

Lesson
1

The Principal Parts of a Verb

Teaching

Every verb has four principal parts: the **present**, the **present participle**, the **past**, and the **past participle**. With helping verbs, these four parts make all the verb's tenses and forms.

Present	Present Participle	Past	Past Participle
decide	(is) deciding	decided	(has) decided
form	(are) forming	formed	(have) formed
win	(is) winning	won	(has) won

The past and past participle of a **regular verb** are created by adding *-d* or *-ed* to the present. Spelling changes are needed in some words, for example, *hurry—hurried*.

Parts of an **irregular verb** are formed in many ways. These examples show five patterns:

	Present	Past	Past Participle		Present	Past	Past Participle
Group 1 Present, past, and past participle are the same.	let put split spread	let put split spread	(has) let (has) put (has) split (has) spread	Group 4 Change <i>i</i> in the present form to <i>a</i> for the past and to <i>u</i> for past participle	begin ring sink spring	began rang sank sprang	(has) begun (has) rung (has) sunk (has) sprung
Group 2 Past and past participle are the same	bring get lead teach	brought got led taught	(has) brought (has) got <i>or</i> gotten (has) led (has) taught	Group 5 Change vowel of present to form past. Add <i>-n</i> or <i>-en</i> to present to form most past participles.	do fall see write	did fell saw wrote	(has) done (has) fallen (has) seen (has) written
Group 3 Form past participle by adding <i>-n</i> or <i>-en</i> to past.	beat bear bite choose	beat bore bit chose	(has) beaten (has) borne (has) bitten (has) chosen				

Using Principal Parts of Regular and Irregular Verbs

Complete each sentence by writing the principal part of the verb indicated in parentheses. On the line to the right, write **R** or **I** to indicate whether the verb is regular or irregular.

- Our class will be _____ (**visit**; present participle) the Supreme Court Building. _____
- During the last term, the court _____ (**split**; past) on several major cases. _____
- The Supreme Court term _____ (**begin**; present) on the first Monday each October. _____
- Although the Court received thousands of petitions for hearings, the Justices have _____ (**put**; past participle) less than 100 cases on their schedule. _____
- The Justices are _____ (**write**; present participle) their opinions on the latest case. _____

The Principal Parts of a Verb

More Practice

A. Writing the Correct Forms of Verbs

Decide which form is needed: the present participle, the past, or the past participle of each verb given in parentheses. Write the correct form on the line.

1. Oliver Wendell Holmes, Jr., (begin) his term on the U.S. Supreme Court in 1902. _____
2. In 1931, when he was 90, Justice Holmes was still (speak) words of wisdom. _____
3. Students today who (choose) to study law will read many of his decisions. _____
4. He never (shrink) from controversy, saying the law must be expedient for all. _____
5. He had (break) with the mainstream so often that he became known as the "Great Dissenter." _____
6. He always (take) his belief that "The life of the law has not been logic: it has been experience" into the courtroom. _____
7. His philosophy of *judicial restraint* (grow) into the dominant way of thinking. _____
8. He had (see) that law should reflect economic and social realities. _____
9. Accordingly, he (write) *The Common Law*, published in 1881, which argued that laws should evolve as society changes. _____
10. He had (wear) the Supreme Court Justice robes for 30 years when he died. _____

B. Using Principal Parts of Regular and Irregular Verbs

Complete each sentence by writing the principal part of the verb indicated in parentheses. On the line to the right, write **R** or **I** to indicate whether the verb is regular or irregular.

1. Those running shoes usually _____ (**cost**; present) an exorbitant price. _____
2. I _____ (**enjoy**; past) the concert even though I was in the last row. _____
3. Jim has _____ (**hurt**; past participle) himself in every game this season. _____
4. The band members were on the field, _____ (**practice**; present participle) formations. _____
5. The footlights were _____ (**shine**; present participle) in the actor's eyes. _____
6. Every balloon used in the pep rally has already _____ (**burst**; past participle). _____
7. I can't talk until I have _____ (**put**; past participle) away the dishes. _____
8. That group of friends has always _____ (**sit**; past participle) in the last seat of the bus. _____

Lesson 1

The Principal Parts of a Verb

Application

A. Proofreading for the Correct Forms of Verbs

Draw a line through each incorrect verb form in this paragraph. Draw this proofreading symbol \wedge next to the error and, in the spaces between lines of type, write the correct form of the verb.

