

Chapter 11

More About Verbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
101	Principal Parts	236–37	197–98	61		<i>verb</i>	• Distinguish between the three principal parts and use the correct principal part to form verb tenses
102	Simple Verb Tenses	238–39	199–200	62		<i>verb tense</i>	• Identify verbs as present, past, or future tense and write them in sentences
103	Perfect Tenses	240–41, S27	201–2	63		<i>present-tense verb</i>	• Identify sentence patterns: <i>S V, S V DO, S V IO DO, S LV PA, and S LV PN</i>
104	More About Perfect Tenses	242–43, S28	203–4	64		<i>past-tense verb</i>	• Identify verbs as present-, past-, or future-perfect tense and write them in sentences
105	Irregular Verbs	244–45, S27	205–6	65		<i>future-tense verb</i>	• Distinguish between regular and irregular verbs
106	More Irregular Verbs	246–47, S29	207–8	66		<i>present-perfect tense</i>	• Form contractions correctly and use them in sentences
107	Contractions	248–49	209–10	67		<i>past-perfect tense</i>	• Correct double negatives in sentences that contain contractions
108	Language Link: (Vocabulary) Prefixes & Suffixes	250–51	211–12	68		<i>future-perfect tense</i>	• Identify prefixes, suffixes, and their meanings
109	Chapter 11 Review	252–53	213–14	69–70	• Materials for optional Art Connection	<i>regular verb</i>	• Use prefixes and suffixes correctly in sentences
110	Cumulative Review	254–55	215–16			<i>irregular verb</i>	
	Bridge: Studying the Transportation Industry	256	217			<i>contraction</i>	
						<i>present principal part</i>	
						<i>past principal part</i>	
						<i>past-participle principal part</i>	
						<i>prefix</i>	
						<i>suffix</i>	

Learning CENTER

Three in a Row

Materials: felt-tip pens, index cards, rubber band

Preparation: Make a set of three principal-part cards for each of eight irregular verbs for a total of twenty-four cards. (**Note:** See page 421 of the Grammar Handbook for a list of irregular verbs.)

Student Directions:

1. Shuffle the stack of cards and lay them all out on the desk face down.
2. Flip three cards over.
3. If you have the complete set of principal parts of the same verb, keep the cards. If you don't have a set, turn the cards face down again.
4. Take turns when playing with a partner. The winner is the player with more cards.

Learning CENTER

Verbs on a Stick

Materials: black felt-tip pen, popsicle sticks, container

Preparation: Make a verb stick by writing a principal part and two blanks on each stick. (**Note:** See page 421 of the Grammar Handbook for more irregular verbs.)

- | | |
|--|--|
| 1. __, rode, __ (<i>ride, ridden</i>) | 11. do, __, __ (<i>did, done</i>) |
| 2. write, __, __ (<i>wrote, written</i>) | 12. __, __, driven (<i>drive, drove</i>) |
| 3. __, __, thrown (<i>throw, threw</i>) | 13. __, took, __ (<i>take, taken</i>) |
| 4. __, knew, __ (<i>know, known</i>) | 14. draw, __, __ (<i>drew, drawn</i>) |
| 5. see, __, __ (<i>saw, seen</i>) | 15. __, __, eaten (<i>eat, ate</i>) |
| 6. __, __, given (<i>give, gave</i>) | 16. __, wore, __ (<i>wear, worn</i>) |
| 7. __, broke, __ (<i>break, broken</i>) | 17. begin, __, __ (<i>began, begun</i>) |
| 8. rise, __, __ (<i>rose, risen</i>) | 18. __, __, spoken (<i>speak, spoke</i>) |
| 9. __, tore, __ (<i>tear, torn</i>) | 19. __, __, known (<i>know, knew</i>) |
| 10. __, ran, __ (<i>run, run</i>) | 20. grow, __, __ (<i>grew, grown</i>) |

Student Directions:

1. Choose a stick from the container and name the two missing verb forms.
2. If you correctly give both answers, keep the stick. If you answer incorrectly, return the stick to the container. (**Note:** Use Worktext page 363 to check your answers.)
3. Take turns when playing with a partner. The winner is the player with more sticks.



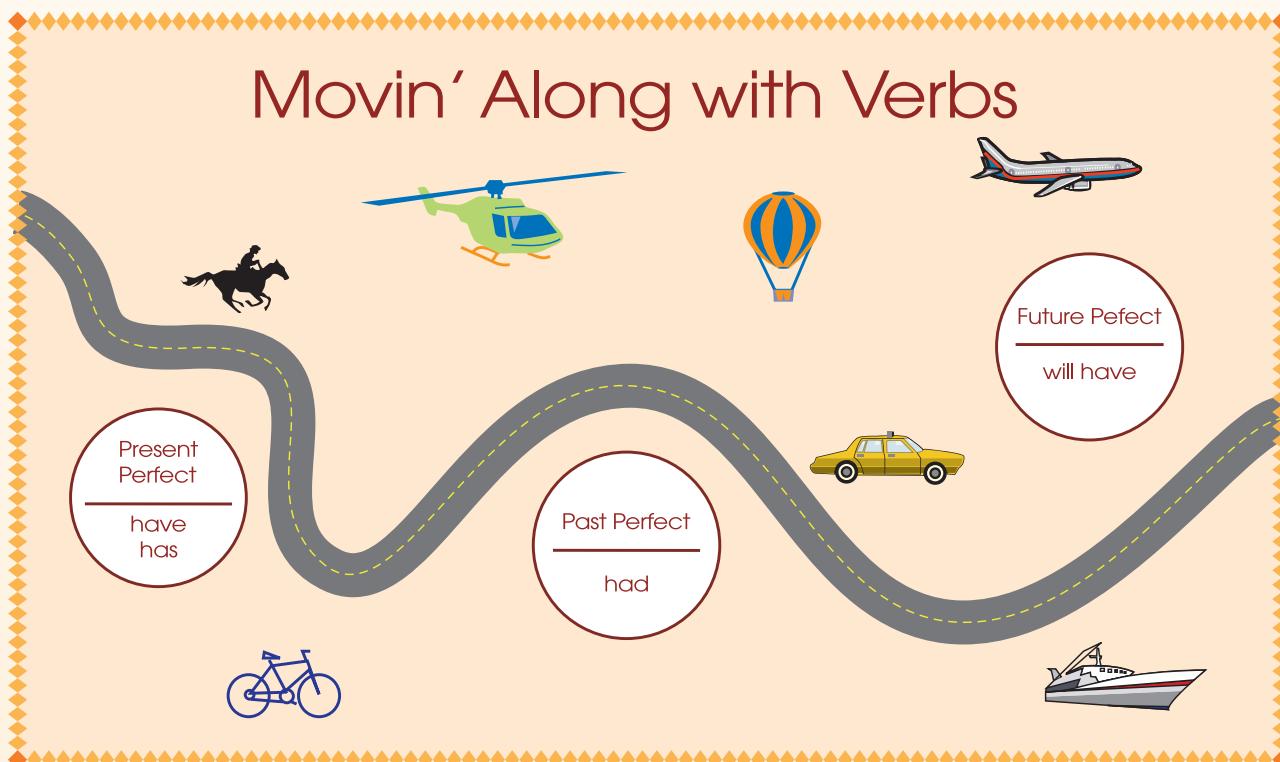
Theme Information

What would transportation be like with no trains or cars? Two hundred years ago, you would have had to find other ways to travel. You could walk, sail on a ship, float a barge along a canal, or row a boat. You could ride a horse, donkey, camel, or ox or ride in a wagon. Today, these ways of travel seem slow and unreliable, but years ago no one knew of a better way—no one, that is, until 1807, when Robert Fulton found a way to make a steam engine.

Fulton's engine powered a huge paddlewheel on the back of a steamboat. The invention changed transportation forever. Soon steam-powered railroad engines were developed. On a train, passengers could travel up to sixty miles per hour, faster than ever before. By 1900 nearly all long-distance travel in the United States was done by

train. The passenger train soon gave way to the automobile. By 1920 nearly everyone had a car. The Wright brothers had invented the airplane in 1903, and by 1940 flight was common. Soon it was even possible for astronauts to travel in space.

Today, inventors are still rethinking means of transportation. Modern electric and diesel trains are faster, quieter, and more comfortable than the first steam engines. *Magnetic levitation* trains use the repelling power of magnets to keep the train levitating, or floating, a few centimeters above a track. "Maglevs" can travel up to three hundred miles per hour. You may see this invention or something like it in your area someday. Keep your eyes open for what inventors will think of next for the world of transportation!



Cover the bulletin board with tan paper or fabric and border it with orange. Use brown letters for the title "Movin' Along with Verbs." Make a road through the center of the board as shown. Make large transportation shapes or cut out colorful magazine pictures (e.g., airplane, helicopter, bicycle, car, cable car, ship, train, hot-air balloon, horseback rider, etc.) to attach to the board. Make three wheel shapes and write one of the following on each wheel: *Present Perfect*—have/has; *Past Perfect*—had; *Future Perfect*—will have. Direct each student to choose one of the transportation shapes and then to write three sentences about that shape using the present-perfect, past-perfect, and future-perfect tenses.

Objectives

- Distinguish between the three principal parts of a verb
- Identify the sentence that uses the correct principal part of a verb

Note

This interactive lesson incorporates Worktext page 197 into the Teach for Understanding section.

Theme Info.

Discuss the theme. Read the theme information about the transportation industry on page 235. Direct attention to the pictures on Worktext page 217.

Introduction

Review action verbs and linking verbs. Remind the students that a verb can show either action (action verb) or being (linking verb). Write these sentences for display:

The train is late today.

Some passengers look upset.

They look anxiously down the track.

- **What does the verb in a sentence do? (tells what the subject is or does)**
- **What are the simple subject and the verb in the first sentence? Underline the simple subject once and the verb twice. (train; is)**
- **Is this verb an action or linking verb? How can you tell? (linking; It links the predicate adjective late to train.)**
- **What are the simple subject and the verb in the second sentence? Underline the simple subject once and the verb twice. (passengers; look)**
- **Is look an action or linking verb? How can you tell? (linking; It links the predicate adjective upset to passengers.)**
- **What are the simple subject and the verb in the third sentence? Underline the simple subject once and the verb twice. (They; look)**
- **Is look in this sentence an action or linking verb? How can you tell? (action; Look tells what they [the passengers] are doing.)**

Teach for Understanding**A Distinguish between the three principal parts of a verb.**

1. Write the heading “Principal Parts” for display. Below this heading, write these

Principal Parts

Name _____



Every verb has three basic forms. These forms are called the principal parts of the verb. The first principal part is called the *present*. The second principal part is called the *past*. The third principal part is called the *past participle*. The past participle is used with a form of the helping verb *have*. As you study tenses, you will learn how to use these principal parts.

For most verbs, the second and third principal parts are just alike, usually end-

ing in *ed*. We call these verbs “regular verbs.” They are easy to learn.

Principal Parts of Regular Verbs

Present	Past	Past Participle
walk	walked	(has, have, had) walked
jog	jogged	(has, have, had) jogged
bake	baked	(has, have, had) baked
study	studied	(has, have, had) studied

Some verbs form principal parts for past and past-participle forms in some other way. We call these verbs “irregular verbs.” Learning the

principal parts of irregular verbs is necessary to avoid making mistakes.

