

Unit: 9.3 Communicating about our world through informational texts

Theme: Grammar review and Text Features

Objective: Students identify and apply acquired knowledge correctly on verbs and type of verbs in sentences.

## Standards and Expectations

### ► Language

9.LA.3 – Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

### ► Writing

9.W.7 - Draw evidence from literary or informational texts to support analysis, reflections, and research.

| Weeks | Monday                          | Tuesday                                           | Wednesday                                    | Thursday              | Friday                     |
|-------|---------------------------------|---------------------------------------------------|----------------------------------------------|-----------------------|----------------------------|
| 1     | Types of Verbs – Open Question. | Transitive and Intransitive Verbs – Open question | Practice Intransitive and intransitive Verbs | Modal Verb – Practice | Auxiliary Verbs - Practice |

## Lesson 1 - Verbs

Verbs are:

- a word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence, such as *hear, become, happen*.

There are **THREE TYPES OF VERBS**:

- ▶ **Action verbs** (which can be transitive or intransitive)
- ▶ **Modal verbs** (sometimes called helping verbs)
- ▶ **Auxiliary verbs** (sometimes called linking verbs).

Define in your own words:

What are Verbs?

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### **Transitive Verbs**

- ▶ This verb is always followed by a noun that's receiving the action, called the direct object.

**Example: I patted my dog's head.**

The verb is "patted," and the noun that's receiving this action is "my dog's head," which is the direct object of the action verb.

- ▶ Sometimes an object can be indirect, such as when you're expressing to whom the action is being done.

**Example: Mary gave Angelina a kiss on the cheek.**

The verb is "gave" and the object given was "a kiss." To whom it happened was Angelina, the indirect object of the sentence.

### **Intransitive Verb**

- ▶ When an action verb has no direct object, it's called an intransitive verb. Intransitive verbs can be followed by an adverb or adverb phrase, but there will never be a direct object.

**Example: Matthew runs quickly away.**

The verb is “runs,” and the phrase “quickly away” tells us more about the verb, but there is no object here to receive the action.

**Important Point:**

- ▶ An easy way to tell the difference between a transitive and an intransitive verb is to ask the question, “What is receiving the action from this verb?” If you can name a noun that’s on the receiving end, it’s a transitive verb. If you can’t name a noun, whether a direct or indirect object, then the verb is intransitive.

**Answer:**

What is the difference between a Transitive and an Intransitive Verb?

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**PRACTICE:**

Instructions: Write a “T” for transitive and “I” for intransitive verbs.

1. When he arrived, nobody was there to greet him. (\_\_\_\_\_)
2. I bought a bicycle so I can go to school faster. (\_\_\_\_\_)
3. The boy laughed so much that milk came out of his nose. (\_\_\_\_\_)
4. He reads books to help him fall asleep. (\_\_\_\_\_)
5. Jim is sleeping so don’t be so loud. (\_\_\_\_\_)
6. When I lie down, I like to sleep on my back. (\_\_\_\_\_)
7. In order to catch up in class, she wrote an essay. (\_\_\_\_\_)
8. The man sneezed so hard that he fell from his chair. (\_\_\_\_\_)
9. She sat down patiently waiting for her homework. (\_\_\_\_\_)
10. For an hour, they passed the ball back and forth. (\_\_\_\_\_)

**Modal Verbs:**

- ▶ Modal verbs help us understand more about the verb in question. They give us hints on the possibility of something happening (can, should, etc.) or time (has, did, was, etc.). When you add a modal or helping verb to your sentence, you've created a verb phrase.

**Example: Laura is (helping verb) writing (main action verb) her life story.**

**Example: Her story might (helping verb) be (main verb) embarrassing for some of her friends.**

- ▶ These words always function as modal verbs, or helping verbs:

• can • could • may • might • must • ought to • shall • should • will • would

- ▶ In addition, you can have helping verbs consisting of the forms of to be, to do, and to have. Keep in mind though the following words can also serve as linking verbs (which we'll discuss next):

• am • are • be • been • being • did • do • does • had • has • have • is • was • were

**Example: Juliet is changing trains at the station.**

**Example: Daniel had eaten everything on his plate.**

PRACTICE:

Instructions: Circle the modal verb in each sentence.

1. He shall bring the food very soon.
2. We can definitely win the championship game.
3. I can speak a little Spanish.
4. You should stop smoking because it is bad for you.

5. May I sit down now?
6. I can play basketball very well
7. I must go now.
8. Can you help me lift the couch?
9. Could you pass me the ball?
10. It must be very cold in your house.

### **Auxiliary Verbs:**

- ▶ Linking verbs connect the subject of your sentence to a noun or adjective that describes your subject. The noun or adjective is called the “subject complement.”

**Example: My daughter is a marketing major.**

**Example: We are your new neighbors.**

- ▶ The most common linking verb is the various forms of “to be” (am, are, is, was, were, etc.). Sometimes, the forms of “to be” are helping verbs, as you learned in the previous section.
- ▶ “To become” and “to seem” are always linking verbs. The following verbs, however, can sometimes be linking verbs and other times be action verbs:

• to appear • to continue • to feel • to grow • to look • to prove • to remain • to sound • to stay • to smell • to taste • to turn

Linking: **The seafood smelled funny.**

Action: **I smelled the seafood before eating.**

### **PRACTICE:**

Instructions: Underline the helping verb.

1. Your little brother is growing fast!
2. She will play a classical song on the piano.
3. Taylor would enjoy watching “Annie the musical”.
4. My mother might drive me to the movies.
5. José should listen to his teacher in class.
6. María was holding a flashlight.
7. The game will cost a lot of money.
8. They may dance in a recital this evening.
9. Ella should have eaten better today.
10. Carlos will play a song in the radio.