Verbs Rule!

Grade Level or Special Area: Sixth Grade English
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Length of Unit: Seven Lessons: Lesson One-two days, Lesson Two-five days, Lesson Three-four days, Lesson Four -two days, Lesson Five-two days, Lesson Six-five days, Lesson Seven-three days (approximately 45 minutes per lesson)

I. ABSTRACT
Sentences and paragraphs are the units of communication with which we transport ideas. Individual words, which name, describe, modify, connect and provide action (or state of being) complete the tasks necessary for such transportation. These individual jobs are known as parts of speech. One part of speech, the verb, is the engine that powers a complete thought. The function of a verb is to assert something about the subject of the sentence. Without a verb, a sentence is like a car without gas—it goes nowhere. Verbs are responsible for expressing time, showing action and expressing a state of being. Verbs rule!

II. OVERVIEW
A. Concept Objectives
1. Students will develop writing and speaking understanding of conventional grammar, usage, and sentence structure. (Colorado English Standard 3)
B. Content from the Core Knowledge Sequence
1. Students will develop an understanding of the parts of speech. (review from 4th grade, p. 87 and 5th grade, p. 109)
2. Students will develop an understanding of the different classes of verbs: action, linking, and helping. (review from 4th grade, p. 87 and 5th grade, p. 109)
3. Students will develop an understanding of verbs in the active voice and passive voice. (6th grade, p. 133)
4. Students will develop an understanding of when the use of the passive voice is appropriate. (6th grade, p. 133)
5. Students will develop an understanding of troublesome verbs (sit/set; rise, raise; lie, lay) and how to correctly use them. (6th grade, p. 134)
C. Skill Objectives
1. Students will recognize and list the eight parts of speech.
2. Students will recognize the classes of verbs: action, linking, and helping.
3. Students will recognize verbs in active voice and passive voice, and avoid unnecessary use of the passive voice.
4. Students will recognize the following troublesome verbs and how to use them correctly: sit, set; rise, raise; lie, lay.

III. BACKGROUND KNOWLEDGE
A. For Teachers
B. For Students
1. Parts of Speech
   a. 3rd grade, p. 66: N, V (action and auxiliary), Pro, Adj, Adv.
2. Principal Parts of a Verb—present, past, past participles
3. Regular/Irregular Verbs
   2nd grade, p. 44
   a. regular verbs from present to past, add –ed
   b. irregular forms: be, have, see, do, go, come, run, give, sing
4. Understanding Tenses—present, past, future
5. Subject/Predicate
   5th grade p. 109: identify subject and predicate
6. Optional: Note taking, Two-Column Notes

IV. RESOURCES
A. Picture Prompts (physical action and mental action) (Lesson One)
B. Optional: Transparencies
C. Newspapers (Lesson Two and Six)
D. Students: Writing folders, lined paper, highlighter/pen/pencil, and drawing paper, English spirals (I have my students use a spiral notebook to take notes, do their practice exercises, and study from)
E. Kites Sail High A Book About Verbs Ruth Heller (Lesson Two)
F. Optional: use exercises from a language arts textbook or reproducible workbooks; my school uses Language for Daily Use; I use commercial reproducibles such as worksheets published by Milliken Publishing Company, Mailbox, Frank Schaffer Publications, and Steck-Vaugn

V. LESSONS
Lesson One: Parts of Speech
A. Daily Objectives
   1. Concept Objective(s)
      a. Students will develop writing and speaking understanding of conventional grammar, usage, and sentence structure.
   2. Lesson Content
      a. Students will develop an understanding of the parts of speech.
         (review from 4th grade, p. 87 and 5th grade, p. 109)
   3. Skill Objective(s)
      a. Students will recognize and list the eight parts of speech.
B. Materials
   1. Appendices A-G (these need to be made into transparencies or written on the board/on a chart)
   2. Student copies of Appendix A (these will be used to create a baseline of your students’ background knowledge of the parts of speech)
   3. Copy of Appendix PP for teacher reference
   4. Student copies of Appendix D
   5. Student copies of Appendix G
   6. Lined paper for every student
   7. Pen/pencil (two colors) for every student
   8. Highlighter for every student
   9. English spiral for every student
C. **Key Vocabulary**

1. Parts of speech—the eight categories that words are divided into: **pronoun**, **adjective, verb, preposition, adverb, noun, interjection, and conjunction**; each category performs a different function

2. Pronoun—a part of speech that takes the place of a noun and is used in order to avoid clumsy repetition

3. Adverb—part of speech that modifies (describes, tells more about) a verb, adjective, or other adverb

4. Verb—a part of speech that describes action, being, or occurrence

5. Preposition—a part of speech that is a joining word that shows how a noun is related to the sentence that contains it

6. Adjective—a part of speech that is a word that modifies (describes, tells more about) a noun or pronoun

7. Noun—a part of speech that names things, persons, places, and qualities

8. Interjection—part of speech that is set off from the rest of the sentence by an exclamation (Yikes! Or Cool!) or a comma, showing emotion—an attention getter

9. Conjunction—a part of speech that connects words, phrases, and clauses

D. **Procedures/Activities**

Premise: Words are divided into eight different categories. Each category is a part of speech. Every word performs one of five functions: naming, expressing doing or being, modifying, connecting, or expressing emotion.

**DAY ONE**

1. Initial assessment: Before beginning this unit on verbs, give the Verbs Rule! pretest/post test (see Appendix A) to assess the past experience your class has had with verbs and to teach accordingly. Collect and tally each students’ answers to decide what you might need to provide as added background information for the following lessons, allowing for reteaching opportunities, or just a quick reinforcement of the various objectives. See Appendix PP KEY.

2. Have the students write PAVPANIC vertically down the side of their lined paper. Display Appendix B (transparency, chart or written on board).

3. Ask students if they know what the letters stand for. Tell them this is a mnemonic device/acronym to help them recite the eight parts of speech.

4. Pretest: Have the students list the eight parts of speech using the mnemonic device/acronym PAVPANIC.

5. Discuss the eight parts of speech. Have the students use a different color of ink as they copy the ones they had trouble remembering, and also to correct spelling. Show Appendix C. Collect papers for a baseline. (P- pronoun and preposition, A-adverb and adjective can be in any order.)

**DAY TWO**

6. Review PAVPANIC. Discuss the examples that help determine a word’s part of speech, as students take notes, using Appendix D. Appendix E Key for sample copy of two column notes.

7. Display poem. See Appendix F. Recite together and discuss. You may use this poem for a handwriting exercise.

8. Have students, again, write PAVPANIC vertically this time in their English spirals. Take about 2-3 minutes to do this; then review. Show Appendix C again. Have students correct/complete so that the students have a correct copy to review/study. Remind the students: Spelling counts!

9. Hand out Appendix G to collect information on the class’s prior experience with parts of speech. See Appendix H KEY.
10. Students may write their own poems.
11. Have students start collecting comics strips. They will need them for Lesson Two Day Three (#15).

E. Assessment/Evaluation
1. Save Appendix A Verbs Rule! Pretest until the end of the unit to compare results when the students retake Appendix A as the Post Test.
2. Pretest PAVPANIC, #4. Collect for baseline. Use Appendix C for KEY.
3. The “Quiz” in their English spirals, #8, is for the students to self-monitor their own progress.
4. Tally the classroom responses for Appendix G for a baseline for class. Assess students’ need for more exposure to the eight parts of speech. See Appendix H for KEY.

Lesson Two: Action Verbs: Physical or Mental

A. Daily Objectives
1. Concept Objective(s)
   a. Students will develop writing and speaking understanding of conventional grammar, usage, and sentence structure.
2. Lesson Content
   a. Students will develop an understanding of the different classes of verbs: action, linking, and helping. (review from 4th grade, p. 87 and 5th grade, p. 109)
3. Skill Objective(s)
   a. The students will learn to identify action verbs, distinguishing between physical and mental action.

B. Materials
1. Appendices I and J
2. Appendix I made into a transparency or written on the board/on a chart
3. Blank transparencies
4. Optional: student copies of Appendix I
5. Picture prompts—one showing physical activity and one showing mental activity
7. English Spirals for every student
8. Pen/pencil/highlighter for every student
9. Lined paper for every student
10. Drawing paper for every student

C. Key Vocabulary
1. Verb—a part of speech that describes action, being, or occurrence
2. Action verb—expresses physical or mental action
3. State of being verbs—state a fact...subject is, does not express an action
4. Physical action—performed and can be seen: drive, jump, eat, runs
5. Mental action—performed and cannot be seen: think, wish, imagine, care, concentrate, forgive, grow, love

D. Procedures/Activities

DAYS ONE-TWO
1. Orally (or in writing) review PAVPANIC from yesterday’s lesson (Lesson One).
2. Define and introduce the most important part of speech: verbs!
3. Discuss the reasons verbs rule!
   a. Verbs can express a complete thought in just one word.
      Run!
      Wait!
Go!
(Subject is Understood You.)

b. Verbs tell what the subject does/is (action verbs or state of being-linking verbs).

c. Verbs tell when that action happens (helping verbs: principal parts, tenses).

d. Verbs voice if the action is performed by the subject or is performed upon the subject (active voice or passive voice).

e. Verbs show to whom the action is performed upon (transitive verbs/direct objects).

f. Verbs are “above” grammar rules. They don’t always have to follow the rules and patterns—they get to make up their own (irregular verbs).

