RATIONALE

Learning grammar is boring. At least that's what I think and probably what most of my students will think. Of course it doesn't have to be, but how do I make it exciting enough to learn. Since I really hadn't had many classes in how to teach grammar, and since I want to be an English teacher as well as a social studies teacher, I decided I'd better figure out how to liven up grammar. That's where I got the idea for this Self-Directed Unit for the Learning of Verbs.

Verbs, I figured, were as hard to learn and as boring as anything else in grammar when I was younger. I figured that if I could do this with verbs and make it fun or at least more tolerable for my students, I could eventually do it for other parts of speech and other aspects of grammar.

So I began thinking. What kinds of activities did I find interesting in sixth and seventh grades? What was there that I liked to do better than anything else that applied to learning? The answer was simple. I realized that I was more likely to read something if I could do it on my own. I was more likely to succeed at something if I discovered it by myself. And that was the key, discover. Students don't need to be told most things, they can discover them for themselves.

Discovery learning, as it is sometimes called, has experienced a
resurgence in popularity in the last twenty years. Present day educators summarize the case for discovery learning as follows:

. . . learning by discovery produces knowledge which transfers to new situations. Through practice at problem solving it develops problem solving ability. It is intrinsically motivating and it is its own reward. By being taught to solve problems, to behave in a scientific and inductive fashion, and to go beyond the data, a student is helped to become a mature person. It is a useful conceptualization for the teaching of many subjects in schools. Left to his own resources, the students individual history will determine the proper sequence of learning activities. It is an important end in its own right. It deserves attention, and students should have some practice at discovering answers for themselves. One must learn to produce rather than to reproduce answers and knowledge. . . \(^1\)

Others not only give the four benefits of discovery learning:

increased intellectually potential, intrinsic motivation, the learning of heuristics of discovery, and enhanced use of memory, but also give their viewpoints of discovery teaching:

Discovery teaching generally involves not so much the process of leading students to discover what is 'out there,' but, rather, their discovering what is in their own heads. It involves encouraging them to say, Let me stop and think about that; Let me use my head; Let me have some vicarious trial-and-error. There is a vast amount more in most heads than we are usually aware of, or that we are willing to try to use. You have got to convince students of the fact that there are implicit models in their heads which are useful.\(^2\)
Some are even more emphatic taking the position that "there are certain kinds of things that can be learned only by discovery."

But even our greatest educators of the past, such as John Dewey, recognized its importance. Dewey called it inquiry, and he said of it: "it is the active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends." Inquiry, or discovery, usually aims at the grounding of belief through use of reason, evidence, inference, and generalization. And this process can take place with minimal interference from the teacher in most cases.

English grammar particularly lends itself to the supposition that minimal interference from the teacher is necessary. Granted, in some cases teacher-centered learning is necessary to help in problem areas of grammar, and I am not suggesting that the English classroom be eliminated in lieu of home study, but if we look at facts we can see that most students, with only some guidance, are quite capable of learning what they already know about grammar. It is estimated that students have mastered 90 to 95 percent of their spoken language by the time they get to school. And although they undoubtedly have also mastered quite a few errors, they still know a great deal about their language. It is the English teacher's job to show students what they do know about language arts and to help
correct any deficiencies.

And that is what this Self-Directed Learning Unit does. It allows students to "discover" what they do know about verbs and it enables the teacher to observe students and their trouble areas. Teachers will then know when they need to intervene and when they do not. Students will then enjoy learning more, like they're supposed to.
SOURCES CITED


