

Understanding Verbs

ELA L.8.1b–d, L.8.3a, ELD PII.8.3

Use the following information on the voices and moods of verbs to determine which verb forms best fit your ideas.

Voice

In English, verbs have two voices, active and passive. In the **active voice**, the subject of the sentence performs the action.

Ben broke the glass.

I called the doctor.

In the **passive voice**, the subject of the sentence is the receiver of the action.

The glass was broken by Ben.

The doctor was called.

The active voice is the most straightforward way of saying something. Use the active voice when you want to sound direct and natural. But if you don't know who performed the action, or you want to de-emphasize who was performing the action, you may want to use the passive voice. In general, the passive voice is less forceful than the active voice. Use it infrequently as a way to vary your sentences.

Mood

Almost all of the verbs you use in speaking and writing are in the indicative mood, which is used to make statements of fact. However, English verbs can express several other moods as well, including the imperative, interrogative, subjunctive, and conditional moods.

The **imperative mood** is used for commands.

You must go to sleep now.

Run as fast as you can!

The **interrogative mood** is used for questions.

Could he be joking?

Why did this happen?

The **subjunctive mood** expresses a condition that is contrary to fact, a wish that has not yet been realized, or an imaginary state.

I wish I had curly hair, but my hair is straight.

If I were rich, I would donate money to charity.

The **conditional mood** expresses ideas that depend on something to be true.

I never could have run ten miles without your encouragement.

Whenever you write, choose the verb voices and moods that best express your ideas. Avoid sudden, inappropriate shifts in voice or mood, which may confuse your reader.

Forming Verbs

Now that you know what the active and passive voices and the subjunctive and conditional moods are, let's take a look at how they are formed.

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Day 3

Active Voice Form the active voice by using a verb in any tense that describes an action performed by its subject.

We push the buggy down the sidewalk. (simple present)

He is pushing me toward the edge of the pool. (present progressive)

She pushed me away from her. (simple past)

They have pushed us to our limit. (present perfect)

Passive Voice Form the passive voice by using a form of *be* with the past participle of the verb. Because the passive voice is less direct, use it only when you want to emphasize the receiver of the action or when the doer of the action is unknown or unimportant.

The table was set for the wedding reception.

The musician is being interviewed by the reporter.

Subjunctive Mood The subjunctive form is identical to the past form. When you use the verb *be* in the subjunctive mood, the form is *were*, even when the subject is singular.

If I were a professional football player, I would be a good role model.

If you had told me you wanted to go to the zoo, we could have brought our bus passes.

Conditional Mood The conditional mood is used to refer to an event that may or may not happen, depending on another set of circumstances. This mood uses the verb *could*, *would*, or *should*. Take another look at the examples from above.

If I were a professional football player, I would be a good role model.

If you had told me you wanted to go to the zoo, we could have brought our bus passes.

Understanding Verbs Think about the kinds of sentences you would write in response to the following instructions. Then read the sample responses that follow.

1. Write a sentence in the subjunctive mood about something you wish.
2. Write a sentence in the passive voice about something that happened at home.
3. Write a sentence using the conditional mood about something that could happen at school.
4. Write a sentence in the active voice about something you do in your free time.
5. Write two sentences about the same subject, one in the imperative mood and the other in the interrogative mood.

Here are one student's sentences.

1. I wish my sister lived nearby.
2. The milk was spilled all over the floor.
3. With so much talent, someday our school could have a championship debate team.
4. In my free time I play soccer with my friends.
5. Why do I always have to take out the trash? Tonight, you take it!

Practice and Apply Write a paragraph about a trip you would like to take, leaving a blank line after each line you write.

Underline each verb you use, and on the blank lines write two labels for each verb: a voice label (*active* or *passive*) and a mood label (*indicative, imperative, interrogative, conditional, or subjunctive*).

If you find that you have not used all of the voices or moods taught in this lesson, add sentences that use the missing voice or moods. Remember that any shifts between voices and moods should be appropriate and make sense for readers.

SKILL 17: Practice**8th Snow Packet Math Day 3**

Divide. Simplify each quotient.

1. $\frac{3}{5} \div 5 =$ _____

2. $\frac{2}{7} \div 4 =$ _____

3. $\frac{9}{11} \div 3 =$ _____

4. $\frac{2}{3} \div 10 =$ _____

5. $\frac{3}{4} \div 12 =$ _____

6. $\frac{4}{5} \div 10 =$ _____

7. $\frac{1}{6} \div 3 =$ _____

8. $\frac{3}{5} \div 2 =$ _____

9. $\frac{6}{11} \div 4 =$ _____

10. $\frac{3}{5} \div 4 =$ _____

11. $\frac{5}{9} \div 10 =$ _____

12. $\frac{3}{8} \div 6 =$ _____

13. $\frac{3}{8} \div 9 =$ _____

14. $\frac{5}{6} \div 2 =$ _____

15. $\frac{3}{4} \div 4 =$ _____

16. $\frac{3}{10} \div 6 =$ _____

17. $\frac{4}{11} \div 6 =$ _____

18. $\frac{4}{5} \div 8 =$ _____

19. $\frac{5}{12} \div 10 =$ _____

20. $\frac{6}{7} \div 9 =$ _____

21. $\frac{6}{7} \div 3 =$ _____

22. $\frac{2}{3} \div 5 =$ _____

23. $\frac{5}{6} \div 3 =$ _____

24. $\frac{5}{8} \div 2 =$ _____

Solve.

