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Grammar Basics:  
**The Harold Syntax  
Guide to Verbs**

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# THE HAROLD SYNTAX GUIDE TO VERBS

From the  
*Grammar Basics Series*  
Grades 7-12

Viewing Time: 18:45

## INTRODUCTION

### Background

*The Harold Syntax Guide to Verbs* is the fourth program in the *Grammar Basics* series. The program's target audience is language arts/grammar students in grades 7-12. The program's goal is to significantly enhance student comprehension of the main topics almost always covered when verbs are studied at the middle school and high school levels: (a) the function of verbs, (b) tense, (c) mood (d) voice and (e) transitive and intransitive verbs.

### Curriculum Correlation

This video helps students meet Standard Six of the National Council of Teachers of English (NCTE), which states, "Students (should be able to) *apply knowledge of language structure...*"

Moreover, the program's topics closely parallel those of almost all major language arts texts. An online review of school district scope and sequence charts also indicates that the program's teaching points correspond to grammar concepts currently taught in middle school and high school language arts programs.

## Program Summary

Professor Harold Syntax, the world's foremost authority on the English language, travels to a motion picture studio, a place where there's a great deal of action. It is, suggests the professor, a perfect place to discuss verbs because verbs are action words. There are numerous examples, including hoofers who *dance* and comedians who make the audience *laugh*. The professor continues to further define verbs by saying they also express states of being. A director thinks and therefore *is*. Prof. Syntax states that verbs also indicate time, and after explaining why time indication is so important, launches into a detailed explanation of tense. All the tenses and how they are constructed (including principal parts) are covered. The second part of the program discusses mood. Happening upon a set with samurai warriors, the professor uses the four samurai to demonstrate the indicative, subjunctive, potential and imperative moods. The next segment finds the professor in the midst of a "Three Stooges" pie fight. Nemesis, Syntax's assistant, joins in to demonstrate the differences between active and passive verbs. Syntax finally finds himself in the studio rafters, where nesting chickens help him demonstrate transitive and intransitive verbs.

## Preparation and Pretest

Before presenting the lessons suggested below, we

encourage you to preview the program, as well as review this guide and the accompanying blackline master activities in order to familiarize yourself with their content.

In addition, you may wish to give the *Pre-Test* before starting your instruction. This brief quiz is an assessment tool intended to gauge student comprehension of the program's key concepts. If you give the *Pre-Test*, explain to your students that they are not expected to answer all the questions correctly, but they are expected to do their best. You can remind them that the questions point to key concepts they should focus on while watching the program. After you evaluate your students' answers, as well as review the materials presented in this guide, you may find it necessary to make some changes, additions or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your students will they obtain the maximum instructional benefits afforded by the material.

## STUDENT OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Define verbs functionally and identify action and states of being verbs in sentences.
2. Name each verb tense and be able to write a sentence using each tense.
3. Name the verb moods and identify the mood of verbs in sentences.
4. Write sentences with active, passive, transitive and intransitive verbs.

## **PREPARATION**

### **Materials Needed**

Students will need a pencil for the handout material. If possible, duplicate all handout material before beginning the unit.

### **Viewing Strategies**

Several viewing strategies may be employed. You may find it useful to show the program in its entirety, then play it segment by segment, using each segment as a basis for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, fast-forwarding through stop points, undoubtedly will help reinforce student understandings.

### **On-Screen Type**

Main words are capitalized when used as titles or headings. This capitalization improves readability and follows commonly accepted rules of grammar.

## **SUGGESTED LESSON PLAN**

### **Introduce the Program**

Write several nouns and pronouns, along with some phrases – but no verbs – on the chalkboard or overhead projector. Examples might be *The dog down the street* and *Pedro extremely intelligent*. Ask the class what's missing. Help your students understand that one of the missing words would indicate action and the other would indicate a state of being.

Alternately, if your class has seen any of the first three programs in this series, you may pick up the conceptual thread by mentioning that they will now see a program that

gives more information on words – this time, a kind of word known as the verb.