2 Ibid., p.105.

3 Ibid., p.xi.

LEARN WITH VERBS
TABLE OF CONTENTS

Title Page ........................................................................................................ p.1
Table of Contents ............................................................................................ p.2
Introduction ..................................................................................................... p.3-4
Objectives ......................................................................................................... p.5
Teacher Directions ........................................................................................... p.6-7
Student Directions .......................................................................................... p.8
Pretest - Section 1 ........................................................................................ p.9-10
Section 1 - Verbs in Predicates .................................................................... p.11-18
Post Test - Section 1 ..................................................................................... p.19
Pretest - Section 2 ........................................................................................ p.20-21
Section 2 - Different Types of Verbs ............................................................ p.22-29
Post Test - Section 2 ..................................................................................... p.30-31
Pretest - Section 3 ........................................................................................ p.32-33
Section 3 - Prin. Parts of Regular and Irregular Verbs ....................... p.33-37
Post Test - Section 3 ..................................................................................... p.38-39
Pretest - Section 4 ........................................................................................ p.40-41
Section 4 - Verb Tenses ............................................................................... p.42-48
Post Test - Section 4 ..................................................................................... p.49-50
Pretest - Section 5 ........................................................................................ p.51
Section 5 - Subject-Verb Agreement ............................................................... p.52-56
INTRODUCTION

Verbs are an important part of speech. Without them, we would have no way of describing our actions to other people. We couldn't even explain that we exist. As a matter of fact, without verbs that last sentence would read something like this: "We not even that we." That doesn't make much sense does it? It sounds more like the stereotypical caveman than a modern human.

We agree that verbs, like nouns, are a necessary element of speech which must be mastered to separate us from common animals. Many people feel, however, that something so important must surely be too hard for sixth grade English students to master or even begin to understand. That's where these people are wrong. The basic verb forms and rules are not hard at all; in fact, most of this is mastered in speech by the time a child enters school. With only a little practice, any student could learn how to use verbs correctly in writing and more effectively in everyday speech.

Sometimes rote learning of grammar can be boring to students. My advice to the student is to sit back while doing these exercises and use your common sense and imagination. My advice to the teacher is to be helpful to the students when asked, but let the students do as much of these exercises on their own as they can. These are, after all, only supplementary material.

Students will be evaluated primarily on the basis of participation. Students who, because of low pretest scores, must do all or most of this Self-Directed unit will be given a participation grade for doing so. Those students who pass up all or most of the unit by virtue of high pretest
scores will be given a participation grade for tutoring other students at the teacher's discretion. A final exam given to all students at the completion of the unit on verbs and this accompanying Self-Directed unit and will be a major portion of the grade.
OBJECTIVES

1. Students will begin to exhibit a stronger interest in their language, and particularly verbs.

2. Students will display a greater skill in working quietly with neighbors and in listening to the advice of classmates in language arts.

3. Students will be able to follow precise directions and will demonstrate this by doing so on the exercises, tests and pretests with a reasonable degree of accuracy.

4. Students must be able to distinguish verbs from other parts of speech in exercises and on tests with at least an 80 percent rate of accuracy.

5. Students must be able to distinguish the difference between action verbs, linking verbs, and auxiliary verbs, and know their functions with an 80 percent rate of reliability. They must demonstrate this knowledge on an exam.

6. Students must be able to distinguish the difference between transitive and intransitive verbs. Students must also be able to pick a receiver of action for verbs which are transitive. This knowledge must be exhibited as part of a written test.

7. Students must understand the difference between the present, past, and past participle principle parts and be able to create the verb tenses from these principal parts. These verb tenses include present, past, future, present perfect, past perfect, and future perfect. All students should be able to demonstrate this knowledge in everyday life. Students must also pass an exam with at least an 80 percent retention of the material.

8. Students must be able to distinguish the difference in singular and plural subjects and verbs, and tell which are appropriate in certain situations. This also must be accomplished with at least 80 percent accuracy on a final exam.

9. Students must be able to distinguish the difference between regular
and irregular verbs with at least 80 percent accuracy.

10. Students will realize the importance of communication skills and how a command of these will benefit them in later life.

TEACHER DIRECTIONS

First and foremost teachers using this Self-Directed unit should keep an open mind. Do not harass students for going too slowly or too quickly. They should be allowed to operate at their own optimum level. Secondly, this unit is not to be used alone. It should be used in conjunction with normal teaching methods. It is a supplementary lesson plan to help stimulate a greater interest in the English language. It would be best to use one or two times a week and would be particularly good for substitute teachers to use while the unit on verbs is being taught. I strongly encourage you to develop similar Self-Directed units to accompany other grammar units.

