

Choices: Investigating Verbs

Here's your chance to step out of the grammar book and into the real world. You may not realize it, but examples of usage appear in your life every day. The following activities challenge you to find a connection between verbs and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

GAME

Every Word Counts

What is the longest verb phrase (no compound verbs!) that you can think of? Use as many modals as you can. Challenge your classmates to a duel. To the victor goes the snack!

CONTEST

Come to Order

Hold a contest. Begin by making a list of all the tenses. Then, write a sentence for each tense. Divide the class into groups of three or four. Make one copy of your sentences for each group. Pass out the sentences, and tell everybody to cut the sentences out so that they'll be on strips of paper. On your signal, each group should place the sentences in order from past to future. The first group to do so correctly wins.

TECHNOLOGY

Magnifying Glass

Choose twenty of the peskiest verbs in the chapter. Type them into a word processor. Then, enlarge the size of the letters that change for each form. For instance, for the past participle of the word *swim*, you would see the letters *s*, *w*, and *m* in small letters and the letter *u* in a large letter. You may wish also to boldface the "magnified" letters. Pass out copies of your list to your classmates.

COMPUTER ART

Sit Down, You're Rockin' the Boat!

Use a public domain illustration library to create small posters illustrating the proper use of *sit/set*. If you want to go really wild, you could design a deck of playing cards, with each card illustrating a situation in which one form of these verbs is used correctly. Naturally, you'll need to include the sentence that each picture illustrates.

WRITING

One by One

Whether you know it or not, verb tenses are part of your life. Make a list of all the tenses, including emphatic tense. For each tense, write one sentence about you and your life. Underline each verb or verb phrase.

WRITING

Tense Situations

Why do you think it is so important to maintain consistency of verb tenses when writing about past events? Try this activity. Write a description of an event that happened to you or to someone you know, but don't pay close attention to the verb tenses. In fact, mix them up a bit. Next, rewrite your description, this time focusing on consistent verb tenses throughout. Now, read your first version aloud to a classmate. Have him or her write down the sequence of events as he or she believes they happened. Finally, read your second version to your classmate and have him or her do the same thing. Is there a difference in your classmate's perception of which event happened before or after another?

ANALYZING

The "Voice" of Reason

Your textbook offers a reliable explanation of how sentences containing active-voice verbs are transformed into sentences containing passive-voice verbs, but there may be more to it than that. Is it always the case that only the object of an active-voice verb can become the subject of a passive-voice verb, or can something else, such as the object of a preposition, become the subject? For example, can't you say "The house was broken into"? Think about these questions, and come up with at least fifteen sentences that illustrate different kinds of passive constructions.

The Principal Parts of Verbs

9a. The four principal parts of a verb are the **base form**, the **present participle**, the **past**, and the **past participle**.

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
arrive	[is] arriving	arrived	[have] arrived
talk	[is] talking	talked	[have] talked
swim	[is] swimming	swam	[have] swum

EXERCISE In each of the following sentences, identify the form of the underlined verb by writing above it *B* for base form, *PresP* for present participle, *P* for past, or *PastP* for past participle.

Example 1. The dogs are ^{*PresP*} rolling in the grass.

- Let's sing another song.
- He has heard about the failed experiment.
- Indira left for Africa late Sunday afternoon.
- The ducks have been paddling around on the surface of the lake.
- I understood the speech, but I didn't agree with it.
- Jonathan had been to England once before.
- In the morning, the eagle's eggs hatched.
- Will you help Gina clean the kitchen, please?
- The helicopters have landed next to the soccer field.
- To save money, I am trying to bring my lunch to school more often.
- Is it true that she made them leave early?
- The sun has set already, hasn't it?
- Suddenly, the snake slithered quietly away.
- The Ferris wheel is slowly coming to a halt.
- Astonished by the crowds, we stood in a doorway and waited.
- Cynthia, have you ever seen a morning glory open?
- The goalie leaped into the air and grabbed the ball.
- I hope the guards let us get close enough to see the queen.
- After they had swept, they carried out the recycling.
- I thought you were singing in tonight's performance, Mikki.

Regular Verbs

9b. A **regular verb** forms its past and past participle by adding **-d** or **-ed** to the base form.

EXAMPLE We recently **adopted** a Chihuahua puppy.

EXERCISE On the blank in each of the following sentences, write the correct past or past participle form of the verb given in parentheses.

Example 1. (*collect*) How many baseball cards have you *collected* ?

