A verb is a word used to express an action, a condition, or a state of being. The two main kinds of verbs are action verbs and linking verbs. Both kinds can appear with helping verbs.

An action verb tells what the subject does. The action may be physical or mental.

I repair cars. (physical action)
I know a lot about cars. (mental action)

A linking verb links the subject of the sentence to a word in the predicate. The most common linking verbs are forms of the verb be, as in We are late.

**Linking Verbs**

<table>
<thead>
<tr>
<th>Forms of be</th>
<th>be, is, am, are, was, were, been, being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs that express condition</td>
<td>look, smell, feel, sound, taste, grow, appear, become, seem, remain</td>
</tr>
</tbody>
</table>

Some verbs may act either as action verbs or as linking verbs.

The chef tastes the desserts. (action)
The cake tastes delicious. (linking)

Helping verbs help the main verb express precise meaning. They are combined with the main verbs to form verb phrases.

He has planted the crops. (The helping verb is has. The main verb is planted.)

A few verbs can serve as either helping verbs or main verbs.

He has a tractor. (The main verb is has.)

**Common Helping Verbs**

<table>
<thead>
<tr>
<th>Forms of have: has, have, had</th>
<th>Forms of be: be, is, are, was, were, been, being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms of do: do, does, did</td>
<td>Others: could, should, would, may, might, must, can, shall, will</td>
</tr>
</tbody>
</table>

**Identifying Verbs**

Underline the verb or verb phrase in each sentence. On the line to the right, label the verb with A for action or L for linking.

1. The technician programs the computers. ________
2. The marketer thinks of new marketing slogans for commercials. ________
3. An opera singer sounds amazing. ________
4. She was a banker, in charge of investment. ________
5. Every fireman smells for smoke at the scene of a fire. ________
What Is a Verb?

A. Identifying Verbs
Underline the verb or verb phrase in each sentence. On the line to the right, label the verb with A for action or L for linking.

1. The teacher should take attendance every day. ________
2. The hard-working plumber was early. ________
3. Those secretaries appear very busy this afternoon. ________
4. A policeman did question the suspect after the incident. ________
5. The cab driver was driving extremely fast down the street. ________
6. Her mother, Naomi, is a tax attorney with her own business. ________
7. The construction crew will build that house in less than a month. ________

B. Identifying Helping Verbs and Main Verbs
In Exercise A, find four sentences that use helping verbs. In the chart below, write those sentence numbers and the parts of each verb phrase in the correct columns.

<table>
<thead>
<tr>
<th>Number</th>
<th>Helping Verbs</th>
<th>Main Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>__________________</td>
<td>__________</td>
</tr>
<tr>
<td>______</td>
<td>__________________</td>
<td>__________</td>
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<tr>
<td>______</td>
<td>__________________</td>
<td>__________</td>
</tr>
<tr>
<td>______</td>
<td>__________________</td>
<td>__________</td>
</tr>
</tbody>
</table>

C. Using Verbs
In each sentence, replace the underlined verb. Use a more specific verb if possible.

1. My hairdresser cleans my hair before she cut it. ________

2. The reporter makes an article for the daily newspaper. ________

3. The florist cuts the ends of the flower stems. ________
A. Identifying and Replacing Verbs

In each sentence, underline the verb or verb phrase. If the verb is an action verb, rewrite the sentence with another action verb. If possible, use a more specific verb. If the original verb is a linking verb, simply write Linking.

1. The musician plays his guitar for the new band.

2. During the fall, we collect the leaves in our yard.

3. The veterinarian appears competent and friendly.

4. The painter did stir the paints together.

5. The coach knows the game of football very well.

6. The interior decorator recommended a new coat of paint.

B. Using Verbs

On each line, write the action verb from the list below that makes sense in the sentence and paragraph. Be sure to use the correct form of the verb. Underline every linking verb.

to study  to tell  to calculate  to help  to like

Our class visited the Career Center today. It is interesting. The counselors ________ us about the job opportunities available. For example, as a social worker, we could ________ all the children who are less fortunate. Jennifer ________ the ocean and its marine life. So, she might ________ the ocean life as a marine biologist. For me, the job of an accountant seems appealing. I can ________ answers to complicated math problems very easily. College degrees are necessary now for most professions.
Action verbs often require words that complete their meaning. These words are called **complements**. These complements are direct objects and indirect objects.

A **direct object** is a word or words that name the receiver of the action. It answers the question “What or whom receives the action of the verb?”

Fred carries **letters**. (What does Fred carry? **letters**)

An **indirect object** tells to what or whom or for what or whom an action is done. Verbs that take indirect objects include *bring, give, hand, lend, make, send, show, teach, tell,* and *write*.

Fred brings **my neighbors** mail. (To whom does Fred bring mail? **neighbors**)

(Note that if the preposition **to** or **for** appears before a word, that word is not an indirect object.)

**Transitive and Intransitive Verbs** An action verb that has a direct object is called a **transitive verb**. An action verb that does not have a direct object is an **intransitive verb**.

Do not be confused when an intransitive verb is followed by an adverb. A direct object tells *what* or *whom*, while an adverb tells *how, when, where,* or *to what extent*.

Colby reads her **mail**. (What does Colby read? **mail**. Here **reads** is transitive.)

