

# UNIT 17

## Principal Parts of Verbs

### 4 Days

Lesson 1 - Finding Principal Parts - 1 Day

Lesson 2 - Irregular Principal Parts - 3 Days

Vocab	Terms
	Principal Parts

## Unit 17 - Principal Parts of Verbs

### Lesson 1 - Finding Principal Parts

#### Activity

- Have students help you make one abbreviated version of their verb posters on the board.  
List only the first singular of **to see** in each of the twelve variations of tenses.  
Pick out all of the different forms in which the main part of the verb appears. On their posters these will all be in one color. see, seeing, saw, seen
- Give a name to each form. see: comes directly from the infinitive seeing: the present participle saw: the simple past (it uses no helping verbs) seen: the past participle
- Substitute the verb to kill in this chart on the board and do the same thing. How many different forms of kill appear? kill, killing, killed
- So the simple past and the past participle are identical.

#### Activity

- Make two columns of principal parts on the board, one regular and one irregular.
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#### Homework

pages 131-132

#### Terms

principle parts

## Unit 17 - Principal Parts of Verbs

### Lesson 2 - Irregular Principle Parts

#### Day 1:

#### Activity

- Call one student to the board at a time. Give each student the infinitive of a verb that has irregular principal parts. Ask the students to write the principle parts of the verb. Glve every student two turns.
- Decide what kind of tests the students develop to hear for themselves what sounds correct as the principal parts. Do they try them out in tense forms?
- The board will be full of principal parts. Ask a student to come up and choose two verbs. She must remember what they are or write them down before erasing them from the board.
- The next student will erase two more and remember what they are. When all of the verbs have been erased, tell the students that they own the two verbs that they erased.
- They must make an illustration of each of their verbs with the principal parts written on the illustration. They can use magazines to cut out pictures or the computer.
- Use these simply as decorations or play timeline stories from Unit 16 again.

#### Principle Parts

swim, swam, swum

see, saw, seen

drive, drove, driven

eat, ate, eaten

cut, cut, cut

fight, fought, fought

speak, spoke, spoken

hold, held, held

speak, spoke, spoken

write, wrote, written

run, ran, run

drink, drank, drunk

sing, sang, sung

fly, flew, flown

ride, rode, ridden

fall, fell, fallen

throw, threw, thrown

teach, taught, taught

say, said, said

hide, hid, hidden

shrink, shrank, shrunk

lie, lay, lain

go, went, gone

be, was, been

choose, chose, chosen

read, read, read

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**Homework**  
pages 133-134

## Day 2:

### Activity

- Divide the class into three teams.
- One student from each team goes to the board. Call out an infinitive of an English verb. Students race to write the correct principal parts.
- As they are doing this hold up one of the cards that was made for the giant floor time line with the name of a tense on it.
- The remaining team members must use the given verb in that tense in an English sentence.
- 1 point to the team that finishes first at the board, and 1 point for each team with a correct sentence.
- During the last five minutes of the game, give teams turns to win extra points. Call out an infinitive to a team and give them 10 seconds to say the principal parts. Then give the next team a turn. Just a quick finale.

## Day 3:

### Activity

- Arrange for the next few classes to be held in the computer room.
- As a class decide what topics have been covered that have to do with verbs, everything from transitive verbs to principal parts.
- Divide the class into groups of three. Each group will write a verb exam.
- Discuss different types of questions or exercises that might be used, and how different sections of the exam might be weighted in terms of points.
- The groups should write an answer sheet and should label the points that each question is worth.
- Collect and correct the exams. Allow students time to make final copies with corrections.
- Give the student tests to other students to take individually. Grade them yourself. Students can receive a grade for the test they wrote and the test they took.