Principal Parts of Irregular Verbs

Present	Past	Past Participle
run	ran	(has, have, had) run
build	built	(has, have, had) built
throw	threw	(has, have, had) thrown
draw	drew	(has, have, had) drawn
sing	sang	(has, have, had) sung
ride	rode	(has, have, had) ridden
drive	drove	(has, have, had) driven
give	gave	(has, have, had) given

**Guided Practice**

- Fill in the missing principal parts of the regular verbs in the chart.

Present	Past	Past Participle
1. talk	talked	(have) talked
2. cry	cried	(have) cried
3. pick	picked	(have) picked
4. turn	turned	(have) turned
5. open	opened	(have) opened
6. call	called	(have) called

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terms: *present*, *past*, and *past participle*. Explain that these principal parts of a verb are important in forming the correct tense of a verb.

2. Write *bake* for display; then write these sentences:

I *bake* cookies every week.

I *baked* gingersnaps yesterday.

I *have baked* two dozen cookies today.

Underline the subject, *I*, once in each displayed sentence. As each verb is identified, underline it twice.

- What is the verb in the first sentence? (*bake*)

Explain that this is the first principal part, or *present principal part*, of the verb *bake*.

3. Read aloud the second sentence.

- What is the verb in this sentence? (*baked*)
► How is this verb form different from the form of the verb in the first sentence? (*It ends in ed.*)

Explain that this is the second principal part, the *past principal part*. Regular verbs form the second principal part by adding *d* or *ed*. Irregular verbs form the second part in different ways.

4. Read aloud the third sentence.

- What is the verb in this sentence? (*have baked*)
► How is it different from the previous sentence? (*Baked is used with the helping verb have.*)

Explain that this third principal part, the *past participle*, is used with any form of the helping verb *have*. The three

Independent Practice

► Mark an X in the chart to identify which principal part the main verb uses.

1. Seamen measured their position by the angle of stars to the horizon.
2. By 200 BC Greeks had invented an instrument for finding latitude.
3. The astrolabe aided navigation for two thousand years.
4. Some museums preserve these rare and valuable tools.
5. Astrolabes show the sky's appearance at a specific latitude.
6. By AD 1100 the Chinese had developed the magnetic compass.
7. A compass always points due north.
8. By 1757 Europeans had introduced the sextant.
9. Navigators determined longitude with the sextant and a clock.
10. Some navigators have rejected the use of sextants in our modern age.
11. Scientists still consider the sextant an accurate navigation tool.
12. Today, navigators use satellite technology to determine locations.

Present	Past	Past Participle
	X	
		X
	X	
X		
X		
		X
X		
	X	
		X
X		
		X
	X	
X		
		X
X		
		X

► Beside each set of principal parts below, write R if the verb is regular or I if the verb is irregular.

- | | |
|----------|-------------------------------|
| <u>I</u> | 13. eat ate (have) eaten |
| <u>I</u> | 14. fall fell (have) fallen |
| <u>R</u> | 15. act acted (have) acted |
| <u>R</u> | 16. look looked (have) looked |
| <u>I</u> | 17. draw drew (have) drawn |

- | | |
|----------|--------------------------------|
| <u>R</u> | 18. add added (have) added |
| <u>R</u> | 19. taste tasted (have) tasted |
| <u>I</u> | 20. come came (have) come |
| <u>I</u> | 21. say said (have) said |
| <u>R</u> | 22. use used (have) used |

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Apply and Write

► Write two sentences about the benefits of a type of transportation. Use two principal parts of the verb *help*.

Answers will vary, but sentences should include help(s), helped, or has/have/had helped.

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forms of *have* are *has*, *have*, and *had*. Regular verbs use the same verb form for the second and third principal parts, the past and the past participle.

B Identify the characteristics of irregular verbs.

1. Direct attention to the irregular verb chart on Worktext page 197. Select volunteers to read aloud the principal parts, preceding each with the pronoun *I* (e.g., *I run*, *I ran*, *I have run*).
2. Point out similarities/differences in irregular verbs.

► What are the three principal parts for the verb *throw*? (*throw*, *threw*, *have thrown*)

Point out that the three principal parts for the verb *know* are similar to those for the verb *throw*.

► What are the three principal parts for *know*? (*know*, *knew*, *have known*) Write these for display.

Direct attention to the chart, selecting volunteers to give the three principal parts of several verbs given.

3. Explain that people who grow up speaking English as children learn many of the irregular verb forms as they listen to others speak, or as they read books. They don't usually need to memorize the forms for many irregular verbs since they can often "hear" whether the form is correct. Most sixth graders would not say or write, "I drew a picture" or "I have drawn a picture."

► How would you correctly use the second and third principal parts of *draw* in a

Teach for Understanding—Continued

sentence? (*Possible answers: I drew a picture. I have drawn a picture.*)

C Identify the principal part used by the verb.

1. Read aloud each sentence below. Select a volunteer to write the verb for display. Then direct him to identify the principal part used in the sentence.

The trains arrive with a loud hiss of brakes.
(arrive; first or present principal part)

People swarmed toward the exit of the train.
(swarmed; second or past principal part)

The doors have closed quietly. (have closed;
third or past-participle principal part)

2. Remind the students that verbs have *tenses*, times that they reflect. The principal parts of a verb are used in forming its tenses.

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Independent Practice: Apply and Write

ESL

ESL students may have difficulty with this lesson because it contains a lot of information and terminology unfamiliar to them. Give students several sets of regular verbs, such as *talk*, *talked*, and *have talked*, that use all three principal parts. Direct the students to sort the verb forms into groups to match the principal parts.

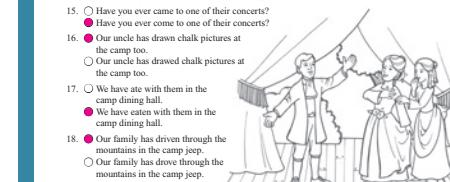
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extra practice Principal Parts

- Mark an X on the chart to identify which principal part the main verb uses.
1. Last year I performed in the play *Sense and Sensibility*.
 2. I had memorized my lines perfectly.
 3. Every performance attracted a large crowd.
 4. This year I have a part in *Our Town*.
 5. The play makes me appreciate my family more.
 6. My part has given me many challenges.
 7. My dad has driven me to every rehearsal.
 8. I have worked on my lines every day with my mom.
 9. My older sister helped me with my costume.
 10. I have learned the message of the play.
 11. We live only a short time, and we often take people for granted.
 12. I gave my family an appreciation dinner.

► Fill in the circle next to each sentence with the correct verb form.

13. My parents have sang in our church choir for a long time.
 My parents have sung in our church choir for a long time.
14. They have given concerts at the church camp.
 They have have concerts at the church camp.
15. Have you ever came to one of their concerts?
 Have you ever come to one of their concerts?
16. Our uncle has drawn chalk pictures at the camp too.
 Our uncle has had drawn chalk pictures at the camp too.
17. We have ate with them in the camp dining hall.
 We have eaten with them in the camp dining hall.
18. Our family has driven through the mountains in the camp jeep.
 Our family has drove through the mountains in the camp jeep.



**Objectives**

- Distinguish between present-, past-, and future-tense verbs
- Write present-, past-, and future-tense verbs in sentences

Introduction

Review the three principal parts of a verb.

- What are the three principal parts of a verb? (*present, past, and past participle*)

Write these sentences for display:

Our horses trot down the trail.

We trotted for many miles yesterday.

The horses have trotted for two hours so far.

- What is the verb in the first sentence, and from which principal part does it come? (*trot; the first principal part, the present*)
- How has the verb changed in the second sentence? (*A second t and the suffix ed have been added.*)
- Which principal part of the verb *trot* is being used here? (*the second principal part, the past*)
- What is the verb in the third sentence? (*have trotted*)
- Which principle part of the verb is used with the helping verb *have*? (*the third principal part, the past participle*)

Teach for Understanding**A Distinguish between present-, past-, and future-tense verbs.**

- Explain that the word *tense* means "time." The tense of a verb—present, past, or future—tells when the subject does or is something.

- Write this sentence for display:

The plane arrives with cheers from the crowd.

- Read aloud the first sentence.

- What are the simple subject and the verb of this sentence? (*plane; arrives*)
- Is the action of the verb happening now, in the past, or in the future? (*now*)

Explain that verbs that tell about action or being *now* are called *present-tense verbs*.

- From which principal part of the verb *arrive* does the present tense come? (*the first principal part, the present*)

Simple Verb Tenses

Name _____

The *tense* of the verb tells when the subject's action or state of being occurs. The simple tenses are *present, past, and future*. We form tenses from the three principal parts of the verb.

Present-tense verbs show something that is happening or being now, is continuing to happen, or is a habit. Use the first principal part of the verb to make the present tense.

You seem happy today.

We worship together every Sunday.

Add *s* or *es* to a present-tense verb *only* when the subject is a singular noun or *he, she, or it*. Never add *s* or *es* when the subject is plural.

Singular

I play the piano.

You play the piano.

He plays the piano.

Plural

We play the piano.

You play the piano.

They play the piano.

Past-tense verbs show something that already happened or was. Use the second principal part of the verb to make the past tense.

He drew a diagram.

Those cookies tasted spicy.

Future-tense verbs show something that will happen in the future. The helping verb *will* is used with the first principal part to make future-tense verbs.

Our cat will look fluffy after a bath.

He will return tomorrow.

Guided Practice

- Underline twice the complete verb in each sentence. Write whether each verb is *past*, *present*, or *future* tense.

past

1. People once traveled on horseback or on foot.

present

2. Travel seems much easier today.

future

3. Technology will continually improve transportation.

- Write the correct tense of each verb given.

4. Transportation involves (involve; present) the moving of goods or people from place to place.

5. Transportation influences (influence; present) our way of life.

6. Efficient roads will affect (affect; future) the delivery of goods.

7. Dependable vehicles helped (help; past) our troops.

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4. Erase *arrives* and replace it with *arrived*. Read aloud the new sentence.

- What are the simple subject and the verb of the new sentence? (*plane; arrived*)

- How has the meaning of this sentence changed? (*It is telling about past action.*)

- What tense is a verb that tells about action or being in the past? (*past tense*)

- From which principal part of *arrive* does the past tense come? (*the second principal part, the past*)

5. Erase *arrived* and replace it with *will arrive*. Read aloud the new sentence.

- How has the verb in the new sentence changed? (*A helping verb has been added to the first principal part, the present principal part.*)

- When is the action in this sentence happening? (*in the future*)

Explain that the helping verb *will* is used with the first principal part (the present principal part) of the verb to form the future tense.

B Review subject-verb agreement for present-tense verbs.

- Write this sentence for display:
The boys sing in the choir.

- Remind the students that a plural subject requires the plural form of a verb (with no ending). Also the pronouns *I* and *you* require the plural form. Cover up "The boys" and read aloud the sentence, substituting *I* for the subject. Repeat the procedure using *You* as the subject.

Independent Practice

► Underline twice the complete verb in each sentence. Write whether each verb is *past*, *present*, or *future* tense.

present

1. Transportation affects people's choice of location.

past

2. Before trains and automobiles were readily available, people lived near their workplaces.

future

3. People with good transportation will live comfortably in rural areas.

past

4. Cities in the 1800s were small and cramped.

present

5. Inefficient transportation hinders community development.

present

6. More spacious cities are possible with better roads and vehicles.

► Write the correct tense of each verb given.

7. Every country needs transportation for people and goods.
(need; present)
8. Some civilizations used boats.
(use; past)
9. Some countries designed long canals.
(design; past)
10. Canal boats move goods from place to place along waterways.
(move; present)

► Fill in the circle next to each correctly written sentence.

