studying for the exam since Tuesday. _____
- _____ 12. She studied for the exam. _____

PRESENT-TENSE VERBS

Class Activity #32

Directions: Write the following chart on the board and explain. Then, ask the students to get in groups and write four sentences representing each present verb tense. Have one person from each group write a sentence on the board. Ask the class to identify which present verb tense was used. Continue until all four sentences representing each present verb tense have been written.

Simple Present: Shows that the action, event, or condition is occurring in the present moment.

Example: I walk.

Present Progressive: Shows that the action, event, or condition continues for a while.

Example: I am walking.

She is walking.

They are walking.

Present Perfect: Shows that the action, event, or condition began in the past, continued into the present, and was just completed.

Example: I have walked.

She has walked.

Present Perfect Progressive: Shows that the action, event, or condition began in the past and continues into the present.

Example: For the last hour, she has been walking.

They have been walking for hours.

PRESENT-TENSE VERBS

- | | |
|--|-----------------------------|
| • Simple Present Tense: | I walk. |
| • Present Progressive Tense: (<i>am/is/are</i> + present participle) | I <u>am</u> walking. |
| • Present Perfect Tense: (<i>has/have</i> + past participle) | I <u>have</u> walked. |
| • Present Perfect Progressive: (<i>has/have been</i> + present participle) | I <u>have been</u> walking. |

PRESENT-TENSE VERBS

Activity #32

- | | |
|--|-----------------------------|
| • Simple Present Tense: | I walk. |
| • Present Progressive Tense: (<i>am/is/are</i> + present participle) | I <u>am</u> walking. |
| • Present Perfect Tense: (<i>has/have</i> + past participle) | I <u>have</u> walked. |
| • Present Perfect Progressive: (<i>has/have been</i> + present participle) | I <u>have been</u> walking. |

Directions: Unscramble the words to form sentences. Then, label each sentence as simple, present progressive, present perfect, or present perfect progressive.

1. school talks mom after every day her to she

2. Grandma for been gardening an has hour

3. all grades my the have teachers on worked weekend

4. syllabus working is his on Charlie

5. working she the has day sun been hot all in

6. they the to city a day shopping taking for bus are of the

7. he his after and meal brushes snack teeth every

8. been on same for two years project working have we the

PRESENT PERFECT TENSE USING IRREGULAR PAST PARTICIPLE

Class Activity #33

Directions: Write the following statement on the board.

The singular helping verb *has* or the plural helping verb *have* is used before the past participle verb. When using the subjects “I” and “you,” use the plural verb *have*.

Next, write the following sentences on the board. Have students decide the correct verb.

Using the Irregular Verb Chart (in Appendix), have the students write four present perfect tense sentences using irregular past participle verbs. Pick students to write their sentences on the board

1. She has (forget, forgot, forgotten) her homework.
2. They have (awoke, awaked, awoken) this morning.
3. Buster has (break, broke, broken) the vase.

PRESENT-TENSE VERBS

- | | |
|--|-----------------------------|
| • Simple Present Tense: | I walk. |
| • Present Progressive Tense: (<i>am/is/are</i> + present participle) | I <u>am</u> walking. |
| • Present Perfect Tense: (<i>has/have</i> + past participle) | I <u>have</u> walked. |
| • Present Perfect Progressive: (<i>has/have been</i> + present participle) | I <u>have been</u> walking. |

PRESENT-TENSE VERBS

Activity #33

- | | |
|--|-----------------------------|
| • Simple Present Tense: | I walk. |
| • Present Progressive Tense: (<i>am/is/are</i> + present participle) | I <u>am</u> walking. |
| • Present Perfect Tense: (<i>has/have</i> + past participle) | I <u>have</u> walked. |
| • Present Perfect Progressive: (<i>has/have been</i> + present participle) | I <u>have been</u> walking. |

Directions:

I. Using the Irregular Verb Chart, fill in the missing word.

1. (chose) The group has _____ their team mascot.
2. (did) They have _____ their homework.
3. (eat) The couple has _____ their dinner at the gourmet restaurant.
4. (freeze) The girl has _____ her grapes for lunch.
5. (grow) She has _____ four different plants in her garden.
6. (hide) The canine has _____ the bone near the bamboo tree.
7. (keep) They have _____ the key in the planter by the door.
8. (ride) The bouncer has _____ his bike for ten hours.
9. (sew) She has _____ four costumes for the party.
10. (spend) They have _____ their last dollar on the arcade game.

II. Using the following verbs, write sentences using the present perfect verb tense with the past participle verb.

11. cling _____.
12. fly _____.
13. know _____.
14. see _____.
15. song _____.

PRESENT-TENSE VERBS: REVIEW

Class Activity #34

Directions: Ask the class to provide the definition and an example for each of the four verb tenses (see box below). Then, given the story below, have the students rewrite it in present progressive, present perfect, and present perfect progressive verb tenses.

The cafeteria is closed early this week. Inspectors continue to find problems with the food. We encourage students to bring their lunches while we try and find out why things taste so bad.

PRESENT-TENSE VERBS

Simple Present: Shows that the action, event, or condition is occurring in the present moment.

Example: I walk.

Present Progressive: Shows that the action, event, or condition continues for a while.

Example: I am walking.

She is walking.

They are walking.

Present Perfect: Shows that the action, event, or condition began in the past, continued into the present, and was just completed.

Example: I have walked.

She has walked.

Present Perfect Progressive: Shows that the action, event, or condition began in the past and continues into the present.

Example: For the last hour, she has been walking.

They have been walking for hours.

Activity #34



Directions: Look at the picture above. Write a six-sentence paragraph in the present tense, relating to the picture. Underline the present tense verbs used in your story. Make sure to include at least one sentence containing a simple present tense verb, one sentence using present progressive tense, one sentence using present participle, and one sentence using present perfect progressive tense.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

PAST-TENSE VERBS

Class Activity #35

Directions: Introduce the students to past-tense verbs by reviewing the information and examples in the box below. Then use the following regular and irregular verbs to write sentences as a class.

list

thought

write

change

PAST-TENSE VERBS

- Simple past tense: Shows an action that started and finished at one time in the past.
- Past progressive: Shows an action in the past that was interrupted.
- Past perfect: Shows an action in the past that happened and was completed.
- Past perfect progressive: Shows an action in the past that continued until a certain time.

Examples for *walk*:

Simple Past Tense:

I walked.

Past Progressive Tense: (*was/were* + present participle)

I was walking.

Past Perfect Tense: (*had* + past participle)

I had walked.

Past Perfect Progressive: (*had been* + present participle)

I had been walking.

PAST-TENSE VERBS

Activity #35

Simple Past Tense:

Past Progressive Tense: (*was/were* + present participle)

Past Perfect Tense: (*had* + past participle)

Past Perfect Progressive: (*had been* + present participle)

I walked.

I was walking.

I had walked.

I had been walking.

Directions:

I. For each sentence, write in the correct past-tense verb and then label the sentence as simple past, past progressive, past perfect, or past perfect progressive.

WORD BANK

put

ate

reading

found

teaching

1. Martin was _____ the algebra lesson to the class. _____

2. Cesar _____ his lunch in the noisy cafeteria. _____

3. Juan and Anita had _____ their parents in the senior citizens' home. _____

4. The boy _____ a shiny coin in the street gutter. _____

5. The instructor had been _____ his book quietly in his office. _____

II. Write four sentences using the same verb with all four different past verb tenses.

PAST-TENSE VERBS

Class Activity #36

Directions: Have each student write a simple verb on an index card. Collect the cards and then randomly pass the cards back out to the students. Then, have each student write four past-tense sentences using his or her verb. Students may need to use the Irregular Verb Chart in the Appendix. (Remind students of the purpose of each verb tense.) After students have written their sentences, pick some students to share.

- Simple: Yesterday, I wrote a letter to my mother.
- Past progressive: On Tuesday, I was writing a letter when I became distracted.
- Past perfect: Before class, I had written a letter that caused me to cry.
- Past perfect progressive: I had been writing a letter when my mom stopped by for a surprise visit.

PAST-TENSE VERBS

- Simple past tense: Shows an action that started and finished at one time in the past.
- Past progressive: Shows an action in the past that was interrupted.
- Past perfect: Shows an action in the past that happened and was completed.
- Past perfect progressive: Shows an action in the past that continued until a certain time.

Examples for *walk*:

Simple Past Tense:

I walked.

Past Progressive Tense: (*was/were* + present participle)

I was walking.

Past Perfect Tense: (*had* + past participle)

I had walked.

Past Perfect Progressive: (*had been* + present participle)

I had been walking
for hours.

PAST-TENSE VERBS

Activity #36

- | | |
|---|----------------------------|
| • Simple Past Tense: | I walked. |
| • Past Progressive Tense: (was/were + present participle) | I <u>was</u> walking. |
| • Past Perfect Tense: (had + past participle) | I <u>had</u> walked. |
| • Past Perfect Progressive: (had been + present participle) | I <u>had been</u> walking. |

Directions:

I. In each pair of sentences, tell in which sentence the past-tense verb is used correctly and then label it (simple, past progressive, past perfect, or past perfect progressive).