This plan requires that you, as a teacher, keep a key to each exercise and test at your desk. Several times the students are directed to grade their own papers or to have a neighbor grade them. Written into the plan are opportunities for the students to interact with each other on an academic basis without any interference from the teacher. When certain students finish early, you should use them as resource tutors. Several students, you may find, are unable to pass the post tests even after doing the exercises in
the exercises in the section. If this is the case, assign a tutor to go over
the lesson with them. Students often learn better from peers than they do
from authority figures. When all students fully understand verbs, or at
least seem to, and when you have finished the classroom centered unit on
verbs, you may give the final exam. This final exam should be designed by
you and is purposefully not included with this Self-Directed unit. It should
cover everything in this unit as well as those things you have gone more in
depth with in your own classroom.

Once again, you must allow the students to work on their own and
together on this unit. You should have confidence that they will do this
correctly with only minimum supervision from you. Allow them to interact
and hopefully enjoy learning.
STUDENT DIRECTIONS

1. You are instructed to behave maturely while doing this activity.

2. Behaving maturely includes: working as quickly and carefully as you can, following normal classroom rules concerning etiquette and safety, and successfully completing those exercises and tests which apply to you.

3. Students should follow all directions within this unit. For example, do what you are instructed to do in each exercise.

4. Students should do all Pretests and Post Tests in ink. When you are finished with these you should give them to the teacher.

5. Students should be able to get along with their neighbors when working with them as certain parts of the unit direct.

6. When you are done you are required to take a final exam.

7. Some of you will be asked to help tutor other students. Be responsible when doing this.
EXAMPLE:  Jeanette swam toward the raft.

1. Sam fought off Indians before lunch.

2. Get away from me!

3. Where does the moon go in the daytime.

4. That man is riding his horse too fast.

5. Belinda passed the football to me.

6. Gina and David are moving to Texas with their parents.

7. I really like cowboy movies.
8. Mark baked two pies for the rest of the cowboys.

9. Jose' scores twelve points at every basketball game.

10. She is my mother, and you are not.

NOW TAKE YOUR PAPER TO THE TEACHER AND SEE HOW YOU DID. IF YOU MISSED LESS THAN THREE, THEN YOUR TEACHER WILL LET YOU SKIP THIS PART; IF YOU MISSED THREE OR MORE THEN THIS LESSON WILL HELP YOU TO BE ABLE TO TELL VERBS FROM OTHER PARTS OF SPEECH. DON'T WORRY, I'LL HELP YOU TOO.
LOOK AT THESE SENTENCES

1. A small turtle | bit my sister's finger.

2. George | found a tack on his chair.

SEE HOW THE SENTENCES ARE DIVIDED? WHAT IS THE DIFFERENCE BETWEEN PARTS A AND B IN SENTENCE 1?

HOW ABOUT IN SENTENCE 2?

WHAT DOES PART A IN SENTENCE 1 HAVE IN COMMON WITH PART A IN SENTENCE 2?

HOW ABOUT PART B IN THE TWO SENTENCES?

The first sentence is about a small turtle, therefore "A small turtle" is the SUBJECT of the sentence. A SUBJECT is what something is about. What is the second sentence about? 

The second part of each sentence tells what the SUBJECT did or what happened to the subject. You could call it anything, but we generally call it the PREDICATE. In the first sentence "bit my sister's finger" tells what the SUBJECT (A small turtle) did. That makes "bit my sister's finger" the PREDICATE of the sentence. What does the SUBJECT of the second sentence do? 

Whatever he does, that is the PREDICATE of sentence 2.
Moo!!! Now you realize that a sentence has two parts, part A and part B, or the SUBJECT and the PREDICATE. The SUBJECT names what the sentence is about and is pretty easy to understand, even for a cow. The PREDICATE tells what the SUBJECT did, that the SUBJECT exists, or what happened to the SUBJECT.

Look at these words
How are they alike?