11. The girls play well together.
 The girls plays well together.
12. Last week something funny happens on family night.
 Last week something funny happened on family night.

Apply and Write

► Write three sentences about something you like to do. Use *present* tense in the first sentence, *past* tense in the second, and *future* tense in the third.

Example: I eat cereal every day. I ate cereal yesterday. I will eat cereal tomorrow.



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3. Remind the students that a singular subject requires the singular form of a verb. Erase the *s* on *boys* and read aloud the new sentence, *The boy sing in the choir*.

► What is wrong with this sentence? (*The subject and verb do not agree.*)

► Which form of the verb *sing* should be used with the subject *boy*? (*sings, the singular form*)

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Guided Practice

Worktext page 200

Independent Practice: Apply and Write

ESL

Make sentence strips or write the following words on chart paper to review vocabulary: *present tense* = *happening right now*; *past tense* = *already happened in the past*; *future tense* = *will happen in the future*. To reinforce verb tenses, make three columns on the board labeled *present*, *past*, and *future*. Write verbs on Post-it notes or index cards. Distribute cards randomly to students and direct them to place the verbs in the correct column.

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extra PRACTICE

Simple Verb Tenses

Name _____

► Underline twice the complete verb in each sentence. Write whether each verb is *past*, *present*, or *future* tense.

- present** 1. The story of Joseph reminds us of God's control over our lives.
- future** 2. Many people will face trials like Joseph's trials.
- past** 3. Joseph endured the hatred and mistreatment of jealous brothers.
- past** 4. His brothers lowered him into a pit.
- past** 5. They traded him to Midianite merchants for twenty pieces of silver.
- past** 6. In Egypt, Joseph's master imprisoned him.
- present** 7. Like Joseph, we sometimes experience mistreatment from others.
- present** 8. At times like these, Satan tempts us with bitterness and anger.
- future** 9. But God will work in all of these events for our good.



► Write the correct tense of each verb given.

10. Joseph interpreted dreams for the king's cupbearer and baker. (interpret; past)
11. God gives us special abilities too. (give; present)
12. He will use these abilities for His glory. (use; future)
13. Pharaoh promoted Joseph. (promote; past)
14. Joseph's brothers traveled to Egypt for food. (travel; past)
15. In this way God saved their lives in a time of famine. (save; past)
16. We see God's control in every event for the good of His people. (see; present)



Objectives

- Identify the perfect-tense form of a verb
- Distinguish between present-, past-, and future-perfect tenses

Materials

- Overhead transparency of Supplement page S27, "Principal Parts"

Introduction

Review simple verb tenses and principal parts. Display the transparency. Remind the students that they have studied the principal parts of verbs and learned how to form the present and the future verb tenses from the first principal part. They have also learned that the second principal part is the same as the past tense. Write these sentences on the transparency:

- The boat travels up the river.*
- The boat traveled up the river.*
- The boat will travel up the river.*

► **What is the verb in the first sentence and which tense is it? (*travels; present tense*)**

► **Which principal part makes the present tense? (*the first principal part, the present*)**

Write *travels* in the first column of the chart on the transparency.

► **What is the verb in the second sentence and which tense is it? (*traveled; past tense*)**

► **Which principal part makes the past tense? (*the second principal part, the past*)**

Write *traveled* in the second column of the transparency.

► **What is the verb in the third sentence and which tense is it? (*will travel; future tense*)**

► **Which principal part makes future tense? (*the first principal part, the present*)**

Write *will travel* in the first column of the transparency.

Teach for Understanding

A Identify the perfect-tense form of a verb.

- Write these sentences on the transparency:
 - The boat has traveled up the river.*
 - The boats have traveled up the river.*
 - The boat had traveled up the river.*
 - The boat will have traveled up the river.*

Perfect Tenses

Name _____

A **perfect-tense verb** always uses a form of the helping verb *have* plus a past participle. The perfect tenses have three forms: present perfect, past perfect, and future perfect.

Present Perfect

I have finished.

Past Perfect

I had finished.

Future Perfect

I will have finished.

The perfect tenses express actions that are completed, or "perfected."

The **present-perfect tense** expresses an action completed during the present, often up to the present moment, or it tells about something that began in the past and is still continuing.

*He has completed his homework.**I have attended school for most of my life.*

The **past-perfect tense** expresses an action completed before some past time or event.

By last Monday, I had planned my project.

The **future-perfect tense** tells about an action that will be done before a future time or event.

By five o' clock, I will have worked for two hours.

Present Perfect	have or has + past participle
Past Perfect	had + past participle
Future Perfect	will have + past participle

Guided Practice

► Underline twice the complete verb in each sentence. Write **Perfect** if the verb is in a perfect-tense form. Write **No** if it is not in perfect-tense form.

Perfect

- People have traveled by wagon or on horseback for centuries.

No

- These were main modes of travel in colonial America.

Perfect

- Settlers had widened animal trails and footpaths for roads.

Perfect

- Badly maintained roads had hindered travel.

No

- Roads sometimes deteriorated from lack of care.

Perfect

- The travelers will have arrived by tomorrow morning.

► Underline twice the complete verb in each sentence. Write **present**, **past**, or **future** to identify the perfect tense.

- He has arrived at our house. **present** perfect

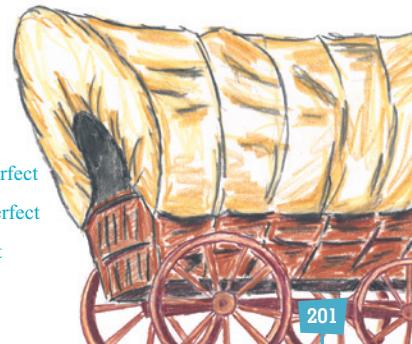
- He had arrived at our house. **past** perfect

- He will have arrived at our house. **future** perfect

- They will have repaired the roads. **future** perfect

- They have repaired the roads. **present** perfect

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2. Read aloud each sentence. Direct the students to identify the complete verb in each sentence as you write it in the third column on the transparency. (4. *has traveled*; 5. *have traveled*; 6. *had traveled*; 7. *will have traveled*)

► What do all these complete verbs have in common? (*They all contain a helping verb that is a form of have and the verb traveled.*)

3. Explain that the perfect tense always contains a form of the helping verb *have*. The perfect tenses express actions that are completed. The third principal part, the past participle, is always used to form the perfect tense.

Point out that the past and past-participle principal parts are the same for regular

verbs, but they are different for irregular verbs (e.g., *eat, ate, have eaten*).

B Distinguish between present-, past-, and future-perfect tenses.

1. Read aloud Sentence 4.

► Did the action of the verb *has traveled* happen in the past? Explain. (yes; *The boat has already traveled up the river.*)

Write *present perfect* beside *has traveled*.

2. Explain that the present-perfect tense expresses action completed during the present time period, often up to the present moment.

The present-perfect tense always uses *have* or *has*, the two present-tense forms of the helping verb *have*, along with the past participle of the verb.

3. Read aloud Sentence 6.

Independent Practice

► Underline twice the complete verb in each sentence. Write *Perfect* if the verb is in perfect-tense form. Write *No* if it is not in perfect-tense form.

Perfect

1. Stagecoaches had filled an important need by the early 1800s.



No

2. In swampy areas, people constructed "corduroy roads" of rough logs.

No

3. Corduroy roads delivered a bone-jolting, uncomfortable ride.

Perfect

4. By 1820 John Loudon McAdam had developed a new type of road.

Perfect

5. The macadam road has provided a model for the modern highway system.

No

6. Workers placed layers of large stones, soil, and small stones in the roadway.

No

7. Water drained easily from the road's raised surface.

Perfect

8. Concrete and asphalt roads have eased travel since the 1870s.

No

9. The steam engine was one of the most important inventions in transportation history.

► Underline twice the complete verb in each sentence. Write *present*, *past*, or *future* to identify the perfect tense.

10. They have moved twice. **present** perfect
11. He will have cleaned his room by noon. **future** perfect
12. He had cleaned his room earlier. **past** perfect
13. She has baked a chocolate cake. **present** perfect
14. She will have baked a chocolate cake. **future** perfect
15. She had baked a chocolate cake. **past** perfect

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Apply and Write

► Write a short sentence about something you did. Then rewrite it using present-perfect, past-perfect, and future-perfect tenses.

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► How is the helping verb different in this sentence? (*It changed from has to had.*)

Point out that *had* is the past tense of the verb *have*. It is used along with the past participle of the verb. Write *past perfect* beside *had traveled*. Explain that the past-perfect tense expresses an action completed before some past time or event. It does not describe action that is still continuing.

4. Read aloud Sentence 7.

► How has the verb changed in this sentence? (*The helping verb will has been added, along with the helping verb have.*)

Point out that *will have* is the future tense of *have*.

► Is the action of the verb referring to the past or the future? (*future*)

Write *future perfect* beside *will have traveled*. Explain that the future-perfect tense tells an action that will be done before a future time or event. It describes action that is going on in the present and will be finished in the future or action that will have happened already at some future point. Explain that the future-perfect tense includes the additional helping verb *will* along with the helping verb *have* and the past participle of the main verb.

C Identify the type of perfect tense used in sentences.

1. (Note: You may choose to clear the top section of the transparency.) Write these sentences for display:

Kate has given me a new book.

She had read it before her birthday.

I will have finished it by tonight.

Teach for Understanding—Continued

2. Tell the students that the way to distinguish between present-, past-, and future-perfect tenses is to look at the helping verbs in the sentence.

3. Read aloud the first sentence.

► What is the complete verb? (*has given*)

► Look at the helping verb *has*. Which tense of the verb *have* is being used? (*Has is the present tense of have.*)

► Which perfect tense is *has given*? (*present perfect*)

4. Read aloud the second sentence.

► What is the verb phrase? (*had read*)

► Which tense of the verb *have* is being used? (*Had is the past tense of have.*)

► Which perfect tense is *had read*? (*past perfect*)

5. Read aloud the third sentence.

► What is the verb phrase? (*will have finished*)

► Which perfect tense is *will have finished*? (*future perfect*)

Worktext page 201

Guided Practice

Worktext page 202

Independent Practice; Apply and Write

Teacher's Toolkit, page 63

extra PRACTICE

Perfect Tenses

Name _____

► Underline twice the complete verb in each sentence. Write *Perfect* if the verb is in perfect-tense form. Write *No* if it is not in perfect-tense form.

Perfect

1. John Newton has authored some of the hymns in our hymnal.

Perfect

2. Many people have memorized the words of "Amazing Grace."

No

3. But most people are unfamiliar with his numerous other hymns.

Perfect

4. Newton had lived an ungodly life as a sailor.

No

5. After a frightening storm at sea, Newton turned to Jesus Christ for salvation.

No

6. Newton pastored a church in Olney, England, after nine years of study.

Perfect

7. William Cowper, a man in Newton's congregation, had distinguished himself as a gifted poet already.

Perfect

8. Newton and Cowper had cultivated a deep friendship.

No

9. The two men simplified the truths of Scripture into a collection of poems called *Olney Hymns*.

No

10. The people of Olney learned scriptural truths through these hymns.

► Underline twice the complete verb in each sentence. Write *present*, *past*, or *future* to identify the perfect tense.