4. Read Kites Sail High A Book About Verbs by Ruth Heller.

5. Define “verb,” a part of speech which asserts something about the subject that expresses action or state of being.

6. Introduce two types of verbs: action verbs and state of being/linking verbs.

7. Brainstorm a list of verbs (write on a transparency or on the board).

8. After filling the page with students’ suggestions, categorize several. Example: Circle state of being verbs/linking verbs and underline action verbs.

9. Tell the students they will be starting this verb study with action verbs.

10. Ask the students to imagine a physical activity. (You can use some of the action verbs on the transparency that were listed in #6.)

11. Then select volunteers to act out that activity in front of the class until the other students guess the activity.

12. Discuss that action verbs describe activity. Action can be physical or mental. Use Appendix I as an oral exercise or make student individual copies. Decide if you want to complete A and B orally together and then assign Part C (lined paper) or assign A, B, and C to the students to do individually.

13. Have the students list all action verbs used in Appendix I. Discuss if these are physical or mental action verbs (physical). See Appendix J Key. Collect papers.

DAY THREE

14. Display a picture prompt with an activity being physically performed. Ask students to study the picture and then orally describe the scene. What words might you use to describe the action that you see in the picture? Brainstorm a list of action verbs pertinent to the picture prompt. Students may add these action verbs to their list in their English spirals.

15. Encourage students to dictate sentences about the photograph that suggest action occurring in the past or in the future. What happened before the action in the picture occurred? What will happen immediately after the action commences? Stress the relationship between past, present, and future. As a class, write a three-paragraph description of the prompt. Underline the action verbs. Keep class paragraph to use later in Lesson Six, Voice.

DAY FOUR

16. Encourage the students to name as many kinds of mental actions they can. Show pictures depicting mental action (comics)—describe what the characters are doing. Brainstorm mental action verbs (ex. think, wish, imagine, care, concentrate, forgive, grow, love, hate). Have students copy these words into their English spirals.

17. Have students draw a three-box sequence comic. Then select students who want to describe their comics to the class. Here my character is “thinking about”/“wishing for”/“imagining”/“concentrating”…
DAYS FIVE-SIX
18. Ask the students to imagine what it would be like to have a robot in the classroom. Discuss ways in which the robot could help with classroom chores, teaching, and organization. Then ask each student to write a paragraph, or two, describing the things that the robot would do. Remind the students to use an action verb in each sentence—use physical and mental action words. Remind students to refer to their lists of action verbs. Underline/highlight the action verbs in each sentence (use different colors to distinguish from the physical and the mental action verbs). Illustrate (include writing the action verbs, minimum of eight, around the picture of the robot). Display the illustrations.

E. Assessment/Evaluation
1. Assess if the students are identifying and using action verbs in their comic, robot paragraph and illustration by checking the underlined words. Save paragraphs in the students’ writing folders.
2. Throughout the unit (actually the school year), seize opportunities to look at sentences, as a class, and decide what kind of verbs are used and discuss the reasons for the decisions.
3. When assigning students to write their spelling/vocabulary words in original sentences or other written assignments, require/remind the students to use both physical and mental action verbs.

Lesson Three: Linking Verbs include State of Being Verbs
A. Daily Objectives
1. Concept Objective(s)
   a. Students write and speak using conventional grammar, usage, and sentence structure.
2. Lesson Content
   a. Students will develop an understanding of the different classes of verbs: action, linking, and helping. (review from 4th grade, p. 87 and 5th grade, p. 109)
3. Skill Objective(s)
   a. Students will learn to distinguish between action, linking, and helping verbs.

B. Materials
1. Appendices K-U
2. Have Appendices K, L, M, N cont., O, Q, R, S, U made into transparencies or written on the board/on a chart
3. Student copies of Appendix Q and Appendix S (do not write on)
4. English spirals for every student
5. Pen/pencil/highlighter for every student
6. Lined paper for every student

C. Key Vocabulary
1. State of being verbs: am, is, are, was, were, be, being, been; state of being words do not show action; they express a fact…what the subject is
2. Linking verb—connects the subject with the rest of the sentence; linking verbs are not action verbs., they do not take an object; they are the forms of be: am, is, are, was, were, be, being, been; they may also be “sense” verbs: feel, look, sound, taste, and smell—also included as linking verbs are appear, become, continue, grow, remain, seem, and stay
3. Predicate nominative—the word following the linking verb that is in the predicate that renames the subject
4. Predicate adjective—the word following the linking verb that is in the predicate that describes the subject

D. Procedures/Activities

**DAY ONE**

1. Initial Assessment: have students list the eight verbs of be. Write in English spiral. Use Appendix K Key to have students check/correct.

2. Discuss that these eight words: am, is, are, was, were, be, being, and been are linking verbs. The verb to be is the most often used verb in the English language. It is an irregular verb. There are eight different words in the verb to be. Ask if the students know the definition of a linking verb. See Key Vocabulary # 2. Brainstorm a list of possible linking verbs. Display Appendix L reviewing linking verb definitions and showing other examples of linking verbs.

3. Tell the students that they will need to memorize the list of linking verbs. Then, in the students’ English spirals, have the students draw a large oval, as the teacher models on a transparency or on the board. Draw eyes, nose, at least one ear, hand touching face, and tongue outside of mouth. See Appendix M for an example. Then label the drawing with linking verbs from the list (Appendix N). Add state of being verbs across the top of the head. List the other words in the blanks below the face. See Appendix N, page 2 Key.

**DAY TWO**

4. Have students review their Linking Verb face. See Appendix N, page 2 Key.

5. Practice identifying linking verbs versus action verbs. See Appendix O, Appendix P KEY.

6. Remind the students: linking verbs do not take an object. Linking verbs do not show action. Discuss predicate nominative and predicate adjective. See Appendix Q. Practice writing own sentences.

**DAY THREE**

7. Discuss that some words can be an action word in one sentence and then the same word can be considered a linking verb in another sentence. Have the students insert a form of “to be” for the verb to check if the verb is a linking verb or an action verb. See Appendix R.

8. Practice identifying action vs. linking verbs in various sentences, using the insertion of the “to be” form. Review Appendix O.

9. Give and assign student copies of Appendix S. See Appendix T KEY.

**DAY FOUR**

10. For added clarification, go over the adverb (with action verbs)/adjective (with linking verbs) distinction. Underline the linking verb and circle the two words that are linked. See Appendix U. Try inserting the word “seems” for the words other than “to be” forms.


12. Group the students in pairs to foursomes. Using their notes, have the students look for sentences possessing linking verbs in their current reading selections (or science/social studies text). Have each group collect ten sentences underlining the linking verb and circling the two words that are linked.

13. Have each group write one to two examples on the board. Have other groups find the linking verb and words joined by the linking verb.

E. Assessment/Evaluation


2. Teacher assesses student identification of linking verbs, #10-11.
3. Seize opportunities to look at sentences, as a class, and decide what kind of verbs are used and discuss the reasons for the decisions.
4. When assigning students to write their spelling/vocabulary words in original sentences or other writing assignments, require/remind the students to use linking verbs.

Lesson Four: Helping Verbs
A. Daily Objectives
   1. Concept Objective(s)
      a. Students write and speak using conventional grammar, usage, and sentence structure.
   2. Lesson Content
      a. Students will develop an understanding of the different classes of verbs: action, linking, and helping. (review from 4th grade, p. 87 and 5th grade, p. 109)
   3. Skill Objective(s)
      a. Students will identify action verbs, linking verbs, and helping verbs.
      b. Students will memorize the 23 helping verbs and be able to list them.

