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.

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.

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.

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.
The Principal Parts of Verbs

**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 rolling in the grass.

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

9b. A regular verb forms its past and past participle by adding –<em>d</em> or –<em>ed</em> 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 talked to me, I thought he was from Georgia.
2. (suppose) They were supposed to help put up the decorations.
3. (land) The spaceship landed on the cold surface of the planet.
4. (name) Kelly has a dog that she named Soda.
5. (enjoy) Carla has enjoyed the classes she is taking.
6. (consider) I considered him my best friend.
7. (close) Have you closed the front door?
8. (open) The archaeologists carefully opened the door to the tomb.
9. (please) The jester pleased the court with his antics.
10. (stay) Have you stayed with her before, Susan?
11. (predict) On the news last night, the forecaster predicted snow.
12. (watch) The mother cat has watched over her kittens carefully.
14. (cheer) Your funny story cheered her up.
15. (wait) The patients have all waited here for a while now.
16. (gain) What, after all, have they gained by being spiteful?
17. (promise) If she has promised, I know she will keep her word.
18. (walk) The last people to finish the 10K race waved to me as they walked across the finish line.
19. (return) I returned to my seat and buckled my seat belt.
20. (expect) The dogs had expected to go for a walk.
Irregular Verbs A

**An irregular verb** forms its past and past participle in some other way than by adding –ed or –ing 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 *(buied, 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, caught)* 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

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 –ed or –d 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 _____________ 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

**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.

1. *(sink)* In a few short hours, the boat had ________________.
2. *(sit)* Had they already ________________ down?
3. *(speak)* I believe the guests have ________________ to the staff about the mishap.
4. *(spend)* Has he ever ________________ a week there before?
5. *(spin)* We ________________ the wheels in the loose sand.
6. *(spread)* Our cousins ________________ the picnic supplies out on the blanket.
7. *(stand)* Denny ________________ on his head and sang a silly song.
8. *(steal)* The thief had ________________ very little of value.
9. *(swim)* Have you ________________ laps here before?
10. *(swing)* We had ________________ across the gully on a sturdy rope.
11. *(take)* You two have ________________ the best seats.
12. *(teach)* Ms. Lawson ________________ Latin for seventeen years.
13. *(tear)* The paper ________________ easily.
14. *(tell)* The clock ________________ time inaccurately.
15. *(think)* I ________________ I would go early.
16. *(throw)* Has he ________________ the first pitch?
17. *(wear)* It ________________ out in less than a year.
18. *(win)* My mother ________________ the door prize.
19. *(sink)* The lead weights ________________ to the bottom.
20. *(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 ___________ 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.
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.**  I am going to the market.  **present progressive**

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

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] went to New Orleans and [2] see the French Quarter. or

Active and Passive Voice

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**  

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.

Language and Sentence Skills Practice
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 _______ down to rest just before we heard the siren go off.

1. _______ that bowl of noodles over there, please.
2. Will you three _______ down for a minute or two?
3. Yesterday morning, I _______ the papers on that ledge.
4. Off and on last week, the cardinal _______ on the bird feeder and sang.
5. Are you _______ the tomatoes on the windowsill to ripen?
6. Is Joe _______ next to the radiator, Wanda?
7. The two old benches had _______ on the front porch for about twenty years.
8. Have you _______ the Easter eggs in the dye bath?
9. We usually _______ here to wait for the election results.
10. _______ your piggy bank in a place where you’ll remember to drop coins into it.
11. The newspaper _______ on the table all afternoon last Sunday.
12. Has the student _______ down her pencil yet?
13. Is the pencil _______ on the desk?
14. How long has the dog been _______ there?
15. They both _______ down on the stage and took off their shoes.
16. I grabbed the book and _______ it next to my backpack.
17. The bicycle pump had _______ in the garage for years without anyone using it.
18. He has _______ the signal flare where we can see it.
19. Nigel was _______ the dishes in the cabinet when you startled him.
20. 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!

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

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

**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 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.
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 knewed 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, some-
things'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.

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____________________________________________________________________
____________________________________________________________________

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

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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?

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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.