EXAMPLE On some cases, a later court has ~~took~~^{taken} a different position than an earlier court.

The Supreme Court began its existence with only five Justices. Initially the Justices also traveled throughout the United States to hear cases. When the country is spreading too far westward, the burden borned by the five judges became too great and Congress added more seats. However, at that time the Court and its rulings were not politically significant. In 1801, the Court ringed in a new era when John Marshall was appointed Chief Justice. In his 34 years as Chief Justice, he is leading the Court to an improved stature within the government. In *Marbury v. Madison*, he announced the doctrine of judicial review, which letted the Court to declare laws unconstitutional. This past century sees the Court make major rulings in the sphere of civil rights. Under Chief Justice Earl Warren, the Court banned racial segregation in public schools in *Brown v. Board of Education*. Currently, the Court's makeup becomes more diverse in the past century with the appointments of the first Jew, first African American, and first woman to the bench.

B. Using Verb Forms Correctly

Write a paragraph that uses at least four of these verbs and verb phrases. Underline each of the verbs and verb phrases. Make sure all verb forms are used correctly.

- | | | | |
|-----------------|------------------|--------------------|-------|
| is/are speaking | will be thinking | has/have heard | agree |
| will have done | would have told | was/were beginning | took |

Verb Tenses

Teaching

Verb tenses indicate when an action or state of being occurs—in the past, present, or future. There are three **simple tenses** and three **perfect tenses**. The set of forms that express the different tenses of a verb is called the **conjugation** of the verb. Below, only the present tense and present perfect tense of *call* are fully conjugated.

Simple Tenses

	Singular	Plural
Present Expresses an action as it happens, or that happens regularly. (May express future or past; see note below.)		
1st Person	I call	we call
2nd Person	you call	you call
3rd Person	he/she/it calls	they call
Past Expresses an action that began and ended in the past.		
3rd Person	he/she/it called	they called
Future Expresses an action that will begin in the future.		
3rd Person	he/she/it will call	they will call

Perfect Tenses

	Singular	Plural
Present Perfect Expresses an action that was completed at an indefinite time in the past, or that started in the past but continues in the present.		
1st Person	I have called	we have called
2nd Person	you have called	you have called
3rd Person	he/she/it has called	they have called
Past Perfect Expresses an action that occurred before another action in the past.		
3rd Person	he/she/it had called	they had called
Future Perfect Expresses an action that will take place before another in the future.		
3rd Person	he/she/it will have called	they will have called

With a modifier indicating future time, the present form expresses a future event (*We meet this evening*). The **historic** or **literary present tense** describes a past event as if it were happening now (*In the story, the meeting ends in a brawl*).

Using Verb Tenses

Underline the form of the verb that correctly completes the sentence. On the blank, identify the tense of the verb.

- The brakeman (broke, has broken) his ankle when he jumped from the train. _____
- Who (will lead, will have led) the cheers at the game next Friday? _____
- Three of the candidates (will speak, will have spoken) before the reporters arrive. _____
- Last year Helen (departed, had departed) for college in a nearby state. _____
- My parents (resided, have resided) on Ivy Lane since their marriage. _____
- Hal (sees, has seen) Yo-yo Ma and Itzhak Perlman in concert twice since May. _____
- Tomorrow I (will go, will have gone) to the pool for my lifesaving course. _____
- As her opponent watches in dismay, the tennis pro expertly (drops, dropped) a serve just inside the line. _____
- The car sputtered and then stalled, for it (ran, had run) out of gas. _____

Lesson
2

Verb Tenses

More Practice

A. Using Verb Tenses

Underline the form of the verb that correctly completes the sentence. On the blank, identify the tense of the verb.