1. _____ The student examined the calculator. _____
_____ The student was examined the calculator. _____
2. _____ The computer has been working. _____
_____ The computer had been working. _____
3. _____ The mechanic had fixed the problem with the car. _____
_____ The mechanic had fix the problem with the car. _____
4. _____ At the store, the clerk was helping the customer. _____
_____ At the store, the clerk help the customer. _____
5. _____ At noon, the principal has been patrolling the cafeteria. _____
_____ At noon, the principal had been patrolling the cafeteria. _____

II. Given the verb, write four sentences with each past-tense form of the verb.

6. multiply

7. call

8. study

PAST-TENSE VERBS

Class Activity #37

Directions: Write the paragraphs below on the board. Have the students underline all of the past-tense verbs in each story. Have them label the story: simple past, past progressive, past perfect, or past perfect progressive.

1. The teacher talked to the class about his college experience. He thought back to being in college. He remembered how much fun he had and what he learned.

2. The teacher was talking to the class about his college experience. He was thinking back to being in college. He was remembering how much fun he was having and what he was learning.

3. The teacher had talked to the class about his college experience. He had thought back to being in college. He had remembered how much fun he had had and what he had learned.

4. The teacher had been talking to the class about his college experience. He had been thinking back to being in college. He had been remembering how much fun he had been having and what he had been learning.

PAST-TENSE VERBS

- Simple past tense: Shows an action that started and finished at one time in the past.
- Past progressive: Shows an action in the past that was interrupted.
- Past perfect: Shows an action in the past that happened before another action.
- Past perfect progressive: Shows an action in the past that continued until a certain time.

Examples:

Simple Past Tense:

I wrote.

Past Progressive Tense: (*was/were* + present participle)

I was writing.

Past Perfect Tense: (*had* + past participle)

I had written.

Past Perfect Progressive: (*had been* + present participle)

I had been writing.

PAST-TENSE VERBS

Activity #37

- | | |
|---|----------------------------|
| • Simple Past Tense: | I wrote. |
| • Past Progressive Tense: (<i>was/were</i> + present participle) | I <u>was</u> writing. |
| • Past Perfect Tense: (<i>had</i> + past participle) | I had written. |
| • Past Perfect Progressive: (<i>had been</i> + present participle) | I <u>had been</u> writing. |

Directions: : Given the picture and the verb tense, write sentences to match.

1. (run) – simple



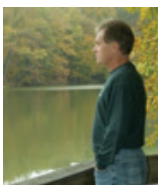
_____ .

2. (draw) – past progressive



_____ .

3. (think) – past perfect



_____ .

4. (drive) – past perfect progressive



_____ .

PAST PERFECT TENSE AND PAST PARTICIPLE: REVIEW

Class Activity #38

Directions: Review the various forms of past-tense verbs. Then, using the Irregular Verb Chart, have the class create a story. Put the story starter below on the board, and then have students create the next line to the story.

Last year, I was skiing down the Alps during a blinding snowstorm...

- Simple past tense: Shows an action that started and finished at one time in the past.
- Past progressive: Shows an action in the past that was interrupted.
- Past perfect: Shows an action in the past that happened before another action.
- Past perfect progressive: Shows an action in the past that continued until a certain time.

Examples:

Simple Past Tense:

I wrote.

Past Progressive Tense: (*was/were* + present participle)

I was writing.

Past Perfect Tense: (*had* + past participle)

I had written.

Past Perfect Progressive: (*had been* + present participle)

I had been writing.

PAST-TENSE VERBS: REVIEW

Activity #38

- | | |
|---|----------------------------|
| • Simple Past Tense: | I wrote. |
| • Past Progressive Tense: (was/were + present participle) | I <u>was</u> writing. |
| • Past Perfect Tense: (<i>had</i> + past participle) | I had written. |
| • Past Perfect Progressive: (<i>had been</i> + present participle) | I <u>had been</u> writing. |



Directions: Looking at the picture above, write a six-sentence paragraph in the past tense. Underline the past-tense verbs used in your story. Make sure to include at least one simple past-tense sentence, one past progressive tense sentence, one past perfect tense sentence, and one past perfect progressive tense sentence.

FUTURE-TENSE VERBS:

INTRODUCTION

Class Activity #39

Directions: Write the chart below on the board. Then ask the students to give two more examples for each future-tense verb.

- | | |
|-------------------------------|--|
| • Simple future: | (will/shall + verb) |
| • Future progressive: | (am/is/are going to be + present participle)
(will be + present participle) |
| • Future perfect: | (will have + past participle)
(am/is/are going to have + past participle) |
| • Future perfect progressive: | (will have been + present participle)
(am/is/are going to have been + present participle) |

FUTURE-TENSE VERBS

Activity #39

- | | | |
|--------------------------------------|--|--|
| • <u>Simple future tense:</u> | (will/shall + verb) | I <u>will</u> walk. I <u>shall</u> walk. |
| • <u>Future progressive tense:</u> | (am/is/are going to be + present participle) | I am going to be walking. |
| • <u>Future perfect tense:</u> | (will have + past participle) | I <u>will have</u> walked. |
| • <u>Future perfect progressive:</u> | (will have been + present participle) | I <u>will have been</u> walking. |

Directions: Underline the verb phrase. Label the sentence "simple future," "future progressive," "future perfect," or "future perfect progressive."

1. The adults will have been working all day. _____
2. She will garden all day. _____
3. Louise will have been talking on the phone for hours. _____
4. The mechanic will work on the truck. _____
5. The plumber will fix the pipes. _____
6. The musician is going to be playing his trumpet. _____
7. The bus driver will be driving the students home. _____
8. The baby will have slept for three hours. _____
9. They are going to have studied all afternoon. _____
10. Beth will clean her automobile. _____
11. In five minutes, my friend will be going to the academy. _____
12. After surgery, Sven will be jogging again. _____
13. The girl is going to have drawn on the canvas all afternoon. _____
14. She is going to be curling her hair every morning. _____
15. The company is going to have closed its doors. _____

FUTURE-TENSE VERBS

Class Activity #40

Directions: Write the chart below on the board. Then, using the sentence below, ask the students to write three other sentences showing: future progressive, future perfect, and simple future verb tenses. Ask for definitions of each tense.

By the time they get home, they are going to have been walking for two hours.

FUTURE-TENSE VERBS

- | | |
|-------------------------------|--|
| • Simple future: | (will/shall + verb) |
| • Future progressive: | (am/is/are going to be + present participle)
(will be + present participle) |
| • Future perfect: | (will have + past participle)
(am/is/are going to have + past participle) |
| • Future perfect progressive: | (will have been + present participle)
(am/is/are going to have been + present participle) |

FUTURE-TENSE VERBS

Activity #40

- | | | |
|--------------------------------------|--|--|
| • <u>Simple future tense:</u> | (will/shall + verb) | I <u>will</u> walk. I <u>shall</u> walk. |
| • <u>Future progressive tense:</u> | (am/is/are going to be + present participle) | I am going to be walking. |
| • <u>Future perfect tense:</u> | (will have + past participle) | I <u>will have</u> walked. |
| • <u>Future perfect progressive:</u> | (will have been + present participle) | I <u>will have been</u> walking. |

Directions: Read each pair of sentences. Put a check mark in front of the correct future-tense verb sentence. Label the sentence as simple future, future progressive, future perfect, or future perfect progressive.

Example:

- ✓ She will walk to school. _____ simple future
_____ She walks to school. _____

- _____ 1. Shawn is going to the movies. _____
_____ 2. Shawn will go to the movies. _____
- _____ 3. My grandfather played his guitar. _____
_____ 4. Before dinner, my grandfather will have been playing his guitar. _____
- _____ 5. They have played video games. _____
_____ 6. Soon, they will be playing video games. _____
- _____ 7. Jessie is combing her hair. _____
_____ 8. Jessie will comb her hair after breakfast. _____
- _____ 9. The children will have walked home by now. _____
_____ 10. The children walked home. _____
- _____ 11. The girls and boys will have been singing. _____
_____ 12. The girls and boys sang. _____
- _____ 13. Tonight, the kids will dance. _____
_____ 14. Tonight, the kids danced. _____
- _____ 15. I am going to have cooked for two hours. _____
_____ 16. I cook. _____
- _____ 17. Mom will pick me up after school. _____
_____ 18. Mom picked me up after school. _____

FUTURE-TENSE VERBS

Class Activity #41

Directions: Write the chart below on the board. Ask the students to get in groups and write four sentences representing each future-tense verb mentioned in the chart.

Have one person from each group write a sentence on the board. Ask the class to identify which future-tense verb form was used. Ask another student from a different group to write a sentence on the board. Make sure that the student writes a different future-tense verb than the first student. Ask the class to identify which future-tense verb form was used.