11. Soon two hundred years will have passed since Newton's death. **future** perfect

12. I have listened to his hymn "I Saw One Hanging on a Tree" on a CD. **present** perfect

13. My mom has committed several of his hymns to memory. **present** perfect

14. Our pastor had informed her about the *Olney Hymns*. **past** perfect

15. She has purchased copies of the hymnbook for my grandparents. **present** perfect



Objectives

- Differentiate present-, past-, and future-perfect tenses in sentences
- Use the correct perfect tense in sentences

Materials

- Overhead transparency of Supplement page S28, "Subject/Verb Agreement"

Introduction**Listening/Speaking**

Review subject/verb agreement. Display and read aloud one sentence at a time on the transparency of Supplement page S28, "Subject/Verb Agreement." Tell the students to give thumbs up if they think the sentence is correct and thumbs down if the sentence is incorrect. For each incorrect sentence, choose a volunteer to give the proper verb form to correct the sentence orally.

Teach for Understanding**A Differentiate present-, past-, and future-perfect tenses.**

- Write these terms for display:

present-perfect tense

past-perfect tense

future-perfect tense

- Remind the students that the perfect tenses of verbs use a form of the helping verb *have* with the third principal part, the past participle.

- Explain that the present-perfect tense uses the helping verb *has* or *have*, the past-perfect tense uses the helping verb *had*, and the future-perfect tense uses the helping verbs *will have*. All perfect tenses use the past participle of the verb.

- Read aloud these complete verbs, directing the students to tell which tense is being used.

have traveled (*present perfect*)

had saved (*past perfect*)

will have walked (*future perfect*)

B Identify the complete verb and its tense.

- Write these sentences for display:

We have finished our painting for today.

The bus had looked rusty before the paint job.

We will have painted all the buses by next Friday.

More About Perfect Tenses

Name _____

The perfect tenses refer to something that has been or will be completed. Use **present-perfect tense** instead of past tense when you are telling about something completed during the present time period, often up to the present moment.

I worked on homework all evening.

(This past-tense verb implies that you have stopped working and you may be talking about last evening or an evening a week ago.)

Use **past-perfect tense** instead of past tense when you want to tell about an event completed before some past time or event.

Amy waited for ten minutes when her ride arrived.

(This sentence is confusing; it sounds as if the ten minutes and the arrival of the ride happened at the same time.)

Amy had waited for ten minutes when her ride arrived.

(This construction places the ten-minute waiting time at a definite point in the past—before Amy's ride arrived.)

I have worked on homework all evening.

(This verb implies that you are either still working on your homework or have just finished it and that it is still the same evening.)

Use **future-perfect tense** instead of future tense when you are telling about something that will be completed before a future time or event.

By ten o'clock, I will wash my clothes.

(Will you finish washing at ten o'clock?)

By ten o'clock, I will have washed my clothes.

(The time of completion is clear.)

Guided Practice

- Underline twice the complete verb in each sentence. Write **present**, **past**, or **future** to identify the perfect tense.

- By 1768 James Watt had built the first practical steam engine. past perfect
- By 1807 Robert Fulton had designed a steamboat, the *Clermont*. past perfect
- Robert Fulton's passenger steamboat **will have celebrated** its two hundredth anniversary soon. **future** perfect

- Write the correct tense of each verb given.

- By tomorrow night, I **will have read** twenty pages. (*read*; future perfect)
- By the time the guests arrived last night, I **had prepared** all the food. (*prepare*; past perfect)
- Today, the diesel engine **has replaced** steam power for water travel. (*replace*; present perfect)

English 6, Chapter 11, Lesson 104



- Choose students to underline twice the complete verbs in each sentence. (*have finished*; *had looked*; *will have painted*)

- Which part of the complete verbs can we look at to help identify the tense? (*the helping verb*)

- What is the tense of the verb in the first sentence? (*present perfect*)

- Does the sentence imply that the painting was finished a long time ago or that it was just finished today? (*just finished today*)

- Explain that the present-perfect tense is used in sentences to tell about action completed during the present time period, often to the present moment.

- What is the tense of the verb in the second sentence? (*past perfect*)

- When did the bus look rusty? (*in the past, before the paint job*)

- Explain that the past-perfect tense is used to tell about action completed before some past time or event.

- What is the tense of the verb in the third sentence? (*future perfect*)

- At what point in time will the buses all be painted? (*by next Friday*)

- Explain that the future-perfect tense is used to tell about action that will be done before a future time or event. You can use it when you want to express specifically what time in the future an action will be completed.

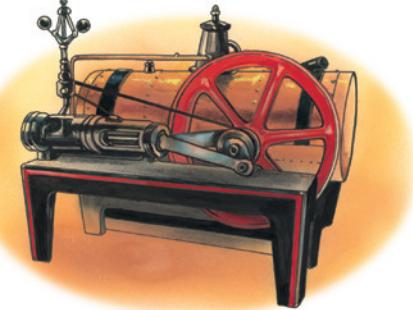
Independent Practice

► Underline twice the complete verb in each sentence. Write *present*, *past*, or *future* to identify the perfect tense.

- Soon our world will have enjoyed more than two centuries of train travel. **future** perfect
- For years trains have provided dependable, all-weather transportation. **present** perfect
- The British had applied steam power to trains by 1825. **past** perfect
- Before long, engineers had created a comfortable passenger train. **past** perfect
- Dependable long-distance transportation has unified our nation. **present** perfect
- By next Friday we will have finished our reports about transportation. **future** perfect

► Write the correct tense of each verb given.

- Joey **had purchased** his train ticket before lunchtime yesterday. (*purchase*; past perfect)
- He **will have arrived** at our house by four o'clock tomorrow. (*arrive*; future perfect)
- I hope he **has remembered** his baseball glove. (*remember*; present perfect)
- By the time he left last year, he **had joined** the baseball team. (*join*; past perfect)



Apply and Write

► Write three or four sentences about something that happened to you. Use past-perfect tense to specify exactly when the event occurred.

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C Use correct perfect tense in sentences.

- Write these sentences for display, leaving large blanks for the verb phrases:

Allison ___ the birthday cake by seven o'clock last night.

Ebony ___ the number of jellybeans in the jar just now.

The girls ___ all the games before dinner tonight.

- Explain that each blank needs to be filled in with the correct perfect tense form of a verb. Read aloud the first sentence.

► Which perfect tense of the verb *frost* goes in the blank? (*past perfect*—had *frosted*)

► How do you know? (*The sentence is telling about an event that took place before another event, seven o'clock, in the past.*)

Choose a student to write the correct form in the blank.

- Read aloud the second sentence.

► Which perfect tense of the verb *guess* goes in the blank? (*present perfect*—has *guessed*)

► How do you know? (*The sentence is telling about an event that was just completed.*)

Choose a student to write the correct form in the blank.

- Read aloud the third sentence.

► Which perfect tense of the verb *play* goes in the blank? (*future perfect*—will *have played*)

Teach for Understanding—Continued

► How do you know? (*The sentence is telling about something that will happen before another event in the future.*)

Choose a student to write the correct form in the blank.

Worktext page 203

Guided Practice

Worktext page 204

Independent Practice: Apply and Write

ESL

Make a chart to display (*has, have*) + *past participle* = *present perfect*; *had* + *past participle* = *past perfect*; and *will have* + *past participle* = *future perfect*. Remind the students that the past participle always uses a form of the verb *have*. Instruct ESL students to circle *will* and forms of *have* on the worktext pages. Assistance will be needed to determine tenses of the verb forms.

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Teacher's Toolkit, page 64

extra PRACTICE	More About Perfect Tenses	Name _____
► Underline twice the verb in each sentence. Write <i>present</i> , <i>past</i> , or <i>future</i> to identify the perfect tense.		
1. My brother and I will have earned two hundred dollars by tonight. <u>future</u> perfect		
2. We have shoveled snow for our neighbors all winter. <u>present</u> perfect		
3. We have borrowed an extra shovel from our grandparents. <u>present</u> perfect		
4. We had raked leaves in a few yards last fall. <u>past</u> perfect		
5. But we had collected only a few dollars from those jobs. <u>past</u> perfect		
6. We have stayed busy with all the snow this winter. <u>present</u> perfect		
7. By this time tomorrow we <u>will have reached</u> our goal. <u>future</u> perfect		
8. We will have saved enough money for a week at camp. <u>future</u> perfect		
9. My brother has looked forward to camp for a long time. <u>present</u> perfect		
10. Several of his friends <u>had talked</u> about it last summer. <u>past</u> perfect		
11. Our parents have supported us in our fundraising ideas. <u>present</u> perfect		
► Write the correct perfect tense of each verb given.		
12. We <u>have passed</u> this whole afternoon in the car. (<i>pass</i> ; present perfect)		
13. By this time tomorrow I <u>will have arrived</u> at camp. (<i>arrive</i> ; future perfect)		
14. We <u>have traveled</u> a long way since this morning. (<i>travel</i> ; present perfect)		
15. We <u>have enjoyed</u> reading the different license plates as we travel. (<i>enjoy</i> ; present perfect)		
16. By tonight we <u>will have completed</u> the long drive. (<i>complete</i> ; future perfect)		
17. Before this trip I never <u>had noticed</u> many billboards there. (<i>notice</i> ; past perfect)		
18. By next week I <u>will have survived</u> a whole week away from home. (<i>survive</i> ; future perfect)		



Irregular Verbs

Name _____

Objectives

- Distinguish between regular and irregular verbs
- Identify tenses of irregular verbs
- Distinguish between correct and incorrect verb usage in sentences

Materials

- Overhead transparency of Supplement page S27, "Principal Parts"

Note

A list of the principal parts for frequently used verbs is located in the Grammar Handbook.

Introduction

Practice forming verb tenses. Display the transparency and write this sentence for display:

The man travels quickly.

- What is the verb in this sentence? Which tense is it? (*travels; present tense*) Write *travels* in the first column on the transparency and explain that it is made from the first principal part.
- What would the present-tense verb be if the subject were *men*? (*travel*) Write *travel* in the first column.
- What is the past-tense form of *travel*? (*traveled*) Write *traveled* in the second column since it is made from the second principal part.
- What is the future tense of *travel*? (*will travel*) Write *will travel* in the first column and explain that it is formed from the first principal part.
- What are the three perfect tenses for *travel*? (*Has traveled and have traveled are the present-perfect forms. Had traveled is past perfect, and will have traveled is future perfect.*) Write the perfect tenses in the third column and explain that they are made from the third principal part, the past participle.

Teach for Understanding

- A** Distinguish between regular and irregular verbs.
- What did we do to the present principal part of *travel* to form the past and past-participle principal parts of the verb? (*added ed*)

Knowing the principal parts of irregular verbs can help you avoid usage errors in the tenses.

Sometimes the past and the past-participle principal parts of an irregular verb are the same.

Sometimes the past and the past-participle principal parts are different.

Past tense *The outlaws rode into town.*

Perfect tense *The outlaws had ridden into town.*

Sometimes the present and the past-participle principal parts are the same.

Present tense *I run every day.*

Perfect tense *I have run three miles today.*

Present Principal Part	Past Principal Part	Past-Participle Principal Part
be (am, is, are)	was, were	(has, have, had) been
catch	caught	(has, have, had) caught
do	did	(has, have, had) done
draw	drew	(has, have, had) drawn
drink	drank	(has, have, had) drunk
drive	drove	(has, have, had) driven
eat	ate	(has, have, had) eaten
fall	fell	(has, have, had) fallen
find	found	(has, have, had) found
ride	rode	(has, have, had) ridden
run	ran	(has, have, had) run
see	saw	(has, have, had) seen
take	took	(has, have, had) taken
wear	wore	(has, have, had) worn

The verb *be* is the most unusual irregular verb in English.