1. (*talk*) When he first _____ to me, I thought he was from Georgia.
2. (*suppose*) They were _____ to help put up the decorations.
3. (*land*) The spaceship _____ on the cold surface of the planet.
4. (*name*) Kelly has a dog that she _____ Soda.
5. (*enjoy*) Carla has _____ the classes she is taking.
6. (*consider*) I _____ him my best friend.
7. (*close*) Have you _____ the front door?
8. (*open*) The archaeologists carefully _____ the door to the tomb.
9. (*please*) The jester _____ the court with his antics.
10. (*stay*) Have you _____ with her before, Susan?
11. (*predict*) On the news last night, the forecaster _____ snow.
12. (*watch*) The mother cat has _____ over her kittens carefully.
13. (*roar*) The lion _____, and the tiger growled.
14. (*cheer*) Your funny story _____ her up.
15. (*wait*) The patients have all _____ here for a while now.
16. (*gain*) What, after all, have they _____ by being spiteful?
17. (*promise*) If she has _____, I know she will keep her word.
18. (*walk*) The last people to finish the 10K race waved to me as they _____ across the finish line.
19. (*return*) I _____ to my seat and buckled my seat belt.
20. (*expect*) The dogs had _____ to go for a walk.

Irregular Verbs A

9c. An **irregular verb** forms its past and past participle in some other way than by adding *–d* or *–ed* to the base form.

An irregular verb forms its past and past participle in one of these ways: changing consonants, changing vowels, changing consonants and vowels, or making no change at all.

EXAMPLES The ship **sank** in 1912.

Have you **read** *The Pearl* by John Steinbeck?

EXERCISE In each of the following sentences, underline the correct verb form in parentheses.

Example 1. Have you (*saw*, *seen*) any of the movies showing now?

1. The strong wind has (*blew*, *blown*) the papers about the room.
2. In the morning, the delivery van (*come*, *came*) with our new washing machine.
3. The mosquito (*bited*, *bit*) my leg twice.
4. Something the puppy had (*ate*, *eaten*) made it feel unwell.
5. I have (*become*, *became*) sleepy.
6. Have you ever (*broken*, *broke*) any bones?
7. We (*brought*, *bringed*) some pecans from our yard, Grandma.
8. When was that project (*began*, *begun*)?
9. I think the inner tube in my front tire (*burst*, *burst*) when I went over the curb.
10. What have you (*buyed*, *bought*), Tony?
11. Have you (*cut*, *cutted*) any daisies to put on the dinner table?
12. The boy (*chose*, *choosed*) the straighter path.
13. What kind of table have you two (*built*, *build*)?
14. I think that lunch (*costed*, *cost*) more than Laura thought it would.
15. Daniel or Frank (*caught*, *catched*) a baseball that was batted into the bleachers.
16. Julie, has something (*fallen*, *fell*) over in there?
17. Roseanne had (*drawn*, *drew*) a picture of a mockingbird.
18. We just (*drove*, *drived*) to Cassville, Missouri.
19. Have you (*drank*, *drunk*) all the milk?
20. Janette (*did*, *done*) more than anyone else to make sure they succeeded.

Irregular Verbs B

- 9c.** An **irregular verb** forms its past and past participle in some other way than by adding *-d* or *-ed* to the base form.

An irregular verb forms its past and past participle in one of these ways: changing consonants, changing vowels, changing consonants and vowels, or making no change at all.

EXAMPLES For a snack I **ate** some grapes.

Has he fed the horses?

EXERCISE In each of the following sentences, underline the correct verb form in parentheses.

Example 1. Have you two (lent, lended) Tom your notes?

1. Have the sisters (*forgave*, *forgiven*) each other?
2. The two sides had (*fought*, *foughten*) about the terms of the treaty.
3. How many home runs have you (*hitted*, *hit*) this season?
4. How many times has that jet (*flew*, *flown*) across the Atlantic?
5. I think that Jorge (*feeled*, *felt*) bad about the argument.
6. The water in the ice trays has not (*frozen*, *froze*) yet.
7. Peter had (*went*, *gone*) to church before I arrived.
8. Grandma had (*gave*, *given*) Aunt Jean a new vase.
9. After we had dismounted, we (*lead*, *led*) the horses to the stream.
10. What kinds of native plants (*grown*, *grew*) there?
11. Have you (*hurted*, *hurt*) yourself, Amelia?
12. We both (*heared*, *heard*) the same rumor.
13. The cat (*hid*, *hidden*) under Michelle's bed and would not come out.
14. The anthropologist (*found*, *finded*) several cave dwellings in that area.
15. The mailbox (*held*, *holded*) seven catalogs and three bills.
16. I think that the two of them (*had*, *haved*) a better time than they thought they would.
17. I have always (*keeped*, *kept*) secrets well.
18. William had long (*knowed*, *known*) Rabbi Goldstein.
19. They (*laid*, *lay*) the quilts on the bed.
20. The two soldiers (*got*, *gotten*) ready for the advance.

