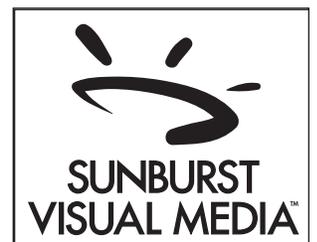


verbs  
commas  
spelling  
style  
poetry  
grammar  
metaphor  
simile  
punctuation  
themes  
plurals  
adverbs

**Great Grammar  
Verbs**  
Grades 5-9



VBTV



# CREDITS

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Program Production

Sunburst Visual Media

Teacher's Guide

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Print Material Design

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# About This Guide

Providing students with visual media is an excellent way to take them out of the classroom and into the real world. Our programs offer real-world footage, dynamic graphics, engaging dramatizations, and first-person testimonials that keep students interested and help them visualize difficult concepts. More importantly, they reinforce critical learning objectives shaped by state and national educational standards. However, the learning doesn't begin and end when the program does. You can make the learning experience even more effective by using the materials provided in this Teacher's Guide.

This guide is divided into the following sections:

- **Fast Facts** are designed to give your students a quick overview of the information presented within the video.
- **Before Viewing Activities** help identify what students already know about the subject, what they are curious about, and what they hope to learn.
- **During Viewing Activities** may be used during viewing to enhance students' understanding of the video.
- **After Viewing Activities** help students summarize and draw conclusions from the information that was presented.
- **After Viewing Quizzes** test students' retention of the information presented in the program and activity sheets.
- **Additional Resources** are designed to help you extend the information presented in the program into other areas of your curriculum.
- **Answer Keys** are provided for relevant activities or reproducible pages.
- **Script** content is provided in an unabridged version for future reference.



# Program Overview

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This *Great Grammar: Verbs* video invites students to imagine that they are sports writers for their school's web site. It takes students on a journey to investigate the "action" at different sporting events. The video uses the sporting events to give real-life examples to students in order to use the correct verbs in context.

Throughout the video, students are shown the importance of verbs in their writing. Students are shown the difference between action verbs, linking verbs, and helping verbs — as well as verb tenses and irregular verbs.

## Viewing Objectives

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After viewing the DVD/video and utilizing the activities provided in the teacher's guide, the students will be able to:

- Identify action verbs, linking verbs, and helping verbs
- Use action verbs, linking verbs, and helping verbs correctly in their writing
- Understand the difference between the simple verb tense and the perfect verb tense
- Use the correct verb tenses when writing verbs
- Identify irregular verbs and use them correctly in their writing
- Identify verbs in the perfect tenses



- Action verbs tell what something or someone does, did, or will do.
- There can be more than one action verb in a sentence.
- Some verbs show no action at all but link the subject of the sentence with information about it. They express the idea of existence or something we call “state-of-being.”
- Some state-of-being verbs are called linking verbs.
- Helping verbs have no meaning on their own. They help the main verb tell about the action and always come before the main verb.
- Some of the most important helping verbs are *to have*, *to be*, and *to do*.
- The tense of a verb tells when the action takes place. There are three forms of verb tense: present tense, past tense, and future tense. These are called the simple tenses.
- In addition to the simple tenses, there are tenses called the perfect tenses: present perfect tense, past perfect tense, and future perfect tense.
- Present perfect tense tells about an action that started sometime in the past and is continuing up to the present moment.
- Past perfect tense shows one action that was completed before another past action occurred.
- Future perfect tense shows an action that will be completed before a specific time in the future.
- Adding -d or -ed forms the past tense and past participle of most verbs. (For example: play to played, toss to tossed, dribble to dribbled)
- Verbs that don't follow this rule are called irregular verbs. (For example: begin, began, have begun.) They have irregular forms for the past tense and past participle. Some have unusual spellings.



# Where Are The Verbs?

	Insert a comma here	That teacher, I tell you is the toughest.
	Apostrophe or single quotation mark needed	I couldn't remember where I put the keys.
	Insert item here	I ice cream every night.
	Use double quotation marks	My favorite story is "Ruby."
	Use a period here	He ate everything on his plate.
	Delete	She has has beautiful clothes.
	Transpose elements	Sally only ate the green candies.
	Close up this space	I saw a butterfly.
	A space is needed here	I need to do my homework.
	Make letter lowercase	You should proofread all your work.
	Capitalize letter	My favorite month is april.
	Begin new paragraph	"I love it," I said. "I thought you would," she replied.