Colby reads **well**. (How does Colby read? **well**. Here **reads** is intransitive.)

**Identifying Direct and Indirect Objects, and Transitive and Intransitive Verbs**

In each sentence, underline the verb or verb phrase. Above each boldfaced word write **DO, IO, or ADV** for direct object, indirect object, or adverb. On the line to the right, write whether the verb is **Transitive** or **Intransitive**.

1. Henry forwarded his lawyer the **papers** by overnight mail.

2. James practices **endlessly** at the gym.

3. Uncle Leo mailed James a **basketball** for his birthday.

4. James shipped Uncle Leo a **book**.

5. Rhonda found the lost **stamps**.

6. Janet didn’t have an **envelope**.

7. Mary generously gave her a large **envelope**.

8. Frieda was scribbling **carelessly**.

9. Frieda scribbled her **signature** on her cards.

10. My mother sent **me** a care **package**.
A. Identifying Direct and Indirect Objects, and Transitive and Intransitive Verbs

In each sentence, underline the verb or verb phrase. Above each boldfaced word write **DO**, **IO**, or **ADV** for direct object, indirect object, or adverb. On the line at the right, write whether the verb is Transitive or Intransitive.

1. Morris dropped the **letter** at the post office.
2. On the address, the sender had written **illegibly**.
3. The librarian showed **Eva** a **letter** from the Second World War.
4. Malik sent **Nora** an **e-mail** with an explanation of his problem.
5. Dave submitted the winning **entry** in a contest.
6. He had received the entry **form** in the mail.
7. My mail **rarely** arrives on time.
8. Angela prepared beautiful **packages**.
9. The mail carrier handed **us** the **catalogs**.
10. What **did your cousin send you?**

B. Completing Transitive Verbs by Adding Direct Objects

Add a direct object to each of these sentences.

1. The mail carrier put ____________________________ in the box.
2. Maria sent ____________________________.
3. Dora mailed her brother ____________________________.
4. Helen addressed ____________________________ to the entrants.
5. Maria put ____________________________ in a brown manila envelope.
6. The postal clerk gave Emilio ____________________________ for his dollar.
7. Bart accepted John’s ____________________________ about the mix-up.
8. The applicant submitted ____________________________.
9. A delivery truck brought us ____________________________ on Friday.
10. As usual, the holidays caused ____________________________ at the post office.
B. Changing Intransitive Verbs to Transitive Verbs by Adding Direct Objects

The verb in each sentence below is an intransitive verb, without a direct object. Rewrite the sentence, using the same subject and verb but changing the rest of the sentence to make the verb transitive. Underline both the verb and the direct object that you add.

**EXAMPLE**  Mrs. Johnson dresses stylishly.

Mrs. Johnson dresses her little boy in warm clothes.

1. Christine writes well.

2. Thomas has sung a long time.

3. Hortensia knits skillfully.

4. The orchestra played out of tune.

5. My neighbor stopped for a chat before her trip.

B. Using Direct and Indirect Objects and Transitive and Intransitive Verbs

Write a paragraph about sending mail (letters or packages) to a friend. In the paragraph, use at least four terms from each box. Use the verbs as either transitive or intransitive verbs. Use the nouns and pronouns as direct or indirect objects. Underline each verb you use as a transitive verb.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns and Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>made</td>
<td>name</td>
</tr>
<tr>
<td>stopped</td>
<td>package</td>
</tr>
<tr>
<td>brought</td>
<td>picture</td>
</tr>
<tr>
<td>called</td>
<td>girl</td>
</tr>
<tr>
<td>sent</td>
<td>gift</td>
</tr>
<tr>
<td>told</td>
<td>note</td>
</tr>
<tr>
<td>showed</td>
<td>story</td>
</tr>
<tr>
<td>wrote</td>
<td>boy</td>
</tr>
<tr>
<td>put</td>
<td>her</td>
</tr>
<tr>
<td>gave</td>
<td>him</td>
</tr>
<tr>
<td>taught</td>
<td>us</td>
</tr>
<tr>
<td>handed</td>
<td>them</td>
</tr>
</tbody>
</table>
Linking Verbs and Predicate Words

A linking verb connects the subject of a sentence to a word or words in the predicate. This word is called a subject complement. The subject complement identifies or describes the subject. Some common linking verbs are is, feel, seem, and look.

A hurricane is a violent tropical whirlwind. (linking verb: is; subject complement: whirlwind)

Hurricanes seem uncontrollable. (linking verb: seem; subject complement: uncontrollable)

There are two kinds of subject complements.

A predicate noun is a noun that follows a linking verb and identifies, renames, or defines the subject.

Some tropical storms become hurricanes. (The predicate noun hurricanes identifies the subject, storms.)

A predicate adjective is an adjective that follows a linking verb and describes or modifies the subject.

Their winds are strong. (The predicate adjective strong describes the subject, winds.)

Identifying Linking Verbs and Predicate Words

In each sentence, underline the subject once and the verb twice. Write the predicate word on the line to the right.