Irregular Verbs C

- 9c.** An **irregular verb** forms its past and past participle in some other way than by adding **–d** or **–ed** to the base form.

An irregular verb forms its past and past participle in one of these ways: changing consonants, changing vowels, changing consonants and vowels, or making no change at all.

EXAMPLES When **was** the Great Wall of China **built**?

Each student **has written** an essay about an endangered species.

EXERCISE On the blank in each of the following sentences, write the correct past or past participle form of the verb given in parentheses.

Example 1. (*let*) Yesterday, the O'Daniels _____ *let* _____ their cats go outside.

1. (*shake*) We had _____ the rugs out.
2. (*light*) The hostess _____ the candles.
3. (*lose*) The boys have _____ no time getting comfortable.
4. (*ride*) The jockey _____ the thoroughbred across the finish line.
5. (*meet*) The plan has _____ with strong opposition.
6. (*pay*) I _____ a little more to get tools of better quality.
7. (*put*) Yesterday, Aunt Elma _____ a blooming rose in a vase on the table.
8. (*make*) Has he ever _____ grits before?
9. (*read*) After you have _____ the chapter, answer the review questions.
10. (*ring*) Have you _____ the bell?
11. (*rise*) They _____ at dawn to begin harvesting the fruit.
12. (*sell*) Has he _____ any of the raffle tickets?
13. (*say*) Uncle Juan _____ that Charley would be late.
14. (*run*) Have you ever _____ for a position on the student council?
15. (*seek*) The hawk _____ its prey.
16. (*see*) You both _____ what happened, didn't you?
17. (*send*) She has _____ the package to Baton Rouge.
18. (*set*) Aunt Shirley _____ the grandfather clock.
19. (*lie*) I had just _____ down to rest when the doorbell rang.
20. (*sing*) All of the eighth graders _____ the national anthem.

Irregular Verbs D

- 9c.** An **irregular verb** forms its past and past participle in some other way than by adding *-d* or *-ed* to the base form.

An irregular verb forms its past and past participle in one of these ways: changing consonants, changing vowels, changing consonants and vowels, or making no change at all.

EXAMPLES Who **drew** this sketch of the White House?
Marcia **had hurt** her right arm during softball practice.

EXERCISE On the blank in each of the following sentences, write the correct past or past participle form of the verb given in parentheses.

- Example 1.** (*swing*) The engine *swung* from a block and tackle.
- (*sink*) In a few short hours, the boat had _____.
 - (*sit*) Had they already _____ down?
 - (*speak*) I believe the guests have _____ to the staff about the mishap.
 - (*spend*) Has he ever _____ a week there before?
 - (*spin*) We _____ the wheels in the loose sand.
 - (*spread*) Our cousins _____ the picnic supplies out on the blanket.
 - (*stand*) Denny _____ on his head and sang a silly song.
 - (*steal*) The thief had _____ very little of value.
 - (*swim*) Have you _____ laps here before?
 - (*swing*) We had _____ across the gully on a sturdy rope.
 - (*take*) You two have _____ the best seats.
 - (*teach*) Ms. Lawson _____ Latin for seventeen years.
 - (*tear*) The paper _____ easily.
 - (*tell*) The clock _____ time inaccurately.
 - (*think*) I _____ I would go early.
 - (*throw*) Has he _____ the first pitch?
 - (*wear*) It _____ out in less than a year.
 - (*win*) My mother _____ the door prize.
 - (*sink*) The lead weights _____ to the bottom.
 - (*sit*) Seventeen tigers _____ and licked their chops.

Irregular Verbs E

- 9c.** An **irregular verb** forms its past and past participle in some other way than by adding **–d** or **–ed** to the base form.

An irregular verb forms its past and past participle in one of these ways: changing consonants, changing vowels, changing consonants and vowels, or making no change at all.

EXAMPLES We **sent** the package to you yesterday.

Bradley **had bought** the bicycle at a rummage sale.

EXERCISE On the blank in each of the following sentences, write the correct past or past participle form of the verb given in parentheses.

Example 1. (*become*) What had _____ *become* _____ of the treasure map?