## Pre-Viewing Activities

### ***Segment 1: Verb Functions & Verb Tenses***

Tell the class they will see the first part of the program, which tells what verbs do and explains verb tenses. By the middle school level most students know what verbs do, so you should stress that what the students will see will give a great deal of information on verb tense. Ask if anyone in the class knows what tense is. After tense is briefly discussed, mention that the program also tells why tense is so important. Tell the class you will ask them about the importance of tense after they see the first part of the program.

## Post-Viewing Activities

### ***Segment 1***

Ask the class about the importance of tense. Help everyone understand why cultures cannot be established without the ability to transmit past actions and thoughts. Now, carefully work through each tense, pointing out again how each is constructed. Pay special attention to both regular and irregular forms of the past participle and give ample examples. Hand out ***Verb Tense***. This handout may be assigned as homework, or the class may complete it as seatwork or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers. Now show the second segment.

## Pre-Viewing Activities

### ***Segment 2: Mood***

Review the first section of the program if you feel it will help your students. Then tell the class that verbs indicate whether the verb is to be considered a fact, a wish, a

possibility or command. As you state each item, write it on the board. Tell the class everyone should know what each of the moods are called by the time they view the second segment.

## Post-Viewing Activities

### ***Segment 2: Personal Pronouns***

Divide the class into teams and have each team write eight sentences. Two sentences should exemplify each mood. Collect the papers, and at random have students write the sentences one at a time on the chalkboard. Each team tries to be the first to identify the mood. Keep score to determine which team correctly identifies the largest number. After the winning team is determined, hand out ***Mood***. Before students work on this exercise, point out that the words “if” “until” and “unless” do not *always* indicate the subjunctive mood. This handout may be assigned as homework, or the class may complete it as seatwork or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

## Pre-Viewing Activities

### ***Segment 3: Voice & Transitive & Intransitive Verbs***

Briefly review the first and second segments if you feel it will be beneficial to your class. Ask if anyone knows what the two verb voices are. If no one knows, write the following (or similar) sentences on the chalkboard or overhead projector: *He threw the pie. The pie was thrown by him.* What is the difference between the sentences, other than the obvious difference in wording? Which sentence is preferable? Tell the class they will find out the answers to those questions in the next section of the program. Now show the third segment.

## Post-Viewing Activities

### Segment 3

Point to the two sentences on the chalkboard (see above) and ask, “Which sentence is active and which is passive? Which is preferable? (The first) Why? (It’s in the active voice, and so more direct and vivid.) Pose the following question: When are passive voice statements preferred? (*There are several instances. One is when a tactful statement is required, one that draws attention away from the party responsible for the action. “Our glass jar was broken” instead of the accusatory “Our guest broke the jar.” Another is when the actor in the situation is not important. “The sunrise can be observed early in the morning.”*) Ask students to write one transitive and one intransitive sentence. Call for volunteers to read their sentences aloud. Are their sentences correct? Finally, hand out ***Voice & Transitive & Intransitive Verbs***. It may be assigned as homework, or the class may complete it as seatwork or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

After all the handouts have been completed, conduct a final review of the concepts covered in the program. Then show the program one more time, in its entirety, before giving the ***Post Test***. After it has been graded, go over the answers with the class and clear up any misunderstandings that have been revealed.

### DESCRIPTION OF BLACKLINE MASTERS

***PRE-TEST*** – An assessment tool intended to gauge student comprehension of the objectives prior to viewing the program.

***VERB TENSE*** – An exercise that gives students practice identifying and using verbs of various tenses.

**MOOD** – A written activity that bolsters comprehension of the four verb moods.

**VOICE & TRANSITIVE & INTRANSITIVE VERBS** – An exercise that helps students understand the differences among active, passive, transitive and intransitive verbs.

**POST TEST** – An assessment tool intended to gauge student comprehension of the program’s objectives after completing the unit.