Continue until all four sentences representing all future-tense verb forms have been written.

FUTURE-TENSE VERBS

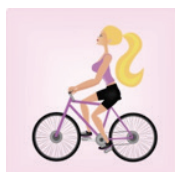
- | | |
|-------------------------------|---|
| • Simple future: | (will/shall + verb) |
| • Future progressive: | (am/is/are going to be + present participle) |
| • Future perfect: | (will be + present participle) |
| | (will have + past participle) |
| | (am/is/are going to have + past participle) |
| • Future perfect progressive: | (will have been + present participle) |
| | (am/is/are going to have been + present participle) |

FUTURE-TENSE VERBS

Activity #41

- | | | |
|--------------------------------------|--|--|
| • <u>Simple future tense:</u> | (will/shall + verb) | I <u>will</u> walk. I <u>shall</u> walk. |
| • <u>Future progressive tense:</u> | (am/is/are going to be + present participle) | I am going to be walking. |
| • <u>Future perfect tense:</u> | (will have + past participle) | I <u>will have</u> walked. |
| • <u>Future perfect progressive:</u> | (will have been + present participle) | I <u>will have been</u> walking. |

Directions: Write two simple future sentences using the following pictures:



1. _____ .
2. _____ .

Write two sentences using the future progressive tense.



3. _____ .
4. _____ .

Write two sentences using the future perfect tense.



5. _____ .
6. _____ .

Write two sentences using the future perfect progressive tense.



7. _____ .
8. _____ .

FUTURE-TENSE VERBS:

REVIEW

Class Activity #42

Directions: Have the students refer to the Irregular Verb Chart (in Appendix) as they complete this activity. First, write the statement and sentences below on the board. Then, using their Irregular Verb Charts, have the students write four future perfect tense sentences using irregular verbs. Pick students to write their sentences on the board. Ask the students to leave out the future perfect verb, and have the rest of the class decide which verb was used.

1. She will have (forget, forgot, forgotten) her homework.
2. They will have (choose, chose, chosen) the recipe.
3. Buster will have (bite, bit, bitten) the postman.

FUTURE-TENSE VERBS

- | | |
|-------------------------------|--|
| • Simple future: | (will/shall + verb) |
| • Future progressive: | (am/is/are going to be + present participle)
(will be + present participle) |
| • Future perfect: | (will have + past participle)
(am/is/are going to have + past participle) |
| • Future perfect progressive: | (will have been + present participle)
(am/is/are going to have been + present participle) |

FUTURE-TENSE VERBS

Activity #42

- The singular helping verb *has* or the plural helping verb *have* is used before the past participle verb.

Directions:

I. Using the Irregular Verb Chart (in Appendix), circle the correct verb.

Example: She will have (sleep, slept, slept) all day.

1. The boy will have (creep, crept, crept) around his room.
2. The mothers will have (spoken, speak, spoke) to each other for hours.
3. Aly will have (sew, sewn, sewed) the dress.
4. The dog will have (drink, drank, drunk) all of his water by the end of the day.
5. Enrico will have (ride, rode, ridden) his bike.
6. The girls will have (hear, heard, hearn) the baby cry.
7. Dad will have (lead, leaded, led) the boys on the hike.
8. The painters will have (awoken, awake, awoke) early to arrive at the house.

II. Using the Irregular Verb Chart, write three sentences using irregular past participle verbs in the future perfect tense.

9. _____.
10. _____.
11. _____.

FUTURE-TENSE VERBS:

REVIEW

Class Activity #43

Directions: Write the chart below on the board. On index cards, have the students write a verb. Collect the cards and redistribute one to each person in the class. On the back of the cards, have the students write four sentences using the verb in the four different future-tense forms. Collect the cards and read some examples. Have the class tell which form is being used.

- Simple future tense: Shows action that will take place.
(will/shall + verb) I will walk. I shall walk.
- Future progressive tense: Shows that the action will continue for a while.
(am/is/are going to be + present participle) I am going to be walking.
She is going to be walking.
They are going to be walking.
(will be + present participle) I will be walking.
- Future perfect tense: Shows the action will be ongoing in the future.
(will have + past participle) I will have walked.
(am/is/are going to have + past participle) I am going to have walked.
She is going to have walked.
They are going to have walked.
- Future perfect progressive: Shows that something will continue up until a particular event or time in the future; e.g., in two months, since Monday.
(will have been + present participle) I will have been walking.
(am/is/are going to have been + present participle) I am going to have been walking.
She is going to have been walking.
They are going to have been walking.

FUTURE-TENSE VERBS: REVIEW

Activity #43



Directions: Looking at the picture above, write a six-sentence paragraph in the future tense. Underline the future-tense verbs used in your story. Make sure to include at least one sentence containing a simple future-tense verb, a sentence with future progressive tense, one sentence with future perfect tense, and a sentence with future perfect progressive tense.

TRANSITIVE VS. INTRANSITIVE VERBS: INTRODUCTION

Class Activity #44

Directions: Introduce the students to the concepts of transitive and intransitive verbs by providing the definitions and examples in the box below. Then, have the students use the following verbs in the sentence "Aubrey and Logan_____." Point out that if the sentence is complete, then the verb is intransitive. If the verb needs a direct object in order for the sentence to make sense, then the verb is transitive.

scream
bite

jab
install

sell
scan

dance
crash

TRANSITIVE AND INTRANSITIVE VERBS

- Transitive verbs are action verbs that have a direct object.
Example: Josh kicked the ball. (Ask yourself who or what. Josh kicked what? The verb *kicked* must have a direct object attached to it.)
- Intransitive verbs are action verbs that do not need to be followed by a direct object.
Example: Tobin came. (The verb came does not have a direct object attached to it.)
- Some action verbs can be either transitive or intransitive, depending on the context of the sentence.
Examples: Juanita wrote. (intransitive)
Dustin wrote the novel. (transitive)

TRANSITIVE VS. INTRANSITIVE VERBS

Activity #44

- Transitive verbs are action verbs that have a direct object.
Example: Josh kicked the ball. (Ask yourself who or what. Josh kicked what? The verb *kicked* must have a direct object attached to it.)
- Intransitive verbs are action verbs that do not need to be followed by a direct object.
Example: Tobin came. (The verb came does not have a direct object attached to it.)
- Some action verbs can be either transitive or intransitive, depending on the context of the sentence.
Examples: Juanita wrote. (intransitive)
Dustin wrote the novel. (transitive)

Directions:

I. Given the sentence, decide if the verb is a transitive or intransitive verb.

1. The family decorates the tree. _____
2. Harold drank all of the milk. _____
3. The boys walked through the neighborhood to see the lights. _____
4. Sheila married her best friend. _____
5. The two men fought over the last package. _____
6. Tim flew over the ocean on his first solo flight. _____
7. Jennifer ordered a new laptop online. _____
8. The company shipped the box overnight. _____
9. The couple ate at a nice restaurant. _____
10. The artist sang for the crowded audience. _____

II. Write two sentences using transitive verbs and two sentences using intransitive verbs.

_____.

_____.

_____.

_____.

TRANSITIVE VS. INTRANSITIVE VERBS

Class Activity #45

Directions: Have the students make a list of action verbs. Then have them use the verbs in this sentence:

Maggie _____.

Have them decide if the verb is transitive or intransitive.

TRANSITIVE AND INTRANSITIVE VERBS

- Transitive verbs are action verbs that have a direct object.
Example: Josh kicked the ball. (Ask yourself who or what. Josh kicked what? The verb *kicked* must have a direct object attached to it.)
- Intransitive verbs are action verbs that do not need to be followed by a direct object.
Example: Tobin came. (The verb came does not have a direct object attached to it.)
- Some action verbs can be either transitive or intransitive, depending on the context of the sentence.
Examples: Juanita wrote. (intransitive)
Dustin wrote the novel. (transitive)

TRANSITIVE VS. INTRANSITIVE VERBS

Activity #45

- Transitive verbs are action verbs that have a direct object.
- Intransitive verbs are action verbs that do not need to be followed by a direct object.
- Some action verbs can be either transitive or intransitive depending on the sentence.

Directions:

I. *Underline the verb. Label the verb transitive or intransitive.*

1. Meg whirled around to see the car accident. _____
2. Joseph marched into the room with his fists in the air. _____
3. Mariah often saw her mother putting on make-up. _____
4. Jesus typed his book report for school the night before it was due. _____
5. Carlton and John looked for money, so they could buy a snack at the store. _____
6. The television hummed throughout the room. _____
7. The men read the stories together over the phone. _____
8. Every day, the teacher lectures to the class. _____
9. Our dog never eats his own food. _____
10. The radio played all day long. _____

II. *Given the picture, write a sentence using an action verb. Label the verb transitive or intransitive.*



11. _____.



12. _____.



13. _____.

TRANSITIVE VS. INTRANSITIVE VERBS

Class Activity #46

Directions: Write the following sentences on the board. Have the students fill in the blanks with an appropriate verb to complete the sentence, and then label it transitive or intransitive.