1. (*begin*) Sara had _____ saving for college when she was very young.
2. (*burst*) The balloon _____ when it hit the ceiling.
3. (*choose*) I _____ a simple black sweater.
4. (*cost*) How much time has that mistake _____ us?
5. (*drink*) We had _____ a lot of water , but we were still thirsty.
6. (*eat*) The frogs _____ the flies that were buzzing around the pond.
7. (*give*) Has Uncle Sal _____ you a copy of the family tree?
8. (*go*) She has _____ to the launchpad.
9. (*know*) What had you _____ about jellyfish before you took biology?
10. (*lie*) The German shepherds _____ down to nap in the sun.
11. (*lead*) Have you _____ them across the desert?
12. (*lay*) The squirrel _____ a leaf where it had buried the pecan.
13. (*lend*) I have _____ him money for the pay phone.
14. (*ring*) The cathedral bells _____ out in the morning.
15. (*run*) They had _____ a great distance.
16. (*see*) Two of the deer _____ a wolf at the edge of the clearing.
17. (*swing*) The monkeys _____ from limb to limb.
18. (*wear*) The Mullaney children always _____ their seat belts.
19. (*be*) Last week, Donna and Tressa _____ sure they would be able to run in the 10K race.
20. (*rise*) The temperature had _____ since morning.

Tense

9d. The **tense** of a verb indicates the time of the action or state of being expressed by the verb.

PRESENT TENSE I give

PRESENT PERFECT TENSE I have given

PAST TENSE I gave

PAST PERFECT TENSE I had given

FUTURE TENSE I will (shall) give

FUTURE PERFECT TENSE I will (shall) have given

The **progressive form** of each tense expresses continuing action or state of being. It consists of a form of the verb *be* plus the present participle of a verb.

EXAMPLE The candidates **will be giving** their speeches Friday. [future progressive]

EXERCISE Underline the verb in each of the following sentences. Then, above the verb, identify its tense. Also, indicate if the verb is in the progressive form.

Example 1. *present progressive*
I am going to the market.

1. The Reigers have moved to San Antonio, Texas.
2. I run three miles every day after school.
3. Today, we will be meeting the President of the United States.
4. We climbed Mount Monadnock.
5. As of next Thursday, you will have been a United States citizen for one year.
6. I have written to my congresswoman about the homeless people in our town.
7. Beatrice had spent the summer with her favorite cousin.
8. Sara Luisa is now living in Lima, Peru.
9. By next Friday, we shall have finished the construction of the set for the new play.
10. By then, the orchestra had already learned the new piece of music.
11. Has the waiter brought your water yet?
12. Nicci will be attending music camp this summer.
13. The author had published her first book at the age of twenty-four.
14. Next year, the wax museum will have been open for two hundred years.
15. I enjoy fresh orange juice every morning.
16. Will the composer be present for the concert?
17. The pilot flew to fifteen cities in three days.
18. We had sent the package by airmail.
19. I have never heard of that film.
20. By the end of the month, I will have been here six months.

Consistency of Tense

9e. Do not change needlessly from one tense to another.

When describing events that occur at the same time, use verbs in the same tense. When describing events that occur at different times, use different tenses to show clearly the order of events.

EXAMPLES Everyone in the audience **stood** and **applauded**. [Both verbs are past tense because both actions occurred at the same time in the past.]

The spelunkers **thought** that they **had found** a valuable treasure. [Because the action of finding was completed in the past before the action of thinking was completed, *had found* is past perfect tense, and *thought* is past tense.]

EXERCISE Read the following passage. Decide whether it should be written in the present or the past tense. Above each underlined verb, either rewrite the verb to correct any unnecessary changes in tense or write C if the verb tense is already correct.

Examples I [1] ^C went to New Orleans and [2] ^{saw} see the French Quarter. *or*

I [1] ^{go} went to New Orleans and [2] ^C see the French Quarter.

I [1] traveled all the way from Indiana to visit my cousins in New Orleans. I [2] went by airplane. The trip [3] is long and a little tiring. My cousins, Larry and Dana, [4] were very happy to see me and [5] hug me when I [6] see them at the airport gate. Then we all [7] went back to their house on Algiers Point. After resting, we [8] took the Algiers ferry to the east bank of the Mississippi River. From there, we [9] walk a short distance to the French Quarter. We [10] visited Jackson Square, which is in front of St. Louis Cathedral. Then we [11] ate gumbo and po' boy sandwiches while we [12] sit on a bench on the Moon Walk, a boardwalk overlooking the Mississippi River. The next day, we [13] visited the Aquarium of the Americas, [14] take a streetcar uptown, and [15] went to the zoo in Audubon Park. There, we [16] saw white alligators, nutria, and other animals that live in the swamps of southern Louisiana. We [17] spend the last day of my visit visiting with other members of my family. My aunt Nell [18] made red beans and rice for everybody, and we [19] sat around telling stories until we [20] are sleepy.