Underline the verb(s) in each sentence.

1. The basketball player dribbles the ball to the opposite side of the court.
2. Look at the baseball player stealing a base!
3. The players look great in their uniforms.
4. The sports announcer carefully watches the players.
5. The soccer player is very quick with the ball!
6. Tom had kicked the ball to his teammate on the field.
7. This team has been practicing their defensive skills.
8. The football player tackled his opponent.



# Find the Verbs

Match the sentence with the missing verb(s). Place the letter of the missing verb(s) in the blank spaces on the left.

The baseball player \_\_\_\_\_ his fastest.

A. **practice**

Steve \_\_\_\_\_ the ball seven times.

B. **had flown**

In five minutes, the game \_\_\_\_\_ over.

C. **watches**

Good players, must \_\_\_\_\_ often!

D. **will be practicing**

The ball \_\_\_\_\_ over the bleachers!

E. **runs**

The sports commentatar carefully \_\_\_\_\_.

F. **are running**

The team \_\_\_\_\_ before the next game.

G. **had thrown**

The players \_\_\_\_\_ to build their endurance.

H. **will be**



# Correct or Incorrect

Read each sentence. Decide if the statement is correct or incorrect. Think about how you would explain your decision. After the video, decide if any of your original answers need to be changed.

## Before Viewing

correct incorrect

Action verbs tell what something or someone does, did, or will do.

Some verbs show no action at all.

Some state-of-being verbs are called linking verbs.

There can be only one verb in a sentence.

To have, to be, and to do are all linking verbs.

Most verbs can be changed to the past tense and past participle by adding -d or -ed to the end of the verb.

Verbs can be written only in the simple tense.

Irregular verbs do not follow the rule and have irregular spellings.

The present perfect tense of a verb tells about an action that started sometime in the past and is continuing to the present moment.

## After Viewing

correct incorrect


# Graphic Organizer

Use the graphic organizer table below to record examples of the different types of verbs used in the video.

	EXAMPLE #1	EXAMPLE #2
Action Verbs		
Linking Verbs		
Helping Verbs		
Verb Tenses		
Irregular Verbs		

# Types of Verbs

Use the graphic organizer to write important facts about verbs from the video!

## ACTION VERBS

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## LINKING VERBS

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**Verbs are the key to award  
winning writing!**

## HELPING VERBS

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## IRREGULAR VERBS

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# Verbs Note Taking

Use the guide words below to record important and helpful information from the video.



  
**Action Verbs**

  
**Linking Verbs**



  
**Helping Verbs**



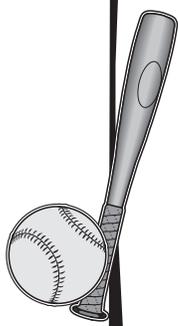
  
**Simple Verb Tenses**



  
**Perfect Verb Tenses**



  
**Irregular Verbs**



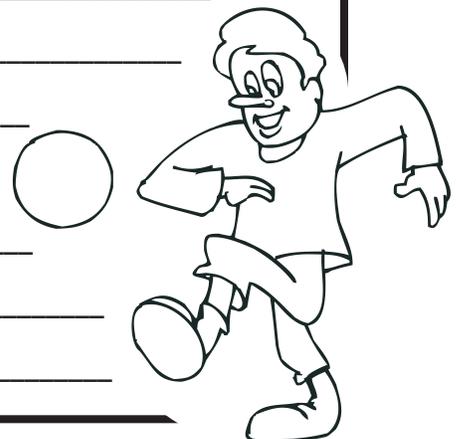




# Mad Verbs

Write a paragraph about a sport that you enjoy playing or a sporting event. Your paragraph should be at least 5-7 sentences long and include at least 10 verbs. Underline all of the verbs in your story. Next, rewrite your story on the lines below but draw a box in place of the verbs in your story. Then have a friend make a list of ten verbs on a separate sheet of paper. Finally, use the verbs given to you by your friend and fill in the missing verbs. Read the story together! Did the verbs make sense in your story? Why or why not?