Guided Practice

- Underline twice the complete verb in each sentence. Write the tense of each verb: *present, past, future, present perfect, past perfect, or future perfect.*

- By tonight we will have been on the road for ten hours. *future perfect*
- We have found much traffic congestion. *present perfect*
- Mass transportation is vital for city dwelling. *present*

- Write **C** if the underlined verb is correct. Write **I** if it is incorrect; then write the correct verb form after the sentence.

- I** 4. Cable cars had drove on steam before electricity. *had driven*
- C** 5. Electric streetcars have caught the imagination of tourists. _____

English 6, Chapter 11, Lesson 105

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- Remind the students that *travel* is a regular verb. All regular verbs form the second and third principal parts by adding either *d* or *ed* to the first principal part.
 - Explain that an irregular verb does not form its past and past-participle principal parts by adding *d* or *ed*. It forms these parts in other ways.
- B** Identify the tenses of irregular verbs.
- Write this sentence on the transparency:
We ___ three hot dogs at the circus.
 - How would you complete the sentence with the present tense form of the verb *eat*? (*eat*) Fill in the blank and read aloud the new sentence. Write *eat* in the first column.
- Explain that you would like to change the verb to past tense.
 - If *eat* were a regular verb, how would you change it to its past-tense form? (*add ed*) Read aloud the sentence: *We eated three hot dogs at the circus.*
 - What is wrong with the sentence? (*Eated is not the correct past-tense form of eat.*)
 - Direct attention to the chart on Worktext page 205. Explain that all the verbs listed on the chart are irregular verbs.
 - What is the past principal part of *eat* needed to form the past tense? (*ate*) Write *ate*; then write the new sentence: *We ate three hot dogs at the circus.*
 - What is the past participle of *eat*? (*eaten*)

Independent Practice

- Underline twice the complete verb in each sentence. Write the tense of each verb: **present, past, future, present perfect, past perfect, or future perfect.**

1. The thirsty passengers drank lemonade. ***past***
2. We had eaten breakfast at the café. ***past perfect***
3. Our teacher knows about the first subways. ***present***
4. Kris has written a report about subways. ***present perfect***
5. He wore a red sweater. ***past***
6. He will help me with my report. ***future***
7. By 1946 the numbers of mass transit travelers had fallen. ***past perfect***
8. For many, personal automobiles have taken the place of mass transit. ***present perfect***
9. However, some still use public transportation. ***present***
10. I will have written my paper by Wednesday. ***future perfect***

- Write **C** in the blank if the underlined verb is correct. Write **I** if it is incorrect; then write the correct verb form after the sentence.

- I** 11. People have be automobile drivers since 1908. ***have been***
- I** 12. Henry Ford's "horseless carriage" drawed a lot of attention. ***drew***
- I** 13. The automobile run on gasoline, not steam. ***runs or ran***
- C** 14. New manufacturing methods make automobile ownership a possibility for more people.

- I** 15. My grandfather has rode in a horseless carriage. ***has ridden or rode***
- I** 16. Josh has saw an original Model T automobile at the car show. ***has seen or saw***
- C** 17. The man had found it in a junkyard.



Model T—shipped Valentine's Day 1910

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Apply and Write

- Write two sentences using the past tense and the past-perfect tense of *ride*.

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English 6, Chapter 11, Lesson 105

- How would we say the sentence if the verb **were** in the present-perfect tense? (*We have eaten three hot dogs at the circus.*) Write **have eaten** in the third column.
- How would we say the sentence if the verb **were** in the past-perfect tense? (*We had eaten three hot dogs at the circus.*) Write **had eaten** in the third column.

C Distinguish between correct and incorrect usage of irregular verbs.

1. Write these sentences on the transparency as Sentences 4–7 and read them aloud:

- (4) *The leaves have fallen from the trees.*
- (5) *The ship sank beneath the ocean.*
- (6) *The track team has ran eight laps.*
- (7) *Miss Lopez teached us about verbs.*

Teach for Understanding—Continued

- Is this the correct form for the sentence? Why? (*no; Run is the past participle, which should be used to form the perfect tense, has run.*)
- What is the verb in Sentence 7? (*taught*)
- Is this the correct form for the sentence? Why? (*no; Taught is the correct past-tense form of teach.*)

Worktext page 205

Guided Practice

Worktext page 206

Independent Practice; Apply and Write

Share Extra Information (optional).

ExtraInfo

Henry Ford grew up in Dearborn, Michigan, on a family farm. However, he left home at age sixteen to become a machinist's apprentice. Shortly after his marriage he began work as an engineer with the Edison Illuminating Company. By 1896 he had finished building his first self-propelled vehicle, called the Quadricycle. The demand for a "horseless carriage" led to the formation of the Ford Motor Company in 1903. The Model T, which the company began producing in 1908, was the first gasoline-powered vehicle that was trustworthy, affordable, and efficient. It was enormously popular. Ford eventually implemented mass production methods that made his company the largest and most efficient car manufacturer in the world.

Teacher's Toolkit, page 65

extra PRACTICE

Irregular Verbs

Name _____

► Underline twice the complete verb in each sentence. Identify the tense of each verb: **present, past, future, present perfect, past perfect, or future perfect.**

1. This book teaches me about the life of a cowboy. ***present***
2. What was a cowboy's life like? ***past***
3. By the end of the book, I will have found the answer. ***future perfect***
4. Long ago, cowboys drove cattle to butchers in the cities. ***past***
5. Many cowboys have ridden the ranges of the western states. ***present perfect***
6. Some of these young men had come from Mexico and Africa. ***past perfect***
7. Most cowboys wore Stetson hats, bandanas, chaps, and spurs. ***past***
8. I had bought some inexpensive cowboy boots. ***past perfect***
9. But some cowboys spent half their monthly wages on fancy boots. ***past***

► Write **C** in the blank if the underlined verb is correct. Write **I** if it is incorrect; then write the correct verb form next to the sentence.

- C** 10. The book describes some difficult jobs of cowboys. ***caught***
- I** 11. They caught stray cattle with their lariats. ***caught***
- C** 12. They did tasks like mending fences and branding cattle. ***done***
- I** 13. I have saw an old-time branding iron. ***have seen***
- C** 14. They rode out in all kinds of weather. ***sank***
- I** 15. Each night the sun sunk low in the western sky. ***sank***
- C** 16. Then it be how slow. ***was***
- C** 17. Cowboys usually ate bacon, beans, and bread. ***ate***

- C** 18. Sometimes cowboys caught jackrabbits and antelope for meat. ***ate***
- I** 19. Today cowboy life has fell into the category of legend. ***has fallen***
- I** 20. Many novelists have wrote fictional cowboy tales. ***have written***



Objectives

- Identify tenses of irregular verbs
- Write the correct verb form in a sentence

Materials

- Copy of Supplement page S29, "Verb Spinner," for each team

Introduction**Speaking**

Review using irregular verbs in sentences. Divide the class into two teams. Give each team a copy of Supplement page S29, "Verb Spinner." Direct a member of each team to stand in front of the classroom as the "spinner" for his team. Tell the other team members to remain seated. Direct Team A to spin for a verb; then a member of Team A must give a sentence using that verb correctly. The teacher decides whether the verb was used correctly and gives a point for each correct sentence. Continue the game, alternating teams. The team with more points wins.

Teach for Understanding**A Identify the tenses of irregular verbs.**

- Direct attention to the chart on Worktext page 207. Explain that the chart lists more irregular verbs and their principal parts.
 - Which principal part is used to form the perfect tense? (*the third principal part, the past participle*)
 - Which principal part is used to form the past tense? (*the second principal part, the past*)
 - Which tenses are formed from the present, or first, principal part? (*the present and future tenses*)
- Write these sentences for display. Read aloud each one.

The glass broke when I dropped it.
The children have grown so tall!
The preacher had spoken in our church before last night.
- Choose a volunteer to underline twice the verb in the first sentence. (*broke*)
 - What tense is the verb in the first sentence? (*past*)

More Irregular Verbs

Name _____

Irregular verbs can be confusing unless you memorize the principal parts. Here are some more irregular verbs.

Present Principal Part	Past Principal Part	Past-Participle Principal Part
begin	began	(has, have, had) begun
blow	blew	(has, have, had) blown
break	broke	(has, have, had) broken
choose	chose	(has, have, had) chosen
freeze	froze	(has, have, had) frozen
fly	flew	(has, have, had) flown
grow	grew	(has, have, had) grown
know	knew	(has, have, had) known
make	made	(has, have, had) made
ring	rang	(has, have, had) rung
sing	sang	(has, have, had) sung
speak	spoke	(has, have, had) spoken
steal	stole	(has, have, had) stolen
swim	swam	(has, have, had) swum
tear	tore	(has, have, had) torn
tell	told	(has, have, had) told
throw	threw	(has, have, had) thrown

All perfect tenses use the past participle with a form of *have*.

The bell had rung three times.

We have sung two concerts this year.

By next month they will have begun construction on the house.

Guided Practice

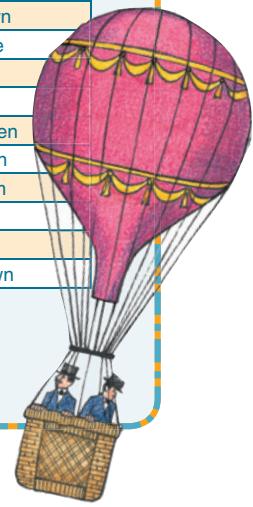
- Underline twice the complete verb in each sentence. Write the tense of each verb: *present, past, future, present perfect, past perfect, or future perfect*.

- People have told legends about human flight for centuries. **present perfect**
- Leonardo da Vinci knew about flight theory. **past**
- Hot air ballooning had grown popular by the mid-1800s. **past perfect**
- We will have chosen topics for our flight reports by Monday. **future perfect**

- Write the correct form of each verb given.

- Before the Wright brothers, no one successfully. **had flown**
(*fly*; past perfect)
- On December 17, 1903, their aircraft through the air for twelve seconds. **flew**
(*fly*; past)

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- Choose a volunteer to underline twice the verb in the second sentence. What tense is this verb? (*present perfect*)
- Choose a volunteer to underline twice the verb in the third sentence. What tense is this verb? (*past perfect*)
- How can you tell whether a verb is past-, present-, or future-perfect tense? (*by looking at the tense of the helping verb or verbs used with the main verb*)

B Write the correct verb form.

- Tell the students that they may refer to the chart of principal parts on Worktext page 207.
- Write this sentence for display:
The bell ___ about an hour ago.
 - Which past tense form of the verb *ring* is needed in this sentence? (*rang*)

Fill in the blank and read aloud the new sentence. Point out that this sentence tells about an action that clearly happened in the past (*an hour ago*).

- Write this sentence for display and explain that it is about an action that just happened.

The bell ___ and now the room is quiet.

- Which present-perfect tense of *ring* is needed in this sentence? (*has rung*)

Fill in the blank and read aloud the new sentence.

- Write these sentences for display. Make the blanks long enough to include three words.

The pilot ___ this route many times before.

I ___ a window seat before I ordered my ticket.