Example: Carlos _____ the soccer ball down the field.

Answer: Carlos kicked the soccer ball down the field. transitive

1. Jorge _____ the parade from the car.
2. Sylvia _____ in the choir for many years and loved it.
3. Albert and Don _____ to Mt. Rushmore to see the sights.
4. The manager at the pizza parlor _____ 20 applications every week.
5. Julianne _____ his bedroom red to match his favorite poster.

TRANSITIVE AND INTRANSITIVE VERBS

- Transitive verbs are action verbs that have a direct object.
Example: Josh kicked the ball. (Ask yourself who or what. Josh kicked what? The verb *kicked* must have a direct object attached to it.)
- Intransitive verbs are action verbs that do not need to be followed by a direct object.
Example: Tobin came. (The verb came does not have a direct object attached to it.)
- Some action verbs can be either transitive or intransitive, depending on the context of the sentence.
Examples: Juanita wrote. (intransitive)
Dustin wrote the novel. (transitive)

TRANSITIVE VS. INTRANSITIVE VERBS

Activity #46

- Transitive verbs are action verbs that have a direct object.
- Intransitive verbs are action verbs that do not need to be followed by a direct object.
- Some action verbs can be either transitive or intransitive depending on the sentence.

Directions:

I. Fill in the blanks with an appropriate verb to complete the sentence, and then label it transitive or intransitive.

1. After landing, Calvin _____ his seatbelt and stretched. _____
2. On the way to her grandma's house, Cynthia _____ her gum loudly. _____
3. The glasses _____ off the table and broke when they hit the ground. _____
4. Jasmine's dog _____ all night long and kept me awake. _____
5. The prince _____ into town on a white horse. _____

II. In the story, circle all of the action verbs. Label the verbs transitive or intransitive.

What do you do with a young boy who hates to go to bed? Every night this particular boy whined as his father put him down and kissed his head. He begged for one more glass of water. He would ask to brush his teeth, even though he had already brushed. The boy would call out questions from his bed every few minutes. His father patiently answered his son's questions but still asked him to sleep. The boy would get up and find his father in the house and plead to stay up. His father finally picked him up, plopped him in his bed, and lay down beside him. They both fell easily into sleep.

GERUNDS

Class Activity #47

Directions: Write the boxed definition and examples of gerunds below on the board. Then, in the sentences below, have the students tell if the underlined word is used as a noun or a verb.

1. Drumming is lots of fun. _____
2. John is drumming on the can. _____
3. The fan was shouting at the ball player. _____
4. Jill hates shouting. _____
5. The cat's meowing drove me nuts. _____
6. We constantly listen to the meowing. _____
7. Ms. Harlan is coughing very loudly. _____
8. Mr. Lim explained the manners of coughing. _____

GERUNDS

- A gerund is a verb that ends in *-ing* and that also functions as a noun.
- The gerund can be the subject, direct object, or object of a preposition.

Examples: Skiing is a fun sport. (subject)

Brendan enjoys skiing. (direct object)

John thinks of skiing. (object of preposition)

GERUNDS

Activity #47

- A gerund is a verb that ends in *-ing* and that also functions as a noun.
- The gerund can be the subject, direct object, or object of a preposition.

Directions: Decide if the word with the -ing ending is used as a noun or a verb.

Example: My favorite art is painting. noun

My daughter is painting. verb

1. I am walking across the road. _____
Walking is good exercise. _____
2. I like talking. _____
My mom is talking on the phone. _____
3. Debating is interesting. _____
The man is debating with the cashier. _____
4. My mom is always yelling. _____
Yelling makes me crazy. _____
5. I enjoy traveling. _____
She is traveling overseas. _____
6. Shopping can be stressful. _____
Sarah is shopping for a new car. _____
7. Dancing can be tiring. _____
She is dancing with tired feet. _____
8. Ray was sweating at the gym. _____
Sweating can be uncomfortable. _____
9. Sergio is driving a van. _____
Driving makes Sergio sore. _____

GERUNDS

Class Activity #48

Directions: Write the passages on the board. Have the students underline the words in the passages that end in -ing, and then state if they are gerunds or verbs.

1. The student was fleeing from the classroom. The teacher caught him and was asking many questions. The young man stated that cheating was not in his nature, but the professor didn't believe him.
2. The priest was walking in the church and thinking about his sermon. He enjoyed writing his own sermons.
3. The mother was quietly waiting at the hospital for her daughter. The doctor was telling her the techniques for helping a paralyzed patient.

GERUNDS

- A gerund is a verb that ends in *-ing* and that also functions as a noun.
- The gerund can be the subject, direct object, or object of a preposition.

GERUNDS

Activity #48

- A gerund is a verb that ends in *-ing* and that also functions as a noun.
- The gerund can be the subject, direct object, or object of a preposition.

Directions:

I. Underline the word ending in -ing in the passage and then state if it is a noun or a verb.

1. Planes are utilized in the farming of large fields. Flying over the field can speed up the watering. _____
2. The teacher is working after school to prepare for the next day. Planning a lesson can be very time consuming. _____
3. The lawyer was arguing his case in front of the jury. The jury was listening intently. Judging if a defendant is guilty or not guilty is a serious act. _____
4. The nun was sitting in the pew praying. Praying can sometimes take a few moments and sometimes much longer. _____
5. The zombie was stalking the teens at the drive-in movie. Their car was running, but when they tried to escape, it stalled. Screaming was of no use either. The zombie got them all. _____

II. Write a short story that uses as least two underlined words from the above activity as gerunds and two underlined words with -ing endings as typical verbs.

GERUNDS

Class Activity #49

Directions: Write the following on the board. Have the students unscramble the verb ending in -ing. Then, have them write two sentences, one using it as a gerund and another sentence using it as a verb.

Example: gatnci (acting)

The young woman was acting in the play.

Acting is a profession.

elpngise

mirumdng

lgedwin

rsxneegiic

GERUNDS

- A gerund is a verb that ends in *-ing* and that also functions as a noun.
- The gerund can be the subject, direct object, or object of a preposition.

GERUNDS

Activity #49

- A gerund is a verb that ends in *-ing* and that also functions as a noun.
- The gerund can be the subject, direct object, or object of a preposition.

Directions: Unscramble the verb ending in *-ing*. Then, write a sentence using it as a gerund and a sentence using it as a verb.

Example: gatnci (acting)

The young woman was acting in the play.

Acting is a profession.

1. girvndi

2. npitgyi

3. koghnni

4. aciegnht

5. lapnning

6. bhgiamsnu

7. flbungif

8. glgiuonn

POSTTEST: VERBS

Directions:

I. Underline the action verb in the following sentences.

1. Please buy the new boots at the mall.
2. Sheila watches the new Twilight movie.
3. The streetlight flashes red.
4. The pupils pack their backpacks at the bell.

II. Draw a line under the linking verb in each sentence.

5. He became the new team leader.
6. To be humble is not easy.
7. They were there at the restaurant.
8. I am the new captain of the cheerleading squad.

III. Decide if the verb is a linking verb or a helping verb.

9. They were going out to dinner but couldn't. _____
10. Alejandro is getting older. _____
11. The CD sounds terrific on my new car stereo. _____
12. The daughter should visit her father in the hospital. _____

IV. Circle the correct singular verb to go with the singular subject.

13. Ellen (is, am, are) very proud of her oldest son.
14. I (is, am, are) repairing a hole in the front yard.
15. Javier (is, am, are) bright and very good-looking.
16. Marisa (is, am, are) apologetic for causing such chaos.

V. Given a sentence with a singular subject and a singular verb, create a new sentence with a plural subject and a plural verb.

17. S: The nephew feels sorry.

P: _____

POSTTEST: VERBS

18. S: The bug runs across the wall.

P: _____

19. S: The contestant battles for glory.

P: _____

20. S: The computer runs well most of the time.

P: _____

VI. Fill in the blank using the correct irregular past-tense verb form.

21. David was drinking some water. He _____ all of it.

22. The children were sleeping downstairs. This is the room where they _____.

23. Peru's soccer team is winning in the championship game. They _____!

24. Ileana is going to give Arnold a book. This is the book she _____.

VII. Label if the sentence is simple present, present progressive, present perfect, or present perfect progressive.

25. My sister is working at the bakery. _____

26. The man has jogged around the block five times. _____

27. Shauna curls her hair every morning. _____

28. The businesses have been opening their doors early every morning. _____

VIII. Using the past tense forms of write, create four sentences.

29. Simple past: _____

30. Past progressive: _____

31. Past perfect: _____

32. Past perfect progressive: _____

IX. Underline the verb phrase. Label the sentence simple future, future progressive, future perfect, or future perfect progressive.