<table>
<thead>
<tr>
<th>HORSE</th>
<th>WAGON</th>
<th>PAPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOG</td>
<td>POSTER</td>
<td>DOLL</td>
</tr>
<tr>
<td>WALL</td>
<td>SCHOOL</td>
<td>COUSIN</td>
</tr>
<tr>
<td>LASSO</td>
<td>TEACHER</td>
<td>TABLE</td>
</tr>
<tr>
<td>GUN</td>
<td>COMPUTER</td>
<td>COAT</td>
</tr>
<tr>
<td>MAN</td>
<td>RIVERBOAT</td>
<td>SADDLE</td>
</tr>
<tr>
<td>TEX</td>
<td>MOVIE</td>
<td>CAT</td>
</tr>
<tr>
<td>GIRL</td>
<td>SONG</td>
<td>CAMPFIRE</td>
</tr>
</tbody>
</table>

Now what do all these words have in common? They're not all the same.
WHAT MAKES THEM SPECIAL?

All of those words, and many others can be used as subjects in a sentence. They include people, places, things, and ideas. All of these can either do something or have something done to them. By instinct you can usually tell which words make good subjects and which don't. Can "eat" be a subject? _____ Why or why not? __________

Name some other words that can't be subjects.

IT'S ME AGAIN. PRACTICE MAKES PERFECT, SO YOU NEED PRACTICE. FILL IN THE BLANKS IN THE SENTENCES DOWN YONDER TO HELP YOU UNDERSTAND PREDICATES. THE SUBJECTS HAVE BEEN GIVEN SO ALL YOU HAVE TO DO IS MAKE THE SENTENCES MAKE SENSE. IF YOU CAN DO THAT, YOU GOT IT.

1. All the books in the boys desk ____________________________

2. That car ____________________________

3. My mother ____________________________

4. At the dance, the Principal ____________________________
5. Carla's sister, a college student, ____________________________.
Within a **PREDICATE** there are one or two words that are the most important. These are called **VERBS**. A **VERB** is a word that . . . well, that’s for you to figure out.

**WHAT DO THESE WORDS HAVE IN COMMON?**

<table>
<thead>
<tr>
<th>run</th>
<th>care</th>
</tr>
</thead>
<tbody>
<tr>
<td>jump</td>
<td>write</td>
</tr>
<tr>
<td>sing</td>
<td>finish</td>
</tr>
<tr>
<td>talk</td>
<td>twist</td>
</tr>
<tr>
<td>eat</td>
<td>race</td>
</tr>
</tbody>
</table>
| think | toss  | >>>>>>>>>>
| go    | do    | >>>>>>>>>>

They are **VERBS**, but what makes them different from other words?

---

**Why isn't refrigerator, window, or groceries a VERB?**

**GIVE UP?** ---- They don't show any kind of action or state of existence.

**VERBS** are the most important part of a **PREDICATE** because they show the action or state of existence of the **SUBJECT**, while the other words in the **PREDICATE** just help the **VERB** do this.

---

**YOU NEED TO BE ABLE TO PICK THE VERBS OUT OF PREDICATES. I'VE WRITTEN FOUR SENTENCES BELOW AS EXAMPLES. IN EACH SENTENCE THE WHOLE PREDICATE HAS BEEN UNDERLINED BUT ONLY THE VERB HAS BEEN CIRCLED.**
DO YOU UNDERSTAND WHY THESE WORDS ARE THE VERBS AND NOT THE OTHERS? THEY EITHER GIVE ACTION OR SHOW THAT THE SUBJECT EXISTS LIKE IN EXAMPLE 4.
What's a sentence called when it doesn't have either a predicate (with a VERB) or a subject? Give up? What's a piece of something that's broken called? Well, the answer is right beside me. A sentence fragment is a broken sentence and like anything else that's broken, it doesn't usually work. That's why it's important to get this verb stuff down now, before we start writing a lot.

DIRECTIONS: The following sentences will not mean much until the blanks are filled in with verbs. Put a good action word in each blank along with anything else that will make the sentence make sense. If each sentence makes sense, then you've done it correctly. Circle the verbs you use, and remember, be creative.

1. Irene ________________.
2. Ted ________________his mother.
3. Sally _______________loudly.
4. Phil ________________into the classroom.
5. The audience ________________the program.
6. Tex can really ________________.
7. The wind ________________through the trees.
8. Jean _______________down the road.
9. The car ________________into the snow.
10. Sharon ________________her homework.

