

The Basic Grammar Series: Verbs

INTRODUCTION TO THE AIMS TEACHING MODULE (ATM)

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ADDITIONAL AIMS MULTIMEDIA PROGRAMS

ANSWER KEYS



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AIMS Multimedia



1-800-FOR-AIMS

1-800-367-2467

Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

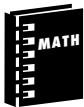
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

The Basic Grammar Series: Verbs

THEMES

The theme of this program is to define the main characteristics of a verb - that it is a part of speech that shows action or what is in a sentence, and be written in the present and past tense.

OVERVIEW

This film teaches children how to test given words to find out if they are verbs. The present and past tense as indicated by end is also presented. Agreement between the singular and plural nouns with the verb is presented in simple terms. The linking verb to be is introduced as a special verb.

Throughout this animated fantasy, a girl learns to recognize verbs. A robot, a pair of gloves, fire trucks, checkers, plants, and a gorilla engage in a variety of activities to suggest certain verbs within sentences, and to allow the girl to apply the for the grammatical characteristics of verbs. Sentences are superimposed to correspond to the action.

OBJECTIVES

- ▶ To identify where the verb fits into a given slot in a sentence
- ▶ To identify the past tense of a verb by the suffix, ed
- ▶ To identify two forms of the verb to be - is and was - as forms of a special linking word
- ▶ To explain noun-verb agreement in simple terms: when the noun subject changes from singular to plural, the verb also changes

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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Chatsworth, California 91311-4409

INTRODUCTION TO THE PROGRAM

You may wish to begin by asking children, What is a verb? Have them suggest various verbs and note them on the chalkboard. Explain that words that a verb is an action word in a sentence and that it must agree with the noun (person, place or thing) in the sentence. Verbs can also reflect time and can be written in the present or past tense. You may wish to refer back to the list of verbs on the chalkboard and help children to identify if they are in the present or past tense. If all the verbs are in the present tense, you may wish to have the children offer them in the past tense.

INTRODUCTION TO VOCABULARY

You may wish to introduce the following words and concepts that the children will hear in this program: verb, singular, plural, present tense and past tense by pronouncing each word and offering a simple explanation and example showing the meaning of each word. < Teacher information only>

Verb: the part of speech that show action or what is, in a sentence;
tense: a form of the verb that shows the time of its action; test sentence: a sentence containing an empty slot which must be filled, in this case, by a verb.

DISCUSSION IDEAS

You may wish to discuss these questions before and again after screening the program.

What is a verb? How can you pick out a verb in a sentence? How can you find the subject that belongs with the verb? Are there any tests that you can apply to a word to find out if it is a verb? What is the ending for the present tense verb that belongs with a singular subject? What is the ending for most verbs that show past time? When we write, why is it important to include the -s ending for verbs with singular subjects? When we write, why is it important to include the -ed ending for past tense verbs?

FOCUS

Tell the children you would like them to be able to tell three different things about verbs after viewing the program.

JUMP RIGHT IN

HOW TO USE THE *THE BASIC GRAMMAR SERIES: VERBS* AIMS TEACHING MODULE

Preparation

- ▶ Read *The Basic Grammar Series: Verbs Themes, Overview, and Objectives* to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *THE BASIC GRAMMAR SERIES: VERBS*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *The Basic Grammar Series: Verbs* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

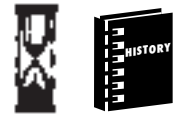
After Viewing *THE BASIC GRAMMAR SERIES: VERBS*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Meeting Individual Needs

Collect an assortment of pictures from books, magazines, and newspapers that show action. Have children work together in pairs. Ask one child to show an action picture to his or her partner, and ask that child to describe the action either in the present or past tense.



10 Minutes

Critical Thinking

Ask the children to develop their own "test" questions to identify which word in a sentence is a verb. Remind the class of those "tests" mentioned in the program. Suggest that they develop the same "test" questions in their own words. Have the children write these questions on a card or in a notebook so that they can refer to them as they complete the suggested activities that follow. 10 minutes

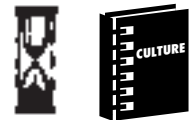


10 Minutes

Cultural Diversity

Brainstorm with the class a list of common verbs - words that would be used in school, at home, in the lunchroom, or on the playground, for example. Determine as a class, a language that you would like to research. With the help of the librarian, or another adult, have children consult a foreign language dictionary, and create a list of common English and second language verbs.