33. After therapy, Xavier will be racing again. _____

34. My son will have been drawing on the canvas all afternoon. _____

POSTTEST: VERBS

35. He will iron his clothes every morning. _____

36. The website will have closed its site down. _____

X. Write two sentences using transitive verbs and two sentences using intransitive verbs.

37. (transitive) _____

38. (transitive) _____

39. (intransitive) _____

40. (intransitive) _____

XI. Decide if the underlined word is used as a noun or a verb.

41. My favorite hobby is painting. _____

My uncle is painting. _____

42. I am walking to the store. _____

Walking is good for your body. _____

43. He likes talking. _____

My sister is talking on the phone. _____

44. Debating is interesting. _____

The senator is debating. _____

PRE-/POST-TEST: VERBS

ANSWER KEY

1. Please buy the new boots at the mall.
2. Sheila watches the new Twilight movie.
3. The streetlight flashes red.
4. The pupils pack their backpacks at the bell.
5. He became the new team leader.
6. To be humble is not easy.
7. They were there at the restaurant.
8. I am the new captain of the cheerleading squad.
9. helping verb
10. helping verb
11. linking verb
12. helping verb
13. is
14. am
15. is
16. is
17. The nephews feel sorry.
18. The bugs run across the wall.
19. The contestants battle for glory.
20. The computers run well most of the time.
21. drank
22. slept
23. won
24. gave
25. present progressive
26. present perfect
27. simple present
28. present perfect progressive
- 29.–32. *Sentences will vary but will include the following words:*
29. wrote
30. was writing
31. had written
32. had been writing
33. After therapy, Xavier will be racing again. future progressive

PRE-/POST-TEST: VERBS

ANSWER KEY, CONT.

34. My son will have been drawing on the canvas all afternoon. future perfect progressive

35. He will iron his clothes every morning. simple future

36. The website will have closed its site down. future perfect

37. – 40. *Answers will vary. A transitive verb is an action verb that must have a direct object with it; for example, "Josh kicked the ball." An intransitive verb is an action verb that does not need a direct object with it; for example, "Tobin came."*

37. (transitive) _____

38. (transitive) _____

39. (intransitive) _____

40. (intransitive) _____

41. noun

verb

42. verb

noun

43. noun

verb

44. noun

verb

IRREGULAR VERB CHART

Simple Present	Simple Past	Present Participle	Past Participle
awake	awoke	awaking	awoken
be	was/were	being	been
bear	bore	bearing	born/e
beat	beat	beating	beaten
become	became	becoming	become
begin	began	beginning	begun
bend	bent	bending	bent
beset	beset	besetting	beset
bet	bet	betting	bet
bid	bid/bade	bidding	bid/bidden
bind	bound	binding	bound
bite	bit	biting	bitten
bleed	bled	bleeding	bled
blow	blew	blowing	blown
break	broke	breaking	broken
breed	bred	breeding	bred
bring	brought	bringing	brought
broadcast	broadcast	broadcasting	broadcast
build	built	building	built
burn	burned/burnt	burning	burned/burnt
burst	burst	bursting	burst
buy	bought	buying	bought
cast	cast	casting	cast
catch	caught	catching	caught
choose	chose	choosing	chosen
cling	clung	clinging	clung
come	came	coming	come
cost	cost	costing	cost
creep	crept	creeping	crept
cut	cut	cutting	cut
deal	dealt	dealing	dealt
dig	dug	digging	dug
dive	dived/dove	diving	dived
do	did	doing	done

Simple Present	Simple Past	Present Participle	Past Participle
draw	drew	drawing	drawn
dream	dreamed/dreamt	dreaming	dreamed/dreamt
drive	drove	driving	driven
drink	drank	drinking	drunk
eat	ate	eating	eaten
fall	fell	falling	fallen
feel	felt	feeling	felt
fight	fought	fighting	fought
find	found	finding	found
fly	flew	flying	flown
forget	forgot	forgetting	forgotten
forgive	forgave	forgiving	forgiven
freeze	froze	freezing	frozen
get	got	getting	got/gotten
give	gave	giving	given
go	went	going	gone
grow	grew	growing	grown
hang	hung	hanging	hung
have	had	having	had
hear	heard	hearing	heard
hide	hid	hiding	hidden
hit	hit	hitting	hit
hold	held	holding	held
hurt	hurt	hurting	hurt
keep	kept	keeping	kept
know	knew	knowing	known
lay	laid	laying	lay/laid
lead	led	leading	led
learn	learned/learnt	learning	learned/learnt
leave	left	leaving	left
lend	lent	lending	lent
let	let	letting	let
lie	lay	lying	lain
lose	lost	losing	lost
make	made	making	made
mean	meant	meaning	meant

IRREGULAR VERB CHART

Simple Present	Simple Past	Present Participle	Past Participle
meet	met	meeting	met
pay	paid	paying	paid
put	put	putting	put
read	read	reading	read
ride	rode	riding	ridden
ring	rang	ringing	rung
rise	rose	rising	risen
run	ran	running	run
say	said	saying	said
see	saw	seeing	seen
sell	sold	selling	sold
send	sent	sending	sent
sew	sewed	sewing	sewn
show	showed	showing	shown
shut	shut	shutting	shut
sing	sang	singing	sung
sit	sat	sitting	sat
sleep	slept	sleeping	slept
speak	spoke	speaking	spoken
spend	spent	spending	spent
stand	stood	standing	stood
stride	strode	striding	stridden
swim	swam	swimming	swum
take	took	taking	taken
teach	taught	teaching	taught
tear	tore	tearing	torn
tell	told	telling	told
think	thought	thinking	thought
throw	threw	throwing	thrown
understand	understood	understanding	understood
wake	woke	waking	woken
wear	wore	wearing	worn
win	won	winning	won
write	wrote	writing	written

ANSWER KEY

Class Activity #1

Students will play charades.

Activity #1

Answers may vary but must end with -ing.

1. running, jogging
2. sleeping, relaxing
3. kicking, bouncing
4. eating, biting
5. driving
6. dancing, bending
7. typing
8. lifting, exercising
9. swinging, playing

Class Activity #2

1. John eats 23 worms for breakfast.
2. Cecilia brushes her dog with a baby doll comb.
3. The dentist flosses his teeth with horsehair.
4. The radio plays holiday music.
5. Juanita serves the clowns a dinner of cupcakes.

Action verbs will vary:

6. Demarco hugs his mom after the big game.
7. Talicia looks for the ball.
8. Kaitlin eats every day, three times a day.
9. Jackson watches a movie in the family room.
10. Anya pets the horse in the stable.

Activity #2

1. waves
2. dreams
3. buy
4. watches
5. flashes
6. pack
7. sing
8. lectures
9. welds
10. bites
11. reads
12. assembles
13. swarm
14. cooks
15. roam

Class Activity #3

1. hit
2. jiggle
3. stomps
4. sleep

H	A	K	G	U	D	Z	Q	E	W	L	C	O	B	I	M	V	S	Y	X	J	N	P	R	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Secret Message: with a cabbage patch

Activity #3

1. walk
2. sleep
3. play
4. run
5. writes
6. drive
7. bark
8. sing
9. loves
10. think
11. quit
12. gazes
13. faxes
14. comes
15. jogs

B	H	P	O	V	T	Z	A	X	G	L	C	W	D	K	S	Q	I	F	M	J	R	N	E	U	Y
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Secret Message: A verb shows action

Class Activity #4

If the verb can be replaced with one of the following: is, am, are, was, were, be, being, been, become, became, or seem, it is correctly used as a linking verb.

If the verb cannot be replaced with the following: is, am, are, was, were, be, being, been, become, became, or seem, it is correctly used as an action verb.

1. action verb
2. linking verb
3. linking verb
4. action verb

Activity #4

1. were
2. was
3. seems

ANSWER KEY

4. are
5. am
6. was
7. is
8. are
9. became
10. is
11. were
12. am
13. is
14. became
15. is

16.–17. *Sentences will vary.*

Class Activity #5

Answers will vary.

Activity #5

Rewritten sentences may vary. Answers need to contain a form of be.

1. appear
The children are frightened.
2. seems
Bob is tired.
3. remain
The girls are silent from the shock of the scary movie.
4. looks
Her hair is beautiful.
5. tastes
The cup of hot chocolate is delicious.
6. feels
My arm is broken.
7. appears
He is unwilling to get along with the others.
8. grew
Tom's eyes were big at the sight of his angry father.
9. appears
Alicia is unwilling to get to school on time.
10. felt
Mr. and Mrs. Steinberg were exhausted after traveling all night.
11. sounds
The boy's voice is shaky while explaining the accident.

Class Activity #6

Reworded sentences may vary.