**DISCUSSION QUESTIONS** – Provides questions to be asked after each segment of the program.

## ANSWER KEY

### Video Quiz

1. T    2. culture    3. c    4. They express  
“perfected” or completed action or state of being.  
5. b    6. look, imperative    7. b    8. you  
9. T    10. object

### Pre-Test

1. T    2. T    3. F    4. F    5. F    6. T    7. T  
8. F    9. F    10. F    11. T    12. F    13. F  
14. T    15. T

### Verb Tense

1. ride    2. sang    3. will paint    4. had shown  
5. has chopped    6. will have written    7. cried  
8. had drunk    9. had read    10. will have driven

### Mood

1. D    2. C    3. B    4. A    5. D    6. A    7. D  
8. A    9. C    10. B

## Active & Passive Voice/Transitive & Intransitive Verbs

Part I 1. Joan saddled the horse. 2. Ted did the grocery shopping. 3. Sung Lee read the books. 4. Dad prepared the dinner. 5. The farmer planted his fields.

Part II 1. T 2. I 3. I 4. T 5. I 6 T  
7. I 8. T 9. T 10. I

## Post-Test

Part I 1. present perfect 2. Future 3. future perfect  
4. past 5. past perfect

Part II 1. imperative 2. potential 3. subjunctive  
4. indicative 5. potential

Part III 1. A 2. P 3. A 4. A 5. A

Part IV 1. I 2. T 3. T 4. T 5. T

## TRANSCRIPT OF THE VIDEO

**Assistant Director:** Lights! Camera! Aaaaand....action!

**Syntax:** Ah yes, action. And there's nothing like a few action words – dance and sing, for example – to create some excitement!

**Comic:** So I said, "Take my mother-in-law – please!"

**Syntax:** And laugh! Verbs are action words. They indicate what a person, place or thing can do – sing, dance, laugh and so on.

Today, we've come to a motion picture studio – where lots of action goes on – to take a closer look at verbs.

As luck would have it, they're about to film a real extravaganza set very long ago – when the first verbs appeared in human history, when our ancestors first found it desirable to communicate about actions.

The first action words were undoubtedly quite simple: perhaps something such as...

**Caveman:** Look!

**Syntax:** And eat! Hmm. Meet my assistant, Nemesis – the hungry actor.

But then two things happened that made verbs a bit more complicated.

For one, people discovered they could use verbs to express not only actions, such as eat and throw, but also to express a state-of-being. “I think, therefore, I am.” “Am” is the state-of-being verb.

And they discovered time relationships. That is, they began to understand that actions and states-of-being can occur in the past, present and future.

And this was an important discovery. In fact, it helped to truly distinguish human beings from all other animals.

People could now communicate about events of the past and pass them on in the present. In other words, human beings could now have a culture.

And, of equal importance, people could think about the future. They were able to anticipate events before they happened. They could plan ahead.

As individuals made these distinctions in time, they used different kinds of verbs to express these differences in time. It wasn't enough any more just to say, “eat.”

What one said was, “Today, I eat,” or “Yesterday, I ate,” or “Tomorrow, I will eat,” so that everyone would know whether one was talking about a past, a present, or a future action.

**Nemesis:** Alas, poor Yorick! I knew him well!

**Syntax:** Ah, which brings us to the matter of *tense* – not tense like an actor rehearsing his lines before filming an important scene...

**Nemesis:** YYYAAAHHHhhh...

**Syntax:** ...but tense in the grammatical sense, as in the specific form a verb takes when expressing a certain time. But how many tenses are there in all? Well, let's see.

There's the present tense, the past tense, the future tense, the present perfect tense, the past perfect tense, and the future perfect tense. Six major tenses, each one expressing a different relation of action to time.

All six major tenses come from just three basic verb forms. We call these basic forms the principal parts of the verb: the present, the imperfect, and the past participle.

I know all this sounds terribly confusing, but it isn't really. Let me show you what I mean by taking a look at the verb, "to eat."