Alternatively, ask students who may know another language to share these words that they may know. You may wish to write these words on the chalkboard.



20 Minutes

Hands On

Distribute a 3x5 card to each child in the class. Have children write a common or interesting verb on their card and then put their name on the back of the card. Collect the cards. Ask for a volunteer to draw a card. The person whose card is drawn, must then pantomime the verb for the class. The children should try to guess what verb is being acted out. You may wish to divide the class into teams and keep score.



15 Minutes

Writing

Explain that when you write directions or instructions, you help someone to learn how to do something. Discuss with children that a good set of instructions has clear steps that explain how to do a task. Point out that the verbs used in the instructions must be precise, active and agree with the noun in the sentence.

Divide the class into small groups and have each group decide what they would like to write about. Using the chalkboard or chart paper, have each group write their instructions. Possible topics: a recipe, directions to the library, how to use a computer, and so on.



25 Minutes

In the Newsroom

Videotape a news segment or sports report from a television program. You will need to use your discretion in selecting a news item that is appropriate for your class. Before playing the tape, tell the children that they are to view and listen to the tape and write down as many verbs as they see and hear. Play the video for the class. After viewing the tape ask the children to share their word lists. Point out the similarities and differences among the verbs selected. Review the meaning of the verbs offered, identifying whether it is in the present or past tense. You may wish to discuss the impact of the verbs used in the news program and have the children offer alternative, appropriate verbs.



25 Minutes

Extended Activity

Bring in copies of your local newspaper. Have each child cut out nouns and verbs from the headlines and put them into an envelope. After exchanging envelopes, have the children create their own sentences by using these nouns and verbs and writing any other additional helping words in pen or pencil. Children can create sentences by moving the words around on their desks and then copying the sentences on a sheet of paper. Alternatively, you may have the children paste the words into sentences on a sheet of paper. Remind the class that the nouns and verbs in their sentences should agree.



30 Minutes

Link to the World

Invite a book writer, webmaster, newspaper or television reporter, or another person from the community who writes or works with the language for a living, to speak to the class. You may wish to have your guest talk about how they select words to create an engaging image for their readers. Explain that the class is learning about verbs to help them to bring a focus to their talk. Have the children prepare questions to ask the visitor in advance of his or her arrival.



30 Minutes

Culminating Activity

As a class, create a Verb Know -How booklet or bulletin board by identifying and illustrating what the children have learned thus far about verbs: present and past tense, subject-verb agreement, the verb to be, and the use of -ed. This item can be added to as children learn more about grammar usage.



30 Minutes

VERBS ARE ACTION PACKED

A word that shows action is called a verb. Read the sentences below and underline the verb in each sentence.

1. The plant grows.
2. The birds sing in the trees.
3. Billy waited for the school bus for a long time.
4. The car moves very slowly down the street.
5. The snowflakes fall from the sky.
6. The tree is very tall.
7. Everyone at the party danced to the loud music.
8. The girls on the team can run fast.
9. The baby wanted her yellow blanket.
10. It was a very hot day.

DO THEY AGREE?

Verbs must agree with the nouns they go with, or their subjects. If a noun means only one, it needs a singular verb. If it changes to more than one, the verb needs to change too. Choose the correct form of the verb to complete each sentence below.