1. Tomorrow, we (will have gone, will go) grocery shopping for the party later this week. _____
2. By the time I finish making my grocery list, the store (will have closed, closed) already. _____
3. Denise (had bought, bought) an ice cream cake for me before my sister made me my birthday cake. _____
4. When my grandmother goes shopping, she (used, uses) lots of coupons. _____
5. Since I moved here, I (have gone, had gone) to the supermarket every Thursday. _____
6. My mother (will have bought, had bought) the milk when she realized the expiration date was passed. _____
7. Casey (work, worked) as a bagger at the supermarket while he was in high school. _____
8. The seafood department (sells, has sold) fresh lobster every day so far this summer. _____
9. The bakery was popular because it (gives, gave) free samples to its customers. _____
10. The shopping cart I am using (wobbles, wobbled). _____

B. Correcting Verb Tenses

In each sentence below, correct the error in the underlined verb to show the correct order of events. Write the correct verb form on the line to the right.

1. I already do the dishes by the time she arrived. _____
2. The twins looked and acted alike, even though they will live apart for years. _____
3. The batter swung his bat as the ball whizzes past. _____
4. By the time the tournament is over, we have seen six tennis matches. _____
5. Yesterday Peter will deny all knowledge of the incident. _____
6. "During this term, you have read ten British novels," Mr. Zia predicted. _____

Verb Tenses

Application

A. Using Verb Tenses

Rewrite the sentence below four ways, changing the tense of its verb to the tense indicated in parentheses. Add phrases or clauses as needed to show correct use of the new verb tense.

Sentence I bought eight packages of Snack-Eeze at the supermarket.

EXAMPLE (future perfect) *Before the prices change, I will have bought eight packages of Snack-Eeze at the supermarket.*

1. (present) _____

2. (present perfect) _____

3. (future) _____

4. (past perfect) _____

B. Correcting Verb Tenses

Revise the underlined verbs in the following paragraph to correct errors and show the proper sequence of events. Rewrite the paragraph below.

Before the Great Depression began, Michael Cullen has built the first supermarket in Queens, New York. During the Depression, supermarkets grow because they were a good way to mass-distribute food at low cost. Before cars and refrigerators become common, people will go to small, nearby markets almost every day. Supermarkets grew in size since the 1930s. Most supermarkets now have sold a wide variety of foods, including ready-to-eat meals.

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Lesson
3

Progressive and Emphatic Forms

Teaching

The **progressive form** of a verb describes an ongoing action or state of being. Each of the six tenses has a progressive form.

Progressive Tenses		
Tense	Describes an action or state of being ...	Example
Present	in progress	Rescue teams are hurrying to the disaster area.
Past	ongoing in the past	Families were searching all day for the missing.
Future	ongoing in the future	The governor will be touring the scene soon.
Present Perfect	that started in the past and continues in the present	Volunteers have been searching the rubble for survivors.
Past Perfect	interrupted by another past action	Before this tremor, scientists had been predicting possible activity along the fault.
Future Perfect	that will take place by a specific future time	By noon, some people will have been trapped for a full two days.

The **emphatic form** of a verb (*do + verb*) makes the verb more forceful. This form has only two tenses, present (using *do*) and past (using *did*).

These rescue teams **do seem** more organized than teams in other disasters.

Identifying Verb Tenses

Underline every verb in the progressive form once. Underline any verb in the emphatic form twice. On the line to the right, name the form of each underlined verb.

EXAMPLE Yes, I did say that the earth was shaking for several minutes. *past*
emph, past prog

- The scientists are studying the destruction from the earthquake to determine which buildings are the most earthquake resilient. _____
- We had been sleeping when we were awoken by the earthquake. _____
- The reporter has been talking all morning about the damage caused by the quake. _____
- The principal did say that we will be having an earthquake drill before the end of the week. _____
- After the hurricane hit the island, the rain was rushing down the hillsides. _____
- Many people have been living in the streets for the past few days because they were afraid to go back home. _____
- At the end of the month, the team will have been inspecting the city's buildings for one year. _____
- The president does want to meet the survivors. _____
- The tsunami will be hitting the coastline in only a few moments. _____
- Seismologists are analyzing the data to find out the earthquake's magnitude. _____

CHAPTER 4

Progressive and Emphatic Forms*More Practice***A. Identifying Verb Tenses**

Underline each progressive and emphatic verb form in these sentences. On the line to the right, name the form of each underlined verb.