Active and Passive Voice

9f. A verb in the **active voice** expresses an action done by its subject. A verb in the **passive voice** expresses action done to its subject.

EXAMPLES I. M. Pei **designed** this building. [The subject, *I. M. Pei*, performs the action.]
This building **was designed** by I. M. Pei. [The subject, *building*, receives the action.]

EXERCISE On the line provided, write *AV* if the underlined verb in the sentence is in the active voice. Write *PV* if it is in the passive voice.

Example PV 1. Our cats, Spooky and Shine, were fed by our neighbor John.

- _____ 1. We adopted Spooky last year.
- _____ 2. As kittens, Spooky and several other cats were dumped nearby.
- _____ 3. Their owner did not want them.
- _____ 4. The owner should not have left them to fend for themselves.
- _____ 5. They mostly stayed hungry until we found them.
- _____ 6. They were sick and skinny, and they were frightened by just about anything.
- _____ 7. My mother and I spent many days making friends with them.
- _____ 8. We brought them food and talked to them quietly while they ate.
- _____ 9. We had been warned that they might be too skittish to come near us.
- _____ 10. However, they acted as if they knew we were there to help.
- _____ 11. Quite a lot of food was eaten by them.
- _____ 12. Two of the kittens, calico cats, had black, tan, and white patches.
- _____ 13. The other two were covered by thick black coats.
- _____ 14. We named one of the black ones Spooky because she ran away at the slightest movement or noise.
- _____ 15. It was a long time before we were allowed to pet her.
- _____ 16. They were all taken to a veterinarian, who gave them shots.
- _____ 17. Spooky was spayed as soon as she was old enough.
- _____ 18. Our friend Eileen helped us find homes for the other three.
- _____ 19. They were all neutered before they were a year old.
- _____ 20. By spaying and neutering the cats, we are helping to reduce the problem of unwanted pets.

Sit and Set

The verb *sit* means “to rest in an upright, seated position” or “to be in a place.” *Sit* seldom takes an object. The verb *set* means “to put (something) in a place.” *Set* usually takes an object.

EXAMPLES Angelo **sat** between Dominic and me. [past tense of *sit*]
Karen **set** a vase of flowers on the piano. [past tense of *set*]

EXERCISE Write the correct form of *sit* or *set* on the line provided.

Example 1. We had sat down to rest just before we heard the siren go off.

- _____ that bowl of noodles over there, please.
- Will you three _____ down for a minute or two?
- Yesterday morning, I _____ the papers on that ledge.
- Off and on last week, the cardinal _____ on the bird feeder and sang.
- Are you _____ the tomatoes on the windowsill to ripen?
- Is Joe _____ next to the radiator, Wanda?
- The two old benches had _____ on the front porch for about twenty years.
- Have you _____ the Easter eggs in the dye bath?
- We usually _____ here to wait for the election results.
- _____ your piggy bank in a place where you’ll remember to drop coins into it.
- The newspaper _____ on the table all afternoon last Sunday.
- Has the student _____ down her pencil yet?
- Is the pencil _____ on the desk?
- How long has the dog been _____ there?
- They both _____ down on the stage and took off their shoes.
- I grabbed the book and _____ it next to my backpack.
- The bicycle pump had _____ in the garage for years without anyone using it.
- He has _____ the signal flare where we can see it.
- Nigel was _____ the dishes in the cabinet when you startled him.
- Have Sarah and Laney _____ on the new sofa?

Lie and Lay

The verb *lie* means “to rest,” “to recline,” or “to be in a place.” *Lie* does not take an object. The verb *lay* means “to put (something) in a place.” *Lay* usually takes an object.

EXAMPLES Dad **lay** down on the sofa and took a short nap. [past tense of *lie*]
He **laid** his eyeglasses beside his book. [past tense of *lay*]

EXERCISE Write the correct form of *lie* or *lay* on the line provided.

Example 1. They had lain down to sleep an hour earlier.

1. _____ that quilt in the cedar chest.
2. Is it _____ there now?
3. She _____ the ring on top of the dresser.
4. The emerald ring _____ at the back of the drawer where nobody could find it.
5. Have your slippers been _____ next to the fireplace?
6. Has our dog Banjo _____ your slippers next to the fireplace?
7. Yesterday I _____ the report on your desk.
8. It has _____ on your desk since then.
9. Use sunscreen when you are _____ in the sun.
10. We had _____ in the sun too long.
11. Will you _____ there all morning?
12. Will you _____ your work down?
13. San Antonio _____ southwest of Austin.
14. The map shows where the ghost town once _____.
15. After lunch today I was sleepy, so I _____ down for a nap.
16. I _____ down my books and went for a walk.
17. The clothes had _____ out where the cat could lie on them.
18. Are you _____ your clothes out for tomorrow?
19. _____ on the ground, Mike, and look up at the stars.
20. Mike had _____ a blanket on the cold ground.