1. The mailman appeared on schedule. (was)
2. All of the numbers seem correct. (are)
3. He remains sick as a dog. (is)
4. Shirley looks beautiful. (is)
5. The trash smells bad. (is)
6. The musician appeared on stage. (is)
7. Jon looked grown up. (is)
8. Louise's dinner tastes good. (is)
9. Kay became a beautiful princess. (was)
10. Janae felt sick today. (was)
11. Sam appears six inches taller. (is)
12. The dog stays faithful to its owner. (was)

Activity #6

b	w	e	r	e	q	s	d	r	k
e	l	r	e	m	a	i	n	a	b
w	v	k	d	s	a	w	m	e	e
e	u	c	o	h	n	d	s	p	e
c	r	g	m	o	b	k	e	p	n
x	u	a	n	y	l	m	e	a	r
e	t	s	a	t	f	d	m	x	z
n	r	u	t	m	e	a	s	j	y
g	y	b	e	c	a	m	e	a	h
u	h	g	n	b	e	e	t	b	y
n	p	r	v	l	b	s	u	i	q
l	z	o	l	e	m	o	c	e	b
g	e	w	e	v	o	r	p	i	s
t	b	e	i	n	g	p	x	d	n
k	m	r	f	d	d	n	u	o	s

Answers can be in any order:

- | | | | | |
|------------|-----------|----------|------------|------------|
| 1. is | 2. am | 3. are | 4. was | 21. prove |
| 5. were | 6. be | 7. being | 8. been | 22. became |
| 9. become | 10. turn | 11. seem | 12. appear | |
| 13. remain | 14. grow | 15. stay | 16. smell | |
| 17. taste | 18. sound | 19. feel | 20. look | |

Class Activity #7

If the verb can be replaced with one of the following: is, am, are, was, were, be, being, been, become, it is correctly used as a linking verb.

If the verb cannot be replaced with the following: is, am, are, was, were, be, being, been, become, it is correctly used as an action verb.

1. action verb
2. linking verb
3. linking verb
4. action verb

Activity #7

1. barbecues
2. is
3. bandages
4. is
5. are
6. was
7. were
8. were
9. became
10. assemble
11. became
12. felt
13. remains

14.–15. Two sentences, one using a linking verb, and one using an action verb

Class Activity #8

1. The object is a creature.
2. His eyes are blue and black and shaped like diamonds.
3. His nose looks like a pumpkin with warts.
4. His lips seem huge.
5. His teeth are black and crooked.
6. His ears are pointed and brown.
7. His skin appears wrinkled and green.
8. He walks with a cane.
9. He smells like rotten eggs.
10. His hands are pink and tiny.

Creatures and sentences will vary.

Activity #8

If the verb can be replaced with one of the following: is, am, are, was, were, be, being, been, become, became, or seem, it is correctly used as a linking verb.

If the verb cannot be replaced with the following: is, am, are, was, were, be, being, been, become, became, or seem, it is correctly used as an action verb.

Need two sentences for each word: 1 sentence using the verb as a linking verb, and 1 sentence using the verb as an action verb.

Answers will vary.

Class Activity #9

Mnemonics will vary.

Activity #9

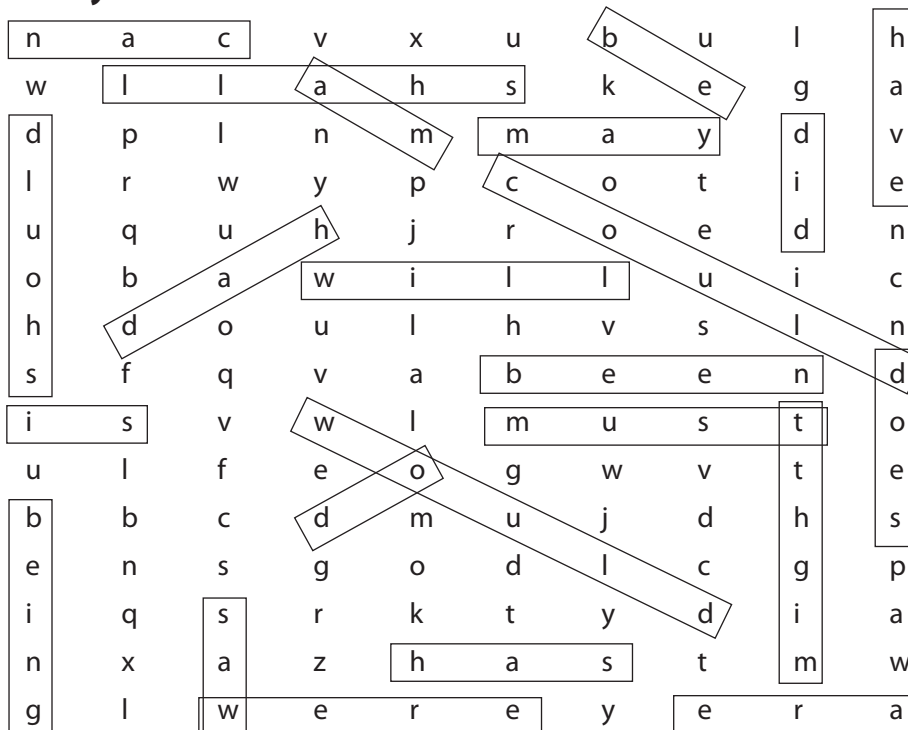
1. could hike
2. was celebrating
3. are hoping
4. would like
5. will get
6. has been working
7. were crying
8. will call
9. was packed
10. can eat
11. might fix
12. can finish

Sentences will vary, but each must have one of the helping verbs. Underline the verb phrase and circle the helping verb.

Class Activity #10

Verbs will vary.

Activity #10



ANSWER KEY

Needs to include the following:

may	is	be	do	should	have	will
might	am	being	does	could	had	can
must	are	been	did	would	has	shall
	was					
	were					

Class Activity #11

One Step

could
will
could, have, been
will, be

Two Step

see
play
late
visiting

Activity #11

1. They will ride their bikes.
2. The girl was writing a letter.
3. Mallory can work on her car.
4. They have been eating ice cream.
5. We must go to school.
6. Seth may stop at the store.
7. Natasha did complete her chores.
8. Jose should be finished.

Class Activity #12

Answers will vary and must include (is, am, are, was, and were) as either linking or helping verbs.

Activity #12

1. Helping
2. Linking
3. Helping
4. Linking
5. Helping
6. Helping
7. Linking
8. Linking
9. Helping
10. Helping

Sentences will vary and will include (is, am, are, was, or were) as both a linking and a helping verb.

Class Activity #13

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.

Sentences will vary.

Activity #13

1. is (is – LV)
2. worked – (worked – AV)
3. was lecturing (was – HV, lecturing – AV)
4. are (are – LV)
5. are standing (are – HV, standing – AV)
6. were vacationing (were – HV, vacationing – AV)
7. can dance (can – HV, dance – AV)
8. kicked (kicked – AV)
9. will learn (will – HV, learn – AV)
10. are working (are – HV, working – AV)
11. is (is – LV)
12. is running (is – HV, running – AV)
13. am (am – LV)
14. is (is – LV)

Class Activity #14

Answers will vary.

Activity #14

1. action, linking, helping
2. helping, linking, action
3. action, linking helping
4. helping, linking, action
5. action, helping, linking

Sentences will vary.

Class Activity #15

When did it become popular to spend the days playing video games? I grew-up without video games. Riding my bike, hanging out with my close friends, and playing sports are the things I remember. When do you think parents should intervene and kick their gamers outside for real, instead of virtual, experiences? I am not sure the answer; however, it seems like children are more and more dependent upon gaming with each passing year. This activity might do serious social harm. Shall we wait until our kids can no longer relate to actual social situations before we can make some changes? Perhaps it is just a harmless activity, which gives our children much pleasure.

did – HV
 become – AV
 playing – AV
 grew-up – AV
 riding – AV
 hanging – AV
 playing – AV
 are – LV
 remember – AV

ANSWER KEY

do – HV
think – AV
should – HV
intervene – AV
kick – AV
am – LV
seems – LV
are – LV
might – HV
do – AV
shall – HV
wait – AV
can – HV
relate – AV
can – HV
make – AV
is – LV
gives – AV

Activity #15

We are celebrating an anniversary today that may be remembered as the most cherished marriage. This is a day I would not miss. If I may speak for everyone here, we are so excited to be part of this magical celebration. Special anniversaries do not happen often, and we are proud to be a part of it. And now, please allow me to introduce the lovely couple, celebrating their 50th anniversary. They are still so full of love for each other that it seems they will remain together for another 50 years. Put your hands together for Grandma and Grandpa Smith!

are – HV
celebrating – AV
may – HV
be – HV
remembered – AV
is – LV
would – HV
miss – AV
may – HV
speak – AV
are – LV
do – HV
happen – AV
are – LV
allow – AV
celebrating – AV
are – LV
seems – LV
will – HV
remain – AV
put – AV

Class Activity #16*Answers will vary:**Examples:*

The cat meows.

The girl cries.

The bride trips.