1. A hurricane is a powerful tropical storm. ________________
2. For a hurricane, the water temperature must be warm. ________________
3. Feeder bands are the outer part of the hurricane. ________________
4. The eye is the center of the hurricane ________________
5. Inside the eye, the wind feels calm. ________________
6. Outside the eye, the winds grow fierce. ________________
7. That part of the hurricane is the eye wall. ________________
8. Hurricanes are dangerous over land. ________________
9. A surge is a quick rise in the ocean’s water level. ________________
10. The winds of a hurricane sound deafening. ________________
Lesson 3

Linking Verbs and Predicate Words

A. Identifying Linking Verbs and Predicate Words
In each sentence, underline the subject once and the verb twice. Write the predicate word on the line to the right.

1. Storm trackers are very important. ________________
2. These people seem unbelievably brave. ________________
3. Their hurricane targets are deadly. ________________
4. Temperature measurements are the goal of trackers. ________________
5. The information obtained appears essential to weather forecasters. ________________
6. Under the right conditions, any tropical storm can become a hurricane. ________________
7. Storm trackers are reliable information gatherers. ________________
8. Early evacuation warnings are necessary for safety. ________________
9. Andrew was a hurricane of 1992. ________________
10. Throughout Florida, its effects looked disastrous. ________________

B. Using Predicate Words
Complete each sentence by writing a predicate complement in the blank. In the parentheses following the sentence, write PN if you added a predicate noun and PA if you added a predicate adjective.

1. To my grandmother, my favorite music sounds ________________. (____)
2. The weather outside my window looks ________________. (____)
3. China is a ________________ in the Eastern Hemisphere. (____)
4. With water and fertilizer, the plants grew ________________. (____)
5. That girl was the ________________ who finished first. (____)
6. The football team grew ________________ during practice in the August heat. (____)
7. The moon looks ________________ when it hangs low in the night sky. (____)
8. San Francisco was the ________________ that was hit by an earthquake in 1989. (____)
9. The sky seems ________________ after last night’s storm. (____)
10. The air smelled ________________. (____)
A. Identifying Linking Verbs and Predicate Words

In each sentence, underline the subject once and the verb twice. Write the predicate word on the line to the right. After the predicate word, identify it by writing PN for predicate noun or PA for predicate adjective.

**Example**

Today’s weather forecast was an accurate prediction. prediction, PN

1. Snowstorms are a common occurrence in the North during January and February.
2. Yesterday, our local high temperature was a record.
3. The rain on the roof sounded pleasant.
4. Summer days seem long.
5. The thick fog looked solid.
6. After the drought, the long rain was a welcome relief.
7. By January 5, our snow was three feet deep.
8. During the hot months, mosquitoes are a nuisance.

B. Rewriting Predicate Phrases

Rewrite each predicate phrase in Exercise A. When possible, replace every predicate noun with a predicate adjective or replace the predicate adjective with a predicate noun.

**Example**

Today’s weather forecast was a poor guess. or
Today’s weather forecast was accurate.

1. Snowstorms are
2. Yesterday, our local high temperature was
3. The rain on the roof sounded
4. Summer days seem
5. The thick fog looked
6. After the drought, the long rain was
7. By January 5, our snow was
8. During the hot months, mosquitoes are
Every verb has four basic forms called its **principal parts**: the present, the present participle, the past, and the past participle. With helping verbs, these four parts make all the tenses and forms of the verb.

- **Present**: I admire that singer.
- **Present participle**: I am admiring her high notes.
- **Past**: I admired her presentation.
- **Past participle**: I have admired her for years.

There are two kinds of verbs: regular and irregular.

A **regular verb** is a verb whose past and past participle are formed by adding -ed or -d to the present. The present participle is formed by adding -ing to the present. Spelling changes are needed in some words, for example, **carry–carried**.

<table>
<thead>
<tr>
<th>Present</th>
<th>Present Participle</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>admire</td>
<td>(is) admiring</td>
<td>admired</td>
<td>(has) admired</td>
</tr>
<tr>
<td>listen</td>
<td>(is) listening</td>
<td>listened</td>
<td>(has) listened</td>
</tr>
</tbody>
</table>

**Irregular verbs** are discussed in the next lesson.

### Identifying Forms of Regular Verbs

Identify each underlined principal part of the verb. Write **Pres.**, **Pres. Part.**, **Past**, or **Past Part.** on the line to identify the present, present participle, past, or past participle form.

**Example**: The orchestra has voted on the contract. **Past Part.**

1. Marian Anderson was called “a queen, a national treasure, an inspiration.”

2. She performed on Easter Sunday, 1939, at the Lincoln Memorial.

3. The Daughters of the American Revolution had prevented her from singing at Constitution Hall.

4. The DAR barred her from singing there because she was African American.

5. Eleanor Roosevelt resigned from the DAR in protest.

6. We still listen to Marian Anderson’s recordings.

7. My sister is planning to write a term paper about the incident.

8. My father recalls hearing her sing “My Soul Is Anchored in the Lord.”
Principal Parts of Verbs

A. Identifying Forms of Regular Verbs
Identify each underlined principal part of the verb. Write **Pres., Pres. Part., Past, or Past Part.** to identify the present, present participle, past, or past participle form.

1. Downtown, buses **stop** at every corner.  
2. Devora **asked** about any problems.  
3. Lonnie **called** me again just last week.  
4. The supervisor **is threatening** to reorganize the whole department.  
5. We **are working** on that problem now.  
6. After the fire, Jonathan **offered** his help.  
7. In a crisis, he always **volunteers.**  
8. Club officers **had considered** several alternatives to higher membership fees.  
9. Under other circumstances, Gloria **would have contributed** her time.  
10. The children **are trying** to help.