Rise and Raise

The verb *rise* means “to go up” or “to get up.” *Rise* does not take an object. The verb *raise* means “to lift up” or “to cause (something) to rise.” *Raise* usually takes an object.

EXAMPLES Gasoline prices **have risen** recently. [present perfect tense of *rise*]

Oil producers **have raised** gasoline prices. [present perfect tense of *raise*]

EXERCISE Write the correct form of *rise* or *raise* on the line provided.

Example 1. Rise up and make your voices heard!

- _____ your voice a little please.
- Has the price _____ recently?
- Esther _____ a good point at yesterday’s meeting.
- One issue _____ in importance above all others.
- Are those balloons _____ very high?
- We will _____ early in the morning when we go camping.
- I had _____ the blinds so I could see who was making the noise.
- It has been _____ steadily since Tuesday.
- I am slowly _____ my eyes to look at the screen.
- We _____ as a group and went outside.
- Last week Sergio _____ the flag each morning.
- Have you _____ your hand?
- After the Vice President had spoken, the Congressional representative _____ quickly to make her point.
- Has the sun _____ before 6:30 this month?
- I often _____ my binoculars to watch the elk grazing.
- The price of fuel generally _____ as demand increases.
- When you _____ that point, what did Bob say?
- His temperature has _____ since this afternoon.
- I am _____ my expectations.
- My expectations _____ as I see my goals more clearly.

Six Troublesome Verbs

The verb **sit** means “to rest in an upright, seated position” or “to be in a place.” *Sit* seldom takes an object. The verb **set** means “to put (something) in a place.” *Set* usually takes an object.

The verb **lie** means “to rest,” “to recline,” or “to be in a place.” *Lie* does not take an object. The verb **lay** means “to put (something) in a place.” *Lay* usually takes an object.

The verb **rise** means “to go up” or “to get up.” *Rise* does not take an object. The verb **raise** means “to lift up” or “to cause (something) to rise.” *Raise* usually takes an object.

EXERCISE A In each of the following sentences, underline the correct verb form in parentheses.

Example 1. Carmen (lay, laid) on the beach and watched the sailboat regatta.

1. I had (*set*, *sat*) the scissors down in the kitchen.
2. The cattle had (*lain*, *laid*) under the oak trees for quite a while.
3. Has the price of wheat (*risen*, *raised*) again?
4. Has the puppy (*lain*, *laid*) the chew toy down yet?
5. After that, we both (*sat*, *set*) quietly and thought about the future.
6. Please do not (*rise*, *raise*) the umbrella in the house.
7. Were you (*laying*, *lying*) in the hammock?
8. Myron is (*sitting*, *setting*) colorful napkins next to the plates.
9. She (*raised*, *rose*) up and started to protest.
10. I (*lay*, *laid*) there for a while.

EXERCISE B Decide whether the underlined verb in each of the following sentences is correct. If the verb is incorrect, write the correct form above it. If the verb is correct, write C above it.

Example 1. Who is ^{sitting} setting next to Mr. Mitchell?

11. Sit the new trophy on the mantel with the others.
12. Our hopes for the soccer championship have raised.
13. I sat on the dock for three hours waiting for the ferry to return.
14. Philip’s bicycle is laying in the middle of the driveway.
15. The stage manager had lain the props in the wrong places.

Review A: Principal Parts of Verbs

EXERCISE On the line provided in each of the following sentences, write the correct form (past or past participle) of the verb given in parentheses.

Example 1. (*fall*) The last Russian czar had fallen from power in 1917.

1. (*carve*) The Navajo artist has _____ a special design on his front door.
2. (*claim*) The defendant _____ that she was out of the country at the time of the crime.
3. (*be*) Cecile and I have _____ friends since the third grade.
4. (*dance*) Ginger Rogers _____ with Fred Astaire in the days of ball gowns and top hats.
5. (*make*) I have _____ the basketball team two years in a row.
6. (*start*) The Coast Guard officer _____ the boat's engine and headed toward the wreck.
7. (*write*) The mystery writer has _____ twelve books to date.
8. (*begin*) The mayor has already _____ her reelection campaign.
9. (*fight*) The boxing champion announced that he had _____ his last bout.
10. (*swim*) Have you ever _____ in the ocean?
11. (*draw*) Maraya _____ a stunning picture of the Egyptian pyramids.
12. (*come*) Have the O'Briens _____ back from their vacation in Ireland?
13. (*give*) The judge _____ the jurors their instructions.
14. (*work*) During the summer Molly _____ at the animal clinic.
15. (*teach*) Who _____ you to water-ski?
16. (*send*) Aunt Bernice _____ me a book of poems by Langston Hughes.
17. (*go*) Steven has _____ to the store to buy some dog food.
18. (*win*) Ben and I _____ first prize in the three-legged footrace.
19. (*break*) Is your new wristwatch _____?
20. (*know*) I have _____ Dr. Stamos all my life.