Blank writing area with horizontal lines for text.



# Verbs Quiz 1

Write the best answer to each of the following questions about verbs.

1. \_\_\_\_\_ tell what something or someone does, did, or will do.
2. The three main types of verbs are \_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_.
3. Some state-of-being verbs are called \_\_\_\_\_.
4. The most important helping verbs are \_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_.
5. Do helping verbs have meaning on their own? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
6. What can be added to the end of most verbs to change them to the past tense  
and past participle form?  
\_\_\_\_\_
7. What are irregular verbs? How do you know?  
\_\_\_\_\_  
\_\_\_\_\_
8. What are the two types of verb tenses?  
\_\_\_\_\_ and \_\_\_\_\_

# Verbs Vocabulary

Fill in the blank with the correct definition.

- |                       |   |
|-----------------------|---|
| 1. _____ adjective    | a. a word that names a person, place, thing, or idea                  |
| 2. _____ verb         | b. tell about the action and always come before the main verb         |
| 3. _____ linking verb | c. express the action in a sentence                                   |
| 4. _____ noun         | d. express the idea of existence or something called "state-of-being" |
| 5. _____ adverb       | e. a word that modifies a verb, an adjective, or another adverb       |
| 6. _____ helping verb | f. a word that describes nouns and pronouns                           |

Use the word bank to fill in the missing words.



1. \_\_\_\_\_ tell about the action and always come before the main verb.
2. \_\_\_\_\_ are the three forms of verb tense that tell when the action takes place.
3. \_\_\_\_\_ express the action in a sentence.
4. \_\_\_\_\_ also have three forms, but tell whether an action will continue to take place, etc.



# Interdisciplinary Ideas

## Grammar

Have students write poems for specific parts of speech. Each poem should describe the job of the part of speech or include several examples of that part of speech.

Have students write riddles based on the functions of parts of speech. Students can read the riddles out loud while the other students guess the part of speech.

Play a grammar game. Give each team of students a set of cards that indicate the various parts of speech studied. Write a sentence on the board. Teams of students each send one player at a time to place a part of speech card below the corresponding word.

Have students color-code sentences. They choose sentences from literature books or content-area books. Teams or individual students copy sentences, using the following color code:

nouns – dark blue	pronouns – light blue	action verbs – dark green
linking verbs – light green	adjectives – purple	adverbs – orange
conjunctions – white	prepositions – tan	interjections – pink

Continue this activity in a different way. Randomly pass out cards to students on which you have written words using the code. Students then build a correct sentence together.

Have students do word sorting. They choose a paragraph from a piece of writing. Then they make a chart of the words of each type of speech they found in the paragraph. Students can then trade charts with another student and check each other's work.

Develop a magazine scavenger hunt. Students can scour magazines and cut out words that fit the parts of speech categories studied.

Play Scrabble on the bulletin board. Assign colors to specific parts of speech and have students add words to the board with each part of speech studied.

Do a poem search. How many of each part of speech can your students find in a poem?

Use the book *Jabberwocky*. What words can students use to replace the nonsense words used? Students can also make their own versions in picture books.

Give each part of speech a cents value. Who can find the sentence worth the most money in a literature book or content area book?

noun – 25 ¢	pronoun – 30¢	verb – 35¢	adjective – 40¢
adverb – 50¢	conjunction – 60¢	preposition – 75¢	interjection – \$1

# Interdisciplinary Ideas

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Make three dice. The first one says noun, noun, verb, verb, adjective, adjective. The second one says N, S, T, L, R, P. The third one says 15 seconds, 20 seconds, 30 seconds, 40 seconds, 50 seconds, 60 seconds. Team members take turns rolling the dice. During the rolled amount of time, each player is to name as many words of the part of speech and letter rolled as possible.

Use yarn to practice prepositions. Students stand in a circle with a loop of yarn being held by one finger of each student. Upon your instructions, students demonstrate being inside the yarn, outside the yarn, on the yarn, above the yarn, etc.

## Punctuation

Have students make character creations. They create a character completely from punctuation marks. Then, they write sentences about their character, correctly using the punctuation marks in their sentences.

