

Discussion Questions

- Write the following sentence on the board: "The spotted dog ___ jump across the river." Invite students to copy the sentence and complete it with a modal of their choice. Then, develop a paragraph around the resulting sentence. Invite students to share their writing. Discuss how one word — a modal — can affect the meaning of a sentence. Does it affect the paragraph as well? Explain.
- Modals are a type of helping verb. As an extension, engage students in an investigation of other helping verbs and how they are used with a main verb in a sentence.

Irregular Verbs*Content includes:*

- Distinguishing between regular and irregular verbs
- The irregular verb "be"

Discussion Questions & Activities

- Remind students that when we use the past-participle form, we cue it with a form of the helping verb "have" or "be" (e.g., The building was torn down.) When students generate lists of irregular verbs, encourage them to use those words in sentences so that they also understand how each irregular verb form is used.
- Because there are many different irregular verbs with unpredictable forms, it is helpful to build awareness of these words, not just by making lists, but also by seeing these words in use. Challenge students to find irregular verbs in action in some of the texts they are reading. Create a word wall with interesting irregular verbs that are found and add those that are commonly misspelled or misused.

Verbals*Content includes:*

- Distinguishing between verbs and verbals
- Types of verbals: gerunds, participles, infinitives

Discussion Questions & Activities

- Ask students to consider the sentence, "Swimming is becoming my favorite sport." Which *-ing* word is the verb and which is the verbal? Explain. For additional help, view the "Verb Forms" clip.
- The term "participle" can be tricky for students because it can refer to either a verb or a verbal. Have students create a Venn diagram that compares and contrasts these two uses of the past and present participle forms.

Suggested Print Resources

- Haussamen, Brock, Amy Benjamin, Martha Kolln & Rebecca S. Wheeler. *Grammar Alive! A Guide for Teachers*. National Council of Teachers of English, Urbana, IL; 2003.
- Lester, Mark. *Grammar and Usage in the Classroom*. Allyn & Bacon, Needham, MA; 2001.
- O'Conner, Patricia T. *Woe is I Jr.: The Younger Grammarphobe's Guide to Better English in Plain English*. Putnam Juvenile, New York, NY; 2007.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- owl.english.purdue.edu/owl/
The Online Writing Lab (OWL) at Purdue University provides a variety of resources and instructional materials for students worldwide. Click on "Grammar and Mechanics" for detailed explanations and examples of grammar concepts.
- grammar.ccc.commnet.edu/grammar/
The Guide to Grammar & Writing provides in-depth explanations of grammar concepts. Quizzes are also provided to test understanding.
- www.chompchomp.com/
Grammar Bytes is a useful resource for grammar terms, definitions, tips, handouts and exercises.

TEACHER'S GUIDE

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TITLES IN THIS SERIES

- COMMON USAGE ERRORS
- SENTENCE STRUCTURE
- USING ADJECTIVES, ADVERBS & OTHER MODIFIERS
- USING CAPITALIZATION & PUNCTUATION
- USING CLAUSES & PHRASES
- USING END MARKS & COMMAS
- USING NOUNS & PRONOUNS
- USING VERBS

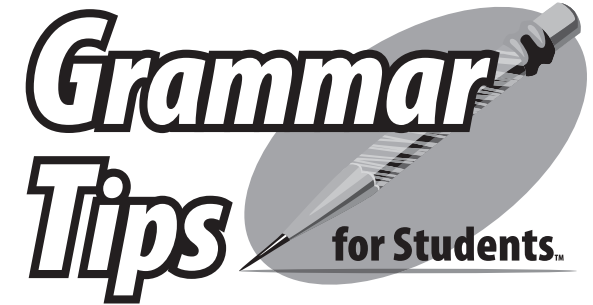
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**USING VERBS****Grades 5–12**

Effective communication, in both the classroom and the real world, is important and grammar is a key element of communication. All students should understand how word choice, word order and punctuation work together to express thoughts in a clear and accurate way. *Grammar Tips for Students* is designed as brief mini-lessons that highlight specific grammar topics by using clear explanations and specific examples and by offering useful tests and tips to avoid confusion and misuse.

Because each show contains a series of independent clips, clips can be viewed individually or in groups. Teachers can also choose to show the clips in an order that works for them and their curriculum.



Program Overview

When looking at the parts of a sentence, a verb is a critical component, so it helps to understand how verbs are used and the unique characteristics associated with different types of verbs. This video program allows students to explore different verb forms, distinguish between action verbs and linking verbs, note the unusualness of irregular verbs, use modals in verb phrases effectively and identify when verbals are at work. Students step beyond traditional definitions and explore helpful verb-related topics with a treasury of tips, tests and examples. *Using Verbs* can serve as a useful tool to develop students' oral and written communication skills.