Review B: Verb Tense and Voice

EXERCISE A On the line provided, identify the tense of the verb in each of the following sentences. Then, circle the verb if it is in the progressive form.

Example present 1. The train is leaving in ten minutes.

- _____ 1. Toadstools had grown in a ring on the lawn.
- _____ 2. We are going to school now.
- _____ 3. I crossed my arms.
- _____ 4. Will you have finished by then?
- _____ 5. I shall succeed, Melinda.
- _____ 6. The goldfish was swimming around the new water plant.
- _____ 7. He has turned on the flashlight.
- _____ 8. Jean and Nick have been taking piano lessons.
- _____ 9. The volcano had erupted very suddenly.
- _____ 10. Will you be there?

EXERCISE B On the line provided, identify the voice of the verb in each of the following sentences. Use *AV* for active voice and *PV* for passive voice.

Example PV 1. We were left with little to do.

- _____ 11. The cold wind chilled the weary passengers.
- _____ 12. I was given a silver dollar by my great-uncle.
- _____ 13. The newsletters were all delivered in the Dawson neighborhood.
- _____ 14. Russell wrote an article about the creeks in the area.
- _____ 15. The turtle is crossing the pond.

Review C: Six Troublesome Verbs

EXERCISE Proofread the following sentences for errors in the use of *sit*, *set*, *lie*, *lay*, *rise*, and *raise*. Cross out each incorrect verb form, and write the correct form above it. If the verb form is already correct, write C above it.

Example 1. The panther had ^{*lain*}~~laid~~ in the sun all morning.

1. I quickly sat the colander down and went to see what was the matter.
2. We lay the embroidery on the table to show Grandma.
3. How high has the balloon raised?
4. The warriors laid their weapons on the sand.
5. The old cart has set there for at least a year.
6. Had you sat there long before Steve arrived?
7. Tania is laying down to rest after work.
8. The president of the club raised and went to the podium.
9. Please sit that where your cousin will see it.
10. Have the lions laid in the shade all day long?
11. Is the toad still setting near the drain?
12. I have just laid down to do some stretching.
13. The corner market has just risen its prices again.
14. Yesterday I sat the flowerpot on the deck.
15. Please lie the seed packets down and come look at this tomato.
16. Are the temperatures raising?
17. All morning long last Sunday, the dog set there and looked hopefully at the back door.
18. The tools lay on the garage floor until I picked them up.
19. The football set forgotten on the floor of Tony's closet all through last summer.
20. We rose several objections to the plan.

Review D: Correct Use of Verbs

EXERCISE A Underline the verb in each of the following sentences. Then, above the verb, identify its tense. Also indicate whether the tense is in the progressive form and whether it is in the active voice or passive voice.

present, progressive, active voice

Examples 1. He is making bread for the bake sale.

past perfect, passive voice

2. We had been given daisies.

1. The team is finishing its work now.
2. I have read *The Lion, the Witch, and the Wardrobe*.
3. I am called Kate by my relatives.
4. The avalanche will have destroyed the village.
5. The dye has been staining the counter.
6. I shall interview several people for the position.
7. The story was told to everyone nearby.
8. Desirée had thanked Aunt Kendra for the birthday present.
9. We have looked everywhere for the fake mustaches.
10. Danielle and Sara are leaving Muskogee.

EXERCISE B Proofread the following sentences for errors in the use of verbs. Cross out each incorrect verb form, and write the correct form above it.

brought

Example 1. I have ~~brung~~ my stamp collection to show you.

11. I went up to Larry and tells him my name.
12. They been asked not to make so much noise.
13. Marcel and Reginald have lead the hikers across the snowy ridge.
14. Mr. Benedict builded several houses with energy-efficient appliances.
15. The blue jay seen the cat before it pounced.
16. The king had soon forgave the duke for his angry words.
17. Have you two set outside very long?
18. The cheetah had ran across the grassy plain.
19. I use to live in Baltimore.
20. She was laying down when the news came.

Proofreading Application: Process

Good writers are generally good proofreaders. Readers tend to admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

Education today focuses on the process of learning. It's not enough to answer a question or solve a problem correctly; you need to be able to explain your answer. You need to be able to tell how you arrived at your answers. Many times, you will be required to write paragraphs that explain your thought processes.