B. Materials
   1. Appendices V-Z
   2. Appendices V-Z need to be made into transparencies or written on the board/on a chart
   3. Student copies: Appendices W and Z
   4. English spirals for every student
   5. Pen/pencil/highlighter for every student
   6. Lined paper for every student

C. Key Vocabulary
   1. Main verb—is the verb that expresses action or being; it is the last word in a verb phrase
   2. Helping verb-helps the main verb express its action, showing tense; most helping verbs are forms of be, have, and do; there are 23 helping verbs
   3. Auxiliary-another word for “helping verb”
   4. Verb phrase—consists of a main verb and one or more helping verbs

D. Procedures/Activities
   Premise: Verbs work in teams doing specific jobs and making sentence clear. Verbs can appear as the main (and only) verb, as linking verbs (words that appear alone that do not show action) and also helping verbs (verbs that appear with the main verb that expresses action to show when that action takes place). Remember: intervening words such as not, never, always are not considered to be in the verb phrase.

**DAY ONE**
1. Write these verb phrases on the board: have walked, has eaten, has lost, is running, are learning, had seen. Orally, have the students create sentences using these helping verbs and main verbs. Make some of them into interrogative sentences.
2. Discuss the following: Sometimes main verbs need help with expressing tenses; they get this help from auxiliaries.
3. Discuss if the verb is a linking verb or a verb in a verb phrase. See Appendix V. Linking verbs can stand alone, helping verbs cannot.
4. Assign “Helping Verbs.” See Appendix W, Appendix X KEY.

**DAY TWO**
5. Test: Parts of Speech, State of Being, and Linking Verb. Tell the students they will need to memorize the 23 auxiliary verbs. This takes several days of direct teaching and then as much reinforcement as you deem necessary/possible.

6. Display several lists of the helping verbs. Start by creating a random list by having the students volunteer as many as they can. See Appendix Y for different groupings of the 23 verbs. Discuss how these groupings might facilitate memorizing. Discuss with the students how they memorize things. Tell them you are going to teach them one way to memorize the 23 auxiliary verbs—with a song.

7. Hand out the student copies of one grouping that is set to the military marching song. See Appendix Z. Sing the song once to the class. Then have the students join in. Next have the students march around the perimeter of the classroom chanting the song (at first let them use their copies to read from). Every day ask for volunteers to recite the song or pick someone to lead the class. Start each day’s lesson with this practice. If time, end each period with the song too. After the third day, give the students a written pop quiz (encourage the students to recite the song in their head). Time them (no more than five minutes). To grade, have the students recite the song a few times to fill in their “blanks.” Have the students put the words in order (next to the word it follows instead of at the end of their list) so as to facilitate memorizing the words in order of the chant. Tell the students to expect several quizzes. They will need to keep track of their improvement. After several quizzes spread over a week or two, collect a few for a grade.

E. Assessment/Evaluation
1. Give Quizzes: PAVPANIC, State of Being, List 23 Helping Verbs. These need to be mastered. Continue to reinforce until all students are able to recognize and list these categories of verbs.
2. Set up a “Speaking of Sports” bulletin board. Have the students supply interesting facts in the form of sentences about favorite players or teams. Each posted sentence must contain a main verb and a minimum of one helping verb. Also use photos and artwork!
3. Seize opportunities to look at sentences, as a class, and decide what kind of verbs are used and discuss the reasons for the decisions.
4. When assigning students to write their spelling/vocabulary words in original sentences or other writing assignments, require/remind the students to use helping verbs.
5. The students will record the 23 helping verbs after memorizing them.

Lesson Five: Transitive/Intransitive Verbs
A. Daily Objectives
1. Concept Objective(s)
   a. Students write and speak using conventional grammar, usage, and sentence structure.
2. Lesson Content
   a. Students will develop an understanding of the different classes of verbs: action, linking, and helping. (review from 4th grade, p. 87 and 5th grade, p. 109)
3. Skill Objective(s)
   a. Students will identify transitive and intransitive verbs.
B. Materials
1. Appendices AA-EF
2. Appendices AA-EE need to be made into transparencies or written on the board/on a chart
3. English spirals for every student
4. Pen/pencil/highlighter for every student
5. Lined paper for every student
6. Drawing paper for every student

C. \textbf{Key Vocabulary}
1. Complement—words that complete the verb’s meaning
2. Predicate nominative—follows a linking verb and tells what the subject is (renames)
3. Direct object—completes the action of the verb
4. Transitive verb—only action verbs that are followed by a direct object
5. Intransitive verb—linking verbs and any action verb that does not have a direct object

D. \textbf{Procedures/Activities}

\textbf{DAY ONE}
1. Have students practice the marching verb song. Ask if anyone wants to recite it individually (or possibly in small groups).
2. Display a couple of subject-verb sentences that do not make sense without direct object or predicate nominative. Example: \textit{Rachel made. Rachel is}. In order for these sentences to make sense they need a verb complement. Define direct object. Explain that a direct object receives the action of the verb. Define predicate nominative. Explain that a predicate nominative is a word that follows a linking verb and tells (renames) that the subject is. See Appendix AA.
3. To begin the lesson on transitive and intransitive verbs, discuss the “trans” (Latin) in transfer, translate, transport. See Appendix BB.
4. Lead this discussion to “trans” in the word transitive verb. The action of the verb crosses over from the doer to a receiver (direct object). A transitive verb will have a direct object. An acronym to help the students remember this: Direct \textbf{O}bject = Transitive D.O.T. DOT is an easy way to remember a transitive verb will have a direct object.
5. Continue with the “in” (meaning not) beginning letters of intransitive verb. Intransitive verb “in” prefix means not so no action is transferred. Practice writing endings for sentences and discussing if the verb is a transitive or intransitive verb. Find and practice on other sentences. See Appendix CC.

\textbf{DAY TWO}
6. Review the marching verb song—23 Auxiliaries.
7. Then discuss the difference between a transitive verb and an intransitive verb. Use Appendix DD to practice identifying transitive and intransitive verbs.
8. Review Kinds of Verbs. See Appendix EE.
9. Have the students write five sentences using transitive verbs and five sentences using intransitive verbs. If they have time, have the students illustrate one sentence depicting the transfer of the action of the verb to the direct object and one sentence showing the subject = the predicate nominative (in a comic sequence or a single drawing).

E. \textbf{Assessment/Evaluation}
1. Seize opportunities to look at sentences, as a class, and decide what kind of verbs are used and discuss the reasons for the decisions.
2. When assigning students to write their spelling/vocabulary words in original sentences or other writing assignment, require/remind the students to use transitive and intransitive verbs.
Lesson Six: Voice

A. Daily Objectives
   1. Concept Objective(s)
      a. Students write and speak using conventional grammar, usage, and sentence structure.
   2. Lesson Content
      a. Students will develop an understanding of the different classes of verbs: action, linking, and helping. (review from 4th grade, p. 87 and 5th grade, p. 109)
      b. Students will develop an understanding of when the use of the passive voice is appropriate. (6th grade, p. 133)
   3. Skill Objective(s)
      a. Students will learn to identify transitive and intransitive verbs.

B. Materials
   1. Appendices FF-HH
   2. Appendices FF-HH need to be made into transparencies or written on the board/on a chart
   3. Paragraph from Lesson Two
   4. Newspapers (to cut out headlines, find sentences in the active voice and the passive voice)—other materials to find active/passive voice sentences
   5. English spirals for every student
   6. Pen/pencil/highlighter for every student
   7. Lined paper for every student
   8. Large construction paper for every student
   9. Glue for every student

C. Key Vocabulary
   1. Voice—expresses the relation between the subject and the action of the verb; there are two voices: active and passive
   2. Passive voice—the subjected is acted upon
   3. Active voice—subject performs the action

D. Procedures/Activities

**DAYS ONE-TWO**

1. When considering voice, we are only discussing action verbs. There are two voices: active voice and passive voice.
2. Discuss the differences between the active voice and the passive voice. See Appendix FF. With the active voice, the doer performs the action upon the receiver and with the passive voice, the action is performed on the subject.
3. Practice taking sentences with verbs in the active voice and changing it to the passive voice; and then try changing sentences with verbs in the passive voice to the active voice. See Appendix GG.

**DAY TWO**

4. Explain: Writers try to steer away from the passive voice because the writing seems to be so mundane. The passive voice is usually wordier and not as forceful as the active voice. To form the passive voice use a form of be and the past participle of the verb. Review Appendices FF and GG.
5. Have the students, in pairs, use the newspaper to find and cut out headlines. Discuss if the headlines are in the active voice or passive voice. Save the newspaper sections for tomorrow’s lesson.

**DAY THREE**
6. Assign students in groups of four. Have the students find sentences (in the newspaper, science texts, reading books) in the active voice and in the passive voice. Have the students record the sentences on separate sheets of lined paper. Hand out a large piece of construction paper to each group so the students can glue these two lists side by side. Have them label one side: **Active Voice** and the other side: **Passive Voice**.