B. Writing the Correct Forms of Verbs
Decide which form of the verb given in parentheses is needed. Write the correct form on the line.

**Example**  The story has (remain) out in my memory.  **remained**

1. The critics (acclaim) Miss Anderson's Town Hall concert in 1935.  
2. At age six, she was (perform) hymns with her church choir in Philadelphia.  
3. People over 70 years old (remember) her 1939 concert at the Lincoln Memorial.  
4. In 1943, she (perform) at Constitution Hall for a China Relief benefit.  
5. In 1942, for a second time, the DAR had (refuse) her permission to perform there.  
6. We are (look) through old newspaper files for her concert reviews.  
7. Sharon is (check) library files for her correspondence.  
8. I (wonder) if we will find any original letters.  
9. Her autobiography is (call) My Lord, What a Morning.  
10. We (consider) her a major figure in the struggle for dignity and equality.
A. Writing the Correct Forms of Verbs

Decide which form of the verb given in parentheses is needed. Write the correct form on the line. Then identify which form you have used. Write **Pres., Pres. Part., Past, or Past Part** to identify the present, present participle, past, or past participle form.

**EXAMPLE**  The horse has (jump) the fence. *jumped, Past Part.*

1. The police are (look) for clues. _______________________
2. Ozzie has already (decide) on the color scheme. _______________________
3. The men have (start) the engine in colder weather than this. _______________________
4. Now the principal (doubt) Riva’s story. _______________________
5. Soon the new TV season will be (start). _______________________
6. Yesterday, I (explain) our difficulty. _______________________
7. Last night Mr. Vance (treat) us to dinner at the nicest restaurant in the city. _______________________
8. Customers rarely (argue) about a billing error. _______________________
9. The coach could have (complain) to the official. _______________________
10. The team (play) every Friday night. _______________________

B. Supplying Verbs in the Correct Forms

Almost all the verbs other than helping verbs are missing from this paragraph. On each blank line, write the verb from the list below that makes sense in the story. Be sure to use the correct form of the verb.

*to encounter to face to acclaim to return to refuse to try*

Marian Anderson _______________________ racial prejudice and discrimination all her life. When, as a young girl, she _______________________ to get into music school, she was _______________________ admittance because of her color. She was 52 years old when she was permitted to sing at the Metropolitan Opera, though critics and concert audiences had been _______________________ her performances for decades. She developed her career in Europe, where she _______________________ less prejudice. When she _______________________ to America, she sang a triumphal concert in Carnegie Hall.
Irregular verbs are verbs whose past and past participle are not formed by adding \(-ed\) or \(-d\) to the present. The five sections of this chart show different patterns used to form the past and past participles of many irregular verbs.

<table>
<thead>
<tr>
<th>Group</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>(\text{cost, hit, hurt, let, put})</td>
<td>(\text{cost, hit, hurt, let, put})</td>
<td>(\text{has cost, has hit, has hurt, has let, has put})</td>
</tr>
<tr>
<td>Group 2</td>
<td>(\text{bring, catch, get, leave, sit})</td>
<td>(\text{brought, caught, got, left, sat})</td>
<td>(\text{has brought, has caught, has got, has left, has sat})</td>
</tr>
<tr>
<td>Group 3</td>
<td>(\text{break, choose, freeze, lie, speak, wear})</td>
<td>(\text{broke, chose, froze, lay, spoke, wore})</td>
<td>(\text{have broken, have chosen, have frozen, have lain, have spoken, have worn})</td>
</tr>
<tr>
<td>Group 4</td>
<td>(\text{do, eat, fall, give, go, know, run, see, take, throw})</td>
<td>(\text{did, ate, fell, gave, went, knew, ran, saw, took, threw})</td>
<td>(\text{has done, has eaten, has fallen, has given, has gone, has done, has run, has seen, has taken, has thrown})</td>
</tr>
<tr>
<td>Group 5</td>
<td>(\text{begin, drink, ring, sing, swim})</td>
<td>(\text{began, drank, rang, sang, swam})</td>
<td>(\text{has begun, has drunk, has rung, has sung, has swum})</td>
</tr>
</tbody>
</table>

The different forms of the verb \(\text{be}\) do not follow any pattern.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\text{am, is, are})</td>
<td>(\text{was, were})</td>
<td>(\text{have been})</td>
</tr>
</tbody>
</table>

Using the Correct Forms of Irregular Verbs

Underline the correct verb form of the two in parentheses.