Whenever you explain a process, you will be using verbs. These verbs must be correct in form and tense, and consistent with each other. If they are not, your explanation will not make sense. Your reader will not be sure about what happened, when it happened, or how it happened. Whenever you explain a process, be sure to proofread your verbs carefully.

PROOFREADING APPLICATIONS

Find and correct the errors in verb usage. Use proofreading symbols to make your corrections.

Example If two consecutive page numbers add up to 635, what ~~were~~^{are} the page numbers?

Yikes! How was I suppose to figure this one out? At first, I just set there, trying to figure out what to do. Then, I decided to start with what I knowed.

I seen that the numbers would be close to each other. Consequently, I divided the numbers by two and comed up with 317 and a half. Of course, a page don't come in halves. So, I taked that number as a starting point.

I letted one page be 317. Then, I rose the other page number to 318. As soon as I had wrote down the numbers, I realized that I had the answer.

Literary Model: Narrative

The morning after the funeral Tom took Huck to a private place to have an important talk. . . . Huck's face saddened. He said:

"I know what it is. You got into [Room] No. 2 and never found anything. . . . Nobody told me it was you; but I just knowed it must a ben you, . . . and I knowed you hadn't got the money becuz you'd a got at me some way or other and told me even if you was mum to everybody else. Tom, something's always told me we'd never get holt of that swag." . . .

"Huck, that money wasn't ever in No. 2! . . . The money's in the cave!"

—from *The Adventures of Tom Sawyer* by Mark Twain

EXERCISE A Rewrite Huck's lines in standard English.

EXERCISE B

1. What verbs did you change, and why did you change them? _____

2. Why do you think Mark Twain had Huckleberry Finn speak in nonstandard English? _____

NAME _____

CLASS _____

DATE _____

for **CHAPTER 9: USING VERBS CORRECTLY** *pages 186–205*

Literary Model (continued)

EXERCISE C Write a brief dialogue using verb forms (either standard or nonstandard) to create realistic characters.

EXERCISE D Read through your dialogue, or perform it with a friend. Then, ask yourself why you used the forms you did. What impression were you trying to make on the reader? What do the verb forms you used say about the characters in your dialogue?

Writing Application: Personal Goals

Future perfect is probably the least used of the six verb tenses, but it performs an important function when we do use it. With it, we speak or write of what will have been accomplished by some point in the future. Future perfect allows us to make predictions about what will have happened and what we will have done at a stated time in the future.

FUTURE The district will replace the old, torn texts if the bond election goes well.

FUTURE PERFECT The district will have replaced the old, torn texts by next fall.

WRITING ACTIVITY

Future perfect is a good tense to use when setting goals. “I will improve my serve” is a good goal for a volleyball player, but “I will have improved my serve by the time spring tryouts come around” is better. It *assumes* success—“I *will have done* it!”—and gives the player a due date for achieving the goal. Most students have subjects and activities that come easily to them as well as subjects and activities that challenge and even frustrate them. Choose your hardest subject and write a paragraph in which you use future perfect tense to set three specific goals that will guide you to improve your skills and build your confidence.

PREWRITING Select a school subject in which you would like to perform better. Then, take a few minutes to produce two lists, one of your strengths in the subject and one of skills that need development. Be honest and encouraging—even the strongest student can better his or her skills. Phrase your self-critique in positive terms. Then, choose the three skills you would most like to improve.

WRITING For each skill, draft a paragraph that states your current level of ability, the level of ability you want to achieve, and steps you can take to achieve it. Build into the paragraph a time in the future by which you will have achieved the goal. Goals that nudge you toward improvement are realistic, so challenge yourself gently to avoid frustration and a sense of failure.

REVISING Let a trusted adult or older friend read your paragraphs. Perhaps he or she will suggest a method for reaching your goals that had not yet occurred to you. Enlist this person to check on your progress and encourage you occasionally as you work toward the goals.

PUBLISHING Check your paragraphs for errors in grammar, usage, spelling, and punctuation. Then, write neatly or print out two copies. Post one where you do your homework each day, and tape the other inside the folder where you keep the challenging subject’s work. Each time you tackle work in the subject, read your goals and focus on the steps toward achieving them that you have outlined.

EXTENDING YOUR WRITING

If you enjoyed this exercise, you could develop it into a longer writing project. You have probably heard the saying, “Nothing breeds success like success.” For an English class, write a personal narrative about a challenge that you thought you could not overcome. Explain how you eventually met that challenge and what you learned from the experience.