COMPARE YOUR SENTENCES WITH A NEIGHBORS.
DIRECTIONS: Many words suggest action, but only verbs can say that it actually takes place or will do so. Can you tell which of these words can be used as verbs and which are only action sounding words. Circle those that are verbs.

1. hike  5. song  9. bought
2. sits  6. throw  10. explosion
3. runner  7. yell  11. crash
4. rapidly  8. argues  12. snow

To check these go to your teacher to check out a dictionary. Look up each word in the dictionary to see what type of word it is. If it can be used as a verb a small "v" will appear before one of the definitions. It might be interesting to note which words can be used only as verbs, which cannot be used as verbs, and which can be used as a verb AND as a noun (shown "n"), adverb "adv", or adjective "adj". Put a check beside all those you get right.

CAN YOU THINK OF OTHER VERBS THAT CAN ALSO BE USED AS NOUNS, ADVERBS, OR ADJECTIVES? THINK OF SOME AND LIST THEM BELOW. TRY TO USE THEM IN SENTENCES AS MANY WAYS AS YOU CAN.
SECTION 1 ---TEST

NOW YOU ARE READY TO TAKE A TEST TO SEE HOW MUCH YOU'VE PICKED UP FROM THIS SECTION. JUST FOLLOW DIRECTIONS AND I'M SURE YOU'LL DO FINE. WHEN YOU ARE DONE, HAVE THE TEACHER GRADE THIS PART...THEN GET READY FOR THE NEXT ONE.

DIRECTIONS: In the following sentences underline the predicate and circle the verbs.

1. The doctor will call you in the morning.
2. Please write me a letter today.
3. Your friend called twice while you were gone.
4. You really should study harder Malcomb.
5. Jane was elected president of the club.
6. The tourists were frightened by a grizzly bear.
7. They cancelled "Cosby" last week.
8. The audience applauded my performance thunderously.
9. My dog's name is Spotremover.
10. We are going to the movies Friday night.

IF YOU MISSED TWO OR LESS, YOU WILL BE ASKED TO GO ON TO THE NEXT SECTION. IF YOU MISSED THREE OR MORE YOU SHOULD GO TO THE TEACHER TO DISCUSS MATERIAL YOU MAY FIND USEFUL IN UNDERSTANDING VERBS A LITTLE BETTER.
SECTION 2 -- PRETEST

DIRECTIONS: In each sentence below, underline the verb or verbs. Indicate in the space beside each sentence whether the verb is an ACTION VERB or a LINKING VERB. Just put an AV for ACTION VERB and an LV for LINKING VERB. An example has been done for you.

EXAMPLE:  

LV  1. Jimmy Stewart is his favorite actor.

1. My cousin drives a bus.
2. That girl likes to eat school cafeteria food.
3. We are sorry!
4. This tree sheds its leaves in August.
5. Miss Edwards seems like a good principal.

DIRECTIONS: The following sentences may or may not contain AUXILIARY VERBS. In each case, underline the verb or verbs and write AUXILIARY VERB in the blank next to each sentence. If there is no AUXILIARY VERB, mark an "x" in the spot. An example has been done for you.

EXAMPLE: must have  Jack must have seen me in the bleachers.

1. The Battle of Yorktown had been won with the help of the French.
2. Johnny Unitas played for the Baltimore Colts.
3. War was waged on the unsuspecting army.
4. The mistake could have been avoided.
5. The ghost was scary to my little sister.
DIRECTIONS: Draw two lines under the ACTION VERB in each of these sentences. Put a "T" in the blank next to each sentence if the verb is TRANSITIVE. Put an "I" in the blank if the verb is INTRANSITIVE. Then go back through the sentence. If the verb is TRANSITIVE circle the receiver of the action. An Example has been done for you.

EXAMPLE: T Harry puts his stamps into an envelope.

1. Juliet keeps her stamps in notebooks.
2. Each notebook holds 1,000 stamps.
3. The notebooks are dark green cardboard.
4. They buy their stamps at the Post Office.
5. The philatelic window opens at 9:00 a.m. every weekday.
6. A line of stamp collectors forms soon after the window opens.
7. Juliet spends a good apart of her weekly allowance on foreign stamps.
8. Harry's favorite stamp shows a rare breed of seagull.
9. The bird sits on a rock overlooking a calm sea.
10. This stamp honors marine life.