The principal parts of "to eat" are the present, *eat*; the imperfect, *ate*; and the past participle, *eaten*.

Now, to form any of the six major tenses, we use one of the principal parts, either alone or with an auxiliary verb, sometimes called a "helping" verb.

For the present tense of the verb, "to eat," we use just the present principal part, *eat*. If an actor is gobbling down a turkey leg right now, in the present, we say, "He eats."

For the past tense, one uses the imperfect principal part, *ate*: "He ate." When? Some time ago, in the past.

For the future tense we again use the present principal part, *eat*, plus the auxiliary verb, *will*. "He will eat." When? Some time in the future.

Now, the perfect tenses – present perfect, past perfect, and future perfect – are called perfect, not because they are angelically perfect, but because they express perfect action – perfect in the sense of being perfected...this is, completed or finished.

All these perfect tenses use the past participle principal part plus one or more helping verbs based on the auxiliary verb, "to have."

So for the present perfect tense of “to eat,” we use the past participle principal part, *eaten* (expressing a completed action) and the auxiliary *has* or *have*: “He has eaten” meaning he has, at this present time, finished or completed the action of eating.

For the past perfect, we again use the past participle, *eaten*, to express a completed action, plus the auxiliary *had*: “He had eaten.” Meaning he had, at some time in the past, finished or completed the action of eating.

For the future perfect, we again use the past participle, *eaten*, plus the future auxiliaries *will* and *have*: “He will have eaten.” Meaning he will have – tomorrow, next week, or at some other time in the future – completed the action of eating.

So there you have the six major tenses – present, past, future, present perfect, past perfect, future perfect. You do understand them all, I hope. Well, let’s find out.

Just fill in the blanks with the correct verb form in each of these examples.

She swam. He has fled. They will have marched. Well, there you are. Nothing to it, eh? Oh no, of course not.

Once you know the three principal parts of a verb, you can form any of the major tenses you want.

## **STOP ONE**

Besides being classified according to tense, verbs also are classified according to a subtle grammatical quality called mood.

Mood tells how an action or state of being should be regarded – as a straightforward fact, or as a wish or possibility, or as a command.

There are four different moods – the indicative, the subjunctive, the potential and the imperative.

The indicative mood is the most common mood of all. It states facts, such as, “I will go to that store.”

Indicative mood statements don't have to be true. They just have to be stated as truth – as what does happen, what did happen or what will happen.

The subjunctive mood, on the other hand, is a mood full of “ifs.” It expresses wishes, dreams and possibilities rather than facts. One could say, for example, “If I were king, I'd help the poor people.”

The tip-off for subjunctive statements is the way they begin. Most introduce action with the words, “if,” “until” or “unless” – words that suggest how things could be, but not necessarily.

The potential mood is also a mood of possibility. It expresses what might happen – as in, “It might rain.”

Finally, there's the imperative mood, which is always used for giving commands, and so it is the preferred mood of coaches. Examples would be, “Do this!” or “Do that!”

The second person pronoun *you* is always the subject in imperative mood statements.

Sometimes the *you* is expressed directly, as in “You behave,” or “You eat your spinach.” Sometimes it's simply implied. But it's always *you* the imperative mood's concerned about.

You could say, “The imperative mood wants you!”

And it's you that I'm concerned about, too – and how well you understand what I've been saying about mood. So I've prepared one of my little quizzes.

Now, now, it's really quite simple.

All you have to do is identify the mood of each of the underlined verbs. That is, tell whether these verbs are in the indicative, the imperative, potential or subjunctive mood.

*Have gone* is indicative; *may come* is potential and *set* is imperative. There, you see? As easy as pie!

Mmm. Lemon cream, I believe. Quite! Yes!

Well, besides mood, we have other ways of expressing subtle distinctions in our action words. We'll take a small break while I clean myself up...and then we'll be back to discuss another one, called voice.