7. Discuss some reasons writers use the “dreaded” passive voice. Tell the students that tomorrow the class will discuss when to use the passive voice.

**DAY FOUR**

8. Show Appendix HH to discuss as the students copy “When to Use the Passive Voice” in their English spirals. Connect to yesterday’s two categories of recorded sentences.

**DAY FIVE**

9. As a class, take the paragraph that the class wrote in Lesson Two and revise, taking extra care with avoiding the unnecessary use of the passive voice.

**OPTIONAL**

10. Have students use their own writing in their writing folders applying what they have learned about the active voice and the passive voice. Stress the use of verbs in the active voice. **Avoid the unnecessary use of verbs in the passive voice.**

**E. Assessment/Evaluation**

1. Readdress past writing—choose a piece, or two, to revise with the active voice. Conference with students.

**Lesson Seven: Irregular Verbs Use the Correct Word, Transitive vs. Intransitive**

**A. Daily Objectives**

1. Concept Objective(s)
   a. Students write and speak using conventional grammar, usage, and sentence structure.

2. Lesson Content
   a. Students will develop an understanding of troublesome verbs (sit/set; rise, raise; lie, lay) and how to correctly use them. (6th grade, p. 134)

3. Skill Objective(s)
   a. Students will learn the forms and the proper use of several irregular verbs: lie, lay, sit, set, rise and raise, though it is not an irregular verb.

**B. Materials**

1. Appendices II – OO
2. Appendices II - MM need to be made into transparencies or written on the board/on a chart
3. Newspapers
4. Student copies of Appendices JJ (cover KEY), KK (two sets Lessons Seven, Five, and Eight), LL, NN (one for every two students), OO (cover KEY)
5. English spirals for every student
6. Pen/pencil/highlighter for every student
7. Lined paper for every student
8. Drawing paper for every student

**C. Key Vocabulary**

1. Lie—to rest; intransitive verb; lie, lay, (have) lain
2. Lay—to place; transitive verb; lay, laid, (have) laid
3. Set—to put or place; transitive verb; set, set, (have) set
4. Sit—to be seated; intransitive; sit, sat, (have) sat
5. Raise—to lift/force up; transitive verb; raise, raised, (have) raised
6. Rise—to get/go up; intransitive verb; rise, rose, (has) risen
7. Irregular verb—verbs that their past and past participles are formed in unpredictable ways (do, did, has done) are verbs when you change to the past tense a vowel may change or the final –d may become a –t or the word doesn’t change at all; the past tense and past participles are formed in unpredictable ways
8. Regular verb—verbs that can be changed from the present to the past and past participle simply by adding –ed or –d. (jump, jumped, have jumped)—predictable endings; when you change a regular verb’s present tense to the past tense and the past participle, you add –d or –ed; most verbs are regular verbs
9. Participle—(has two jobs) help show tense or act as adjectives

D. Procedures/Activities

**DAY ONE**

1. Write on the board: regular, irregular.
2. Discuss the meanings of these two words: regular—normal, usual; irregular—unusual or different.
3. Discuss differences between regular and irregular verbs forms: walk, ring, wash, call, drop, go (ring, rang, rung; go, went, gone).
4. Display Appendix II. Read and answer rhymes.
5. Hand out student copies of Appendix JJ (cover KEY). Find and highlight the five verbs in the chart that have the same past tense and past participle.
6. In pairs, use the listed words (bold on this page) on Appendix JJ to fill out the Irregular Verb Student Blank Table Appendix KK. Remind the students to use dictionaries to look up any words that the class is unsure of: buy, bought, bought; shrink, shrank, shrunk; teach, taught, taught; sting, stung, stung; come, came, come; spin, spun, spun; run, ran, run.

**DAY TWO**

7. Finish tables and go over the student tables. Although some patterns exist among irregular verbs sometimes have identical or almost identical present and past participle forms, it is best to learn the forms of irregular verbs by memorizing them or find them in the dictionary. (Example: make (make, made, made) and take (take took, take))
8. Make student copies of Appendix LL for the students to fill in the principle parts of the following words (use dictionaries). See Appendix MM.
   a. lie/lay
      i. Lie—to rest; intransitive verb; lie, lay, (have) lain
      ii. Lay—to place; transitive verb; lay, laid, (have) laid
   b. sit/set
      i. Sit—to be seated; intransitive; sit, sat, (have) sat
      ii. Set—to put or place; transitive verb; set, set, (have) set
   c. raise/rise
      i. Raise—to lift up or force up; transitive verb; raise, raised, (have) raised
      ii. Rise—to get up/go up; intransitive verb; rise, rose, (has) risen
9. Have students look for these words in their readings. Share with class as they find them in their novels, the newspaper, magazine articles, and others’ speech.

**DAY THREE**

10. Make student copies of Appendix NN, one for every two students. In pairs, the students are to use the words from Appendix NN to place in the appropriate spots on Appendix KK.
11. Have students write sentences correctly using the verbs in this lesson. See Appendix OO.
OPTIONAL
12. Divide the class into teams. Call out one irregular verb. One person from the Team 1 must identify the present, past, and past participle. Give another irregular verb to Team 2; one of its members must also identify the three principle parts. Keep score.

E. **Assessment/Evaluation**
   1. Have students look through a newspaper to find ten examples of the verbs in Lesson Seven. Specific sentences should be cut out and pasted on a sheet of paper. The verb in each sentence could be underlined and the name of the principle part could be written next to it.
   2. Seize opportunities to look at sentences, as a class, and decide what kind of verbs are used and discuss the reasons for the decisions.
   3. When assigning students to write their spelling/vocabulary words in original sentences or other written assignments, require/remind the students to use specific types of verbs.

VI. **CULMINATING ACTIVITY**
   A. Post Test: See Appendix A. To grade see Appendix PP KEY.
   B. These skills are ongoing. Once taught, opportunities need to be sought after to continue the application of the needed skills.
   C. As a class, take a writing piece (could be from a reading selection or a text book) and go sentence by sentence to discuss each type of verb used. If the piece is in-progress then revise the verb usage as necessary, taking special note of active voice and passive voice.
   D. Create a bulletin board that records the verbs most frequently misused in class. Select them from oral work, homework, and tests. Divide the board into sections for the various types of verbs and tenses. Words may be displayed on large cards or colored tagboard. When the unit is finished, remove the misused verbs and test the class on their use (formal written test or an oral or written verb game).
   E. Students could readdress any previously written work to improve verb usage. Conference.

VII. **HANDOUTS/WORKSHEETS**
   A. Appendix A: Pretest Verbs Rule!
   B. Appendix B: PAVPANIC (Lesson One)
   C. Appendix C: PAVPANIC KEY (Lesson One)
   D. Appendix D: Determining a Word’s Part of Speech (Lesson One)
   E. Appendix E: Determining a Word’s Part of Speech Two-Column Notes KEY (Lesson One)
   F. Appendix F: Parts of Speech Poem (Lesson One)
   G. Appendix G: Parts of Speech Quiz (Lesson One)
   H. Appendix H: Parts of Speech Quiz KEY (Lesson One)
   I. Appendix I: Action Verbs (Lesson Two)
   J. Appendix J: Action Verbs KEY (Lesson Two)
   K. Appendix K: State of Being Verbs KEY (Lesson Three)
   L. Appendix L: Linking Verbs (Lesson Three)
   M. Appendix M: Face of Linking Verbs (Lesson Three)
   N. Appendix N: Face of Linking Verbs Sample (Lesson Three)
   O. Appendix O: Identify Action Verbs vs. Linking Verbs (Lesson Three)
   P. Appendix P: Identify Action Verbs vs. Linking Verbs KEY (Lesson Three)
   Q. Appendix Q: Predicate Nominative, Predicate Adjectives (Lesson Three)
   R. Appendix R: Action vs. Linking Verbs (to be) (Lesson Three)
S. Appendix S: Linking Verbs Connect (Lesson Three)
T. Appendix T: Linking Verbs Connect KEY (Lesson Three)
U. Appendix U: Adverb or Adjective Following the Verb? (Seems) (Lesson Three)
V. Appendix V: Is the Word a Linking Verb or in a Helping Verb Phrase? (Lesson Four)
W. Appendix W: Helping Verbs (Lesson Four)
X. Appendix X: Helping Verbs KEY (Lesson Four)
Y. Appendix Y: Twenty-three Helping Verbs (Lesson Four)
Z. Appendix Z: Twenty-three Helping Verbs Marching Song (Lesson Four)
AA. Appendix AA: Complement Direct Object/Predicate Nominative (Lesson Five)
BB. Appendix BB: Meaning of “Trans”/Transitive Verbs DOT (Lesson Five)
CC. Appendix CC: Meaning of “In”/Intransitive Verbs (Lesson Five)
DD. Appendix DD: Transitive or Intransitive? (Lesson Five)
EE. Appendix EE: Kinds of Verbs (Lesson Five)
FF. Appendix FF: Voice (Lesson Six)
GG. Appendix GG: Active Voice and Passive Voice (Lesson Six)
HH. Appendix HH: When to Use the Passive Voice (Lesson Six)
II. Appendix II: Irregular Verb Rhymes (Lesson Seven)
JJ. Appendix JJ: Principal Parts of Irregular Verbs (Lesson Seven)
KK. Appendix KK: Student Blank Table (Lesson Seven)
LL. Appendix LL: Student Table Lie/lay… (Lesson Seven)
MM. Appendix MM: Lie/lay …Chart KEY (Lesson Seven)
NN. Appendix NN: Never Use… (Lesson Seven)
OO. Appendix OO: Irregular Verb Assignment (Lesson Seven)
PP. Appendix PP: Verbs Rule! Post Test KEY