If you got more than 18 right then you should skip this section and go on to the next section on principal parts. If you missed more than 2, then you could really use the review. So go ahead and do this part. If you're skipping this section check with your teacher.
A VERB can tell what something does. What do jump, run, find, and climb have in common? These verbs are called ACTION VERBS and as a cowboy they are my favorite because they can vividly describe all kinds of actions. They are also the easiest to recognize.

Since ACTION VERBS tend to be exciting, descriptive words, they are usually easy to spot. Examples of ACTION VERBS are so plentiful that I won't even try to tell you all of them. However, I will let you list about 10 of them in the space below.

A verb that simply shows existence or condition is a verb of being. Since verbs like this simply LINK a sentence together, they are called LINKING VERBS.
Most LINKING VERBS are forms of the word be: am, is, are, was, and were. Other common LINKING VERBS are: become, grow, feel, taste, seem, appear, look, and smell. A LINKING VERB'S main contribution is to connect the subject of a sentence to words that describe the subject. They only exist in sentences that don't express action. Can you remember that? Can you think of any other LINKING VERBS?

DIRECTIONS: In the sentences below draw a line under the verbs. Indicate whether the verb is an ACTION VERB (AV) or a LINKING VERB (LV) by placing the appropriate in the blank to the left of each sentence. When you are done you may check with a neighbor who is also done to see if you have the same answers. If you didn't have the same answers, both of you should check the teacher's key to see who has it right. You may help each other to understand these exercises.

_____ 1. Tex is a famous cowboy.

_____ 2. A long time ago he was a cowbaby.

_____ 3. When he was 19, he moved to Texas.

_____ 4. While there, he herded wild prairie dogs.

_____ 5. They tried to bite him on the toes.

_____ 6. He rounded them all up and put them in a pen.

_____ 7. Is herding prairie dogs dangerous?

_____ 8. Tex doesn't think so.

_____ 9. He wants to do it again as soon as possible.

_____ 10. It seems like the life for Tex.
DO YOU UNDERSTAND THE DIFFERENCE BETWEEN ACTION VERBS AND LINKING VERBS NOW? ACTION VERBS GIVE A SENTENCE COLOR AND EXCITEMENT, BUT IN MANY CASES ONLY LINKING VERBS WILL MAKE SENSE AND KEEP A STORY TOGETHER. TRY TO WRITE A STORY USING ONLY ACTION VERBS. REMEMBER, YOU CAN'T USE WORDS LIKE: AM, ARE, IS, WAS, WERE, WILL BE, AND SEEMS. USE ONLY ACTION VERBS.

WAS THAT CONFUSING OR WHAT? BY THE SAME TOKEN LINKING VERBS CAN'T ALWAYS GET THE POINT ACROSS. TRY WRITING A SHORT STORY WITHOUT ACTION VERBS. YOU MIGHT BE ABLE TO DO THIS, BUT IT'S LIABLE TO BE PRETTY BORING.
Now that wasn't too exciting was it? Imagine trying to talk like that every day. We need both action verbs and linking verbs to make the world clear and exciting. I like action verbs myself, since I am a cowboy who loves action, but even I need linking verbs to tell people that I am a cowboy.

Equally as important as understanding the difference between linking verbs and action verbs is understanding the importance of auxiliary verbs or helping verbs. What do you suppose an auxiliary verb or helping verb does? ______________ ______________ If you guessed help action verbs then you've got it right. Auxiliary comes from the Latin word "auxilium" meaning "aid" or "help." Don't ask me why a cowboy knows Latin, but that's how the auxiliary verb got its name. It only makes sense.

**Example:** The days have grown longer.

In the above example the whole verb is "have grown." This can be split into a main verb and a helping verb. In this case the action verb is __________? Without the auxiliary verb to help this action verb the sentence would read "The days ______ grown longer," and that doesn't make sense.