1. No one is sure when language (began, begun) in the human species.
2. Robert can (speak, spoken) Spanish as well as English.
3. Finally the driver (brought, brung) the huge truck to a halt.
4. The dog jumped up on the counter and (ate, eaten) half of the birthday cake.
5. Isaac Newton (did, done) major research in optics.
6. Have you ever (drank, drunk) goat’s milk?
7. People dislike politicians who have (broke, broken) their promises.
8. The woman’s smile (froze, frozen) upon her face.
9. Andre has (went, gone) swimming every day this summer.
10. Their hopes (fell, fallen) when the sailboat left without them.
11. I think you should have (gave, given) the server a larger tip.
12. Even in ancient times, some people (knew, known) that the earth is round.
Irregular Verbs

A. Using the Correct Forms of Irregular Verbs
Underline the correct verb form of the two in parentheses.

1. Late one night a scream (rang, rung) out in the dark courtyard.
2. Mark (grew, grown) a few inches last year.
3. We thought we (saw, seen) the light.
4. Kathryn (sang, sung) several Irish folk tunes at her recital.
5. Your friends (spoke, spoken) well of you when I saw them.
6. According to the accident report, the plane had (ran, run) out of gas.
7. Michelle has (stole, stolen) more bases than anybody else on our team.
8. She (took, taken) a chance in today’s game, and it really paid off.
9. The catcher (threw, thrown) the ball to second base too late.
10. Until now, I had (wrote, written) off our team’s chances of winning.
11. My little brother has (wore, worn) his favorite sweater every day this week.

B. 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.

EXAMPLE Ms. Bronson has (teach) art for ten years. taught

1. Ernest Hemingway (choose) to live in Paris.
2. Lisa (bring) cake to class on her birthday.
3. Because spring was early, the fruit trees (begin) to bloom.
4. The storm (break) several windows.
5. When I had the flu, I (drink) a lot of fruit juice.
6. Last winter (do) severe damage to the highways in this state.
7. Rust had (eat) into the iron hull of the great ship.
8. Clara (go) for the doctor in plenty of time.
9. The police (give) the illegally parked car a ticket.
10. The temperature (fall) last night.
A. Writing the Correct Forms of Verbs

Decide which form of the verb given in parentheses is needed. Write the correct form on the line. Then identify which form you used by writing Past or PP for past participle.

**Example** The sweater (shrink) when I washed it. shrank, Past

1. Our water pipes (freeze) during that cold snap last week. _________________
2. One of your ideas has really (ring) a bell with me. _________________
3. Regina (know) the answer to the question. _________________
4. My mother’s family (grow) beans in Indiana before the Great Depression. _________________
5. I haven’t (see) the northern lights since I lived in Canada. _________________
6. Woody Guthrie had (sing) his songs all over the country. _________________
7. I wanted to write you a letter yesterday, but I (run) out of time. _________________
8. When Sherri was in Kenya, she (speak) the Swahili language. _________________
9. Several planes have (take) off for the rescue mission. _________________
10. The fox (go) quietly into the chicken coop. _________________

B. Proofreading for the Correct Forms of Verbs

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

**Example** Jane lended her doll to a friend.

My sister Jane is hard to please. For her birthday, I buyed her a sweater that I think she only weared once and then putted away in her closet. Last year, I got her a puzzle. A month later, without ever having put it together, she selled it at our annual garage sale for a dollar. I had payed $3 for it.
A tense is a verb form that shows the time of an action or condition. Verbs have three simple tenses: the present, the past, and the future. The present tense shows an action or condition that occurs now. The past tense shows an action that was completed in the past. The future tense shows an action that will occur in the future.

- **Present**: Frieda walks quickly. She is quick.
- **Past**: Frieda walked quickly. She was quick.
- **Future**: Frieda will walk quickly. She will be quick.

The progressive form of a verb shows an action or condition that is in progress.

- **Present Progressive**: Frieda is walking quickly.
- **Past Progressive**: Frieda was walking quickly.
- **Future Progressive**: Frieda will be walking quickly.

To make the progressive form of one of these tenses, add the present, past, or future from of the verb be to the present participle of the verb, as in I am walking, I was walking, and I will be walking.

### Recognizing the Simple Tenses
Identify the tense of each underlined verb. On the line, label the tense: Present, Past, Future, or Present P., Past P., or Future P. for present, past, or future progressive.

1. The man next door is selling his car.  
2. From now on, he will use public transportation.  
3. Last year he was traveling to work on the bus once a week.  
4. This year he will be traveling by bus or walking every day.  
5. He plans to save some money by doing so.  
6. He figured up how much he will save.  
7. But best of all, he says, he will be saving the environment.  
8. He was feeling guilty about all the gasoline he used to get to and from work.  
9. Some of his co-workers are considering a similar move.  
10. My neighbor will encourage others to follow his example.
A. Recognizing the Simple Tenses

Identify the tense of each underlined verb. On the line, label the tense: Present, Past, Future, or Present P., Past P., or Future P. for present progressive, past progressive, or future progressive.

1. Are more people using public transportation these days? _________________
2. The city is planning a campaign to encourage taking the subway. _________________
3. Last year the rapid transit company purchased seven new railcars. _________________
4. The city promotes use of the subway for fewer parking problems. _________________
5. The common council will be conducting a survey on the whole issue. _________________
6. How much do you figure the survey will cost? _________________
7. Council members were considering a study on transportation earlier. _________________
8. We decided buses and the subway are the easiest ways to get around. _________________
9. Private transportation costs too much. _________________
10. Public and private agencies are trying to change attitudes. _________________

B. Using the Simple Tenses

In each item, provide the requested form of the verb in parentheses.