## STOP TWO

There are two grammatical voices – active and passive. They express the relation of the subject of the sentence to the action.

With active voice verbs, for example, the subject is always the performer of the action.

Take the sentence, “He threw the pie.” The subject *he* performs the action expressed by the active voice verb, *threw*.

But with passive voice verbs, the relation of the subject to the action changes. The subject isn't the doer any more; instead, it's passively affected by the action – as with, “The pie was thrown by him.”

And so, all passive constructions imply a state of being.

Thus, all passive voice constructions use state-of-being verbs; that is, some form of the verb “to be.”

In these sentences, you can see the state-of-being verbs *was* and *are*.

One side note here. Most of the time, you'll want to use active voice verbs when writing or talking because the action of the verb is more direct and vivid in its active form.

When one talks about active and passive voice verbs, one talks about verbs and their subjects.

But what about verbs and their objects, you say? Well, I thought you'd never ask! Because I've just been dying to say a few words about transitive and intransitive verbs.

A transitive verb is simply a verb that takes an object, such as *lay* in “Chickens lay eggs,” *eggs* being the object. One might say that a transitive verb transfers action from subject to object.

But an intransitive verb doesn't transfer action, because it doesn't have an object to transfer the action to. So the verb *lies* in "The chicken lies in the nest" is intransitive because...well, the chicken's just lying there, after all.

And that's all there is to be said about transitive and intransitive verbs. They're really quite simple.

Now before I transitively lay my hands on a drumstick, let's go back and review some of the things I've been talking about.

Remember, verbs are action words. They express all the things a noun or pronoun can do.

Verbs also express states of being. But verbs do more than express simple action and states of being.

They express action in terms of time – past, present and future – through the use of six major tenses – the present, the past, the future, the present perfect, the past perfect and the future perfect.

All the major tenses come from three basic verb forms, called principal parts: the present, the imperfect and the past participle.

If you know the three principal parts of any verb, you can form any major tense.

We also learned that verbs express subtle differences in terms of mood. They indicate whether an action should be regarded as a straightforward fact, as a wish, as something that might happen or as a command.

Verbs also can be active, passive, transitive or intransitive.

And now I think I'll sit down to a nice, quiet...Oh, my, what's this?

Hmmm. I think this is where I came in! And so, I guess it's where I'll leave, too...Cheerio! Carry on!

### **STOP THREE VIDEO QUIZ**

## Web Resources

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<http://webster.comnet.edu/grammar/verbs.htm>

<http://www.englishpage.com/irregularverbs/irregularverbs.html>

<http://grammar.englishclub.com/verbs.htm>

### **Other Programs in the *Grammar Basics Series***

**The Harold Syntax Guide to Words**

**The Harold Syntax Guide to Nouns**

**The Harold Syntax Guide to Pronouns**

**The Harold Syntax Guide to Modifiers**

**The Harold Syntax Guide to Interjections,  
Conjunctions & Prepositions**

**The Harold Syntax Guide to Sentences, Part I**

**The Harold Syntax Guide to Sentences, Part II**

Name \_\_\_\_\_

## Pre-Test

Directions: In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

- \_\_\_ 1. Verbs express action and states of being.
- \_\_\_ 2. The ability to express past and future actions was important in the development of human cultures.
- \_\_\_ 3. There are seven major verb tenses.
- \_\_\_ 4. The three basic verb forms are present, past, past participle.
- \_\_\_ 5. The past tense uses the past participle part.
- \_\_\_ 6. The "perfect" tenses are called perfect because the action is perfected or completed.
- \_\_\_ 7. A verb in the past perfect tense usually uses the past participle plus an auxiliary verb.
- \_\_\_ 8. A verb in the future perfect tense usually uses the past participle and one auxiliary verb, "will."
- \_\_\_ 9. The imperative mood states facts.
- \_\_\_ 10. The indicative mood states wishes, dreams and possibilities.
- \_\_\_ 11. The potential mood states what might happen.
- \_\_\_ 12. The subjunctive mood is used for giving commands.
- \_\_\_ 13. The pronoun "you" is always the subject in subjunctive mood statements.
- \_\_\_ 14. In active voice statements, the subject of the sentence always performs the action.
- \_\_\_ 15. A transitive verb takes an object.

