Lesson Objectives

1. State the definition of verb aspect (Exercise 1)
2. Find examples of correct 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 9. Put your finger on the section TERMS. **(Check.)**
We have learned about verb aspect
The aspect of a verb tells if the action of the verb is continuing or has finished.

- Say that with me:

(Signal). "The aspect of a verb tells if the action of the verb is continuing or has finished."
Yes, *the Aspect of a verb tells if the action of the verb is continuing or has finished.*

- Your turn:

(Signal). "The aspect of a verb tells if the action of the verb is continuing or has finished."
Yes, *the Aspect of a verb tells if the action of the verb is continuing or has finished.*

- Here's more information. Verbs have three types of Aspect: Simple, Perfect, and Progressive.
- Say that with me:

(Signal). "Verbs have three types of Aspect: Simple, Perfect, and Progressive."
Yes, *verbs have three types of Aspect: Simple, Perfect, and Progressive*.

- Your turn:

(Signal). "Verbs have three types of Aspect: Simple, Perfect, and Progressive."
Yes, *verbs have three types of Aspect: Simple, Perfect, and Progressive*. Good describing Aspect.

3. Here's a rule: If the action of the verb has stopped, the Aspect is called *Perfect*.

- Say that with me:

(Signal). "If the action of the verb has stopped, the Aspect is called *Perfect*."
Yes, *If the action of the verb has stopped, the Aspect is called Perfect.*

- Your turn:

(Signal). "If the action of the verb has stopped, the Aspect is called *Perfect*.
Yes, *If the action of the verb has stopped, the Aspect is called Perfect.*

- **(Write *I have finished my dinner* on board.)** This sentence has Perfect Aspect. **(Tap.)** *I have finished my dinner.*
- Say that with me:

(Signal). "I have finished my dinner."
Yes, *I have finished my dinner*. Skipping around. What is the verb in this sentence?
(Call on student). "Have finished."
Yes, *the verb is have finished*. How do we know this verb is in Perfect Aspect?
(**Call on student).** "The action of the verb has stopped."
Yes, the action of the verb has stopped.

- **(Underline the words *have* and *finished*).** Listen: to change a verb to Perfect Aspect, join **has, had, or have** with the past tense form of the verb.
- Say that with me:

(Signal). "To change a verb to Perfect Aspect, join has, had, or have with the past tense form of the verb."
Yes, *to change a verb to Perfect Aspect, join **has, had, or have** with the past tense form of the verb.*
Your turn:
(Signal). "To change a verb to Perfect

Aspect, join has, had, or have with the past tense form of the verb."
Yes, *to change a verb to Perfect Aspect, join **has, had, or have** with the past tense form of the verb.* Good describing Perfect Aspect.

4. Here's another rule: If the action of the verb is continuing, the Aspect is called *Progressive*.

- Say that with me:
(Signal). "If the action of the verb is continuing, the Aspect is called Progressive."
Yes, *If the action of the verb is continuing, the Aspect is called Progressive.*
- Your turn:
(Signal). "If the action of the verb is continuing, the Aspect is called *Perfect*.
Yes, *If the action of the verb is continuing, the Aspect is called Progressive.*
- **(Write *I am finishing my dinner* on board.)** This sentence has *Progressive* Aspect. **(Tap.)** *I am finishing my dinner.*
- Say that with me:
(Signal). "I am finishing my dinner."
Yes, *I am finishing my dinner.* Skipping around. What is the verb in this sentence?
(Call on student). "Am finishing."
Yes, the verb is *am finishing*. How do we know this verb is in *Progressive* Aspect?
(**Call on student).** "The action of the verb is continuing."
Yes, *the action of the verb is continuing*.
(Underline the words *am* and *finishing*).
Listen: *to change a verb to Progressive Aspect, join **is** with the future tense form of the verb.*
- Say that with me:
(Signal). "To change a verb to *Progressive* Aspect, join is with the future tense form of the verb."
Yes, *to change a verb to Progressive Aspect, join **is** with the future tense form of the verb.*
- Your turn:
(Signal). "To change a verb to *Progressive* Aspect, join is with the future tense form of the verb."
Yes, *to change a verb to Progressive Aspect, join **is** with the future tense form of the verb.* Good describing *Progressive* Aspect.

5. Here's the last rule for Aspect: There are no changes for Simple Aspect. Simple Aspect is the same thing as simple present, past, and future.

- Say that with me:
(Signal). "There are no changes for Simple Aspect. Simple Aspect is the same thing as simple present, past, and future."
Yes, *There are no changes for Simple Aspect. Simple Aspect is the same thing as simple present, past, and future.*
- Your turn:
(Signal). "There are no changes for Simple Aspect. Simple Aspect is the same thing as simple present, past, and future.
Yes, *There are no changes for Simple Aspect. Simple Aspect is the same thing as simple present, past, and future.*
- Everybody, look back at your workbook. Put your finger on the matrix for Aspect and Tense. Put your finger on the word *ASPECT.* **(Check.)**

	ASPECT		
TENSE	Simple	Perfect	Progressive
PRESENT	She jumps.	She has jumped.	She is jumping.
PAST	She jumped.	She had jumped.	She was jumping.
FUTURE	She will jump.	She will have jumped.	She will be jumping.