VIII. BIBLIOGRAPHY
Appendix A
Pretest/Post Test

1. Which word in the sentence is an action verb?
The girls rode their bikes to the park.
a. bikes    c. park
b. rode    d. girls

2. Which word in the sentence is a linking verb?
The small barking dogs are as noisy as a rock concert.
a. small    c. noisy
b. as    d. are

3. Which word in the sentence is a helping verb?
The noisy dogs were barking in the park.
a. noisy    c. barking
b. were    d. park

4. Which group of principal parts is correct?
a. bring brung brought
b. take taken tooken

c. go went gone
d. break broke broked

5. Which sentence has a verb in the passive voice?
a. The leash was hanging on the hook.
b. Put the dog on a leash.
c. The dogs will go on a walk every day.
d. The dogs trotted along happily.

6. Which sentence has a verb in the active voice?
a. The dog was trained by a professional.
b. The dog performed many tricks.
c. The dog is obedient.
d. The barking dog is now silent.

7. Which word in the sentence is the direct object?
The boy threw the ball to his dog.
a. boy    c. ball
b. threw    d. dog

8. Which word in the sentence is an action verb?
The boy thought about his dog.
a. boy    c. about
b. thought    d. dog

9. Which word in the sentence is a linking verb?
The small dogs seem friendly.
a. small    c. seem
b. dogs    d. friendly

10. Which word in the sentence is a main verb?
The dogs had been chasing each other for quite awhile.
a. had    c. been
b. chasing    d. awhile

11. Which group of principal parts is correct?
a. give gived gived
b. drink drank drank

c. lie layed lain
d. lay layed laid
Appendix A, page 2
Pretest/Post Test

12. Which sentence has a verb in the passive voice?
   a. The dogs played all day long.
   b. Eric plays fetch with Shadow.
   c. Kevin had played tug-a-war with Casper.
   d. Games had been played all day.

13. Complete the sentence correctly.
   I _______ that show already.
   a. sees
   b. have seen
   c. will see
   d. seen

14. Which group of principal parts is correct?
   a. sell        selled         sold
   b. think    thought    thinked
   c. bring     brought   brought
   d. know     knew        knowed

15. Which sentence has a verb in the active voice?
   a. The little dog was one year old.
   b. The dog looked hungry.
   c. The dog chased the ball.
   d. The dog is loved.

16. Which word in the sentence is the direct object?
   The class received an award for good behavior this afternoon.
   a. class
   b. award
   c. behavior
   d. afternoon

17. Which group of principal parts is correct?
   a. swim    swam    swum
   b. wear    wore    weared
   c. choose    chosen    chosen
   d. speak    spoke    spoken

18. Complete the sentence correctly.
   Tomorrow we _______ to the dog show.
   a. will go
   b. went
   c. has gone
   d. go

19. Which word in the sentence is the predicate nominative?
   My dog is an excellent swimmer.
   a. dog
   b. is
   c. excellent
   d. swimmer

20. Which group of principal parts is correct?
   a. freeze    freezed    freezed
   b. say    said    sain
   c. find    found    finded
   d. write    wrote    written

21. Complete the sentence correctly.
   Last week my dog _______ his pose for 30 seconds.
   a. held
   b. will hold
   c. hold
   d. has held

22. Complete the sentence correctly.
   Later I _______ my dog a new trick.
   a. have taught
   b. teaches
   c. has taught
   d. will teach
Appendix B
PAVPANIC-Lesson One

PAVPANIC
Eight Parts of Speech

Pronoun
Adverb
Verb
Preposition
Adjective
Noun
Interjection
Conjunction

Every word performs one of five functions: naming, expressing doing or being, modifying, connecting, or expressing emotion.
Appendix D
Determining a Word’s Part of Speech-Lesson One

Determining a Word’s Part of Speech

You can often determine a word’s part of speech by its position or its ending.

A word following a, an, the, my, or this is most likely a **noun** (although another adjective may precede the noun).

\[
\begin{array}{ll}
\text{a car} & \text{a red car} \\
noun & noun \\
\end{array}
\]

A word following an auxiliary is most likely a **verb**.

\[
\begin{array}{l}
is jumping, has come, will be connected \\
\end{array}
\]

Most words with an –ly ending are **adverbs**.

\[
\begin{array}{l}
slowly, disgustedly \\
\end{array}
\]

Words ending in –tion, -ity, -ness, -ment are usually **nouns**.
Examples: formation, monstrosity, neatness, statement

Words ending in –ify, or –ize are most likely **verbs**.
Examples: pacify, rationalize

Words ending in –al, -ous, -ful are most likely **adjectives**.
Examples: factual, enormous, wonderful

Some words can be used as two or more parts of speech.

**Light**

Turn on the light. _____
I prefer light colors in my room.
Why didn’t you light a fire? _____
**Determining a Word’s Part of Speech**

A word’s part of speech can often be determined by its position or its ending.

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Description</th>
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<tbody>
<tr>
<td>Noun</td>
<td>-a naming word that follows a, an, the, my, this</td>
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<td></td>
<td>-ending</td>
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<td></td>
<td>–tion, -ity, -ness, -ment</td>
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<tr>
<td>Verb</td>
<td>--a word expressing action following an auxiliary</td>
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<td></td>
<td>--ending in</td>
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<td></td>
<td>-ify, -ize</td>
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<tr>
<td>Adjective</td>
<td>--ending in</td>
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<tr>
<td></td>
<td>-al, -ous, -ful</td>
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<tr>
<td>Adverb</td>
<td>--most words ending with an</td>
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<td></td>
<td>-ly</td>
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*Appendix E*  
*Determining a Word’s Part of Speech-Two-Column Notes KEY-Lesson One*
Appendix F
Parts of Speech-Lesson One

Parts of Speech

A NOUN is the name of anything:
As school or garden, hoop or swing.

ADJECTIVES tell the kind of noun:
As great, small, pretty, white, or brown.

Instead of nouns the PRONOUNS stand:
Their heads, your face, its paws, his hand.

VERBS tell of something being done:
You read, count, sing, laugh, jump, or run.

How things are done the ADVERBS tell;
As slowly, quickly, ill, or well.

CONJUNCTIONS join the words together;
As men and women, wind or weather.

The PREPOSITION stands before
a noun; as, in or through a door.

The INTERJECTION shows surprise;
As Oh! How pretty! Ah! How wise!
Appendix G
Parts of Speech Quiz-Student Copy-Lesson One

Match the letter of the definition to the numbered words below. Letters may be used more than once.

A. Words that modify (change or clarify another word)
B. Words that name
C. Words that tell what the subject does or is
D. Words that join or connect
E. Words that express emotion

_____1. Noun (N.)  
_____2. Verb (V.)  
_____3. Adjective (Adj.)  
_____4. Adverb (Adv.)  
_____5. Conjunction (C.)  
_____6. Interjection (I.)  
_____7. Pronoun (Pro.)  
_____8. Preposition (Prep.)

Use the abbreviations for the parts of speech and label the bold words in following sentences.

Adv. V. Prep. N.

Example: The circus dogs jumped through the hoops.

1. They walked slowly to the door.

2. Eric and Kevin trained their small dogs.

3. Wow! Look at that dog!
Appendix H
Parts of Speech Quiz KEY-Lesson One

Match the letter of the definition to the numbered words below. Letters may be used more than once.

A. Words that modify (change or clarify another word)
B. Words that name
C. Words that tell what the subject does or is
D. Words that join or connect
E. Words that express emotion

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<td>8.</td>
<td>Preposition</td>
<td>(Prep.)</td>
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Use the abbreviations for the parts of speech and label the bold words in following sentences.