Listening for punctuation. Assign each punctuation mark that you have studied a specific action. For example, every time students hear a place where a period belongs, they can clap their hands. They might snap their fingers if they hear a place where a comma belongs. This might take some whole group practice with looking at a piece of writing on the overhead. Students will eventually recognize locations where the marks are required and understand the purposes of each mark.

Have students scan advertisements in newspapers, magazines, and junk mail for exclamation points. On their own or with their teammates, they decide on whether the exclamation points are effectively used or overused. Encourage them to rewrite these advertising sentences to convey the emphasis without using the exclamation point for effect.

Help students understand how commas affect understanding by playing court reporter. Ask one or two students to read a passage from their papers or some reading for the class while the other students write what they say. Then have the reporters prepare a transcript of what they heard, inserting punctuation where they think it is needed. Each team should compare the reporters' versions with the originals and solve any disputes over comma use by referring to the appropriate sections of this chapter.

The apostrophe is a messy punctuation mark and is frequently misused. Help students see how popular use is changing the perception of apostrophes by asking students in groups to examine sections of the Yellow Pages or the advertisements in the local newspaper to find examples where expected apostrophes are missing. They can also look for places where apostrophes are overused. Encourage them to notice such misuses and bring them to the attention of the class. Create a bulletin board of samples from the real world.



# Interdisciplinary Ideas

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The most troublesome possessive is *its*, which many students confuse with *it's*. Ask students to keep a list in their journals of places where they see these words confused, including published work and other students' writing. It's hunting makes students learn the its/it's rule and become more aware of how they use these words in their own writing.

Have students do a group editing exercise for punctuation. As a student's writing draft is displayed on the overhead, other students raise "road signs" to indicate the punctuation they suggest. For example, a stop sign for a period, a yield sign for a comma, and so on.

# Classroom Discussion Prompts

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Additional  
Resources

- What is a verb?
- Why do we use verbs?
- Give an example of an action verb in a sentence.
- Give an example of a linking verb in a sentence.
- Why are verbs so important in writing and talking?
- Do you use verbs in your writing or talking? If so, give an example.
- How would our language be different if we did not have verbs?
- What would happen if incorrect verb tenses were used in our writing?



# Suggested Reading List

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Beller, Janet. *A-B-C-Ing: An Action Alphabet*. Crown Books for Young Readers, 1984. This book introduces children enacting action words for each letter of the alphabet. It would be a great kinesthetic reinforcement of what students are learning about verbs.

Cleary, Brian. *To Root, to Toot, to Parachute: What is a Verb?* Lerner Publishing Group, 2000. This book is full of humorous rhymes to answer the question, what is a verb? It is appropriate for students in grades 2-5.

Gomi, Taro. *Seeing, Saying, Doing, Playing: A Big Book of Action Words*. Chronicle Books, 1991. This large book displays 12 different settings that students are familiar with and labels the action words or verbs associated in each illustration. It would be perfect for a writing center, to serve as a reference, after students have learned about verbs.

Heller, Ruth. *Kites Sail High*. Putnam Juvenile, 1998. This is a colorful and entertaining book to teach both young and intermediate students the use of verbs in our language. Students are introduced to vigorous verbs, linking verbs, active and passive voice, and irregular verbs.

Potter, Keith R. *Shake, Rattle and Roll: An Action-Packed Verb Book*. Chronicle Books, 1999. This colorful book uses animal photos to show various action words, such as climb and eat. This book would be an excellent springboard for intermediate writers to write their own "action book about verbs."

Pulver, Robin. *Punctuation Takes a Vacation*. Holiday House, 2003. A fun way to introduce the importance of punctuation. A humorous story that will entertain young students, but also teach them a lesson. Thanks to the text and illustrations, students should appreciate why punctuation is necessary.

Schneider, R.M. *Add It, Dip It, Fix It: A Book of Verbs*. Houghton Mifflin, 1995. This book is a simple alphabetically organized book that helps to introduce the concept of verbs to students. Graphics show the word "it" being dipped, ripped, etc.

Terban, Marvin. *Verbs! Verbs! Verbs!* Scholastic, Inc., 2002. This book is a great resource as an overview of what a verb does in different situations. It would be helpful to students because it provides charts of the most commonly used irregular verbs, etc.