1. I did see the movie you were talking about. _____
2. Before he gave the presentation, the speaker had been reading over his notes. _____
3. By the time my friend gets here, she will have been traveling for eight hours. _____
4. The hikers did take a break after they had been hiking for four hours. _____
5. The television does make the actress appear taller. _____
6. My boss has been working with the Senator since the election. _____
7. The puppies had been chewing on the shoes before they were caught. _____
8. The leaves will be changing colors during the autumn. _____
9. Bailey and Nikki have been going to the parade every year. _____
10. Everyone is eating the chocolate chip cookies Mom made. _____

B. Using Verb Tenses

Underline the verb form in parentheses that best completes each sentence.

1. Scientists (had researched, have been researching) ways to predict earthquakes.
2. The giant wave (is traveling, will have been traveling) for almost half an hour before it strikes.
3. Actually, the islands (did receive, are receiving) a warning of the destructive tsunami, but there was little time to get to safety.
4. Clearly the school (will have been instructing, does instruct) their students on how to react in an emergency.
5. The emergency supplies of water and food (do arrive, will be arriving) at the damage site tomorrow.
6. Due to the landslide, the houses (have been sliding, are sliding) downhill all day.
7. Water pipes (have been remaining, did remain) intact throughout the earthquake.
8. In fact, the helicopter crew (did make, was making) some miraculous rescues after the landslide.
9. Currently, residents (have been rushing, are rushing) home to find out which apartments collapsed.
10. Damage (does appear, is appearing) to be less here than closer to the epicenter.

Lesson
4

Active and Passive Voice

Teaching

A verb is in the **active voice** when the subject performs the action.

Aristotle **devised** a system. (The subject *Aristotle* performs the action.)

A verb is in the **passive voice** when the action is received by the subject.

The system **was devised** by Aristotle. (The subject *system* receives the action.)

The **passive form** may be used only for transitive verbs (verbs that can take direct objects). It combines a form of *be* with the past participle of the main verb. In general, avoid passive voice. However, use it to emphasize the receiver of an action or when the performer of the action is unknown.

Identifying Active and Passive Voice

The main verb in each sentence is in boldface type. If the performer of the action named by that verb is identified, write that word on the line to the right. Also, write **A** if the verb is in active voice or **P** if it is in passive voice.

EXAMPLE Today, plants **are categorized** according to a system developed by a scientist named Linnaeus. *P*

1. Since ancient times, biologists **have recognized** the need for a system of classification for living things. _____
2. The first classification system **was offered** by the Greek philosopher, Aristotle. _____
3. Aristotle **divided** plants into three groups: herbs, shrubs, and trees. _____
4. Animals **were** also **placed** into three groups: land dwellers, water dwellers, and air dwellers. _____
5. This system seems simple to us today because we **have** more information about plants and animals. _____
6. The modern system of classification of plants and animals **is called** *taxonomy*. _____
7. Carolus Linnaeus, a Swedish botanist, **introduced** the modern scientific method of naming plants and animals. _____
8. In this system, every living thing, whether plant or animal, **is given** a name with two parts. _____
9. This system **is called** *binomial nomenclature*, which means "two-name naming." _____
10. Latin and Greek words, because they are understood by scientists in many countries, **are used** in scientific classification. _____
11. Plants and animals **are known** by different common names in different regions. _____

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CHAPTER 4

Lesson
4

Active and Passive Voice

More Practice

A. Identifying Active and Passive Voice Verbs

Underline the main verb in each sentence. On the line to the right, label the verb **A** for active voice or **P** for passive voice.

1. People assumed an important role in changing plants about 10,000 years ago. _____
2. Some plants, more than others, were noticed by farmers because of their size. _____
3. With seeds from these plants, farmers hoped to grow bigger plants. _____
4. The basic food crops of the world were developed by this method. _____
5. For example, large cobs with many kernels were produced from tiny ears of corn by the Indians of North and South America. _____
6. Following this pattern of planting seeds from the best plants, farmers have greatly increased the amount of grain produced by rice and wheat. _____
7. Through such methods of plant breeding, scientists have developed plants resistant to disease and insects. _____
8. Luther Burbank, an American plant breeder, experimented with almost 200 groups of plants. _____
9. At his farm, Burbank produced many new vegetables, fruits, and flowers. _____
10. Despite these successes, the breeding of plants is not widely considered an exact science. _____

B. Identifying and Changing the Voice of Verbs

Identify the voice of each verb. Then rewrite each sentence, changing the verb's voice.