Example: The circus dogs jumped through the hoops.

4. They walked slowly to the door.

5. Eric and Kevin trained their small dogs.

6. Wow! Look at that dog!
Appendix I
Action Verbs-Lesson Two

Action Verbs
A. Underline/Highlight the action verb in each sentence.

One robot fights fires.
The robot moves on wheels.
It even climbs the stairs
It locates fires easily.
This robot helps fire fighters.

B. Complete each sentence with an action verb.

Some robots _____________ their arms.
Others _____________ around on wheels.
My robot _____________ the table.
It even _____________ my favorite foods.
Another robot _____________ heavy boxes.

C. Rewrite each sentence, changing the action verb, on lined paper.
Use another action verb that means almost the same thing. Highlight or underline the action verb.

Someone pushes buttons on the robot’s back.
It moves across the room.
The robot gets a plate from the closet.
Then it puts the plate on the table.
Finally, it glides out of the room.
Appendix J
Action Verbs KEY-Lesson Two

Action Verbs
A. Underline/Highlight the action verb in each sentence.

One robot **fights** fires.
The robot **moves** on wheels.
It even **climbs** the stairs
It **locates** fires easily.
This robot **helps** fire fighters.

B. Complete each sentence with an action verb.

Some robots _____________ their arms.
Others _____________ around on wheels.
My robot _____________ the table.
It even _____________ my favorite foods.
Another robot _____________ heavy boxes.

KEY: Verbs will vary.
Wave, flex, swing,
Roll, move, travel
Pushes, moves, carries
eats, prepares, cooks
lifts, packs, builds

C. Rewrite each sentence, changing the action verb, on lined paper.
Use another action verb that means almost the same thing. Highlight or underline the action verb.

Someone **pushes** buttons on the robot’s back.
It **moves** across the room.
The robot **gets** a plate from the closet.
Then it **puts** the plate on the table.
Finally, it **glides** out of the room.
The verb **to be** is the most often used verb in the English language. It is an irregular verb. There are eight different words in the verb **to be**.
Appendix L
Linking Verbs-Lesson Three

**Linking Verbs**
A linking verb links, or joins, the subject of a sentence with a word or words in the predicate.

Linking Verbs do not show action. They link two parts in the sentence. They link the subject with either a noun or pronoun (called a predicate nominative) or with an adjective (called a predicate adjective).

**Linking verbs never show action.**
**Linking verbs always link the subject with something.**

**Commonly Used Linking Verbs**
- to feel
- to become
- to stay
- to taste
- to seem
- to prove
- to look
- to believe
- to smell
- to grow
- to sound
- to remain
- to appear
- to be (is, am, are, was, were, be, being, been)

The most common linking verb is *be* and all of its forms: *am, was, will be, have been, will have been*, etc.
Appendix M
Face of Linking Verbs-Lesson Three
Appendix N
Face of Linking Verbs Sample-Lesson Three

appear become believe grow prove remain seem stay
appear  become  believe  grow  prove  remain  seem  stay
Appendix O
Action Verbs or Linking Verbs-Lesson Three

Action Verbs or Linking Verbs

Identify the type of verb (action or linking) in each sentence.

The soup *smells* delicious.

*Take* the dog for a walk.

Jack *has been* my friend for two years.

*Smile* for the camera.

Lunch *tasted* great!

Underline the verb. Tell whether each is an action or a linking verb.

Makayla saw an advertisement.

The sandwich looked good.

All of a sudden Makayla felt hungry.

She dashed into the kitchen.

Her giant sandwich was delicious.

Use a linking verb to complete each one.

The cereal boxes ____ very colorful.

The display case ____ attractive.

The cereal ____ expensive.

The shopper ____ hungry.

Luckily, the cereal ____ delicious.
Appendix P
Action Verbs or Linking Verbs KEY-Lesson Three

Action Verbs or Linking Verbs
Identify the type of verb (action or linking) in each sentence.

The soup **smells** delicious.  linking

**Take** the dog for a walk.  action

**Jack has been** my friend for two years.  linking

**Smile** for the camera.  action

**Lunch tasted** great!  linking

Underline the verb. Tell whether each is an action or a linking verb.

**Makayla saw** an advertisement.  action

The sandwich **looked** good.  linking

All of a sudden **Makayla felt** hungry.  linking

She **dashed** into the kitchen.  action

Her giant sandwich **was** delicious.  linking

Use a linking verb to complete each one.

The cereal boxes ____ very colorful.

The display case ____ attractive.

The cereal ____ expensive.

The shopper ____ hungry.

Luckily, the cereal ____ delicious.
Predicate Nominative

The predicate nominative is the word following the linking verb that renames the subject.

Mrs. Jones became my teacher.
  subject          linking verb          predicate nominative
Mrs. Smith is our soccer coach.
  subject          linking verb          predicate nominative

Predicate Adjective

The predicate adjective is the word following the linking verb that is in the predicate that describes the subject.

The sandwich looked tasty.
  subject          linking verb          predicate adjective

The rose smells lovely.
  subject          linking verb          predicate adjective
Action or Linking Verbs
Some words can be either linking verbs or action verbs depending on how they are used.

Some verbs can serve both as action and linking verbs.

Insert a form of “to be” (is, am, are, was, were) for the verb. If the sentence meaning is not changed, the verb usually is linking.

Chelly tasted the soup.
Chelly was the soup.

Tasted is not a linking verb. Inserting “was” changed the meaning of the sentence.
Chelly tasted the soup. (action)

This drink tastes bitter.
This drink is bitter.

Tastes is a linking verb. Inserting “is” does not change the meaning of the sentence.
This drink tastes bitter. (linking)

What became of him?
What was of him?

Became is not a linking verb. Inserting “was” changes the sentence meaning.

What became of him? (action)
Appendix S
Linking Verbs Connect-Lesson Three

Linking Verbs Connect

Read each pair of sentences. Highlight the sentences in which the underlined word acts as a linking verb. Then circle the two words each verb connects.

- Benjamin looks for the new product.
- The new product looks useful.
- Mary smells the soap.
- The soap smells fantastic.
- Please feel the clothes now.
- The clothes feel softer.
- James tastes the peanut butter.
- The peanut butter tastes crunchy.
- The contest sounds enjoyable.
- I will describe two different sounds.
Appendix T
Linking Verbs Connect KEY-Lesson Three

Linking Verbs Connect

Read each pair of sentences. Highlight the sentences in which the underlined word acts as a linking verb. Then circle the two words each verb connects.

- Benjamin looks for the new product.
- The new **product looks** useful.

- Mary smells the soap.
- The **soap smells fantastic**.

- Please feel the clothes now.
- The **clothes feel softer**.

- James tastes the peanut butter.
- The **peanut butter tastes crunchy**.

- The **contest sounds enjoyable**.
- I will describe two different **sounds**.
Appendix U
Adverb or Adjective Following the Verb? (Seems)-Lesson Three

Action versus Linking

Use adverbs with action verbs and adjectives with linking verbs.

He *sings* (action) well. Kevin and Tucker *will be* (linking) hungry.*
She *skates* (action) gracefully. David *was* (linking) thirsty.*
He *leaves* (action) quickly. Elizabeth and Katie *are* (linking) tall.*
She *yells* (action) loudly. Tori *is* (linking) tired.*

*Notice that in these sentences the subject is being described but isn’t actually doing any type of action.

A trick to tell whether the verb is action or linking (in other words, whether to use an adjective or an adverb) is to substitute the word *seems* and notice how it sounds. If it sounds okay, it is a linking verb and you need an adjective. Otherwise, it’s an action verb and you need an adverb.

Linking versus Action

Chris *appears* happy. Chris *seems* happy.
(*appears* = linking, the subject is being described)

The airplane *appears* suddenly out of the fog.
The airplane *seems* suddenly out of the fog. (action)

(*feels* = linking, the subject is being described)

The vet feels the cat’s tummy carefully.
The vet *seems* the cat’s tummy carefully. (action)
Appendix V
Is the Word a Linking Verb or in a Helping Verb Phrase?-Lesson Four

Is the Word a Linking Verb or in a Helping Verb Phrase?

Identify the verb

If you are not sure if a word is part of the verb, try putting TO in front of the word.

The verb is the word that usually will change its form if you change the time of the sentence.

If you cannot divide it into present (today), and past (yesterday) tenses, the word probably is not a verb.

The pie was good.

If you are not sure if a word is part of the verb, try putting TO in front of the word.

Can you say “to good”?

If you cannot divide it into present (today), and past (yesterday) tenses, the word probably is not a verb.