1. The plants _____ in the sun. (grow, grows)
2. Who likes to _____ in the shower? (sing, sings)
3. The boys and girls like to _____ ball during recess. (play, plays)
4. He _____ tall for his age. (is, are)
5. The flowers _____ sweet. (smell, smells)
6. The gorilla _____ on very large feet. (walk, walks)
7. The fire engines _____ red and shiny. (is, are)
8. The robot _____ along easily on the floor. (move, moves)
9. The dog _____ at the cat next door. (bark, barks)
10. Jim and Bob _____ chocolate ice cream. (like, likes)

WORD SEARCH

Look at the list of words below. Draw a circle around each verb. Use each action word in sentence. Be sure to underline your verb. The first one is done for you.

fly was quickly burn pen
skated school green is play

1. The airplane could not fly.
2. _____
3. _____
4. _____
5. _____
6. _____

PAST AND PRESENT

Verbs change how they look to show a change in time. A verb that shows what is happening now is present tense verb. An action that took place in the past is called a past tense verb. The letters -ed at the end of a verb tell us that something has already happened.

Look at the chart below. Some verbs are past tense, and some are present tense. Fill in the boxes to finish the chart. The first one is done for you.

PRESENT

smile

walk

wash

watch

is

count

PAST

smiled

wanted

painted

cooked

spelled

MAKE YOUR OWN SENTENCES

Write your own sentences using the nouns and present tense verbs listed below. Be sure to use each of the verbs and underline it in your sentences.

Nouns

boys hot dogs tickets
movies homework vacations
baseball girls my brother
my sister

Verbs

enjoy
love
practice

- 1. _____
- 2. _____
- 3. _____

Now, change the verbs into the past tense and re-write your sentences. Be sure to underline the verb in your sentence.

- 4. _____
- 5. _____
- 6. _____

Write a sentence using the present tense verb sell and do. You may use the nouns from the list above.

- 7. _____
- 8. _____

Now, change the verbs sell and do to the past tense. You may use the nouns from the list above. Remember that sell and do are irregular verbs and that they change how they look when they are in the past tense.

- 9. _____
- 10. _____

IS IT PAST OR PRESENT? SINGULAR OR PLURAL?

Read the sentences below. You will need to fill the blank with the correct form of the missing verb.
Use the words from the WORD BANK to complete the sentences.

WORD BANK

was wash washes washed are
is were move moved moves

1. The cat _____ it's face yesterday.
2. My mother makes sure that I _____ my hands before I eat lunch.
3. The children _____ late for school.
4. I cannot _____ the chair. It is too heavy.
5. There _____ six eggs in the basket.
6. My father _____ his coffee cup every day.
7. The snail _____ very slowly.
8. Jackie _____ not in school on Wednesday.
9. Michael _____ happy to be at the party.
10. My friend Lee _____ to Ohio last year.

TEST

Read the questions below and write or draw the correct answer in the space provided.

1. _____ are the words that tell what happens in a sentence.
2. Subject-verb agreement is _____.
3. The letters _____ at the end of a verb tell us that something has already happened.
4. One must use the _____ tense when describing something that is happening.
5. One must use the _____ tense when describing something that has already happened.
6. _____ is an example of a verb of being or linking verb.
7. Write a sentence using a past tense verb. _____

8. Write a sentence with a plural subject and a verb that agrees with it. _____

9. Write a sentence using a linking or verb of being. _____

10. Write a sentence with a singular subject and a verb that agrees with it. _____

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

9871-EN-VID-JE3: *"The Tenth Good Thing about Barney"*

0100-EN-VID-JE3: *"Maniac Magee"*

9670-EN-VID-JE3: *"Nouns"*

9672-EN-VID-JE3: *"Modifiers (Adjectives and Adverbs)"*

ANSWER KEY for page 18

VERBS ARE ACTION PACKED

A word that shows action is called a verb. Read the sentences below and underline the verb in each sentence.

ANSWERS are in bold.

1. The plant **grows**.
2. The birds **sing** in the trees.
3. Billy **waited** for the school bus for a long time.
4. The car **moves** very slowly down the street.
5. The snowflakes **fall** from the sky.
6. The tree **is** very tall.
7. Everyone at the party **danced** to the loud music.
8. The girls on the team can **run** fast.
9. The baby **wanted** her yellow blanket.
10. It **was** a very hot day.

ANSWER KEY for page 19

DO THEY AGREE?

Verbs must agree with the nouns they go with, or their subjects. If a noun means only one, it needs a singular verb. If it changes to more than one, the verb needs to change too. Choose the correct form of the verb to complete each sentence below.

Answers are in bold.