- The top row shows the three types of Aspect. The first column is Simple Aspect. Drag your finger down the Simple column. There is a row for Present, Past, and Future.
- Everybody, read the sentence in the Present Simple box.
  (Signal.) "She jumps."
  Yes, She jumps. Skipping around. What Aspect is *she jumps*?
  (Call on student). "Present Simple."
  Yes, present simple. Look at the spelling of jumps. How do we know it is present tense?
  (Call on student). "Jumps ends in -s."
  Yes, Jumps ends in –s. Present tense verbs often end in –s.
- Everybody, read the sentence in the Past Simple box.
  (Signal.) "She jumped."
  Yes, *She jumped*. Skipping around. What Aspect is *She jumped*?
  (Call on student). "Past Simple."
  Yes, past simple. Look at the spelling of *jumped*. How do we know it is past tense?
  (Call on student). "Jumped ends in -ed."
  Yes, Jumps ends in –ed. Past tense verbs often end in –ed.
- Everybody, read the sentence in the Future Simple box.
  (Signal.) "She will jump."
  Yes, *She will jump*. Skipping around. What Aspect is *She will jump*?
  (Call on student). "Future Simple."
  Yes, future simple. Look at the spelling of *jump*. Think about it. How do we know it is future tense?
  (Call on student). "The spelling of jump has not changed, and it is paired with the helping verb will."
  Yes, *the spelling of jump has not changed, and it is paired with the helping verb will.*
  Good finding Simple Aspect.

7. Everybody, put your finger down the Perfect column. **(Check.)**

- Everybody, read the sentence in the Present Perfect box.
  (Signal.) "She has jumped."
  Yes, *She has jumped*. Skipping around. What Aspect is *She has jumped*?
  (Call on student). "Present Perfect."
  Yes, Present Perfect. Look at the spelling of *has jumped*. Think about it. How do we know it is Present Perfect?
  (Call on student). "Present Perfect is made by pairing **has** with the past tense form of the verb."
  Yes, *Present Perfect is made by pairing **has** with the past tense form of the verb. Jump-ed is past tense.*
- Everybody, read the sentence in the Past Perfect box.
  (Signal.) "She had jumped."
  Yes, *She had jumped*. Skipping around. What Aspect is *She had jumped*?
  (Call on student). "Past Perfect."
  Yes, Past Perfect. Look at the spelling of *had jumped*. How do we know it is Past Perfect?

(Call on student). "Past Perfect is made by pairing **had** with the past tense form of the verb."
Yes*, Past Perfect is made by pairing **had** with the past tense form of the verb. Jump-ed is past tense.*

- Everybody, read the sentence in the Future Perfect box.
(Signal.) "She will have jumped."
Yes, *She will have jumped*. Skipping around. What Aspect is *She will have jumped*?
(Call on student). "Future Perfect."
Yes, Future Perfect. Look at the spelling of *had jumped*. Think about it. How do we know it is Future Perfect?
(Call on student). "Future Perfect is made by pairing **will have** with the past tense form of the verb."
Yes*, Future Perfect is made by pairing **will have** with the past tense form of the verb. Jump-ed is past tense.* Good thinking about Perfect Aspect.

8. Everybody, put your finger down the Progressive column. **(Check.)**

- Everybody, read the sentence in the Present Progressive box.
(Signal.) "She is jumping."
Yes, She is jumping. Skipping around. What Aspect is She is jumping?
(Call on student). "Present Progressive."
Yes, Present Progressive. Look at the spelling of is jumping. Think about it. How do we know it is Present Progressive?
(Call on student). "Present Progressive is made by pairing **is** with the -ing form of the verb."
Yes, Present Progressive is made by pairing **is** with the -ing form of the verb.
- Everybody, read the sentence in the Past Progressive box.
(Signal.) "She was jumping."
Yes, She was jumping. Skipping around. What Aspect is She was jumping?
(Call on student). "Past Progressive."
Yes, Past Progressive. Look at the spelling of was jumping. How do we know it is Past Progressive?
(Call on student). "Past Progressive is made by pairing **was** with the -ing form of the verb."
- Yes*, Past Progressive is* made by pairing **was** with the -ing form of the verb*.* Everybody, read the sentence in the Future Progressive box.
(Signal.) "She will be jumping."
Yes, *She will be jumping*. Skipping around. What Aspect is *She will be jumping*?
(Call on student). "Future Progressive."
Yes, Future Progressive. Look at the spelling of *will be jumping*. Think about it. How do we know it is Future Progressive?
(Call on student). "Future Progressive is made by pairing **will be** with the -ing form of the verb."
Yes*, Future Progressive is made by pairing **will be** with the past tense form of the verb. Jump-ed is past tense.* Good thinking about Progressive Aspect.

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 that has either normal, perfect, or progressive tense.