Supporting English Language Learners (ELLs)

- ELLs bring to English their own language experiences. The amount and type of exposure ELLs have to the English language can vary greatly. In addition, the ability to read and write in his or her native language can influence an ELL's understanding of grammar as well as the type of grammar errors made.
- ELLs may not make the same type of grammar errors as native speakers. Native speakers often rely on their ability to determine if a sentence "sounds right." This is difficult for ELLs. They should be encouraged to practice the tests and tips provided and may benefit from additional teaching and reinforcement.
- Remember, some words can be used in more than one way and can function as different parts of speech. When you discuss a word, put it in a sentence and write it down for students to consider. Otherwise, you and your students may be thinking of two different meanings of the same word.

Vocabulary

action verb — A word that refers to some kind of action or activity the subject is doing.

base form — The dictionary entry form of a verb. This verb form has no added endings.

gerund — A type of verbal. A gerund is an *-ing* verb that functions as a noun.

helping verb — Also known as an "auxiliary verb," this term applies to verbs used before another verb in verb phrases. Helping verbs include "have," "do" and the modal "will."

infinitive — A type of verbal. An infinitive is the base form of a verb preceded by "to." It can function as a noun, adjective or adverb in a sentence.

irregular verb — A verb with one or more unpredictable forms. Most irregular verbs do not take the regular *-ed* ending in the past tense and past-participle form.

linking verb — A word that connects, or links, the subject of a sentence to additional information about the subject.

(Continued)

modal — A helping verb that opens a verb phrase and typically conveys the probability or possibility of the main verb. "Will," "might" and "must" are examples.

participle — A verb form that appears in verb phrases after a helping verb. It also refers to a type of verbal that is present participle or past participle in form but functions as an adjective in a sentence.

past-participle form — The verb form that often follows a form of the helping verb "have" (e.g., have selected, had waited, has written). Regular verbs take an *-ed* ending in this form.

past-tense form — The tense form that refers to completed action. Regular verbs take an *-ed* ending in this form.

present-participle form — A verb form with the *-ing* ending. All verbs can take this form. This verb form often follows a form of the helping verb "be" (e.g., is selecting, was waiting).

present-tense form — The tense form that can refer to action currently taking place as well as statements of fact or generalizations. It is expressed with the base form of a verb. An *-s* ending is used with a third-person singular subject.

regular verb — A type of verb that takes the past tense and past participle forms by adding *-ed* to the base form.

verb — A word that expresses action or a state of being. A verb can take different tense forms.

verbal — An off-duty verb. A verbal looks like a verb but functions as another part of speech in a sentence.

Identifying Verbs

Content includes:

- What is a verb?
- The tense shift test for identifying verbs

Discussion Questions & Activities

- While verbs can express action, they can also express a state of being. Discuss with students what "a state of being" means. Create a list of verbs that express a state of being and use them in a sentence. Do action verbs express a state of being? To shed additional light on this question, students can watch the "Linking Verbs" clip.
- Noun or verb? Many words can function as more than one part of speech. Generate a list of words that can function as either a noun or verb (e.g., dance, step, shake). Have students select a word from the list and write two sentences using it. It should function as a noun in one and as a verb in the other. Students can share their work with partners and use the tense shift test to prove when their selected words are functioning as verbs.

Verb Forms

Content includes:

- Verb endings: *-s, -ed, -ing*
- Base form
- Present-tense form
- Past-tense form
- Present-participle form
- Past-participle form

Discussion Questions & Activities

- The base form of a verb can also be used with modals to create modal verb phrases. Engage students in an exploration of modals and consider viewing the "Helping Verbs: Modals" clip. Students can revisit some of their own writing to look for the use of modal verb phrases.
- All regular verbs can take the *-s, -ed,* and *-ing* endings, but how about irregular verbs? Compare and contrast regular and irregular verbs. Share the "Irregular Verbs" clip with students. Are irregular verbs ever regular or predictable in form?

Linking Verbs

Content includes:

- Distinguishing between action verbs and linking verbs
- Some words function as an action verb or linking verb
- The "be" test for identifying linking verbs

Discussion Questions & Activities

- While the verb "be" is a linking verb, it can also function as a helping verb. When paired with verbs in the present-participle form, a form of the verb "be" can help to indicate ongoing action (e.g., Clark is waiting in line). Present students with a variety of sentences that use a form of the verb "be." Challenge students to determine if "be" is being used as a linking verb or a helping verb.
- While identifying linking verbs is important, it is also helpful to understand the distinctive complements that follow the verb. These complements can be predicate adjectives or predicate nominatives. Predicate adjectives are descriptive adjectives that follow linking verbs and describe the subject (e.g., Sierra looked surprised). A predicate nominative refers to a noun or noun phrase that follows linking verbs and identifies the subject (e.g., He is a hero). Discuss with students why predicate adjectives and nominatives are not "objects." Do linking verbs ever take direct objects? Explain.

Helping Verbs: Modals

Content includes:

- What is a modal?
- Common modals: would, could, should, will, shall, can, may, might, must
- Modal verb phrases

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