Below is a list of sites that you may use to find more information about verbs. Due to routine web maintenance, not all of the links will be accurate at the time of access. If the link is not available, try to conduct a search on that topic from the main site or from a search engine.

## Fun Brain

This website allows students to play an interactive game to identify the various parts of speech. This would be a great independent activity for intermediate learners.  
[www.funbrain.com/grammar](http://www.funbrain.com/grammar)

## Grammar Cat

This website is written in multiple languages, and would be perfect for ESOL students. Excellent pictures and simple words to reinforce verb tenses, and many more grammar concepts.  
[www.grammar-cat.com/](http://www.grammar-cat.com/)

## Quia Irregular Verbs

This website has a one or two player interactive game to reinforce the concept of irregular verbs. Correct responses are given for incorrect answers, and this would be perfect for a center activity.  
[www.quia.com/cb/1027.html](http://www.quia.com/cb/1027.html)

## Game Zone

This website has a ton of great games. The verb games provide classroom review that would be great for after a lesson or as a follow-up for students who are struggling. In addition to that, the games are really a lot of fun!  
[www.english-online.org.uk/games/gamezone2.htm](http://www.english-online.org.uk/games/gamezone2.htm)

## Grammar Bytes

This website helps students to practice subject/verb agreement with irregular words. It allows students to click on links to verb tense exercises and then print their activities as a reference.  
[www.chompchomp.com/exercises.htm](http://www.chompchomp.com/exercises.htm)

## What is a Verb?

This website is a reference site that explains verbs to students. Students are able to print and use as a reference sheet.  
[www.uottawa.ca/academic/arts/writcent/hypergrammar/verbs.html](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/verbs.html)

## SchoolExpress

Allows teachers to get academic-skill specific worksheets for reinforcement. Also allows a teacher to subscribe to monthly email and publication services. Site is good for additional resource for classroom specific projects.  
[www.freeworksheets.com](http://www.freeworksheets.com)

## Starfall.Com

Language Arts is the main subject featured. Provides stories and activities to help students progress to better readers and writers. Allows parents and teachers to sample and give feedback on products.  
[www.starfall.com](http://www.starfall.com)



## Where Are The Verbs?

	Insert a comma here	That teacher, I tell you is the toughest.
	Apostrophe or single quotation mark needed	I couldn't remember where I put the keys.
	Insert item here	I eat ice cream every night.
	Use double quotation marks	My favorite story is "Ruby."
	Use a period here	He ate everything on his plate.
	Delete	She has beautiful clothes.
	Transpose elements	Sally only ate the green candies.
	Close up this space	I saw a butterfly.
	A space is needed here	I need to do my homework.
	Make letter lowercase	You should proofread all your work.
	Capitalize letter	My favorite month is April.
	Begin new paragraph	"I love it," I said. "I thought you would," she replied.

Underline the verb(s) in each sentence.

1. The basketball player dribbles the ball to the opposite side of the court.
2. Look at the baseball player stealing a base!
3. The players look great in their uniforms.
4. The sports announcer carefully watches the players.
5. The soccer player is very quick with the ball!
6. Tom had kicked the ball to his teammate on the field.
7. This team has been practicing their defensive skills.
8. The football player tackled his opponent.



ANSWER KEY

## Find the Verbs

Match the sentence with the missing verb(s). Place the letter of the missing verb(s) in the blank spaces on the left.

The baseball player   **E.**   his fastest.

**A.**

**practice**

Steve   **G.**   the ball seven times.

**B.**

**had flown**

In five minutes, the game   **H.**   over.

**C.**

**watches**

Good players, must   **A.**   often!

**D.**

**will be practicing**

The ball   **B.**   over the bleachers!

**E.**

**runs**

The sports commentatar carefully   **C.**  .

**F.**

**are running**

The team   **D.**   before the next game.

**G.**

**had thrown**

The players   **F.**   to build their endurance.

**H.**

**will be**



ANSWER KEY

# Correct or Incorrect

Read each sentence. Decide if the statement is correct or incorrect. Think about how you would explain your decision. After the video, decide if any of your original answers need to be changed.

## Before Viewing

correct incorrect

Action verbs tell what something or someone does, did, or will do.

Some verbs show no action at all.

Some state-of-being verbs are called linking verbs.

There can be only one verb in a sentence.

