# Lesson 4

**Lesson Objectives**

1. State the definition of verb tense (Exercise 1)
2. Find examples of correct verb tense usage in sentences (Exercise 2)
3. Conjugate compound verbs in same tense when combining sentences (Exercise 3)
4. Edit sentences for the correct usage of verb tense (Exercise 4)

## EXERCISE 1

### NAMING GRAMMAR TERMS

1. **(Hand out students' workbooks)**
   Open your workbook to Lesson 4. Put your finger on the section TERMS. **(Check.)**
   - We have learned about two kinds of verbs: Action Verbs and Helping Verbs.
   - Everybody, what is an action verb?
     **(Signal).** "An action verb is an action. Anything you can do is called an action verb."
     Yes, anything you can *do* is called an action verb.
     Everybody, what is a Helping Verb?
     **(Signal.)** "Helping Verbs are next to Action Verbs. Helping Verbs help complete the action."
     Yes, Helping Verbs are next to Action Verbs. Helping Verbs help complete the action.
   - The list of Helping Verbs is on the top of the page. Everybody, say the Helping Verbs with me.
     **(Signal).** "Be, been, being, is, are, was, and were. Was being, should be, had been, might have been. Do, does, did. Have has had. Shall, should, will, would, can could, May, might, must."
     Yes, the Helping Verbs are: *be, been, being, is, are, was, and were. Was being, should be, had been, might have been. Do, does, did. Have has had. Shall, should, will, would, can could, May, might, must.* Good saying the Helping Verbs. It is a long list of words.

3. Listen: All verbs can change to show time. Again, all verbs can change to show time.
   - Say that with me:
     **(Signal).** "All verbs can change to show time."
     Yes, all verbs can change to show time.
     Your turn:
     **(Signal).** "All verbs can change to show time."
     Yes, all verbs can change to show time.
     *When verbs change to show time, it is called changing tense. Tense can be the past, the present, or the future.*
   - Say that with me:
     **(Signal).** "When verbs change to show time, it is called changing tense. Tense can be the past, the present, or the future."
     Your turn:
     **(Signal).** "When verbs change to show time, it is called changing tense. Tense can be the past, the present, or the future."
     Yes, *Tense can be the past, the present, or the future.* Good describing Tense.

4. Everybody, look at your workbooks. **(Check.)** I'll read Part A, Sentence 1*. I sometimes talk too loudly.* The verb is underlined in this sentence. This sentence tells about something that is happening now, in the present. We would

say the verb is in present tense. What tense is the verb in?
**(Signal).** "Present Tense."
Yes, *present tense*. Remember: Tense can be the past, the present, or the future.

- I'll read sentence 2. *I talked to my friends yesterday.* The verb is underlined in this sentence. This sentence tells about something that happened before, in the past. We would say the verb is in past tense. What tense is the verb in?
**(Signal).** "Past Tense."
Yes, *past tense*. Remember: Tense can be the past, the present, or the future.
- I'll read sentence 3. *I will be talking to Coach about the game tomorrow.* The verb is underlined in this sentence. This sentence tells about something that will happen later, in the future. We would say the verb is in future tense. What tense is the verb in?
**(Signal).** "Future Tense."
Yes, *past tense*. Remember: Tense can be the past, the present, or the future.
- I'll read sentence 4. The verb is not underlined in this sentence. *Michael will be talking to his coach about the game tomorrow.* Now, I'm going to skip around. Is that verb in present tense?
**(Call on student).** "No."
Is that verb in past tense?
**(Call on student).** "No."
Is that verb in future tense?
**(Call on student).** "Yes."
How do you know it is future tense?
**(Call on student).** "It will happen later, in the future."
Yes, it will happen later, in the future.
- I'll read sentence 5. The verb is not underlined in this sentence. *Michael sometimes talks too loudly.* Still skipping around. Is that verb in past tense?
**(Call on student).** "No."
Is that verb in future tense?
**(Call on student).** "No."
Is that verb in present tense?
**(Call on student).** "Yes."
How do you know it is present tense?
**(Call on student).** "It is happening now, in the present."
Yes, it is happening now, in the present.
- I'll read sentence 6. The verb is not underlined in this sentence. *Michael talked to us after lunch.* Still skipping around. Is that verb in future tense?
**(Call on student).** "No."
Is that verb in present tense?
**(Call on student).** "No."
Is that verb in past tense?
**(Call on student).** "Yes."
How do you know it is past tense?
**(Call on student).** "It happened before, in the past."
Yes, it happened before, in the past. Good deciding about past, present, and future tense.

### EXERCISE 2

### IDENTIFYING GRAMMAR TERMS

1. Everybody, look back at your workbook. Put our finger on Part B. **(Check.)**
There are three sentences in Part B Each sentence has a verb this is in either past, present, or future tense.
   - Let's read the first sentence together.
**(Signal).** "The dog is eating ice cream."
Yes, *The dog is eating ice cream.*
   - Now, I'm going to skip around. Read the second sentence:
**(Call on student).** "The house has been renovated."
Yes, *the house was renovated.*
   - Still skipping around. Read the third sentence:
**(Call on student).** "I could swim across the big lake tomorrow."
Yes, *I could swim across the big lake tomorrow.* Good reading.