EXAMPLE Monthly meetings on gardening are held by the club. *passive*
The club holds monthly meetings on gardening.

1. Carolus Linnaeus was always fascinated by plants. _____

2. In the Netherlands, Linnaeus obtained a medical degree. _____

3. Linnaeus introduced a practical system for classifying plants and animals. _____

4. Careful descriptions of many plants and animals were made by Linnaeus throughout his life. _____

Active and Passive Voice

Application

A. Revising to Avoid Passive Voice

Revise this paragraph, changing verbs from passive to active voice where appropriate.

One method of producing a better plant is called hybridization. In hybridization, two different plants are crossed. A new, hybrid strain is the result. With luck, the desirable traits of its parents will be combined in the new hybrid. Many new plants have been developed by this method. When it is successful, hybridization produces larger plants, plants that bear more fruit, or plants that grow more quickly. Some of the plants that have been created by this method are more resistant to disease and unfavorable weather.

B. Using Active and Passive Voice

You are a truck driver hauling a load of bananas. The car in front of you stops without warning, you hit your brakes, and your load of bananas flies out of the truck and all over the highway. Write a short report to submit to your company explaining the accident and its aftermath. Use at least two verbs in active voice and at least two verbs in passive voice. Make sure that the sentences with passive-voice verbs are not weak and would not sound better with active-voice verbs.

Lesson
5

Mood of Verbs

Teaching

The **mood** of a verb indicates the status of the action or condition it describes. There are three moods. **Indicative mood** is used to make statements and to ask questions.

- Statement** James Naismith invented the game of basketball in 1891.
Question Was dribbling legal in basketball's earliest years?

Imperative mood is used to give a command or to make a request. Usually the subject, *you*, is understood and not stated.

- Command** Pass the ball to an open player.

Subjunctive mood is used in two situations. It may be used to express a wish or to state a condition that is contrary to fact, or for a command or request following the word *that*.

The subjunctive form of *be* is always *be* or *were*, even with singular subjects.

- The player asked that practice *be* held every day.
 My brother wishes he *were* taller.
 The coach asked *that* the referee explain his call.

A. Identifying the Mood of a Verb

Indicate the mood of each underlined verb by labeling it with **IND** for indicative, **IMP** for imperative, or **SUBJ** for subjunctive.

1. My favorite basketball player of all time, Larry Bird, played in Boston. _____
2. I wish I were as good a player as Bird. _____
3. "Practice every day," my coaches tell me. _____
4. I asked that my parents buy a basketball hoop for the driveway. _____
5. I will attend the same college as Bird did, Indiana State University. _____
6. Bird led his team to three championships. _____
7. The league named Bird their most valuable player three years in a row. _____
8. Every year I say, "Win the national championship again, Boston." _____
9. Prior to his induction, I had urged that Bird be elected to the Hall of Fame. _____
10. Many fans credit Bird with re-creating interest in the game. _____

B. Using Subjunctive Mood

Underline the correct form of each verb in parentheses

1. The EMT ordered that he (put, puts) ice on his ankle that he sprained in the game.
2. The fans wished the punter (was, were) able to kick a little further.
3. The team requests that the game (be, was) postponed because of rain.
4. The coach recommended that the players (rely, relied) on each other.
5. The players demanded that the referee (stops, stop) favoring the other team.

Lesson 6

Problems with Verbs

Application

A. Correcting Verb Errors

Rewrite each sentence to correct any errors in verb forms. If the tenses and verb choice need no correction, write **Correct**.

1. Many American poets have lived abroad, and they benefit from exposure to foreign cultures.

2. John Tagliabue drew the ideas for many of his poems from the travel journals that he kept whenever he visits such exotic places as Peru, Syria, Nepal, and China.

3. Similarly, when Allen Ginsberg lived in India in the 1960s, he, too, kept travel journals, which he had later used as source material for poems.

4. A poet who does not travel must use familiar images in fresh ways.

B. Using Verbs Correctly

Write one or two paragraphs describing a live show you have seen. Use at least five of the verbs listed below in your description. Make sure that the tenses you use accurately reflect the order of events.

lie lay raise rise set sit leave let