1. (work, future progressive) The train operators ____________________________ on the holiday.
2. (change, present) The train schedule ____________________________ on the weekend.
3. (arrive, past) The noon train ____________________________ six minutes late.
4. (update, present progressive) Currently, the company _____________________ the schedule.
5. (revise, past progressive) Managers ____________________________ it six months ago.
6. (cause, present progressive) The road reconstruction work ____________________________ a delay.
7. (require, past) That project ____________________________ the rerouting of traffic.
8. (fund, present progressive) The county ____________________________ 20 percent of the project.
9. (cover, future) State and federal grants ____________________________ the rest of the costs.
10. (travel, future progressive) I ____________________________ to school on different roads.
A. Correcting Simple Tenses of Verbs

Although the times referred to in this paragraph vary from past to future, all of its verbs are in the present tense. Rewrite the paragraph, correcting verb tenses as needed. Use progressive tenses if the action is, was, or will be in progress. Underline every verb.

During the age of the horse and buggy, people complain forever about the smelly presence of horse manure in the streets. Then cars arrive on the scene. People proclaim the end of air pollution in the city. “From now on, we breathe clean air,” they say. But they celebrate the new age of clean streets and clean air too soon. Today the auto fouls the atmosphere worse than ever.

B. Using Verb Forms Correctly

For each verb on the list, write the form requested in parentheses. Then write a paragraph about a topic of your choice that uses at least four of the phrases. Make sure all verb forms are used correctly.

(like, present) I _______________________ (hike, future) I _______________________
(walk, past) I _______________________ (enjoy, future progressive)
(talk, present progressive) (observe, past progressive)
I _______________________ I _______________________
Perfect Tenses

The present perfect tense shows an action or condition that began in the past and continues into the present.

Present Perfect  Marty has studied math every day this semester.

The past perfect tense shows an action or condition in the past that came before another action or condition in the past.

Past Perfect  Marty had studied her math before Ann called.

The future perfect tense shows an action or condition in the future that will occur before another action or condition in the future.

Future Perfect  Marty will have studied her math before Ann calls again.

To form the present perfect, past perfect, and future perfect tenses, add has, have, had, or will have to the past participle.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Perfect</td>
<td>I have studied</td>
<td>we have studied</td>
</tr>
<tr>
<td></td>
<td>you have studied</td>
<td>you have studied</td>
</tr>
<tr>
<td></td>
<td>he, she, it has studied</td>
<td>they have studied</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>I had studied</td>
<td>we had studied</td>
</tr>
<tr>
<td></td>
<td>you had studied</td>
<td>you had studied</td>
</tr>
<tr>
<td></td>
<td>he, she, it had studied</td>
<td>they had studied</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>I will have studied</td>
<td>we will have studied</td>
</tr>
<tr>
<td></td>
<td>you will have studied</td>
<td>you will have studied</td>
</tr>
<tr>
<td></td>
<td>he, she, it will have studied</td>
<td>they will have studied</td>
</tr>
</tbody>
</table>

Recognizing the Perfect Tenses

Underline the verb in each sentence. On the blank, write the tense of the verb.

1. You have spoiled the dinner.  _______________________

2. Tom will have departed before Brian's arrival.  _______________________

3. Janet has refused any credit for the team’s success.  _______________________

4. Many people had left before the fireworks.  _______________________

5. By this evening, I will have cleaned the whole downstairs.  _______________________

6. Before the end of our fight, we had avoided each other.  _______________________

7. The captains have examined all the team records.  _______________________

8. Prior to Tuesday, George hadn’t suspected a thing.  _______________________

9. As judge, Thomas had decided on the winner before the end of the program.  _______________________

10. I will have learned all my verb forms by exam time.  _______________________
Perfect Tenses

A. Recognizing the Perfect Tenses
Underline the verb in each sentence. On the blank, write the tense of the verb.

1. Jane had baked two cakes before the party. _______________________
2. I have hiked these trails for 20 years. _______________________
3. Olga had practiced on the piano up to the day of the contest. _______________________
4. We will have covered ten miles by lunch time. _______________________
5. He has hit more home runs than anyone else in the league. _______________________
6. By next Saturday, Jenny will have logged 200 miles. _______________________
7. At this rate, Dan will have scored 30 goals by the end of the season. _______________________
8. The commander has talked about a different approach. _______________________ 

B. Forming the Perfect Tenses
Complete each sentence by writing the form of the verb indicated in parentheses.

1. (complete, past perfect) We _______________________ our assignment before the bell rang.
2. (decide, future perfect) Tory _______________________ on an outfit by then.
3. (realize, past perfect) Joan _______________________ her mistake before you told her.
4. (work, present perfect) Sue _______________________ around the clock to finish on time.
5. (select, past perfect) The committee _______________________ the winner already.
6. (study, future perfect) I _______________________ two hours by the time she gets here.
7. (hike, present perfect) Matt _______________________ the entire Appalachian Trail.
8. (see, future perfect) By the end of the year, Bill _______________________ 40 movies.
9. (bike, past perfect) He _______________________ 40 miles by the end of the day.
10. (considered, present perfect) The planners _______________________ every angle.
A. Using Verb Tenses

The following is a journal entry of a boy on a wilderness camping trip. Supply verbs to the narrative in the tenses indicated in parentheses. Choose verbs from the list below.

see, surprise, escape, survive, canoe

This trip has been a real adventure. We (present perfect) ____________________________ some amazing sights and have done some amazing things. Before we were in the woods half a day, we (past perfect) ____________________________ two small herds of deer grazing in clearings. So far we (present perfect) ____________________________ being eaten by a bear. We (present perfect) ____________________________ a day of white-water canoeing and plan to go again tomorrow. By the time we leave for home, I (future perfect) ____________________________ six rapids. I’m really enjoying this!