Today I good, Yesterday I gooded.

*Good does not make sense here, and thus good is not part of the verb.*

The pie was good.
Is the Word a Linking Verb or in a Helping Verb Phrase?

If you are not sure if a word is part of the verb, try putting TO in front of the word.

If you cannot divide it into present (today), and past (yesterday) tenses, the word probably is not a verb.

**Marty was happy.**

If you are not sure if a word is part of the verb, try putting TO in front of the word.

**Can you say “to happy”?**

If you cannot divide it into present (today), and past (yesterday) tenses, the word probably is not a verb.

**Today I happy, Yesterday I happied.**

*Happy* does not make sense here, and thus, *happy* is not part of the verb.

**Marty was happy.**
Appendix W
Helping Verbs-Lesson Four

Helping Verbs

A. Circle/Highlight the helping verb and underline the main verb.
   The game has started.
   The batter is standing on the plate.
   He is swinging too hard.
   The bat has slipped out of his hands.
   The batter does not look happy.

B. What’s Missing? Put an insert mark in the correct spot. Write the missing word on the line.
   It raining very hard. _____
   The players sliding on the field. _____
   One runner is with mud. _____
   Another player fallen. _____
   The coaches are to one another on the field. _____

C. Fill in the blanks: main verb, one or more helping verbs, and any other word (s) you wish.
   The high school baseball team ________________________.
   Newspapers _____________always________________them.
   Sarah ____________________all the articles about the team.
   These articles ________________________in her scrapbook.
   _________ the other players _____________the articles too?
Appendix X
Helping Verbs KEY-Lesson Four

Helping Verbs

A. Circle/Highlight the helping verb and underline the main verb.
   The game **has** started.
   The batter **is** standing on the plate.
   He **is** swinging too hard.
   The bat **has** slipped out of his hands.
   The batter **does not** **look** happy.

B. What’s Missing?
   It **raining** very hard.
   The players sliding on the field.
   One runner is with mud.
   Another player **fallen**.
   The coaches are to one another on the field.

C. Fill in the blanks. Answers will vary.
   The high school baseball team ____.
   Newspapers _____always_____them.
   Sarah ____all the articles about the team.
   These articles ____in her scrapbook.
   _____ the other players _____the articles too?
23 Auxiliary (Helping) Verbs

am, are, is, was, were, be, being, been

has, have, had

do, does, did

can, could, must, may, might, shall, should, will, would

How are these helping verbs grouped?

23 Helping Verbs

<table>
<thead>
<tr>
<th>IS</th>
<th>DO</th>
<th>MAY</th>
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<tbody>
<tr>
<td>AM</td>
<td>DOES</td>
<td>MUST</td>
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<td>ARE</td>
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<td>WOULD</td>
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<td>BEING</td>
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<td>BEEN</td>
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<td>WILL</td>
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<td></td>
<td></td>
<td>CAN</td>
</tr>
</tbody>
</table>

How are these helping verbs grouped?

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

How are these helping verbs grouped?
Twenty-three Helping Verbs Marching Song

Be am is are
Was were been

Have has had
Do does did can

Could would should
May must might will

Shall being

Eight helping verbs are forms of be,
They help main verbs show action, you’ll see.

Don’t forget forms of have and do,
Follow me and I’ll show you.

Sound off!
1 2 3 4 5…

Sixth graders are the very best,
We’re going-to-pass the auxiliary test.

Going-to-get-an-A, that is the key,
Going to memorize all twenty-three.

Sound off!
1 2 3 4
5—6!
Appendix AA
Complement Direct Object/Predicate Nominative-Lesson Five

Complement

Complement – words in the predicate that complete the verb’s meaning. Example: a direct object or predicate nominative.

A **direct object** follows an action verb and receives the action.

A **predicate nominative** follows a linking verb and tells what the subject is.

Rachel made a beautiful belt.

- action verb
- direct object

Rachel is an accomplished hockey player.

- linking verb
- predicate adjective
Latin *trans* “to go across”

What do these words mean?

transfer   translate   transport

(bring or change from one place to another; change the meaning of a passage from one language to another; carry a cargo from one place to another)

Transitive verbs are action verbs that allow an action to pass from a doer (subject) to a receiver (direct object).

The action of the verb crosses (transits) over from a doer (subject) to a receiver (direct object).

A transitive verb is an action verb that will have a direct object.

Action verbs show action. In order to have a direct object, the sentence must contain an action verb.

Kevin *kicked* the ball.
Ball is the direct object; ball is what Kevin kicked.

Eric *grabbed* the pencil away from the toddler.
Pencil is the direct object; pencil is what Eric grabbed.

An easy way to remember a transitive verb will have a direct object:

Direct Object = Transitive D.O.T. or DOT
Intransitive Verbs

In prefix means “not”

*not* transitive

*a linking verb (shows no action) or if the verb is an action verb it will not have a receiver*

An intransitive verb is a linking verb or an action verb that does not have a direct object. *There is no receiver.*

The hedgehog *was* in a cage.
The fox *stood* by the fence. (Even though stood is an action verb, there is no direct object.)

Write the ending to the following sentences. Label if you added a direct object or a predicate nominative.

Josh was a ____________.
He watched the ____________.
One runner lost his__________.
The swimmer reached the ________________.
Several young women were __________.

**KEY**

Josh was a _____________. predicate nominative (intransitive)
He watched the _____________. DOT (transitive)
One runner lost his___________. DOT (transitive)
The swimmer reached the _________________. DOT (transitive)
Several young women were ___________. predicate nominative (intransitive)
Appendix DD
Transitive or Intransitive?-Lesson Five
Transitive or Intransitive?

Is the verb an action or linking verb? 
If it is an action verb, does it have a receiver?

The athletes joined the parade.

-joined is an action verb, parade is the receiver; so joined is a transitive verb D.O.T.

They carried flags.

-carried is an action verb, flags is the receiver; so carried is a transitive verb D.O.T.

Some athletes were gold medallists.

-were is a linking verb, it is not an action verb so it can not have a receiver; so were is an intransitive verb medallists is the predicate nominative, it renames athletes

Others had broken world records.

-had broken is an action verb, world records is the receiver; so had broken is a transitive verb D.O.T.

All of them were winners.

-were is a linking verb, it is not an action verb so it can not have a receiver; so were is an intransitive verb Winners is the predicate nominative, it renames all
# Appendix EE
Kinds of Verbs-Lesson Five

## Kinds of Verbs Review

A **linking verb** expresses no action at all. It merely expresses state of being; it links identity or description between the subject and the complement following the verb. *(the predicate nominative, renames subject or the predicate adjective, describes the subject)* Unlike a helping verb, a linking verb stands alone.

An **auxiliary** is a *helping verb (s)* to the **main verb** helping to convey tense or mood. The main verb is the last verb in the **verb phrase**.

<table>
<thead>
<tr>
<th>Verb phrase</th>
<th>Verb phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>will be landing</td>
<td>must have landed</td>
</tr>
<tr>
<td>Auxiliaries</td>
<td>Auxiliaries</td>
</tr>
<tr>
<td>main verb</td>
<td>main verb</td>
</tr>
</tbody>
</table>

A **transitive verb** is one that needs a direct object. It expresses an action that passes across (transits) from a doer—the subject-to a receiver—the direct object. A transitive verb must be an action verb.

An **intransitive verb** is the one that does not need a direct object to complete its meaning. It expresses an action that does not have a receiver. An intransitive verb is a linking verb or an action verb with **no** receiver.
Action Verbs have two voices.
Verbs can be in the active voice or passive voice.

The active voice stresses the doer of an action, is more forceful than the passive voice, which stresses the receiver.

Most writers encourage use of the active voice. They dislike use of the passive voice, saying it has a monotonous tone.

In the active voice, the subject is the doer of the verb’s action. Putting the “doer” in charge makes sentences stronger, shorter, and more direct.

In the passive voice, the receiver of the action becomes the subject. To form the passive voice use a form of be + a past participle. The prepositions “by”, “to”, or “for” can signal the passive voice.
Passive voice is less dynamic than the active voice because it ignores or downplays the doer of the action.

Passive voice tends to be wordy and indirect. It lacks the punch of the active voice.

Passive voice sentences give importance to the thing or person that receives the action. The receiver of the action is now the subject of the sentence.

The passive voice is used to shift the emphasis from subject to object.
Active Voice

The subject is the doer of the verb’s action.

Shadow chased the ball.

Verbs in the active voice give importance to the subject doing the action in the sentence.

Thomas Edison invented the light bulb.

Active verbs put the person or thing doing the action in charge.

The Denver Broncos won the game.

Kevin wrote the story.