3. Everybody, listen to the instructions for Part C: Use your sheet of paper. Copy the sentences to your paper. Use your pencil to label each sentence as past, present, or future tense.

- What are you to label?

**(Signal).** "Each sentence as past, present, or future tense."

Yes, *label each sentence as past, present, or future tense*.

- Start working on Part B now. Put your pencil down when you're finished.

**(Observe students and give feedback.)**

3. Everybody, you're going to report on your answers about past, present, and future tense.

- Look at sentence 1. Is sentence 1 past, present, or future tense?

**(Signal).** "Present."

Yes, present. Why is sentence 1 in present tense?

**(Call on student).** "It is happening now, in the present."

Yes, it is happening now, in the present.

- Look at sentence 2. Is sentence 2 past, present, or future tense?

**(Signal).** "Past."

Yes, past. Why is sentence 2 in past tense?

**(Call on student).** "It happened before, in the past."

Yes, it happened before, in the past.

- Look at sentence 3. Now, I'm going to skip around. Is sentence 3 past, present, or future tense?

**(Call on student).** "Future."

Yes, future.

- Still skipping around. Why is sentence 3 in future tense?

**(Call on student).** "It will happen later, in the future."

Yes, it will happen later, in the future. Everybody, good deciding about past, present, and future tense in those sentences.

### EXERCISE 3

### COMBINING SENTENCES

1. Everybody, look back at your workbook. Put your finger on Part C. **(Check.)** We learned about compound verbs before. Remember: a *compound verb is made by joining two verbs with a conjunction*.

- Say that with me.

**(Signal.)** "A compound verb is made by joining two verbs with a conjunction."

- Your turn: say the definition of a compound verb.

**(Signal.)** "A compound verb is made by joining two verbs with a conjunction."

Yes, *A compound verb is made by joining two verbs with a conjunction*. Good remembering compound verb.

2. There are two sentences in Part C. They are short sentences.

- Let's read the first sentence together.

**(Signal).** "My cat stopped eating tuna fish."

Yes*, My cat stopped eating tuna fish.*

Now, I'm going to skip around. Read the second sentence:

**(Call on student).** "My cat will drink milk tomorrow."

Yes, *My cat will drink milk tomorrow.*

3. Everybody, look at both sentences in Part C. They are not in the same tense. One is in past tense, and the other one is in future tense. Which sentence is in future tense?

**(Signal).** "My cat will stop drinking milk tomorrow."

Yes, *My cat will stop drinking milk tomorrow* is in future tense. Skipping around now. Which sentence is in past tense?

**(Call on student). "**My cat stopped eating tuna fish"
Yes, My cat stopped eating tuna fish is in past tense.

3. Everybody, listen to the instructions for Part C: Use a clean sheet of paper. Combine the two sentences about *my cat* into one sentence with a compound verb. The compound verb in your sentence must be written in past tense.
   - Cut out information that is in both sentences. Make your sentence as short as you can but do not leave out important information.
   - Start working on Part C now. Put your pencil down when you're finished. **(Observe students and give feedback.)**

4. You're going to report about the sentences you wrote.
   **(Call on students.)**
   (The most concise sentence is *My cat stopped eating tuna fish and drinking milk.* Students may write sentences such as *My cat stopped eating tuna fish, and my cat stopped drinking milk.* This sentence is not concise because it only puts the two sentences together with a conjunction. Reward students who write the most concise sentence.)

5. **(Write *My cat stopped eating tuna fish and drinking milk* on board.)**
   The most concise sentence is *My cat stopped eating tuna fish and drinking milk.* If you wrote *My cat stopped eating tuna fish and drinking milk,* award yourself 2 bonus points. All punctuation must be correct to earn the bonus points.

**EXERCISE 4**

**EDITING SENTENCES**

1. Everybody, look back at your workbook. Put your finger on Part D. **(Check.)** There are three sentences in Part D.
   - Let's read the sentences together. **(Signal).** "The horse tamed." **(Signal).** "I swimming laps in the pool." **(Signal).** "She should be hungry."
   - Look at each sentence again. These sentences are missing something, so they don't make sense. They are missing a Helping Verb. What are they missing? **(Signal).** "A Helping Verb."
   Yes, a Helping Verb. Each sentence needs a Helping Verb to make sense.

2. Listen to the instructions for Part D: Use the same sheet of paper. None of these three sentences makes sense. Correct the sentences so that they make sense. Also, change the tense of the verbs so that they are all in the future tense. Rewrite the new sentences on your sheet of paper.
   - Remember: Every sentence must end with a period. The first word in a sentence must be capitalized.
   - Start working on Part D now. Put your pencil down when you're finished. **(Observe students and give feedback.)**

3. You're going to report about the sentences you wrote.
   **(Call on students.)**
   (Each sentence must contain a verb and the verb must be conjugated in future tense to be correct. Praise correct sentences.)

   - Everybody, good correcting those 3 sentences. If you edited two out of three sentences, correctly, award your self 1 bonus point. If you edited all three sentences correctly, award yourself 2 bonus points.
   - That's the end of the lesson. Pass your workbook in. Put your written work in your

# Lesson 4

Precision grammar folder. Record your bonus points on the points chart.