Lesson 7

Lesson Objectives

1. State the definition of irregular verbs (Exercise 1)
2. Find examples of correct **Be** verb usage in sentences (Exercise 2)
3. Combine sentences to make a compound sentence (Exercise 3)
4. Edit sentences for the correct usage of verb tense and punctuation (Exercise 4)

EXERCISE 1

NAMING GRAMMAR TERMS

1. **(Hand out students' workbooks)**
   Open your work book to Lesson 7. Put your finger on the section TERMS. **(Check.)**
   - We have learned about two kinds of verbs: Action Verbs and Helping Verbs. We also have learned that all verbs can change to show time.
   - Remember: 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.

2. Remember: Here's a rule. When verbs change tense, the way we spell them changes, too.
   - Say that with me:
   (Signal). "When verbs change tense, the way we spell them changes, too."
   Yes, *when verbs change tense, the way we spell them changes, too.*
   Your turn:
   (Signal). "When verbs change tense, the way we spell them changes, too."
   Yes, *when verbs change tense, the way we spell them changes, too.*
   - Here's a rule: Most past tense verbs end with –ed or –en
   - Say that with me:
   (Signal). "Most past tense verbs end with –ed or –en."
   Yes, *most past tense verbs end with –ed or –en.*
   Your turn:
   (Signal). "Most past tense verbs end with –ed or –en."
   Yes, *most past tense verbs end with –ed or –en.*
   - Here's a rule: *Most present tense verbs end with –s.*
   Say that with me:
   (Signal). "Most present tense verbs end with –s."
   Yes, *most present tense verbs end with –s.*
   Your turn:
   (Signal). "Most present tense verbs end with –s."
   Yes, *most present tense verbs end with –s.*
   - Here's a rule: *Most future tense verbs do not change spelling.*
   Say that with me:
   (Signal). "Most future tense verbs do not change spelling"
   Yes, *most future tense verbs do not change spelling*
   Your turn:
   (Signal). "Most future tense verbs do not change spelling"

3. Here's a rule: Some verbs do not follow the spelling pattern when you change them. These are called irregular patterns.
   - What kind of patterns?
     (Signal.) "Irregular."
     Yes, irregular. Irregular patterns are difficult because they are the verbs we use the most often. The most common verb is the verb *be*. The verb be also has the most irregular pattern. What is the most common verb?
     (Signal). "Be."
     Yes, *be*. What is the verb with the most irregular pattern?
     (Signal). "Be."
     Yes, *be*.
   - Everybody, look back at your workbook. Put your finger on the section TERMS. **(Check.)**
   - I will read one of the tenses of the verb *Be*. Present Tense:
     - I am
     - You are
     - He is, She is, It is

     Say it with me:
     (Signal). "I am--You are--He is, She is, It is"
     Yes, I am--You are--He is, She is, It is
   - I will read another tense of the verb *Be*. Past Tense:
     - I was
     - You were
     - He was, She was, It was

     Say it with me:
     (Signal). "I was--You were--He was, She was, It was"
     Yes, I was--You were--He was, She was, It was.
   - I will read another tense of the verb *Be*. Future Tense:
     - I will be
     - You will be
     - He will be, She will be, It will be

     Say it with me:
     (Signal). "I will be --You will be --He will be, She will be, It will be"
     Yes, I will be --You will be --He will be, She will be, It will be. Notice: the future tense of be needs the Helping Verb *will* to help it make sense.
     What does the future tense of the verb Be need to help it make sense?
     (Signal). "A helping verb."
     Yes, it needs a helping verb to help it make sense.

4. Everybody, look at your workbooks. **(Check.)** I'll read Part A, Sentence 1*. I am too loud.* The verb is underlined in this sentence. What is the verb?
   (Signal). "Am."
   Yes, *am*. 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.
5. I'll read sentence 2*. I was too loud.* What is the verb?
   (Signal). "Was."
   - Yes, *was*. 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.
3. I'll read sentence 3*. I will be loud at the pep rally tomorrow.* The verb is underlined in this sentence. What is the verb?
   (Signal). "Will be."
   - Yes, *will be*. 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, *future 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 at the game tomorrow.* Now, I'm going to skip around. What is the verb in that sentence?
(Call on student). "Will be."
Yes, *will be.*
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 is also too loud.* Still skipping around. What is the verb in that sentence?
(Call on student). "Is."
- Yes, *is.*
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 was in English class after lunch.* Still skipping around. What is the verb in that sentence?
(Call on student). "Was."
- Yes, *was.*
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 with the verb Be.

EXERCISE 2

IDENTIFYING GRAMMAR TERMS

1. Everybody, look back at your workbook. Put our finger on Part C. **(Check.)**
There are three sentences in Part C. Each sentence has a verb this is in either past, present, or future tense.
- Let's read the first sentence together.
(Signal). "Nick, the cocker spaniel, _____ sleepy."
Yes, *Nick, the cocker spaniel, ___ sleepy.*
- Now, I'm going to skip around. Read the second sentence:
(Call on student). "The farmhouse on Highway 95 ___ old."
Yes, *the farmhouse on Highway 95 _____ old.*
- Still skipping around. Read the third sentence:
(Call on student). "I _____ on the shores of Lake Waccamaw tomorrow."
Yes, *I _____ on the shores of Lake Waccamaw tomorrow.* Good reading.

2. Everybody, listen to the instructions for Part C: Use your sheet of paper. Copy the sentences to your paper. Use your pencil to fill in the blank for each sentence. Put the correct form of the verb *Be*. Make sure the verb is

in the tense listed at the end of each sentence.

