

Ventura College
Directed Learning Activity (Writing)
Designed by: Sumita Lall

Student Name: _____
Date: _____ Time: _____
Length of Session: _____
Tutor/Instructor: _____

Verbs: Review and Practice

SLO: Students will be able to **review** and **practice** using past participles, verb form and tense, and participial verb endings that are "difficult to hear for regular verbs and/or when phonologically continuous with a following consonant" (*CATESOL Journal* 19.1, 2007, page 15).

Objective: Students often have difficulty forming the past participle (-d or irreg.), understanding the correct linguistic context of a sentence in order to pick the correct form and tense of a verb (e.g. "Having very few friends that she can relied on I can see her agony of being held back."), and constructing the actual participial form using the past participle (e.g. "Their searching is over and all their problems would be solve." and "Some of my cousins were actually force by their parents to go into health sciences."). This **review** and opportunity to **practice** past participles, verb form and tense, and participial verb endings may help students develop a stronger sense of linguistic context clues that will improve their writing at the sentence level.

Activity: (20-25 min)

The following steps of the exercise require interaction with a tutor or instructor.

- 1.) Working with your tutor/instructor, read the following student's essay together and be prepared to point out the errors you hear while you read aloud.

My Strongest Trait

I am talented in a number of ways, but I am most talented at been a good cheerleader. I start cheerleading in the ninth grade, but I always took part in gymnastics competitions in junior high. I was prepare for the hard moves I learned in high school because of gymnastics. Today, I am skill at doing blades, clasps, and claps, but I am especially good at back hand springs because of my background in gymnastics.

The first time I seen a cheerleading squad at a game, I knew I want it to be a part of this sport. I decide to ask my P.E. teacher if she thought I was good enough at gymnastics to join the school team, but I knew that none of

my friends would be interest in cheering because they all played soccer or softball. When I told my family I want to learn how to cheer, my parents and sisters were actually shock by my decision to join the school's squad. They thought that I had always like other kinds of sports more. However, when they saw me cheer at my first game, they knew I was happy. All my years of practicing gymnastics had pay off.

Now, I'm a cheerleader at Ventura College and I love it. Practices take up a lot of time, but my coach doesn't allowed me to fall behind in school. Being good at cheerleading helps me to be good at school because I am discipline during practices and this helps me be discipline in class.

- 2.) With your tutor/instructor, underline at least five verbs that sound wrong and discuss how to correct these problems. The writing sample includes errors in the use of past participles, perfect tenses, and verb form and tense.
- 3.) With your tutor/instructor, review "Perfect Tense" (present and past) at <http://www.sabri.org/Grammar/Consider-L3-b.htm>, discussing any examples that give you trouble.

Pay particular attention to

I have a car.
I *have had* my car for two years.

I am married.
I *have been* married since July.

Notice that the simple present in the sentences "I have a car." and "I am married." refers only to the present. The other sentences in the perfect show continuation from the past to the present.

Construct two sentences that are similar to the examples above (i.e. using a verb in a **simple present** sentence and the same verb in a **present perfect** sentence).

Sentence #1: _____.

Sentence #2: _____.

- 4.) With your tutor/instructor, review "Making sense of Modals (1)" at <http://www.sabri.org/Grammar/Consider-L5-a.htm>, discussing any examples that give you trouble.

Pay particular attention to "social interactional uses of modals. . . [when] making requests"

Will

Would

. . . you help me with this exercise?

Can Could

Construct two sentences that are similar to the examples above (i.e. using **Will, Would, Can, and/or Could**).

Sentence #1: _____.

Sentence #2: _____.

Assignment: (20 min)

The following steps of the exercise require students to work independently.

- 1.) Re-read “My Strongest Trait” (the essay above), and underline the rest of the verb forms, tenses, and/or participles that are incorrect.
- 2.) Using a different colored pen or pencil, correct each verb.
- 3.) Complete the two interactive quizzes on “Phrasal Verbs” (#49 and #50) at http://grammar.ccc.commnet.edu/grammar/quiz_list.htm
- 4.) If you have time, complete the interactive quizzes on “Verb Endings” (#54, #55, and #56) at http://grammar.ccc.commnet.edu/grammar/quiz_list.htm

Review: (10 min)

The following steps of the exercise require interaction with a tutor or instructor.

- 1.) Explain what you learned about verb endings to the tutor/instructor working with you.
- 2.) How might you apply what you have learned to writing essays?

Tutor/Instructor Feedback and Reflection:

- _____ Student seemed engaged during “Activity.”
- _____ Student seemed engaged during “Assignment.”
- _____ Student completed the DLA.
- _____ Student needs more practice with verbs.
- _____ Student worked well independently.

Space for notes by tutor/instructor:

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Past Participles as Adjectives versus Verbs

I broke the glass.

I cleaned up the broken glass.

The runner exhausted himself.

The exhausted runner finally crossed the finish line.

Verb Form

Editing Practice

Read the following student's essay, which includes errors in the use of past participles, perfect tenses, and verb form and tense. Underline all the errors you can find and be prepared to discuss how to correct these errors.

My Strongest Trait

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Using the Internet to Get out the Vote

The number of people who have vote in recent U.S. elections has drop. One reason is age. The younger a person is, the less likely it is that he or she will vote. Even though voting is very important, far too many young people have not took part. Now, however the internet has become an important way to reach voters, raise money for election campaigns, and motivate young people.

Many businesses have turn to the Internet to reach others, especially the young. Now, political campaigns have find that they can attract voters and election workers by using the Internet. For example, both Democrats and Republicans had used email to persuade voters to support candidates and to provide vote-by-mail ballots. At the same time, their Web sites an blogs have stimulate interest in politics and have provide ways for young people to meet each other and work for their candidates.

For example, in 2004, Democrats have wanted to motivate young people to work and vote for John Kerry in the presidential election. As a result, the Moveon.org site has organize and promote a tour of some popular mmusicians, such as Bruce Springsteen and

the Dixie Chicks. It also sold anti-Bush T-shirts and bumper stickers. Similarly, GeorgeWBush.com had offered young Republicans ways to use the Internet to create a pro-Bush poster, download pro-bush screensavers, and order pro-Bush items. With such Web sites, the two main political parties have caught the interest of young people.

Recently