## Verb Tense

☞ **Prof. Syntax reminder: To form the present tense, use the present principal part: She hides. To form the past tense, use the imperfect principal part: She hid. To form the future tense, use the present principal part plus the auxiliary verbs will or shall: She will hide. To form the present perfect tense, use the past participle plus the auxiliary verbs has or have: She has hidden. To form the past perfect tense, use the past participle plus the auxiliary verb had: She had hidden. To form the future perfect tense, use the past participle plus the auxiliary verbs will have: She will have hidden.**

Directions: Fill in the blank with the proper verb formation.

1. They \_\_\_\_\_ . (Present tense of **to ride**)
2. All the choir members \_\_\_\_\_ joyously. (Past tense of **to sing**)
3. Bob and John said they \_\_\_\_\_ the house on summer vacation. (Future tense of **to paint**)
4. The realtors \_\_\_\_\_ the property seven times already. (Past perfect tense of **to show**)
5. Martin \_\_\_\_\_ the wood in the back fields. (Present perfect tense of **to chop**)
6. The playwright \_\_\_\_\_ the first two acts by the time the actors arrive. (Future perfect tense of **to write**)
7. Pilar \_\_\_\_\_ tears of joy when she saw her cousin. (Past tense of **to cry**)
8. He \_\_\_\_\_ six glasses of water a day since age four. (Present perfect tense of **to drink**)
9. Mrs. Smith's students \_\_\_\_\_ six novels by November. (Past perfect tense of **to read**)
10. She \_\_\_\_\_ 1,500 miles by the she reaches L.A. (Future perfect tense of **to drive**)

## Mood



**Prof. Syntax reminder: The indicative mood is used to make statements of fact. The subjunctive mood expresses wishes, dreams and possibilities. The potential mood expresses what may or might happen. The imperative mood is used for giving commands.**

Directions: Identify the mood of the underlined verbs by circling either A, B, C or D.

1. Button your coat.  
 (A) indicative      (B) subjunctive      (C) potential      (D) imperative
2. I may go to Hawaii next winter.  
 (A) indicative      (B) subjunctive      (C) potential      (D) imperative
3. If I were you, I'd study for the test.  
 (A) indicative      (B) subjunctive      (C) potential      (D) imperative
4. Our team won the track meet last Saturday.  
 (A) indicative      (B) subjunctive      (C) potential      (D) imperative
5. Turn off the computer.  
 (A) indicative      (B) subjunctive      (C) potential      (D) imperative
6. Final exams are June 9 and June 10.  
 (A) indicative      (B) subjunctive      (C) potential      (D) imperative
7. You go home right now.  
 (A) indicative      (B) subjunctive      (C) potential      (D) imperative
8. Nemesis will learn the four moods of verbs.  
 (A) indicative      (B) subjunctive      (C) potential      (D) imperative
9. Ramon might join the chess club.  
 (A) indicative      (B) subjunctive      (C) potential      (D) imperative
10. If I were a teacher, I'd never assign homework.  
 (A) indicative      (B) subjunctive      (C) potential      (D) imperative

Name \_\_\_\_\_

## **Active & Passive Voice Transitive & Intransitive Verbs**

 **Prof. Syntax reminder: With active voice verbs, the subject is the performer of the action. With passive voice verbs, the subject is passively affected by the action. An action verb with a direct object is a transitive verb. An action verb without a direct object is an intransitive verb.**

### **Part I**

Directions: Rewrite the passive voice constructions below so they become active.