To have, to be, and to do are all linking verbs.

Most verbs can be changed to the past tense and past participle by adding -d or -ed to the end of the verb.

Verbs can be written only in the simple tense.

Irregular verbs do not follow the rule and have irregular spellings.

The present perfect tense of a verb tells about an action that started sometime in the past and is continuing to the present moment.

## After Viewing

correct incorrect

ANSWER KEY

# Verbs Quiz 1

Write the best answer to each of the following questions about verbs.

1.   **Action verbs**   tell what something or someone does, did, or will do.
2. The three main types of verbs are   **action verbs**  ,   **linking verbs**  ,  
and   **helping verbs**  .
3. Some state-of-being verbs are called   **linking verbs**  .
4. The most important helping verbs are   **to have**  ,   **to be**  ,  
and   **to do**  .
5. Do helping verbs have meaning on their own? Why or why not?  
  **No, because they help the main verb tell about the action and**    
  **always come before the main verb.**
6. What can be added to the end of most verbs to change them to the past tense  
and past participle form?  
  **-d or -ed**
7. What are irregular verbs? How do you know?  
  **Irregular verbs cannot have -d or -ed added to form the correct**    
  **tense. They have irregular spellings.**
8. What are the two types of verb tenses?  
  **simple tenses**   and   **perfect tenses**



# Verbs Vocabulary

Fill in the blank with the correct definition.

- |                                     |   |
|-------------------------------------|---|
| 1. <u>  <b>F</b>  </u> adjective    | a. a word that names a person, place, thing, or idea                  |
| 2. <u>  <b>C</b>  </u> verb         | b. tell about the action and always come before the main verb         |
| 3. <u>  <b>D</b>  </u> linking verb | c. express the action in a sentence                                   |
| 4. <u>  <b>A</b>  </u> noun         | d. express the idea of existence or something called "state-of-being" |
| 5. <u>  <b>E</b>  </u> adverb       | e. a word that modifies a verb, an adjective, or another adverb       |
| 6. <u>  <b>B</b>  </u> helping verb | f. a word that describes nouns and pronouns                           |

Use the word bank to fill in the missing words.

<b>verbs</b>	<b>simple tenses</b>
<b>perfect tenses</b>	<b>helping verbs</b>

- |   |   |
|---|---|
| 1. <u>          <b>helping verbs</b>          </u>  | tell about the action and always come before the main verb.                         |
| 2. <u>          <b>simple tenses</b>          </u>  | are the three forms of verb tense that tell when the action takes place.            |
| 3. <u>          <b>verbs</b>          </u>          | express the action in a sentence.   |
| 4. <u>          <b>perfect tenses</b>          </u> | also have three forms, but tell whether an action will continue to take place, etc. |

# Script

## CAST

**Toni** .....host  
**Child** .....example announcer

## SCENE ONE - INTRODUCTION

### TONI

Imagine that you have just been offered a job as a sports writer for your school's web site. Your assignment is to watch each of your school's sporting events and write up a snappy description of what takes place.

Before you start your new job, you decide to watch a few games on TV and polish your writing skills. One very important detail to keep in mind when writing about action is to pay special attention to verbs. Verbs are essential to getting any message across and as you'll soon discover...verbs are where the action is!

Hi, I'm Toni. To better understand the role of verbs, I'm going to talk about the main types: action verbs, linking verbs, and helping verbs. Then I'll discuss verb tenses and irregular verbs. Along the way, I'll share examples plus a few practice sentences so you can try your hand at the proper use of verbs.

## SCENE TWO - ACTION VERBS

### TONI

Some verbs can be described as action verbs. That's because they can express the action in a sentence. Action verbs tell what something or someone does, did, or will do. Remember, action verbs are action packed!

### CHILD

She steals the ball from her opponents.



# Script

**TONI**

The action verb steals expresses the action of the player taking the basketball. It's helpful to remember that there can be more than one action verb in a sentence. Take a look at this next one.

**CHILD**

The player dribbled the ball and passed it to a teammate.

**TONI**

Both action verbs dribbled and passed express the actions of the player.

Now it's time for you to practice. Identify the action verb or verbs.

**CHILD**

The announcer carefully watched the action of all the players.