Independent Practice

► Underline twice the complete verb in each sentence. Write the tense of each verb: *present, past, future, present perfect, past perfect, or future perfect.*

1. John will have swum a mile by this point. ***future perfect***
2. The doorbell rang several times. ***past***
3. The thief had stolen the money before daybreak. ***past perfect***
4. Mom will freeze several meals for later. ***future***
5. James has torn his shirt. ***present perfect***
6. May throws the ball to Rob. ***present***

► Write the correct form of each verb given.

7. Several months before, we ***had begun***
(begin; past perfect)
8. My alarm ***rang*** at 6:30 a.m.
(ring; past)
9. I ***threw*** off the covers, got dressed, ate breakfast, and got into the car.
10. During the trip, we played games and ***sang*** silly songs.
(sing; past)
11. Suddenly, the car sputtered and ***broke*** down!
(break; past)
12. Dad ***had spoken*** to three people on his cell phone before noon.
13. During supper at the restaurant, someone ***stole*** our hubcaps!
14. The police ***will make*** a report tomorrow.
(make; future)
15. By tomorrow afternoon we ***will have begun*** our trip home.
(begin; future perfect)



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Apply and Write

► Write two sentences using perfect tenses of *swim* and *sing*.

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I ***—*** we would have nice weather.

In fifteen minutes we ***—*** our flight.

Choose volunteers to complete the sentence with the correct form of the verb.

fly, present perfect—has flown

choose, past perfect—had chosen

know, past—knew

begin, future perfect—will have begun

Worktext page 207

Guided Practice

Share *Extra Information* (optional).

Worktext page 208

Independent Practice: Apply and Write

ExtraInfo

Wilbur and Orville Wright grew up in Dayton, Ohio. In their teen years, they were both interested in designing and building things. They worked together to build a printing press that enabled their father to accept larger printing jobs. They also owned a bicycle shop where they repaired and manufactured their own line of bicycles. Working with bicycles taught them that concepts like balance and control, lightweight structures, and aerodynamic shape are important in flying. After researching the discoveries of others in the realm of aeronautics, the Wright brothers did their own experiments in a wind tunnel that they built themselves. After a number of experiments with kites and gliders, they designed a powered aircraft, the *Flyer*. The successful flight of the *Flyer* at Kitty Hawk in 1903 earned the brothers an important place in history. After the *Flyer's* success, the Wright brothers went on to improve their invention, designing eighteen different aircraft during the next thirteen years.

Teacher's Toolkit, page 66

extra PRACTICE More Irregular Verbs

► Underline twice the complete verb in each sentence. Identify the tense of each verb: *present, past, future, present perfect, past perfect, or future perfect.*

1. I have chosen swans as my topic for a school essay. ***present perfect***
2. Scientists break North American swans into three species: mute swans, trumpeter swans, and tundra swans. ***present***
3. A pair of white swans ***swam*** at our pond. ***past***
4. One morning I stole quietly to the edge of the pond. ***past***
5. A gust of cold air blew in my direction. ***past***
6. The wind had torn some leaves from the trees. ***past perfect***
7. In another month the pond will have frozen over. ***future perfect***
8. A sudden clear call, like a trumpet, rang out on the morning breeze. ***past***
9. Only trumpeter swans speak with that loud, trumpet-like voice! ***present***
10. During that time, my notes had grown into a long list of observations. ***past perfect***
11. I have only begun my study of trumpeter swans. ***present perfect***

► Write the correct form of each verb given.

12. The trumpeter swan ***grows*** into a very large bird. ***(grow; present)***
13. Scientists ***have known*** (know; present perfect) with wingspans of 2.4 meters.
14. Trumpeter swans ***swim*** with their necks in a C-shape. ***(swim; present)***
15. God ***gave*** (give; past) these swans a unique ability to communicate.
16. Trumpeter swans ***begin*** (begin; present) their trumpeting as young birds.
17. They ***will have spoken*** (will; future perfect) many things without saying a word!

Objectives

- Form contractions correctly
- Identify whether a subject that is part of a contraction is singular or plural
- Write subject/verb contractions that agree in number
- Correct double negatives in sentences that contain contractions

Introduction

Review tenses of the irregular verb *be*. Write these sentences for display. Choose students to underline twice the verb in each sentence and tell which tense it is.

I am sleepy today. (am; present)

Before yesterday, I had been sick for two days. (had been; past perfect)

I was better yesterday. (was; past)

I have been busy with housework since this morning. (have been; present perfect)

By this evening I will be ready for a break. (will be; future)

Teach for Understanding**A** Guide the students in forming contractions correctly.

- Write contraction for display.

► **What is a contraction? (two words that are put together and shortened to make one word by using an apostrophe to take the place of the letter or letters that are left out of the new word)**

► **What are some examples of contractions? (Answers will vary.)**

- Write these examples for display and point to each one as it is described.

verb + not: did + not = didn't

noun + verb: Mike + is = Mike's

pronoun + verb: he + will = he'll

Remind the students that some contractions are formed by combining verbs and the word *not*. Other contractions are formed by combining nouns and verbs or pronouns and verbs.

- Explain that many contractions may be formed with the verb *be*. Write *Mike's* for display and explain that *Mike's* is a contraction for *Mike is*. *Mike's* could also represent the possessive of *Mike* to show ownership, as in *Mike's bike*. The context helps you know whether the word is a contraction or a possessive.

Contractions

Name _____

A **contraction** is made up of two words that are put together and shortened to make one word. An apostrophe takes the place of the letter or letters that are left out of the new word. Some contractions are formed by combining verbs and the word *not*. Other contractions are

Singular *Jonathan is* *Jonathan's*

Singular *I am* *I'm*

formed by combining nouns and verbs or pronouns and verbs. When using contractions, pay special attention to subject/verb agreement. If the subject is singular, use the verb that agrees in number with it. If the subject is plural, use the verb that agrees in number with it.

Plural *they are* *they're*

Plural *we have* *we've*

A **double negative** is the use of two negative words in the same sentence. A negative word

Negatives	Positives
never	always, ever
no	any
nobody, no one	anyone, everyone, someone

Incorrect: *He didn't never finish.*

is a way of saying "no." A contraction with *not* is a negative word.

Negatives	Positives
none	all, one, some
nothing	anything, something
nowhere	anywhere, somewhere

Correct: *He didn't ever finish.*
He didn't finish.

Guided Practice

► Write the correct contraction for the underlined words.

1. They had not loaded the ship. *hadn't*

2. Mr. Heidorn is in charge of the cranes that lift the containers. *Mr. Heidorn's*

3. We are looking at the tankers that carry gasoline. *We're*

► Write **S** if the subject is singular and **P** if the subject is plural.

P 4. They're on a cruise ship to the Mediterranean.

S 5. Sharon's in the dining room of the ship.

► Write **C** if the sentence is written correctly. Write **I** if it is written incorrectly; then rewrite the sentence.

I 6. He hadn't never been on a cruise before. *Answers will vary.*

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► Which contraction is formed by joining the words *I am*? (*I'm*) Write the contraction for display.

► Which contraction is formed by joining the words *she is*? (*she's*) Write the contraction for display.

► Which contraction would we use to join the words *you are*? (*you're*) Write the contraction for display.

Point out where the letters have been left out of the verb in each contraction. Explain that whenever the verbs (*is, are*) are joined with a noun or pronoun in a contraction, these same letters are left out (e.g., *it's, they're*).

- Write these sentences for display:

He is a missionary to Brazil.

We are excited about his visit.

5. Choose students to underline the subject once and the verb twice in each sentence. After they have identified these sentence parts, instruct the students to form a contraction by erasing the appropriate letters and inserting an apostrophe. (*He's, We're*)

B Identify whether the subject in a contraction is singular or plural.

- Call attention to the sentences on display. Remind the students that subjects and verbs must agree in number, and this is also true in contractions.

► Is the subject of the first sentence singular or plural? (*singular*)

► Is the subject of the second sentence singular or plural? (*plural*)

Independent Practice

- Write the correct contraction for the underlined words.

1. You are welcome to sit back and relax. You're
2. She is the airline stewardess. She's
3. I am buckling my seat belt. I'm
4. We are taxiing down the runway. We're
5. It is a clear day with few clouds. It's
6. Kaylie is nervous about flying. Kaylie's
7. I am excited about the trip. I'm

- Write S if the subject is singular and P if the subject is plural.

- | | |
|----------|---|
| <u>S</u> | 8. He's beside the window on the other aisle. |
| <u>P</u> | 9. They're in the seats in front of us. |
| <u>P</u> | 10. We're in first-class seating. |
| <u>S</u> | 11. It's a short trip. |

- Write C if the sentence is written correctly. Write I if it is written incorrectly; then rewrite the sentence.

- | | |
|----------|---|
| <u>C</u> | 12. Lisa's glad about her visit with her grandparents. |
| <u>C</u> | 13. She hasn't waited very long. |
| <u>I</u> | 14. They isn't comfortable in that hotel. <u>Answers will vary.</u> |
| <u>I</u> | 15. She didn't never find her suitcase. <u>Answers will vary.</u> |
| <u>I</u> | 16. He aren't the pilot of the plane. <u>Answers will vary.</u> |

Apply and Write

- Write a sentence using a contraction formed from a pronoun and a verb.



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2. Remind the students that the pronoun *you* always takes the plural form *are*, regardless of whether it refers to one or more than one person.

C Correct double negatives in sentences.

1. Write this sentence for display:

We did not take our dog with us.

- Which contraction can be made from the words *did* and *not* in this sentence? (*didn't*)

Erase *did not* and write *didn't* in its place. Remind the students that many verbs form contractions with the word *not*. In these contractions, the letter *o* is left out and replaced with an apostrophe.

- What are some more contractions with *not*? (*isn't*, *don't*, *didn't*, *weren't*, etc.)

(Note: When *cannot* is shortened to *can't*, an *n* and an *o* are omitted.)

2. Point out that *not (n't)* is a negative word. Explain that a good writer and speaker avoids using two negative words in a sentence. To correct the sentence, one of the negative words can be deleted, or it can be replaced with a positive word. Point out the chart on Worktext page 209 that contains positive and negative words.

- What are some other negative words? (*no, never, none*)

3. Write these sentences for display:

I don't have none of those luggage tags.

I haven't never flown before.

- Are these sentences written correctly? Why? (*no; They both contain double negatives—two negative words.*)

Teach for Understanding—Continued

4. Read aloud the first sentence.

- What are the negative words in this sentence? (*don't, none*)

- How could we revise the sentence so that it is grammatically correct? (*Possible answers: I have no luggage tags. or I don't have those luggage tags.*)

5. Read aloud the second sentence.

- What are the negative words in this sentence? (*haven't, never*)

- How could we revise the sentence so that it is grammatically correct? (*Possible answers: I have never flown before. or I haven't ever flown before.*)

Worktext page 209

Guided Practice

Worktext page 210

Independent Practice: Apply and Write

ESL

ESL students may have difficulty distinguishing between possessives and contractions. Direct them to make an *x* over the letters that are deleted and to write the contraction beside it. Underline any negative words in sentences so that ESL students can focus on the contraction form. For additional practice, make cards for pronouns and verbs that are commonly used in contractions, and additional cards for contraction endings such as *'s, n't, and 've*. Make a few cards with singular and plural names to use with *'s*. Direct each student to choose two cards that will form a contraction; then direct him to write the contraction.

Teacher's Toolkit, page 67

extra PRACTICE Contractions

Name _____

- Write the correct contraction for the underlined words.

1. I am at the Hopelight Women's Mission today. I'm _____
2. I have not been here before. haven't _____
3. We are watching the children during the ladies' luncheon. We're _____
4. Pastor Brooks said that he is preaching from the book of Romans. he's _____
5. Chelsea is a helper in the nursery. Chelsea's _____

- Write S if the subject is singular or P if the subject is plural.