- What are you to fill in?
  (Signal). "The correct form of the verb *Be* in the blank for each sentence."
  Yes, *Put the correct form of the verb Be in the blank for each sentence.*
- Start working on Part C 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. What is the correct verb?
  (Signal). "Is."
  Yes*, is. Is* is present tense.
- Look at sentence 2 What is the correct verb?
  (Signal). "Was."
  Yes*, was. Was* is past tense.
- Look at sentence 3. Now, I'm going to skip around. What is the correct verb?
  (Signal). "Will be."
  Yes*, will be. Will be* is present tense.
- Good filling in the correct form of Be in those sentences. . If you answered two out of three sentences, correctly, award yourself 1 bonus point. If you answered all three sentences correctly, award yourself 2 bonus points.
- Record your bonus points on the points chart.

EXERCISE 3

COMBINING SENTENCES

1. Everybody, look back at your workbook. Put your finger on Part D. **(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:
  (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.
- Sentences can be compound, too. Here's a rule: to make a compound sentence, join two sentences together with a conjunction. Always put a comma before the conjunction.
- What do you use to join sentences together to make a compound sentence?
  (Signal). "A conjunction."
  Yes, a *conjunction*. What comes before the conjunction?
  (Signal). "A comma."
  Yes, a *comma*.
- (**Write these sentences on board:**
  - I like rap music, and I like country music.
  - I like rap music, I like country music.
  - I like rap and country music.
  - I like rap, but I like country, too.)
- Everybody, **(Tap.)** is sentence 1 a compound sentence?
  (Signal). "Yes."
  Yes, it is a compound sentence? Why is it a compound sentence?
  (Call on student). "It is two short sentences joined with a conjunction."
  Yes, it is joined with a conjunction. The conjunction has a comma in front of it.
- Everybody, **(Tap.)** is sentence 2 a compound sentence?
  (Signal). "No."
  No, it is not a compound sentence. Why isn't it a compound sentence?
  (Call on student). "It doesn't have a conjunction that joins the two parts."
  Yes, that's right. It doesn't have a conjunction that joins the two parts.
- Everybody, **(Tap.)** is sentence 3 a compound sentence?

(Signal). "No."
No, it is not a compound sentence. Why isn't it a compound sentence?
(Call on student). "The sentence is not two short sentences joined with a conjunction."
Yes, that's right. The sentence is not two short sentences joined with a conjunction. What is the conjunction joining in this sentence?
(Call on student). "It is joining two verbs."
What is it called when a conjunction joins two verbs?
(Call on student). "A compound verb."
Yes, a compound verb, not a compound sentence.

- Everybody, **(Tap.)** is sentence 4 a compound sentence?

(Signal). "Yes."
Yes, it is a compound sentence? Why is it a compound sentence?
(Call on student). "It is two short sentences joined with a conjunction."
Yes, it is joined with a conjunction. The conjunction has a comma in front of it. Good finding compound sentences

2. Everybody, look at Part D in your workbook. There are two sentences in Part D. They are short sentences.

- Let's read the first sentence together.

(Signal). "Regina is on the front porch."
Yes*, Regina is on the front porch.*
Now, I'm going to skip around. Read the second sentence:
(Call on student). "Regina is supposed to be in her room."
Yes, *Regina is supposed to be in her room.*

- Everybody, look at both sentences in Part D. They both report about Regina. These sentences would sound better combined into a compound sentence. I'm going to skip around. Who is this sentence 1 about?

(Call on student). "Regina."
Yes, sentence 1 is about Regina. Who is sentence 2 about?
(Call on student). "Regina."
Yes, sentence 2 is about Regina. Regina is the subject of both sentences.

3. Everybody, listen to the instructions for Part D: Use a clean sheet of paper. Combine the two sentences about Regina into one compound sentence.

- What do you use to join sentences together to make a compound sentence?

(Call on student). "A conjunction."
Yes, a *conjunction*. What comes before the conjunction?
(Call on student). "A comma."
Yes, a *comma*.

- 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 D 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 precise sentence is *Regina is on the front porch, but she is supposed to be in her room.* Point out to students that repeating information, such as "Regina" is not precise. Reward students who write the most precise sentence.)

5. **(Write *Regina is on the front porch, but she is supposed to be in her room*.)**
The most concise sentence is *Regina is on the front porch, but she is supposed to be in her room.* If you wrote *Regina is on the front porch, but she is supposed to be in her room,* 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 E. **(Check.)** There are three sentences in Part E.
   - Let's read the sentences together. **(Signal).** "The horse were tamed and it listened to its owner." **(Signal).** "I were in the pool." **(Signal).** "She were hungry so she ate a candy bar."
   - Look at each sentence again. The verbs in theses sentences are in the wrong tense, so they don't make sense. What is wrong with these verbs? **(Signal).** "They are in the wrong tense." Yes, the verbs are in the wrong tense. Each sentence needs its verb changed to make sense.

2. Listen to the instructions for Part E: Use the same sheet of paper. None of these three sentences makes sense. Correct the sentences so that they make sense. 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.
   - Remember: A compound sentence has a conjunction. You need to put a comma before the conjunction.
   - Start working on Part E 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.)**
   Answers to Part E:
   - The horse was tamed, and it listened to its owner.
   - I was in the pool.
   - She was hungry, so she ate a candy bar.

   - Everybody, good correcting those 3 sentences. If you edited two out of three sentences correctly, award yourself 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 Precision grammar folder. Record your bonus points on the points chart.