**TONI**

Remember to look for the action. In this case, the action verb watched expresses the action of the announcer.

Steal, dribbled, passed, watched...good action verbs can really spice up your writing and give the reader a clear picture of the action you're talking about.

## SCENE THREE - LINKING VERBS

**TONI**

Some verbs show no action at all but link the subject of the sentence with information about it. They express the idea of existence or something we call "state-of-being." Some state-of-being verbs are called linking verbs.

**CHILD**

The player is quick!

# Script

## **TONI**

Is links the word player to information about the player – in this case, the player is quick. Therefore, is can be called the linking verb.

## **CHILD**

The athlete looks great.

## **TONI**

The word looks links great to information about the athlete. In this case, looks tells us what the state-of-being is for the athlete. The linking verb looks links the subject athlete to the word great.

Your turn. Find the linking verb in the next sentence.

## **CHILD**

Fast players are good at intercepting the ball.

## **TONI**

Are links players to information about them – that is, they are good at something. The state-of-being verb are tells us about the player's state-of-being. Therefore, are can be called the linking verb.

Remember, verbs that connect the subject with words that tell us information about the state-of-being of the subject are called linking verbs. Linking verbs keep your sentences flowing smoothly.

## **SCENE FOUR - HELPING VERBS**

## **TONI**

Now, some verbs help out the main verb. These are called helping verbs and they have no meaning on their own. They help the main verb tell about the action and always come before the main verb.

Some of the most important helping verbs are to have, to be, and to do.



# Script

**CHILD**

Janice had tossed the ball to her teammate.

**TONI**

Find the main verb. In this case the word tossed shows the action. Then look at the words before it. Which word assists the verb tossed? Had. The helping verb had comes before the main verb tossed and helps to express the action of the main verb.

**CHILD**

Passing skills have been practiced a lot by this team.

**TONI**

Find the main verb. That's right...practiced shows the action. Look at the words before practiced. The words have been assist the verb practiced. The helping verbs have been come before the main verb practiced and help to express the action of the verb.

OK, your turn again. This time, locate the helping verb or verbs.

**CHILD**

These players have played for many years.

**TONI**

Have is the helping verb because it comes before the main verb and it helps express the action of played.

Remember, some of the most important helping verbs are to have, to be, and to do. Helping verbs always come before the main verb and they help it tell about the action.

## SCENE FIVE - SIMPLE TENSES

**TONI**

# Script

The tense of a verb tells when the action takes place. There are three forms of verb tense: present tense, past tense, and future tense. These are called the simple tenses.

Present tense tells us about the action that is happening right now or that happens over and over again.

## **CHILD**

Jake tackles his opponents.

## **TONI**

What is the base form of the verb? Tackle. By adding s you now have the verb tackles and this shows something that is happening right now. Therefore, tackles is present tense.

Past tense tells us that the action has happened in the past. Most of the time –d or –ed is added to the verb to show that something has already happened.

## **CHILD**

Max missed every toss during the game.

## **TONI**

What is the verb? Miss. Add –ed and miss becomes missed and shows something that has already happened. Therefore, missed is past tense.

Future tense tells us that the action has not happened yet, but it will happen in the future. Add the helping verb will before the base form of the verb to show that it will happen.

## **CHILD**

Luke’s team will play stronger defense by next season.

## **TONI**

What will the team do in the future? It will play stronger defense some time in the future. Therefore, will play is future tense.



# Script

OK, practice time. Identify if the verb is present tense, past tense, or future tense.

**CHILD**

Nick will run his fastest.

**TONI**

Nick will run his fastest sometime in the future and shows future tense.

**CHILD**

Nick ran his fastest.

**TONI**

Nick ran his fastest in the past so this shows past tense.

**CHILD**

Nick runs his fastest.

**TONI**

Nick is doing this right now, so this shows present tense.

Whew, that's a lot! But tenses play a very important role in letting the reader or listener know when the action is taking place.

## SCENE SIX - PERFECT TENSES

**TONI**

In addition to simple tenses, there are tenses called the perfect tenses: present perfect tense, past perfect tense, and future perfect tense.

Present perfect tense tells about an action that started sometime in the past and is continuing up to the present moment. This shows an action that is likely to happen again.

**CHILD**

Miguel has played football for three hours today.