1. The horse was saddled by Joan. \_\_\_\_\_
2. Grocery shopping was done by Ted. \_\_\_\_\_
3. The book was read by Sung Lee. \_\_\_\_\_
4. Dinner was prepared by Dad. \_\_\_\_\_
5. The fields were planted by the farmer. \_\_\_\_\_

### **Part II**

Directions. Put a "T" on the line next to the sentence if it is transitive and "I" if it is intransitive.

1. \_\_\_\_\_ Myra polished the silver for her mother.
2. \_\_\_\_\_ During the storm Ted slept fitfully.
3. \_\_\_\_\_ The old man smiled.
4. \_\_\_\_\_ They carried the canoe to the water.
5. \_\_\_\_\_ Jamie skipped down the sidewalk.
6. \_\_\_\_\_ The kindergarten teacher tied Billy's shoe.
7. \_\_\_\_\_ His jeans ripped.
8. \_\_\_\_\_ José bought a new tee shirt.
9. \_\_\_\_\_ She opened her present.
10. \_\_\_\_\_ Jerry blushed.

Name \_\_\_\_\_

## Post Test

### Part I

Directions: Write the correct verb tense on the line provided. The six tenses are present, past, future, present perfect, past perfect, future perfect.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. He has eaten every day this week.
2. She will build the snow fort.
3. They will have slept for eight hours.
4. You talked on the phone.
5. She had flown to four continents.

### Part II

Directions: Write the correct mood of the underlined verbs on the lines provided. The four moods are indicative, subjunctive, potential and imperative.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. Clean your room.
2. He might win the election.
3. If I were hungry, I'd eat salad.
4. The store had a sale.
5. She may go to college.

### Part III

Directions: On the space provided, write an "A" if the sentence has an active construction and a "P" if it has a passive construction.

- \_\_\_\_\_ 1. May Ling drank the glass of milk.
- \_\_\_\_\_ 2. The apples were picked by Michelle.
- \_\_\_\_\_ 3. She hit a home run.
- \_\_\_\_\_ 4. Mom complained.
- \_\_\_\_\_ 5. Juan changed the tire.

Name \_\_\_\_\_

## Post Test, Page 2

### Part IV

Directions: On the space provided, write a "T" if the sentence is transitive and an "I" if it is intransitive.

- \_\_\_\_\_ 1. Carmen danced beautifully.
- \_\_\_\_\_ 2. Tom cleaned the basement.
- \_\_\_\_\_ 3. Ricardo climbed the mountain.
- \_\_\_\_\_ 4. Joe rides the bike.
- \_\_\_\_\_ 5. The teacher graded the papers.

Name \_\_\_\_\_

## Discussion Questions

### Part I: Verb Tense

1. What else, besides action, do verbs express? (States of being)
2. What could humans have once they learned to express past actions? (A culture)
3. What are the six major tenses? (Present, past, future, present perfect, past perfect, future perfect)
4. What are the three principal parts of a verb? (Present, imperfect, past participle)
5. State the six tenses of "to hide." (Hide, hid, hidden, has hidden, had hidden, will have hidden)

### Part II: Mood

1. What are the four moods? (Indicative, subjunctive, potential, imperative)
2. What does the indicative mood indicate? (A fact)
3. What does the subjunctive mood indicate? (Wishes, dreams, possibilities)
4. What does the potential mood indicate? (What might happen)
5. What does the imperative mood indicate? (Commands)

### Part III: Active & Passive Voice/Transitive & Intransitive Verbs

1. What is the performer of the action in active voice verbs? (The subject)
2. What do all passive voice verbs imply? (A state of being)
3. Which voice is more vivid and direct? (Active)
4. Give an example of a sentence with a passive voice verb. (Answers will vary.)
5. Give an example of a sentence with an active voice verb. (Answers will vary.)
6. What does a transitive verb always take? (An object)
7. Does a sentence with an intransitive verb ever have an object? (No)
8. Give an example of a sentence with a transitive verb. (Answers will vary.)
9. Give an example of a sentence with an intransitive verb. (Answers will vary.)