B. Using Verb Tenses

Choose a camping trip you have made or would like to make. Write sentences about the trip using the following verbs in the tenses indicated.

1. survive (future) ___________________________________________________________________
   _________________________________________________________________________________

2. carry (present perfect) _____________________________________________________________
   _________________________________________________________________________________

3. canoe (past progressive) __________________________________________________________
   _________________________________________________________________________________

4. cook (future perfect) ______________________________________________________________
   _________________________________________________________________________________

5. see (past perfect) __________________________________________________________________
   _________________________________________________________________________________

6. discover (past progressive) ________________________________________________________
   _________________________________________________________________________________

7. enjoy (future perfect) __________________________________________________________________
   _________________________________________________________________________________

8. learn (past perfect) __________________________________________________________________
   _________________________________________________________________________________
In writing and speaking, you use the tenses of verbs to indicate when events happen. Changing tenses indicates a change in time. If you do not need to indicate a change in time between two actions, keep the tenses of the two verbs the same.

The Present Tenses  These tenses show events occurring in the present time:

<table>
<thead>
<tr>
<th>Tense</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Action occurs in the present.</td>
<td>watch, watches</td>
</tr>
<tr>
<td>Present perfect</td>
<td>Action began in past and continues in present.</td>
<td>has watched, have watched</td>
</tr>
<tr>
<td>Present progressive</td>
<td>Action is in progress now.</td>
<td>is watching, are watching</td>
</tr>
</tbody>
</table>

The Past Tenses  These tenses show events that occurred in a past time:

<table>
<thead>
<tr>
<th>Tense</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Action began and ended in the past.</td>
<td>watched</td>
</tr>
<tr>
<td>Past perfect</td>
<td>Action began and ended before another event in the past.</td>
<td>had watched</td>
</tr>
<tr>
<td>Past progressive</td>
<td>Action in the past was ongoing.</td>
<td>was watching</td>
</tr>
</tbody>
</table>

The Future Tenses  These tenses show events occurring in a future time:

<table>
<thead>
<tr>
<th>Tense</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future</td>
<td>Action will occur in the future.</td>
<td>will watch</td>
</tr>
<tr>
<td>Future perfect</td>
<td>Action will occur in the future before another action in the future.</td>
<td>will have watched</td>
</tr>
<tr>
<td>Future progressive</td>
<td>Action in the future will be ongoing.</td>
<td>will be watching</td>
</tr>
</tbody>
</table>

Using Verb Tenses

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

1. When Mark Twain (was growing, is growing) up, the United States was smaller than today.
2. There (were, have been) few good roads at that time.
3. People of the time (prefer, preferred) to travel by boat than by horse or carriage.
4. Young Samuel Clemens (lived, will live) near the mighty Mississippi River.
5. He often (watched, watches) boats as they floated past.
6. No one (will be, had been) surprised to hear that the river looks different today.
7. When he (grows, grew) old enough, Sam Clemens got a job on a riverboat.
8. Soon he (learns, was learning) to pilot a riverboat.
9. Today we, too (learn, were learning) about riverboats through Twain’s writing.
10. By the time he became a writer, Sam Clemens (will take, had taken) the name “Mark Twain” from a riverboat term.
A. Using Verb Tenses

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

1. In the early days of the United States, travel between the East Coast and the Midwest (was, is) difficult.

2. Even today, mountains (form, had formed) a barrier blocking westward travel.

3. Another barrier (has been, will be) the falls on the St. Lawrence River.

4. Merchants of the day (found, find) shipping goods westward impossible.

5. Around 1800, Canadians and U.S. citizens (look, were looking) for solutions.

6. In 1820, a private Canadian company (built, will build) a canal in Ontario.

7. For the first time, large boats (were, will be) able to travel past Niagara Falls.

8. During the next 130 years, the Canadian and U.S. governments (are discussing, were discussing) a larger system of canals.

9. Finally, in 1954, they (are beginning, began) work on the St. Lawrence Seaway.

10. After work on the Seaway (finishes, had finished), huge freighters traveled to ports on the Great Lakes.

B. Correcting Sentence Order

The sentences of this story are out of order. Read the story. Use the verb tenses and context to determine the correct order. Then rewrite the story in paragraph form below, with the sentences in correct order.