- | | |
|----------|--|
| <u>S</u> | 6. She's a teacher for the children. |
| <u>P</u> | 7. They're happy about the finger-painting time. |
| <u>S</u> | 8. Brandon's a very good singer and song leader. |
| <u>P</u> | 9. We're helpers with the women and children. |
| <u>S</u> | 10. It's a great way to serve the Lord. |

- Write C if the sentence is written correctly. Write I if it is written incorrectly; then rewrite the sentence.

- I 11. We don't know none of the children's names yet. We don't know any of the children's names yet. _____

- I 12. Some of the children haven't never heard Bible stories. Some of the children have never heard Bible stories, or Some of the children haven't ever heard Bible stories. _____

- C 13. They're not familiar with these gospel songs. _____

- I 14. They're new songs to the children. They're new songs to the children. _____

- C 15. Mona's making a chart of the new songs. _____



Prefixes & Suffixes

Name _____

Objectives

- Identify prefixes, suffixes, and their meanings
- Use prefixes and suffixes correctly in sentences

Note

This interactive lesson incorporates Worktext page 211 into the Teach for Understanding section.

Introduction

Review contractions. Read aloud the following pairs of words one at a time, calling on students to form and spell aloud the contractions.

had not (<i>hadn't</i>)	we will (<i>we'll</i>)
cannot (<i>can't</i>)	were not (<i>weren't</i>)
he is (<i>he's</i>)	they are (<i>they're</i>)
is not (<i>isn't</i>)	Bill is (<i>Bill's</i>)

Teach for Understanding

A Identify prefixes and their meanings.

► What is a prefix? (*a word part added to the beginning of a root word to change its meaning or use*)

1. Write *rebuild* for display. Explain that *rebuild* contains a root word and a prefix.

► What is the root word in *rebuild*? (*build*)

► What other word part do you see in this word? (*the prefix re*)

2. Explain that the prefix *re* at the beginning of the word means “again.” The word *rebuild* means “to build again.”

3. Direct attention to the first chart on Worktext page 211, explaining that this chart lists other prefixes and their meanings.

4. Point out that there are several prefixes that have the same meaning. For example, *un*, *dis*, *im*, *in*, and *non* all mean “not.”

► What is one way you could know whether you are using the correct prefix with a root word? (*Look up the new word you have made in a dictionary; if it is not listed, try a different prefix.*)

A **prefix** is a word part added to the *beginning* of a root word to change its meaning or use.

polite, *impolite* heat, *reheat*
cooperative, *uncooperative*

Prefix	Meaning of Prefix	Example	Meaning of Example
bi	having two of; twice	bilingual	having two languages
dis	not; opposite of	dishonest	not honest
im		impatient	not patient
in		incompetent	not competent
non		nonessential	not essential
un		unhealthy	not healthy
mis	wrongly; incorrectly	mislead	to lead wrongly
out	exceed; go beyond	outbid	to bid beyond
pre	before	preview	view before
re	again	rebuild	to build again

A **suffix** is a word part added to the *end* of a base word, or root word, to change its meaning or use. Adding a suffix sometimes changes the spelling of the root word. The new word is often a different part of speech.

plenty (noun), *plentiful* (adjective)
argue (verb), *argument* (noun)

Suffix	Meaning of Suffix	Example	Meaning of Example
able	capable of; worthy of	believable	worthy of belief
ible		flexible	capable of being flexed
en	to make	sweeten	to make sweet
er	one who	buyer	one who buys
ist		artist	one who creates art
ful	full of	thankful	full of thanks
ish	like; somewhat	childish	like a child
less	without; not having	meaningless	without meaning
ly	in nature or manner of	securely	in a secure manner
ness	state, condition, or quality of	fairness	the quality of being fair
ment		excitement	state of being excited

Guided Practice

► Draw a line under each prefix and circle each suffix.

1. You can discover a new way to travel.

2. The variety of entertainment is unbelievable.

► Add a prefix or a suffix to the root word to fit the meaning in parentheses. Write the new word.

3. The unusual hovercraft uses a cushion of air to float above the ground.

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B Review adding endings to nouns to make them plural.

Review the rules for making nouns plural by referring back to Worktext pages 49–50 (Chapter 3, Lesson 25).

C Review adding endings to verbs to change their forms.

Remind the students of the spelling rules necessary for adding endings to verbs (e.g., *hop/hopped*, *run/running*, *snob/snobbish*, *begin/beginning*, *fool/foolish*, *plenty/plentiful*). Explain that a word part added to the end of a word to change its form is called a *suffix*.

D Identify suffixes and their meanings.

► What is a suffix? (*a word part added to the end of a root word to change its meaning or use*)

1. Write *thankful* for display. Explain that this word contains a root word and a suffix.

► What is the root word in *thankful*? (*thank*)

► What other word part do you see in *thankful*? (*the suffix ful*)

2. Explain that the suffix *ful* at the end of the word means “full of.” The word *thankful* means “full of thanks.”

3. Direct attention to the second chart on Worktext page 211, explaining that this chart lists other suffixes and their meanings.

4. Point out that the spelling of the root word often changes when a suffix is added. Write *weary* for display.

► Which part of speech is *weary*? (*adjective*)

Independent Practice

► Draw a line under each prefix and circle each suffix.

1. Many people like the excitement of a kayak.
2. That speedboat can easily outrace a fishing boat.
3. A yacht, though stylish, is not affordable for most people.
4. I'm thankful for my bicycle.

► Add a prefix or a suffix to the root word to fit the meaning in the sentence. Write the new word.

5. Some find motorcycles uncomfortable in cold or rainy weather.
(comfortable; not)
6. A hydrofoil skims quickly over the water.
(quick; like in nature or manner of)
7. I know the driver of that four-wheel all-terrain vehicle.
(drive; one who)
8. Roads that are inadequate for cars are used by four-wheelers.
(adequate; not)

► Fill in the circle next to the correct meaning of each underlined word.

9. Nothing can dampen his enthusiasm.

able to be damp to make damp
10. I had to rewrite my paper on sailing.

not write write again
11. Careless behavior could cause the boat to capsize.

without care full of care
12. Operating a commercial aircraft requires uncommon ability and good health.

not common the state of being common

Apply and Write

► Write two sentences using two of the example words listed. Underline the prefixes and circle the suffixes in each word.

unbelievable	disagreement	reusable	inexcusable
impossible	inescapable	unsinkable	indirectly



Language Link

L I N K

Worktext page 212

Independent Practice: Apply and Write

ESL

Write the prefixes and suffixes in the examples with different colored chalk or dry erase markers. Instruct ESL students to circle the affixes. Provide assistance on the worktext pages.

For a prefix activity, write the prefixes *dis*, *pre*, *un*, and *re* on index cards. Using a different color, write the following root words on cards: *cover*, *write*, *tie*, *test*, *pay*, *view*, and *school*. Direct the students to match a prefix with a root word. Provide an answer key for self-checking. Do the same procedure for a suffix activity. Use the suffixes *ful*, *less*, *able*, and *ness*. For root words, use: *comfort*, *like*, *thank*, *help*, *kind*, and *teach*.

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- Which suffix would we add to form a word that means "in a weary manner"? (*ly*) Write the word *wearily* for display.
- How did the spelling of *weary* change? (*A y was changed to i before the suffix.*)
- What part of speech is the new word *wearily*? (*adverb*)

E Guide in using prefixes and suffixes correctly in sentences.

1. Point out that prefixes and suffixes help simplify sentences. Write this sentence for display:

I have been incorrectly understood.

- How could you simplify this sentence by adding a prefix to *understood*? (*I have been misunderstood.*)

Write this sentence for display:

We wish you the state of being happy.

- How could you simplify this sentence by adding a suffix to *happy*? (*We wish you happiness.*)

2. Write these sentences for display:

It was ___ of Craig to join another team.
(loyal)

We have two more ___ games, and then the regular season starts. (*season*)

Choose volunteers to read aloud the sentences, supplying a prefix to the word in parentheses that makes sense in the sentence. (*disloyal*, *preseason*)

3. Write these sentences for display:

Don't be ___ with the ball. (*self*)

Try to play ___. (*fair*)

Choose volunteers to read aloud the sentences, supplying a suffix to the word in parentheses that makes sense in the sentence. (*selfish*, *fairly*)

Teacher's Toolkit, page 68

extra PRACTICE

Prefixes & Suffixes

Name _____

► Draw a line under each prefix and circle each suffix.

1. The story of Sir Galahad is a colorful tale about the court of King Arthur.
2. Sir Galahad of the Round Table was an honest knight.
3. Someone discovered a jewel sword in a floating rock.
4. Only Galahad could remove the sword from the rock.
5. All the knights encountered great danger.
6. But Galahad prevailed in them all.

► Add a prefix or a suffix to the base word to fit the meaning in parentheses. Write the full word.

7. The Bible reminds us that the pure in heart will see God. (*remind*)
8. Only through Jesus Christ can our selfish hearts be made pure. (*selfish*)
9. Christ Himself is described as a pure Lamb. (*spotless*)

10. Once we are saved, we need to be careful to guard our hearts. (*careful*)

11. There is much wickedness in the world around us. (*wicked*; condition of)

12. Our own hearts are deceitful as well. (*deceitful*)

13. We can be easily misguided by evil things that we see and hear. (*misguide*)

14. By relying on Christ and His Word, we can completely avoid falling into sinful habits and activities. (*complete*; like in nature or manner)

15. With God's help, Christians can keep pure hearts in an impure world. (*pure*)



Christians should keep themselves pure.

Objectives

- Identify the principal parts of a verb
- Identify and distinguish between present, past, future, past perfect, present perfect, and future perfect
- Use irregular verbs correctly in sentences
- Identify and distinguish between tenses of irregular verbs
- Use contractions correctly in sentences
- Identify the meanings of prefixes and suffixes

Materials

- Materials for optional Art Connection

Note

This lesson reviews concepts to prepare students for the Chapter 11 Test (optional). Extra Practice pages 69–70, located on the Teacher's Toolkit CD, make an excellent study guide.

Check for Understanding

Chapter 11 Review

Play a review game. Divide the class into four or five teams. Choose which version of the game you will play—board game or seatwork game. Explain the procedures of the game.

Board Game: Allow one member from each team to take his place at the board and pick up a piece of chalk or dry erase marker. Direct the students at the board to face you while you read the question. Tell each student to write his answer when you say, “Go!” and then turn around and face you again. The team with the fastest time and the correct answer gets two points. Every team with the correct answer gets one point. Follow the same procedures with the next team member.

Seatwork Game: Read aloud the questions, asking for a verbal response or directing the students to write their answers on paper. Check the answers in class and reward the team with the most correct answers. Use the following questions, adding additional questions if desired.

- Which principal part is needed to form a verb in the present tense? (*the first principal part, the present*)
- Which principal part is used to form the verb in the future perfect tense? (*the third principal part, the past participle*)

Chapter 11 Review

Name _____



- A. Mark an X in the chart to identify which principal part the main verb uses.

- Small creatures and plants died long ago.
- Layers of rock and dirt compressed their bodies.
- Immense heat and weight had turned the organisms into oil.
- We refine crude oil.
- Crude oil has provided diesel trucks with fuel.