Activity #16*Answers will vary:**Examples:*

1. The boy jumps.

2. The cat meows.

3. The girl hops.

4. The lady talks.

5. Mom sleeps.

6. The boy plays.

7. Anita moves.

8. Cara reads.

9. The scientist researches.

Class Activity #17*Answers will vary.***Activity #17***Answers will vary.**Examples:*

1. Zachary plays the video game online.

2. Amanpreet signs the National Anthem.

3. The dog runs into the street.

4. The nurse promotes good health care.

5. The candidate tours the institution.

6. Gino hems his pants before the gig.

7. The preacher speaks to the congregation.

8. Daniel goofs his lines in the play.

9. Lolita delivers the groceries.

10. The school helps to clean up the neighborhood.

11.–13. *Answers will vary.***Class Activity #18**

- | | |
|---------|---------------------|
| 1. is | <u>helping verb</u> |
| 2. is | <u>helping verb</u> |
| 3. am | <u>linking verb</u> |
| 4. are | <u>helping verb</u> |
| 5. is | <u>linking verb</u> |
| 6. am | <u>helping verb</u> |
| 7. is | <u>linking verb</u> |
| 8. is | <u>helping verb</u> |
| 9. is | <u>linking verb</u> |
| 10. are | <u>linking verb</u> |

Activity #18

1. is linking verb
2. are helping verb
3. is linking verb
4. am linking verb
5. is helping verb
6. is helping verb
7. is linking verb
8. are helping verb
9. am helping verb
10. is helping verb

11. –15. *Answers will vary. Need 5 pairs of sentences using the correct singular subject pronoun with the correct singular helping verb and linking verb.*

Class Activity #19

Answers will vary.

Reciprocal sentences example: I cook. You clean.

Activity #19

1.–8. *Answers will vary.*

Class Activity #20

Answers will vary.

Activity #20

1.–5. *Answers will vary. Students should write simple sentences using a plural subject and a plural verb to describe pictures.*

Class Activity #21

Class Activity writing sentences containing singular/plural subjects and verbs

Activity #21

1. The owners design a new layout.
2. The managers approach the staff.
3. The nephews feel sorry.
4. The bugs run across the wall.
5. The contestants battle for glory.
6. The cupcakes taste great.
7. The customers settle for an inferior product.
8. The experts give advice.
9. The pharmacists fill prescriptions.
10. The commanders teach the troops.
11. The restaurants entice lots of different customers.
12. The cousins prepare dinner for everyone.

Class Activity #22

Answers will vary and include a plural subject and a plural verb.

Activity #22

1. –9. *Answers will vary.*

Class Activity #23

Answers will vary.

Activity #23

1. drank
2. broke
3. dug
4. chose
5. rang
6. came
7. ate
8. fed
9. knelt
10. hid
11. lost
12. said
13. rode
14. stole
15. took

Class Activity #24

(Playing Bingo)

Activity #24

1. slept
2. won
3. gave
4. broke
5. hid
6. saw
7. stole
8. swam

9. took
10. jumped
11. cooked
12. threw
13. walked
14. drew
15. sat

ANSWER KEY

Class Activity #25

awake	awoke
bind	bound
break	broke
bring	brought
choose	chose
creep	crept
forsake	forsook
hold	held
mean	meant
mistake	mistook
speak	spoke
stink	stank
write	wrote

Sentences will vary.

Activity #25

m	a	s	h	l a i d				a	w
a	w	z	a	h	d	o v e			o
d	o	s	c r		e	p t		n	u
e	k	a	k	b	a	i	t	o	n
y	e	d	i	e	l n o w				d
i	i	r	n	g	t	g	y	i	r
f	n	e	g	a	f e l l				o
e	g	w	r	n	l i n g				v
l	d r e a m t				g a				e
s	r	e	w	s	c l u n g				
h	a	s	h	t	n g k a w				
o	n	z	r	o	s e		l i e		
o	g	s	c	l	s l e p t				
k	a t e			e	a i t o n				
y	e	y	m i s t o o k						

- | | | |
|-----------|-------------|-----------|
| 1. began | 2. shook | 3. crept |
| 4. dealt | 5. slept | 6. dreamt |
| 7. made | 8. wound | 9. drew |
| 10. drove | 11. stole | 12. clung |
| 13. fell | 14. ate | 15. laid |
| 16. rang | 17. rose | 18. awoke |
| 19. dove | 20. mistook | |

Class Activity #26

1. Jennifer was or became the first woman to win the wrestling championship.
2. Rodriguez has chosen a girl to ask to the prom.
3. Bill was late for the staff meeting.
4. Jonathan and Sophia have been or flown to Africa.

Sentences will vary.

Activity #26

Students will write three sentences for each of the two pictures.

One sentence needs to include a present-tense verb.

One sentence needs to include an irregular past-tense verb.

One sentence needs to include an irregular past participle verb (make sure has or have is before the past participle).

1. *Sentences will vary.*
2. *Sentences will vary.*
3. *Sentences will vary.*

1. *Sentences will vary.*
2. *Sentences will vary.*
3. *Sentences will vary.*

Class Activity #27

Shanana forgot to zip her backpack closed this morning.

Tech has had a really bad day.

Melissa went to the birthday party at 3:00 PM.

Krissy has hidden her jewelry under the sink.

Sentences will vary.

Activity #27

1. got
2. underline *has*; forgotten
3. grew
4. went
5. underline *has*; forgiven
6. hid
7. underline *has*; had

8. –12. *Student needs to write five irregular past participle sentences (make sure has or have is before the past participle).*

Class Activity #28

1. lied – past
2. lain – past participle
3. lay – present
4. lied – past
5. laid – past participle

ANSWER KEY

6. lay – past
7. lied – past participle
8. lain – past participle
9. laid – past

Activity #28

1. *Sentences will vary* (lie – to recline – present tense).
2. *Sentences will vary* (lay – to recline – past tense).
3. *Sentences will vary* (lain – to recline – past participle).

1. *Sentences will vary.*
2. *Sentences will vary.*
3. *Sentences will vary.*

1. *Sentences will vary.*
2. *Sentences will vary.*
3. *Sentences will vary.*

Class Activity #29

1. The dog was fighting with the cat in the house.
2. The little boy and his sister were loving the new puppy.
3. The artist was singing his favorite song.
4. The mom was washing the laundry for the week.
5. Alexander was hoping to get accepted to Brown University.

Sentences will vary.

Activity #29

Answers can be in any order:

1. adding
2. applying
3. doing
4. gaming
5. going
6. hacking
7. naming
8. saying
9. scamming
10. sewing
11. snowing
12. towing
13. washing
14. worrying

Class Activity #30

Answers will vary.

Activity #30

1. have been playing – present perfect progressive
2. cooks – simple
3. has been talking – present perfect progressive
4. works – simple
5. are planting – present progressive
6. is playing – present progressive
7. have been driving – present perfect progressive
8. has been sleeping – present perfect progressive
9. study – simple
10. has cleaned – present perfect
11. is driving – present progressive
12. is working – present progressive
13. has jogged – present perfect
14. curls – simple
15. have closed – present perfect

Class Activity #31

Talk about why it is a simple present-tense sentence. Answer: shows that the action, event, or condition is occurring in the present moment.

Ask if the student can give the definition of present progressive tense. Answer: shows that the action, event, or condition continues for a while.

Ask if the student can give the definition of present perfect tense. Answer: shows that action, event, or condition began in the past, continued into the present and was just completed.

Ask if the student can give the definition of present perfect progressive tense. Answer: shows that the action, event, or condition that began in the past continues into the present.

Answers will vary.

Activity #31

1. present progressive
4. present perfect progressive
5. present perfect
7. present progressive
9. present perfect progressive
11. present perfect progressive

Class Activity #32

Answers will vary.

Activity #32

1. Every day she talks to her mom after school. (simple)
2. Grandma has been gardening for an hour. (present perfect progressive)
3. My teachers have worked on the grades all weekend. (present perfect)
4. Charlie is working on his syllabus. (present progressive)

ANSWER KEY

5. She has been working in the hot sun all day. (present perfect progressive)
6. They are taking the bus to the city for a day of shopping. (present progressive)
7. He brushes his teeth after every snack and meal. (simple)
8. We have been working on the same project for two years. (present perfect progressive)

Class Activity #33

1. She has (forgot, forgot, forgotten) her homework.
2. They have (awoke, awaked, awoken) this morning.
3. Buster has (break, broke, broken) the vase.

Sentences will vary.

Activity #33

1. chosen
2. done
3. eaten
4. frozen
5. grown
6. hidden
7. kept
8. ridden
9. sewn
10. spent
11. Sentences will vary – *have clung* or *has clung*.
12. Sentences will vary – *have flown* or *has flown*.
13. Sentences will vary – *have known* or *has known*.
14. Sentences will vary – *have seen* or *has seen*.
15. Sentences will vary – *have sung* or *has sung*.

Class Activity #34

Simple Present:

The cafeteria is closed early this week. Inspectors continue to find problems with the food. We encourage students to bring their lunches while we try and find out why things taste so bad.

Present Progressive:

The cafeteria is closing early this week. Inspectors are continuing to find problems with the food. We are encouraging students to bring their lunches while we are trying and finding out why things are tasting so bad.