# Script

**TONI**

Notice that Miguel started playing football three hours ago and is still playing.  
The action continues.

Past perfect tense shows one action that was completed before another past action occurred.

**CHILD**

Before the end of the game, Mike had thrown the ball five times.

**TONI**

Mike threw the ball five times then the game ended.

Future perfect tense shows an action that will be completed before a specific time in the future.

**CHILD**

In three minutes, the fans will have watched the longest game of the season.

**TONI**

The fans will watch the longest game of the season some time before three minutes are up.

Practice time again. Identify if the verb is present perfect tense, past perfect tense, or future perfect tense.

**CHILD**

In a few minutes, he will have caught the ball five times.

**TONI**

Will have caught makes this future perfect tense.

**CHILD**

He had caught the football before the game ended.



# Script

**TONI**

Had caught makes this past perfect tense.

**CHILD**

Sam has caught the ball four times.

**TONI**

Has caught makes this present perfect tense.

Besides the simple and perfect tenses that I've discussed here, there are other verb forms that you'll learn about in future English classes. But for now, let's concentrate on the tenses I covered today.

## SCENE SEVEN - IRREGULAR VERBS

**TONI**

OK, now that we've covered the rules about using verbs, let's talk about the verbs that...well... don't follow the rules that were just discussed. For example, adding -d or -ed forms the past tense and past participle of most verbs such as play to played, toss to tossed, or dribble to dribbled. Verbs that don't follow the rule are called irregular verbs.

It may be helpful to start a chart of irregular verbs by making three columns on a piece of notebook paper. Write the following headings: present tense, past tense, and past participle. Your paper should look like this...

**TONI**

Something to keep in mind is that the past participle is usually used after the helping verb have. Let's take a look at the verb begin and determine the irregular verbs.

**CHILD**

Our players [blank] to intercept the ball.

# Script

**TONI**

This is happening right now and we have to use the present tense verb begin.  
Our players begin to intercept the ball.

**CHILD**

Our players [blank] to intercept the ball a few seconds ago.

**TONI**

Since this happened in the past, we have to use the past tense verb began. Our players began to intercept the ball a few seconds ago.

**CHILD**

Our players [blank] to intercept the ball in today's game.

**TONI**

Remember, say to yourself "have BLANK." Notice that this happened in the past. The word begun on your chart can be combined with have to make have begun. Our players have begun to intercept the ball in today's game.

So in this example, we have begin, began, and begun. Write these on your chart. Be careful...some irregular verbs have unusual spellings.

One last practice! This time let's look at the verb fly and determine the irregular verbs. Make this first one present tense.

**CHILD**

The football [blank].

**TONI**

Flies. The football flies. It is happening right now in the present tense. Ok, this next one happened in the past so make this sentence past tense.

**CHILD**

The balls [blank] to his teammates.



# Script

## **TONI**

Flew. The balls flew to his teammates. It happened in the past so it is past tense. Try a past participle for the last one. Good luck!

## **CHILD**

The balls [blank] across the field many times during the game.

## **TONI**

Have flown. The balls have flown across the field many times during the game. It also happened in the past and when combined with have you get have flown.

So, add to your list the irregular verbs flies, flew, and flown. Keep adding to your list and keep it handy.

## **SCENE EIGHT - REVIEW**

### **TONI**

Remember, verbs are powerful words that add action and a sense of time to your writing! They also help tell what something is. Let's review.

- Action verbs express action.
- There can be more than one action verb.
- Linking verbs connect.
- Helping verbs help the main verb.
- Verb tense tells when. The three forms are present tense, past tense, and future tense.
- Perfect tenses also tell when. They are present perfect tense, past perfect tense, and future perfect tense.

# Script

- Irregular verbs have irregular forms for past tense and past participle and some have unusual spellings.

Now you're ready to use verbs that will make your writing come alive! Here is an activity that will allow you to practice your incredible writing skills.

## SCENE NINE - WRITING PROMPT

### TONI

Your local newspaper is holding its annual Sports Writer Contest. This year you're ready to submit your work! To enter, contestants are to write up an exciting half-page description of what happened during a recently televised game played by professional, collegiate, or local school teams. Focus on your use of verbs and your entry is sure to be a winner. Good luck!