Passive Voice

The receiver of the action becomes the subject.

The ball was chased by Shadow.

A verb in the passive voice give importance to the receiver and so makes the receiver the subject of the sentence.

The light bulb was invented by Thomas Edison.

The game was won by the Denver Broncos.

The story was written by Kevin.
When to Use the Passive Voice

When the doer of the action is unknown or unimportant, the passive is the appropriate form to use.

The bank on the corner has been robbed.
Active: “Somebody” has robbed the bank on the corner.

When you want to emphasize the thing you’re talking about, not the person who does the action.

Dinner is served.
(Active: “Somebody” is serving dinner.)

When using the passive voice, it puts the emphasis on the most important idea in the sentence.

The little boy was rushed to the hospital.
(Active: They rushed the little boy to the hospital.)

While the active voice is stronger, it’s often hard to avoid the passive voice in scientific, medical, or technical writing. When you are writing in an impersonal, scientific manner.

The solution was composed of 25ml of acetic acid and 100 ml of water.
(Active Voice: The 25ml of acetic acid and the 100 ml of water made up the solution.)

When you to be polite, avoid sounding bossy, or soften a strong statement.

Your application was rejected.
(Active: I rejected your application.)
Appendix HH, page 2
When to Use the Passive Voice-Lesson Six

Josh passed the math test.
The math test was passed by Josh.

You must finish the test in one hour.
The test must be finished in one hour.

The winner (emphasizing the person) will receive this big blue ribbon.
The big blue ribbon (emphasizing the thing) will be given to the winner.

They made this blouse in China.
This blouse was made in China.

Somebody wrote this letter a long time ago.
This letter was written a long time ago.

Somebody wrote this poem in 1865.
This poem was written in 1865.

Somebody broke into my apartment last night.
My apartment was broken into last night.

Nobody noticed the mistake for centuries.
The mistake was not noticed for centuries.

I made my bed this morning.
My bed was made by me this morning.

I ate my lunch.
My lunch was eaten by me.
Appendix II
Irregular Verb Rhymes-Lesson Seven

Can you answer these questions?

When does the verb grow rhyme with knew?

When does the verb tear rhyme with worn?

When does the verb freeze rhyme with chose?

You must know the principal parts to the first italicized word in each question:

grow   grew   has, have, had grown

tear   tore   has, have, had torn

freeze   froze   has, have, had frozen
<table>
<thead>
<tr>
<th>Present Today I…</th>
<th>Past Yesterday I…</th>
<th>Past Participle Before that, I have…</th>
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</thead>
<tbody>
<tr>
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<td>Was (we were)</td>
<td>Been (we have been)</td>
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<td>Began</td>
<td>Begun</td>
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<td>Brought</td>
<td>Brought</td>
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<td>Write</td>
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**KEY**

bring, hold, say, slide, think
### Appendix KK
Student Blank Table-Lesson Seven

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<th>Verb and Definition</th>
<th>Past Participles (have, has, had)</th>
<th>Past Participation</th>
<th>Present Participles (is) + -ing</th>
<th>Present Participation (to __)</th>
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### Irregular Verbs

<table>
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<th>Verb (to __) and Definition</th>
<th>Past Participle (have, has, had)</th>
<th>Present Participles (is + -ing)</th>
<th>Transitive (DOT) or Intransitive (Int.)</th>
<th>Today…</th>
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<th>To lay</th>
<th>To sit</th>
<th>To set</th>
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<td>Verb</td>
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<td>Transitive (DOT) or Intransitive (Int.)</td>
<td>Present Participles (is) + -ing</td>
<td>Present Tense</td>
<td>Past Tense</td>
<td>Past Participle (have, has, had)</td>
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<tr>
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<td>DOT</td>
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<tr>
<td>Set</td>
<td>To put/pace</td>
<td>DOT</td>
<td>setting</td>
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<tr>
<td>Raise</td>
<td>To lift up or force up</td>
<td>not irregular</td>
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<td>raise(s)</td>
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<tr>
<td>Rise</td>
<td>To get/go up</td>
<td>DOT</td>
<td>rising</td>
<td>rise(s)</td>
<td>risen</td>
<td>risen</td>
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</tbody>
</table>
Appendix NN
Never Use-Lesson Seven

Never use a helping verb with: saw, did, came.
Always use a helping verb with: seen, done, come.

Never use a helping verb with: ate, drank, sang, rang.
Always use a helping verb with: eaten, drunk, sung, rung.

Never use a helping verb with: froze, chose, spoke, broke.
Always use a helping verb with: frozen, chosen, spoken, broken.

Never use a helping verb with: knew, grew, threw, blew, flew.
Always use a helping verb with: known, grown, thrown, blown, flown.

Never use a helping verb with: took, wrote.
Always use a helping verb with: taken, written.

Never use a helping verb with: gave, went.
Always use a helping verb with: given, gone.
Appendix OO
Irregular Verb Assignment-Lesson Seven

Irregular Verbs

For each of the verbs given, write two sentences. Use the principle parts listed after the verb for the two sentences.

ring
   a) present b) past participle

   KEY
      ring, have rung

go
   a) past b) past participle

   went, have gone

come
   a) past b) past participle

   came, have come

begin
   a) present b) past

   begin, began

lie
   a) present b) past

   lie, lay

set
   a) present b) past

   set, set

rise
   a) present b) past participle

   rise, has risen
Appendix PP
Post Test KEY

1. Which word in the sentence is an action verb?
The girls rode their bikes to the park.
   a. bikes  c. park
   b. rode  d. girls

2. Which word in the sentence is a linking verb?
The small barking dogs are as noisy as a rock concert.
   a. small  c. noisy
   b. as  d. are

3. Which word in the sentence is a helping verb?
The noisy dogs were barking in the park.
   a. noisy  c. barking
   b. were  d. park

4. Which group of principal parts is correct?
   a. bring  brung  brought
   b. take  taken  tooken
   c. go  went  gone
   d. break  broke  broked

5. Which sentence has a verb in the passive voice?
The leash was hanging on the hook.
   a. had  c. been
   b. chasing  d. awhile

6. Which sentence has a verb in the active voice?
   a. The dog was trained by a professional.
   b. The dog performed many tricks.
   c. The dog is obedient.
   d. The barking dog is now silent.

7. Which word in the sentence is the direct object?
The boy threw the ball to his dog.
   a. boy  c. ball
   b. threw  d. dog

8. Which word in the sentence is an action verb?
The boy thought about his dog.
   a. boy  c. about
   b. thought  d. dog

9. Which word in the sentence is a linking verb?
The small dogs seem friendly.
   a. small  c. seem
   b. dogs  d. friendly

10. Which word in the sentence is a main verb?
The dogs had been chasing each other for quite awhile.
    a. had  c. been
    b. chasing  d. awhile

11. Which group of principal parts is correct?
    a. give  gived  gived
    b. drink  drank  drank
    c. lie  layed  lain
    d. lay  layed  laid
Appendix PP, page 2
Post Test KEY

12. Which sentence has a verb in the passive voice?
   a. The dogs played all day long.
   b. Eric plays fetch with Shadow.
   c. Kevin had played tug-a-war with Casper.
   d. Games had been played all day.

13. Complete the sentence correctly.
   I _______ that show already.
   a. sees
   b. have seen
   c. will see
   d. seen

14. Which group of principal parts is correct?
   a. sell    selled       sold
   b. think      thought         thinked
   c. bring       brought         brought
   d. know       knew            knowed

15. Which sentence has a verb in the active voice?
   a. The little dog was one year old.
   b. The dog looked hungry.
   c. The dog chased the ball.
   d. The dog is loved.

16. Which word in the sentence is the direct object?
   The class received an award for good behavior this afternoon.
   a. class
   b. award
   c. behavior
   d. afternoon

17. Which group of principal parts is correct?
   a. swim     swam     swum
   b. wear     wore     weared
   c. choose   chosen   chosen
   d. speak    spoke    spoken

18. Complete the sentence correctly.
   Tomorrow we _______ to the dog show.
   a. will go
   b. went
   c. has gone
   d. go

19. Which word in the sentence is the predicate nominative?
   My dog is an excellent swimmer.
   a. dog
   b. is
   c. excellent
   d. swimmer

20. Which group of principal parts is correct?
   a. freeze    freezed    freezed
   b. say        said      sain
   c. find       found     finded
   d. write      wrote     written

21. Complete the sentence correctly.
   Last week my dog _______ his pose for 30 seconds.
   a. held
   b. will hold
   c. hold
   d. has held

22. Complete the sentence correctly.
   Later I _______ my dog a new trick.
   a. have taught
   b. teaches
   c. has taught
   d. will teach