- Let's read the first sentence together.
(Signal). "Nick, the hungry cocker spaniel, still will be sleeping at breakfast time."
Yes, *Nick, the sleepy cocker spaniel, still will be sleeping at breakfast time.*
- Now, I'm going to skip around. Read the second sentence:
(Call on student). "The farmhouse on Highway 95 has been sold."
Yes, *The farmhouse on Highway 95 is has been sold.*

Still skipping around. Read the third sentence:
(Call on student). "I will swim across the English channel."
Yes, *I will swim across the English channel.* 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 circle the verb in each sentence. Then label each sentence as Simple, Perfect, or Progressive Aspect.
3. Remember: the Aspect of a verb tells if the action of the verb is continuing or has finished. What does the Aspect of a verb tell?
(Signal.) "If the action of the verb is continuing or has finished."
Yes, *the Aspect of a verb tells if the action of the verb is continuing or has finished.*

- What are you to circle?

(Signal). "The verb in each sentence."
Yes, *circle the verb in each sentence.* How are you to label each sentence?
(Signal.) "As Simple, Perfect, or Progressive Aspect."
Yes, *label each sentence as Simple, Perfect, or Progressive Aspect*."

- 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 Aspect

- Look at sentence 1. What is the Aspect?

(Signal). "Progressive."
Yes, *Progressive*. Skipping around. Why is that sentence in Progressive Aspect?
(**Call on student).** "The action of the verb is continuing."
Yes, The action of the verb is continuing.

- Look at sentence 2. What is the Aspect?

(Call on student). "Perfect."
Yes, *Perfect*. Why is that sentence in Perfect Aspect?
(**Call on student).** "The action of the verb is completed."
Yes, *The action of the verb is completed.*

- Look at sentence 3. What is the Aspect?

(Call on student). "Simple."
Yes, *Simple*. Why is that sentence in Simple Aspect?
(**Call on student).** "The action of the verb is not continuing, nor is it completed."
Yes, *The action of the verb is not continuing, nor is it completed.*

- Good labeling the correct verb Aspect 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

- Everybody, look back at your workbook. Put your finger on Part D.

(Check.) We learned about compound sentences before. Remember: *a compound sentence is made by joining two sentences together with a conjunction. Always put a comma before the conjunction.*

1. Say that with me.

(Signal.) "A compound sentence is made by joining two sentences together with a conjunction. Always put a comma before the conjunction."

- Your turn:

(Signal.) "A compound sentence is made by joining two sentences together with a conjunction. Always put a comma before the conjunction."
Yes, *a compound sentence is made by joining two sentences together with a conjunction. Always put a comma before*

the conjunction. Good remembering compound sentence.

- 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 have been sky-diving out of an airplane before, and I will go sky-diving again next month.
  - I have been sky-diving out of a Cessna airplane, I will never fly in a Cessna again.
  - I like sky-diving and bungee-jumping and other sports that are thrilling.
  - I like sky-diving, but I bungee-jumping and rappelling down mountains, 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). "The sailor has been on the submarine for six months."
Yes, *The sailor has been on the submarine for six months.*
Now, I'm going to skip around. Read the second sentence:
(Call on student). "The sailor has been tired of being on the submarine for five months and three weeks."
Yes, *He has been tired of being on the submarine for five months and three weeks.*

- Everybody, look at both sentences in Part D. They both report about *The sailor*. 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). "The sailor."
Yes, sentence 1 is about the sailor. Who is sentence 2 about?

(Call on student). "The sailor."
Yes, sentence 2 is about the sailor. The sailor 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 the sailor 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.)
(Sentences will vary. Point out to students that repeating information, such as "*The sailor*" is not precise. Reward students who write the most precise sentence and have all punctuation correct.)

5. **(Write 3 of the most precise sentences on board.)**
These are the most concise sentence you reported. If you wrote a sentence similar to these, 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 five sentences in Part E.
- Let's read the sentences together.
(Signal). "The horse were tamed and it listened to its owner."
(Signal). "It was made a good horse for pony rides."
(Signal). "Carrie wants to ride the horse but she is afraid of it."
(Signal). "The owner helped Carrie was petting the horse's nose."
(Signal). "carrie decided to ride the horse after all"
(Signal). "Carefully, she climbs onto the saddle."
(Signal). "The horse will neigh softly and Carrie took the reins in her hands"
- Look at each sentence again. The verbs in theses sentences are all in different tenses, so they don't make sense. What is wrong with these verbs?
(Signal). "They are in different tenses."
Yes, the verbs are all in different tenses. Each sentence needs its verb changed to past tense so that it makes sense.

2. Listen to the instructions for Part E: Use the same sheet of paper. These sentences have different verb tenses. Correct the sentences so that they all have the same tense. Rewrite the new sentences on your sheet of paper in paragraph form.
- Remember: Every sentence must end with a period. The first word in a sentence must be capitalized. A person's name must be capitalized, too.
- 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.
- It ~~was~~ made a good horse for pony rides."
- Carrie wanted to ride the horse, but she was afraid of it."
- The owner helped Carrie ~~was~~ pet the horse's nose."
- Carrie decided to ride the horse after all."
- Carefully, she climbed onto the saddle.
- The horse ~~will~~ neighed softly, and Carrie took the reins in her hands.

- 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.