This year we are going canoeing again.
We thought we would catch fish and eat them.
We didn’t take much food along—just a frying pan and some butter.
Last year we went on a canoe trip in the Adirondack Mountains.
We will be packing more food this time.
A local man told us, “The fish don’t bite in this weather.”
But we didn’t catch any fish to speak of.
Using Verb Tenses

A. Correcting Verb Tenses
Each underlined verb is in an incorrect tense. Write a correct form of the verb on the line.

1. Over the ages, ship builders are trying many different designs. _______________________
2. Rafts had been simple and easy to build, but slow moving. _______________________
3. When the Romans were conquering the world, private citizens will travel in cargo ships. _______________________
4. Before Roman days, the Greeks build ships called triremes. _______________________
5. A trireme has three decks of rowers to power the ship. _______________________
6. Crew members on today’s ships should be happy that none of them had been asked to row their ships. _______________________
7. Some of the earliest boats we had known about were dugouts. _______________________
8. By 2500 B.C., sailors of the Mideast will be traveling across the Mediterranean Sea. _______________________

B. Correcting Sentence Order
Some of the verbs in this paragraph are in the wrong tense. Decide which verbs must be changed. Write the numbers of these sentences below. Then rewrite those sentences, correcting those verbs. Underline the verbs you have changed.

(1) Last year for my birthday, my parents took me to New York City.
(2) We visit the Empire State Building and take a boat to the Statue of Liberty and Ellis Island. (3) I will like best the boat ride through the harbor to the statue and Ellis Island. (4) It made me think of the boat ride my great-grandfather took to come to Ellis Island as an immigrant. (5) My father says he still remembers his grandfather telling him the story of the ocean voyage. (6) When Great-grandfather arrives in New York, he sees the statue. (7) I am sure that I had always remembered that story too.

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
Troublesome Verb Pairs

Do not confuse these pairs of verbs. Read how they differ, and study the chart.

lie/lay  Lie means “to rest or recline.” It does not take an object.
        Lay means “to put or place something.” It does take an object

set/sit  Sit means “to be in a seat” or “to rest.” It does not take an object.
        Set means “to put or place something.” It does take an object.

rise/raise Rise means “to move upward” or “to get up.” It does not take an object.
        Raise means “to lift (something) up.” It usually takes an object.

may/can Use may when you are asking permission or if something is possible.
        Can means “able to do something.” Can and may do not have principal
        parts. They are used only as helping verbs.

May we help you? We can carry your packages.

Using Troublesome Verbs Correctly
Underline the correct verb in parentheses.

1. Immigrant workers (lay, laid) the railroad tracks that crossed the United States.
2. As we speak, curious treasures (lie, lay) hidden at the bottom of the seas.
3. The old clock has (sat, set) on that ledge for a long time.
4. We’ll have to (sit, set) a limit on spending next year.
5. It looks like it (can, may) rain this afternoon.
6. I (can, may) just barely see the playing field from here.
7. My grandparents (raise, rise) corn and beans on their farm.
8. Be sure to (raise, rise) when the mayor enters the room.
9. When the old man had been (lain, laid) to rest, the mourners left.
10. (Sit, Set) the photograph up on the shelf where we can all see it.
Troublesome Verb Pairs

A. Using Troublesome Verbs Correctly
Underline the correct verb in parentheses.

1. The sun (raised, rose) at 6:56 this morning.
2. Mary (raised, rose) her hand and waited patiently to ask a question.
3. Arnold (lay, laid) around yesterday.
4. He has (lain, laid) around all week.
5. Your boots are (sitting, setting) there, exactly where you left them.
6. Why don’t you (sit, set) down your load and rest awhile?
7. (May, Can) I please have a cookie?
8. I think I (may, can) answer your question.
9. The bricklayer has (lain, laid) an amazing number of bricks today.
10. The wallet had (lain, laid) there unnoticed for nearly an hour.

B. Correcting Troublesome Verbs
Examine the boldfaced verb in each of the following sentences. If the verb is not correct, write the proper verb on the line. If the verb is correct, write Correct.

1. I’ve set here for an hour waiting for you. ________________
2. We’ll need to set up more chairs on the lawn. ________________
3. A lovely old pearl laid at the bottom of the drawer. ________________
4. Let us set all our presents on the table. ________________
5. Mrs. Smith has raised three healthy boys. ________________
6. A small green shoot raised from the well-tended flower bed. ________________
7. Can I join your team? ________________
8. You can put those boxes on the truck if you are strong enough. ________________
9. The council member has risen an interesting question. ________________
10. When the trainer gives the signal, the dog will lay down on the grass. ________________
A. Correcting Troublesome Verbs
Examine the boldfaced verb in each of the following sentences. If the verb is not correct, write the proper verb on the line. If the verb is correct, write Correct.

1. There the army set, waiting for reinforcements. ______________
2. Those old magazines have set on the table for months. ______________
3. We lay some keepsakes in the old strongbox. ______________
4. The dogs laid in the sun all day. ______________
5. We hope the old hen will lay an egg today. ______________
6. I rose my grades this report card. ______________
7. Questions about his innocence rose in my mind. ______________
8. At least 15 birds were sitting on the wire. ______________
9. From the tower, you can see all the way to the mountains. ______________
10. Can I borrow a pencil? ______________

B. Using Troublesome Verbs Correctly
The following sentences contain five incorrectly used verbs. Rewrite the paragraph below, correcting all five errors.

Being a house cat isn’t easy. Some people think we just lay on windowsills all day. Others say we set on sofas and shed. But I get up before the sun raises and go to bed long after it sets. In between I have to pounce and stretch, scratch sofas, and keep an eye on my human. At the end of the day, as long as I may keep my eyes open, I patrol the house before I lay down for the night.

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_____________________________________________________________________________________________
_____________________________________________________________________________________________