25. A carpenter cuts a board that is $\frac{3}{4}$ meter long into 6 pieces of equal length. How long is each piece? _____

26. Toni wants to store $\frac{1}{2}$ gallon of sauce in 5 containers. If she wants each container to have the same amount of sauce, how much should she put in each container? _____

WEST PREP27. Find $\frac{6}{7} \div 8$ in simplest form.

Skill 17

A $\frac{1}{9}$

C $\frac{7}{28}$

B $\frac{3}{28}$

D $6\frac{6}{7}$

28. Find $4\frac{1}{3} \times 1\frac{1}{2}$ in simplest form.

Skill 12

F $4\frac{1}{6}$

H $5\frac{1}{5}$

G $4\frac{1}{3}$

J $6\frac{1}{2}$

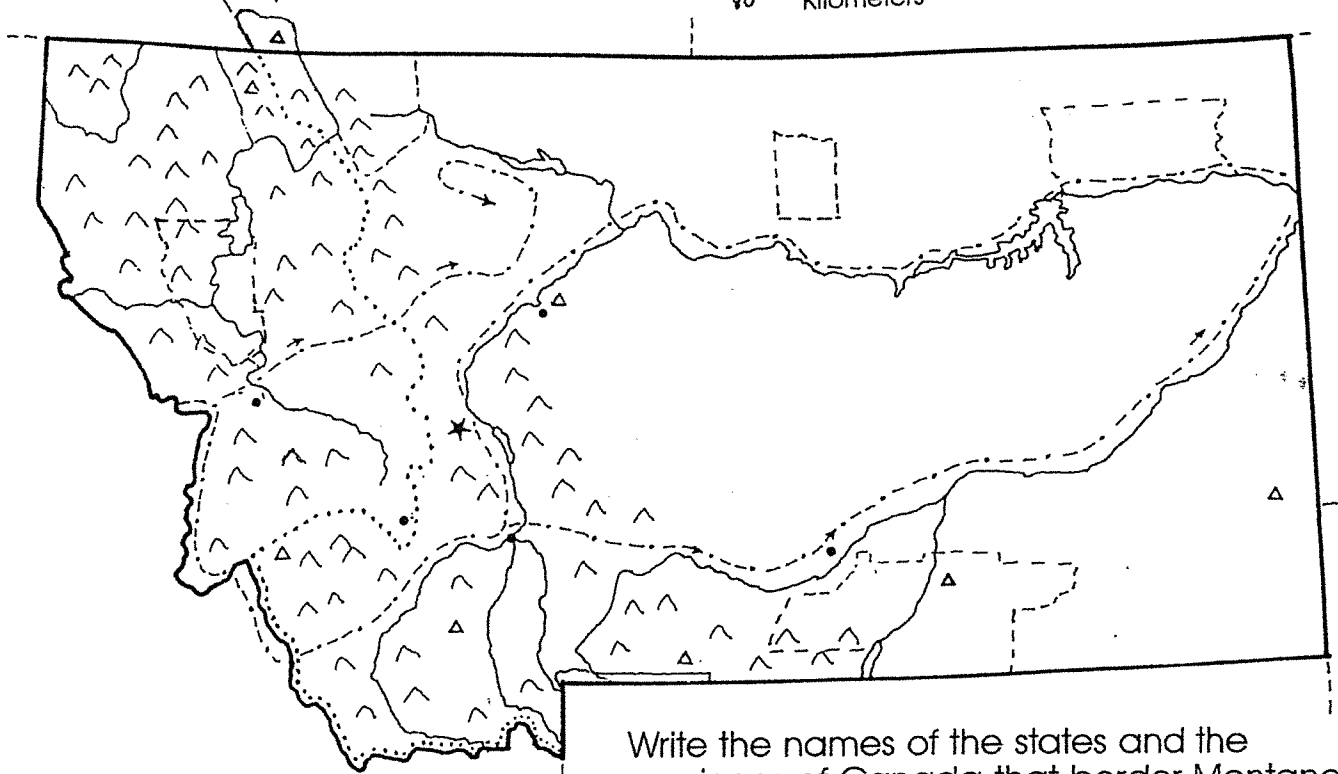
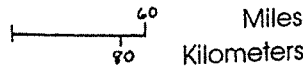
Montana

Statehood: November 8, 1889 - 41st

Area: 147,138 square miles

8th Snow Packet History Day 3

Postal Abbreviation: MT



Write the names of the states and the provinces of Canada that border Montana in their correct locations on the map.

Locate the following cities. Write their numbers below next to their dots on the map.

- | | | |
|-------------|----------------|----------------|
| 1. Missoula | 3. Great Falls | 5. Three Forks |
| 2. Helena | 4. Butte | 6. Billings |

The capital is _____.

Points of Interest: Locate the following places. Write their letters below next to the symbols that represent them.

- | | |
|---|--|
| A. Virginia City | F. Waterton Glacier International Peace Park |
| B. Giant Springs | G. Custer Battlefield National Monument |
| C. Granite Peak | H. Medicine Rocks |
| D. Big Hole Battlefield National Monument | |
| E. Glacier National Park | |

- ★ State capital
- City
- △ Points of Interest
- ⌄ Mountains
- ⌈ Indian Reservations
- ⋯ Continental Divide
- ⋯ Lewis and Clark Expedition

Label the bodies of water, mountain range and Indian Reservation on the map.

Trace over the Lewis and Clark Expedition with brown and the Continental Divide with blue.

Words: butte granite