Present	Past	Past Participle
	X	
	X	
		X
X		
		X

- B. Underline twice the complete verb in each sentence. Write whether each verb is *past*, *present*, or *future* tense.

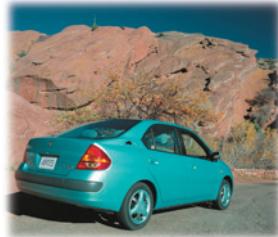
- future* 6. People will use millions of gallons of gasoline this year.
present 7. Gasoline comes from crude oil.
past 8. Dad filled the gasoline tank.
future 9. Electricity will power some cars in the future.

- C. Underline twice the complete verb in each sentence. Write *Perfect* if the verb is in perfect-tense form. Write *No* if it is not in perfect-tense form.

- Perfect* 10. People have learned about biofuel.
No 11. Biofuel comes from vegetable oil.
Perfect 12. Soon scientists will have developed other types of fuel.

- D. Underline twice the complete verb in each sentence. Write *present*, *past*, or *future* to identify the perfect tense.

13. Engineers have produced hybrid cars that run on both gasoline and electricity. *present* perfect
14. These cars will have become more popular by the next decade. *future* perfect
15. I had liked the aerodynamic design. *past* perfect



- E. Write *C* if the underlined verb is correct. Write *I* if it is incorrect; then write the correct verb form after the sentence.

- I* 16. I have thought of the answer to the math problem. *have thought*
C 17. My paper has fallen on the floor. *will have fallen*
I 18. I will have drank two sodas by the end of the day. *will have drunk*

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- The past participle of a verb is always used with a form of which helping verb? (*have*)
- Which tense of the verb *walk* is *walked*? (*past tense*)
- Which tense of the verb *ride* is *will ride*? (*future tense*)
- Which perfect tense is the verb *have packed*? (*present perfect*)
- Which perfect tense is the verb *had carried*? (*past perfect*)
- Which perfect tense is the verb *will have shared*? (*future perfect*)
- Which perfect tense is the verb *has cooked*? (*present perfect*)
- What is the past tense of *drink*? (*drank*)
- What is the past-perfect tense of *run*? (*had run*)
- What is the present-perfect tense of *teach*? (*has or have taught*)
- What is the future-perfect tense of *draw*? (*will have drawn*)
- Correct the verb in this sentence: *I be twelve years old*. (*am*)
- Correct the verb in this sentence: *The sun has sank below that line of trees*. (*has sunk*)
- Correct the verb in this sentence: *A flower growed behind the barn*. (*grew*)
- Correct the verb in this sentence: *I haven't never done my homework*. (*haven't done, have never done, or never did*)
- What does the prefix *im* mean in the word *impatient*? (*"not"*)
- What does the suffix *less* mean in the word *hopeless*? (*"without" or "not having"*)

F. Write the correct form of each verb given.

19. The teacher spoke _____ to his parents.
(speak; past)
20. I have chosen _____ the subject of cars for my essay.
(choose; present perfect)
21. Kyle threw _____ the ball hard to second base.
(throw; past)
22. My mom will have prepared _____ dinner by 5:30.
(prepare; future perfect)
23. The swing had broken _____ the day before.
(break; past perfect)

G. Fill in the circle next to each correctly written sentence.

24. Elizabeth's in a bike race this weekend.
 They's in a bike race this weekend.
25. She hasn't never been beaten in a race.
 She has never been beaten in a race.
26. Her parents go to most of her races, and they're attending tonight's race too.
 Her parents go to most of her races, and they's attending tonight's race too.



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H. Fill in the circle next to the correct meaning of each underlined word.

27. Our car is sluggish on cold mornings.
 like a slug
 cold
28. We need a dependable car.
 able to bend
 worthy of trust
29. Every car buyer should find a reliable mechanic.
 traveler
 one who buys
30. After the repair job, you may be penniless.
 without money
 with much money

Worktext pages 213–14

Chapter Review



Materials

- Drawing paper
- Colored pencils or colored felt-tip pens

Design a new mode of transportation.

Tell each student to use his imagination to design a new mode of transportation. Direct him to label the parts of the vehicle and then to write a brief description of it at the side of the paper, telling where and for what purpose it should be used. Encourage him to read through his description of the vehicle again when he has finished, checking for correct use of verb tenses. Display the completed drawings in the classroom.

E S L

The review game may be too difficult for some ESL students. As an alternative activity, select a story from the student reader or a class novel that contains a lot of dialogue. Be sure it is a story familiar to the class. Direct the ESL students to find seven to ten examples of contractions in the story and record them on a sheet of paper, with the page number where they can be found. After the class has finished the review game, direct the English-proficient students to locate the contractions on each page and to read the sentences containing them.

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extra PRACTICE Chapter 11 Review Name _____

A. Mark on X the chart to identify which principal part the main verb uses.

Present	Past	Past Participle
X		X
X		
X		

B. Underline twice the complete verb in each sentence. Write whether each verb is past, present, or future.

_____ past	4. A. A. Milne <u>based</u> the character of Christopher Robin on his own son.
_____ future	5. Many readers will <u>appreciate</u> the story behind the bear Winnie-the-Pooh.
_____ present	6. Winnie-the-Pooh's name <u>comes</u> from a bear at the London Zoo.

C. Underline twice the complete verb in each sentence. Write Perfect if the verb is in perfect-tense form. Write No if it is not perfect-tense form.

_____ Perfect	7. Christopher Robin Milne <u>had visited</u> the zoo with his father.
_____ No	8. Winnie the bear <u>was</u> his favorite exhibit at the zoo.

D. Underline twice the complete verb in each sentence. Write present, past, or future to identify the perfect tense.

9. Soon Winnie-the-Pooh <u>will have</u> been a household name for a century. <u>future</u> _____ perfect
10. Eeyore, Piglet, and Tigger <u>had originated</u> from Milne family toys. <u>past</u> _____ perfect

E. Write I if the underlined verb is correct. Write If it is incorrect; then write the correct verb form next to the sentence.

I 11. A. A. Milne <u>had wrote</u> three books about Pooh by 1928. <u>had written</u>
I 12. Ernest H. Shepard <u>drew</u> wonderful pictures for the books. <u>drew</u>
C 13. Shepard and Milne <u>knew</u> each other from their work for <i>Punch</i> magazine. _____



Teacher's Toolkit, page 70

extra PRACTICE Chapter 11 Review Name _____

F. Write the correct form of each verb given.

14. Many people <u>think</u> _____ of the Hundred-Acre Wood as a fictitious place.
15. Milne <u>based</u> _____ this setting on Ashdown Forest, Sussex. (base; past)
16. He <u>had chosen</u> _____ this lovely area as the site of his country home.
17. Some Pooh books <u>have begun</u> _____ with a map of the wood. (begin; present perfect)

G. Fill in the circle next to each correct sentence.

18. <input checked="" type="radio"/> My sister's reading a story about Pooh and his friends right now. <input type="radio"/> My sister's reading a story about Pooh and his friends right now.
19. <input type="radio"/> She hasn't never read about him before. <input checked="" type="radio"/> She hasn't read about him before.
20. <input checked="" type="radio"/> We're reading some of Milne's poems in school. <input type="radio"/> We're reading some of Milne's poems in school.

H. Fill in the circle next to the correct meaning of each underlined word.

21. Milne is most notable as a writer of children's literature. <input checked="" type="radio"/> worthy of notice <input type="radio"/> capable of writing
22. Millions of parents have read the <u>wonderful</u> Pooh books to their children. <input type="radio"/> able to wonder <input checked="" type="radio"/> full of wonder
23. Winnie-the-Pooh's popularity has <u>outshone</u> nearly every other storybook character in children's literature. <input type="radio"/> full of brightness <input checked="" type="radio"/> shone beyond

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Objectives

- Recognize interrogative pronouns in sentences
- Use the correct principal part to form verb tenses
- Write the correct form of verb tenses in sentences
- Identify prepositional phrases
- Identify sentence patterns: *S V*, *S V DO*, *S V IO DO*, *S LV PA*, and *S LV PN*
- Complete statements about research reports

Cumulative Review

Name _____

A. Underline the interrogative pronoun(s) in each sentence. (Chapter 9)

1. Whose is this Bible on the pew?
2. Well, who can answer this question?
3. Which of you can say this passage by memory?
4. What is the reference for the verse?
5. Who answered that question, and what was the answer?

B. Underline twice the complete verb in each sentence. Write whether each verb is *past*, *present*, or *future* tense. (Chapter 11)

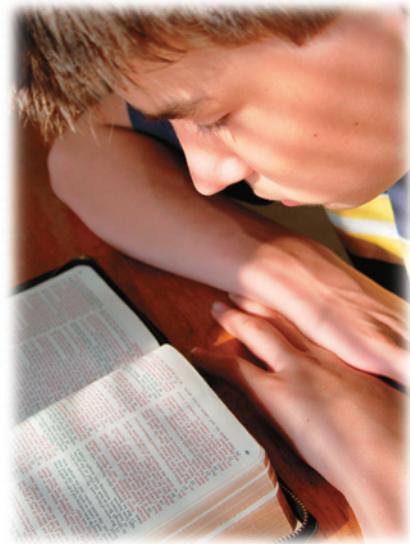
6. Jared memorized several verses today. *past*
7. Our quiz team won last year. *past*
8. Deanna is a member of the team. *present*
9. She will study the passages diligently this week. *future*
10. We will leave for the quiz on Saturday morning. *future*
11. I am excited about this opportunity. *present*

C. Put parentheses around each prepositional phrase. Label the simple subject and verb in each sentence. Label any direct objects *DO* and any indirect objects *IO*. (Chapter 5)

- S V DO*
12. Paul wrote thirteen epistles (in God's Word.)
- S V DO*
13. He found many young believers (in new churches.)
- S V IO DO*
14. He faithfully gave them the gospel.
- S V IO DO*
15. Pastor Brooks will teach us many things (from the Scriptures.)
- S V DO*
16. We began a Bible study (on the Pauline Epistles.)

CODE

S	= Simple Subject
V	= Verb
DO	= Direct Object
IO	= Indirect Object



English 6, Chapter 11, Lesson 110

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D. Write the letter of the part of the book you should consult to find this information. (Chapter 7)

- C** 17. Date of publication
- B** 18. Name of the illustrator
- E** 19. Definition of the word *molecule*
- A** 20. Chapter containing information about oceans
- D** 21. Page containing information about squids
- F** 22. More sources on the topics covered

- A. table of contents
- B. title page
- C. copyright page
- D. index
- E. glossary
- F. bibliography

E. Fill in the circle next to each correct answer. (Chapter 8)

- 23. A research report about a place of historical importance would include ____.
 - an explanation of why the writer liked that place
 - a description of important events that took place there
- 24. The introduction for a research report about a place would probably ____.
 - tell the name of the place and where it is located
 - try to convince the reader not to pay a visit to the place
- 25. A research report gives ____ about a topic.
 - facts
 - opinions
- 26. When researching for your report, you should ____.
 - copy down exact sentences and paragraphs from other authors about your topic
 - read various materials about your topic and take notes in your own words
- 27. When choosing sources to use for your research, you should ____.
 - look for a variety of reliable sources about your topic
 - look for only the shortest books and articles about your topic
- 28. Using another author's exact words in your report without giving him credit is called ____.
 - paraphrasing
 - plagiarizing

Worktext pages 215–16

Cumulative Review

Use the exercises to review the concepts taught at an earlier time. You may choose to omit certain sections or to use them to reteach concepts to students who are having difficulty.

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