1. The plants **grow** in the sun. (grow, grows)
2. Who likes to **sing** in the shower? (sing, sings)
3. The boys and girls like to **play** ball during recess. (play, plays)
4. He **is** tall for his age. (is, are)
5. The flowers **smell** sweet. (smell, smells)
6. The gorilla **walks** on very large feet. (walk, walks)
7. The fire engines **are** red and shiny. (is, are)
8. The robot **moves** along easily on the floor. (move, moves)
9. The dog **barks** at the cat next door. (bark, barks)
10. Jim and Bob **like** chocolate ice cream. (like, likes)

ANSWER KEY for page 20

WORD SEARCH

Look at the list of words below. Draw a circle around each verb. Use each action word in sentence. Be sure to underline your verb. The first one is done for you.

ANSWER: Verbs are in bold.

Sentences will vary, but should reflect the correct usage of the verb selected.

fly was quickly burn pen
skated school green is play

1. The airplane could not fly.

2. _____

3. _____

4. _____

5. _____

6. _____

ANSWER KEY for page 21

PAST AND PRESENT

Verbs change how they look to show a change in time. A verb that shows what is happening now is present tense verb. An action that took place in the past is called a past tense verb. The letters -ed at the end of a verb tell us that something has already happened.

Look at the chart below. Some verbs are past tense, and some are present tense. Fill in the boxes to finish the chart. The first one is done for you.

ANSWERS are shown in bold.

PRESENT

smile

walk

want

wash

paint

watch

cool

is

spell

count

PAST

smiled

walked

wanted

washed

painting

watched

cooked

was

spelled

counted

ANSWER KEY for page 22

MAKE YOUR OWN SENTENCES

Write your own sentences using the nouns and present tense verbs listed below. Be sure to use each of the verbs and underline it in your sentences.

ANSWER: Sentences will vary.

Past tense of verbs: enjoyed, loved, practiced, sold, did.

<u>Nouns</u>			<u>Verbs</u>
boys	hot dogs	tickets	enjoy
movies	homework	vacations	love
baseball	girls	my brother	practice
my sister			

1. _____

2. _____

3. _____

Now, change the verbs into the past tense and re-write your sentences. Be sure to underline the verb in your sentence.

4. _____

5. _____

6. _____

Write a sentence using the present tense verb sell and do. You may use the nouns from the list above.

7. _____

8. _____

Now, change the verbs sell and do to the past tense. You may use the nouns from the list above. Remember that sell and do are irregular verbs and that they change how they look when they are in the past tense.

9. _____

10. _____

ANSWER KEY for page 23

IS IT PAST OR PRESENT? SINGULAR OR PLURAL?

Read the sentences below. You will need to fill the blank with the correct form of the missing verb. Use the words from the WORD BANK to complete the sentences.

Answers are in bold.

1. The cat **washed** its face yesterday.
2. My mother makes sure that **wash** my hands before I eat lunch.
3. The children **were** late for school.
4. I cannot **move** the chair. It is too heavy.
5. There **are** six eggs in the basket.
6. My father **washes** his coffee cup every day.
7. The snail **moves** very slowly.
8. Jackie **was** not in school on Wednesday.
9. Michael **is** happy to be at the party.
10. My friend Lee **moved** to Ohio last year.

ANSWER KEY for page 24

TEST

Read the questions below and write or draw the correct answer in the space provided.

Answers are in bold.

1. **Verbs** are the words that tell what happens in a sentence.
2. Subject-verb agreement is **if a noun changes from singular (one) to plural, the verb must change too.**
3. The letters **ed** at the end of a verb tell us that something has already happened.
4. One must use the **present** tense when describing something that is happening.
5. One must use the **past** tense when describing something that has already happened.
6. **Is, are, am, was, or were** is an example of a verb of being or linking verb.
7. Write a sentence using a past tense verb. **Sentences will vary**
8. Write a sentence with a plural subject and a verb that agrees with it. **Sentences will vary**
9. Write a sentence using a linking or verb of being. **Sentences will vary**
10. Write a sentence with a singular subject and a verb that agrees with it. **Sentences will vary**