Present Perfect:

The cafeteria has closed early this week. Inspectors have continued to find problems with the food. We have encouraged students to bring their lunches while we have tried and found out why things have tasted so bad.

Present Perfect Progressive:

The cafeteria has been closing early this week. Inspectors have been continuing to find problems with the food. We have been encouraging students to bring their lunches while we have been trying and finding out why things have been tasting so bad.

Activity #34*Paragraphs will vary.***Class Activity #35***Answers will vary.**Answers could look like this:*

Simple Past:	The man listed the ingredients for dinner.
Past Progressive:	The man was listing the ingredients for dinner.
Past Perfect:	The man had listed the ingredients for dinner.
Past Perfect Progressive:	The man had been listing the ingredients for dinner.

Simple Past:	The singer thought about her set list.
Past Progressive:	The singer was thinking about her set list.
Past Perfect:	The singer had thought about her set list.
Past Perfect Progressive:	The singer had been thinking about her set list.

Simple Past:	My husband wrote me a nice letter.
Past Progressive:	My husband was writing me a nice letter.
Past Perfect:	My husband had written me a nice letter.
Past Perfect Progressive:	My husband had been writing me a nice letter.

Simple Past:	The confused young woman changed her mind.
Past Progressive:	The confused young woman was changing her mind.
Past Perfect:	The confused young woman had changed her mind.
Past Perfect Progressive:	The confused young woman had been changing her mind.

Activity #35

1. teaching – past progressive
2. ate – simple
3. put – past perfect
4. found – simple
5. reading – past perfect progressive

*Sentences will vary; must use same verb with all four different past-tense forms.***Class Activity #36***Answers will vary.***Activity #36**

1. The student examined the calculator. (simple)
2. The computer had been working. (past perfect progressive)
3. The mechanic had fixed the problem with the car. (past perfect)
4. At the store, the clerk was helping the customer. (past progressive)
5. At noon, the principal had been patrolling the cafeteria. (past perfect progressive)

Sentences will vary; must include four sentences for each word.

ANSWER KEY

1. multiply: multiplied, was multiplying, had multiplied, had been multiplying
2. call: called, was calling, had called, had been calling
3. study: studied, was studying, had studied, had been studying

Class Activity #37

1. Simple past – talked, thought, remembered, had, learned
2. Past progressive – was talking, was thinking, was remembering, was having, was learning
3. Past perfect – had talked, had thought, had remembered, had had, had learned
4. Past perfect progressive – had been talking, had been thinking, had been remembering, had been having, had been learning

Activity #37

Sentences will vary.

1. (ran)
2. (was drawing)
3. (had thought)
4. (had been driving)

Class Activity #38

Answers will vary.

Activity #38

Paragraphs will vary.

Class Activity #39

Answers will vary.

Activity #39

1. will have been working – future perfect progressive
2. will garden – simple future
3. will have been talking – future perfect progressive
4. will work – simple future
5. will fix – simple future
6. is going to be playing – future progressive
7. will be driving – future progressive
8. will have slept – future perfect
9. are going to have studied – future perfect
10. will clean – simple future
11. will be going – future progressive
12. will be jogging – future progressive
13. is going to have drawn – future perfect
14. is going to be curling – future progressive
15. is going to have closed – future perfect

Class Activity #40

Future Progressive:

By the time they get home, they are going to be walking for two hours.

Future Perfect:

By the time they get home, they will have walked for two hours.

Simple Future:

By the time they get home, they will walk for two hours.

Activity #40

2. simple future
4. future perfect progressive
6. future progressive
8. simple future
9. future perfect
11. future perfect progressive
13. simple future
15. future perfect
17. simple future

Class Activity #41

Answers will vary.

Activity #41

Sentences will vary.

1. Simple future sentence.
2. " "
3. Future progressive sentence.
4. " "
5. Future perfect sentence.
6. " "
7. Future perfect progressive sentence.
8. " "

Class Activity #42

1. She will have (forget, forgot, forgotten) her homework.
2. They will have (choose, chose, chosen) the recipe.
3. Buster will have (bite, bit, bitten) the postman.

Sentences will vary.

Activity #42

1. crept
2. spoken
3. sewn
4. drunk
5. ridden
6. heard
7. led
8. awoken

9.–11. *Sentences will vary. Write three sentences using irregular past participle verbs in the future perfect tense.*

ANSWER KEY

Class Activity #43

Answers will vary.

Activity #43

Paragraphs will vary.

Class Activity #44

Answers will vary.

scream – I	jab – T	sell – T	dance – I
bite – T	install – T	scan – T	crash – I

Activity #44

1. transitive
2. transitive
3. intransitive
4. transitive
5. intransitive
6. intransitive
7. transitive
8. transitive
9. intransitive
10. intransitive

Sentences will vary, but two must use transitive verbs and two must use intransitive verbs.

Class Activity #45

Answers will vary.

Activity #45

1. whirled – intransitive
2. marched – intransitive
3. saw – transitive
4. typed – transitive
5. looked – transitive
6. hummed – intransitive
7. read – transitive
8. lectures – intransitive
9. eats – transitive
10. played – intransitive

11.–13. *Sentences will vary. They will use action verbs, label transitive or intransitive.*

Class Activity #46

Answers will vary.

1. Jorge watched (T) the parade from the car.
2. Sylvia sang (I) in the choir for many years and loved it.
3. Albert and Don drove (I) to Mt. Rushmore to see the sights.

4. The manager at the pizza parlor received (T) 20 applications every week.
5. Julianne painted (T) his bedroom red to match his favorite poster.

Activity #46

Answers will vary.

1. unbuckled – transitive
2. chewed, smacked – transitive
3. fell, slipped – intransitive
4. barked, snored – intransitive
5. rode, sauntered – intransitive

Paragraph:

- Circle: do – intransitive
 Circle: hates – transitive
 Circle: whined – intransitive
 Circle: put – transitive
 Circle: kissed – transitive
 Circle: begged – intransitive
 Circle: would ask – transitive
 Circle: had brushed – transitive
 Circle: would call out – transitive
 Circle: answered – transitive
 Circle: asked – transitive
 Circle: would get up – intransitive
 Circle: find – transitive
 Circle: plead – intransitive
 Circle: picked up – transitive
 Circle: plopped – transitive
 Circle: lay down – intransitive
 Circle: fell – intransitive

Class Activity #47

- | | |
|---|-------------|
| 1. <u>Drumming</u> is lots of fun. | <u>noun</u> |
| 2. John is <u>drumming</u> on the can. | <u>verb</u> |
| 3. The fan was <u>shouting</u> at the ball player. | <u>verb</u> |
| 4. Jill hates <u>shouting</u> . | <u>noun</u> |
| 5. The cat's <u>meowing</u> drove me nuts. | <u>noun</u> |
| 6. We constantly listen to the <u>meowing</u> . | <u>noun</u> |
| 7. Ms. Harlan is <u>coughing</u> very loudly. | <u>verb</u> |
| 8. Mr. Lim explained the manners of <u>coughing</u> . | <u>noun</u> |

Activity #47

1. verb, noun
2. noun, verb
3. noun, verb
4. verb, noun
5. noun, verb
6. noun, verb
7. noun, verb

ANSWER KEY

8. verb, noun

9. verb, noun

Class Activity #48

1. The student was fleeing (verb) from the classroom. The teacher caught him and was asking (verb) many questions. The young man stated that cheating (noun) was not in his nature, but the professor didn't believe him.
2. The priest was walking (verb) in the church and thinking (verb) about his sermon. He enjoyed writing (noun) his own sermons.
3. The mother was quietly waiting (verb) at the hospital for her daughter. The doctor was telling (verb) her the techniques for helping (verb) a paralyzed patient.

Activity #48

1. farming (noun), flying (noun), watering (noun)
2. working (verb), planning (noun), consuming (verb)
3. arguing (verb), listening (verb), judging (noun)
4. sitting (verb), praying (verb), praying (noun)
5. stalking (verb), running (verb), screaming (noun)

Stories will vary.

Class Activity #49

exercising, sleeping, drumming, welding

Sentences will vary.

Activity #49

Sentences will vary.

1. driving
2. pitying
3. honking
4. teaching
5. planning
6. ambushing
7. bluffing
8. lounging

About the Authors

Kerilynne Rugg earned her bachelor's degree in Deaf Education from the University of Southern Mississippi in 1996. She has taught all levels of Deaf and Hard of Hearing students for 20 years. She earned her master's degree in Education: Language and Literacy from California State University, Sacramento. She has received numerous distinguished teaching awards, including California Educators of the Deaf's Teacher of the Year for 2010 and Placer County Office of Education's Teacher Who Makes a Difference. Kerilynne currently teaches at Del Oro High School in Loomis, California. She also holds two certifications from the Registry of Interpreters for the Deaf and works as a freelance interpreter in the Sacramento area.

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Cracking the Grammar Code

Verbs

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