The verbs used as auxiliaries are so few in number that you can memorize them. They are grouped in families below to make them easier to learn. The verbs in groups I, II, and III (that is, the forms of be, have, and do) can be used as main verbs or auxiliary verbs.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>has</td>
<td>do</td>
</tr>
<tr>
<td>am</td>
<td>being</td>
<td>does</td>
</tr>
<tr>
<td>are</td>
<td>been</td>
<td>did</td>
</tr>
<tr>
<td>was</td>
<td>had</td>
<td></td>
</tr>
<tr>
<td>were</td>
<td></td>
<td>(these words can be main verbs too)</td>
</tr>
</tbody>
</table>
The main verb can have one, two, or even three AUXILIARY VERBS. In verb phrases, all but the last verb will be helping verbs.

**EXAMPLE:**  
I *will* drive the car tomorrow. (one helping verb)  
I *should have driven* the car. (two helping verbs)  
Soon the car *will have been driven*. (three helping verbs)

**DIRECTIONS:** In each of the following sentences underline the main verb and circle the AUXILIARY VERBS.

1. By 1847 the region around Utah had been settled by the Mormons.

2. People had named the territory Utah for the Ute Indians in 1850.

3. The Union had admitted Utah as a state in 1896.

4. People had nicknamed Utah the Beehive State because the Mormons name for it was Desert, meaning "beehive."
5. If you went to Utah, you could see the largest natural lake west of the Mississippi River.

6. You might visit the Hot Pots, limestone craters that hold very hot water.

7. Visitors have been permitted to swim in the Hot Pots.

8. Utahan industry has produced the Bingham Canyon Mine, which supplies one-fifth of all copper in the United States.

9. In April, visitors to Utah can see the Ute Tribal Bear Dance in Duchesne, Utah.

10. The state of Utah is trying to attract more tourists.

Did all the words you circle appear in the lists of AUXILIARY VERBS I showed you? If they did, then you pretty much understand this stuff. You can get the key from the teacher to check yourself.

ACTION VERBS can be either TRANSITIVE or INTRANSITIVE. A TRANSITIVE VERB expresses action that is directed toward a person or thing named in a sentence. An INTRANSITIVE VERB does not direct action toward a receiver. Can you tell the difference?

One of these sentences has a TRANSITIVE VERB. The other has an INTRANSITIVE VERB. Label them.

1. Johnny drives the car to the airport. __________

2. Johnny drives his sister home. __________

27
Which was which? Did you know? If you said the first one was TRANSITIVE you were right. And the second one was INTRANSITIVE. But why is this so? In the first sentence Johnny actually drives the car home. In the second sentence Johnny's sister is only riding with him. He is really driving a car or something. It would be silly to think that Johnny has put wheels on his sister and is running her down the highway. Now try these below.

DIRECTIONS: In the following sentences underline the verbs and indicate whether the verb is TRANSITIVE by placing a "T" in the blank to the left of the sentence and by circling the receiver of the action. If the verb is INTRANSITIVE simply place an "I" in the blank to the left of the sentence.

1. The Martians crash landed in a field outside of town.
2. They evacuated their ship.
3. They removed their weapons first.
4. Amy and Brad, hidden behind a tree, saw the damaged ship.
5. They ran home as fast as they could.
6. At home, Amy called the United States Air Force.
7. The Air Force came at once to investigate.
8. They found shocking evidence.
9. Only a little evidence of the landing remained.
10. The Colonel placed the ray gun in a top-security vault.

Ask your teacher to check over your answers with you. He will ask you why you chose the answers you did so be prepared to defend your choices.
HINTS
Here's a few hints to sum up what we've discussed in this section.

--------An ACTION VERB tells what a subject is doing. They can be either TRANSITIVE or INTRANSITIVE.

--------TRANSITIVE VERBS express ACTION that is directed toward a person or thing named in the sentence.

--------INTRANSITIVE VERBS do not direct action toward a receiver.

--------A LINKING VERB does not show action, but it connects the subject to other words in the sentence. All LINKING VERBS are INTRANSITIVE. The most common form of LINKING VERBS are the forms of "be" and the verbs "seem," "appear," "grow," "become," "look," "sound," "smell," "feel," and "taste."

--------AUXILIARY VERBS help ACTION VERBS do their jobs. The list of AUXILIARY VERBS is so short that you can memorize them. Here is the list:

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>be</td>
<td>has</td>
<td>do</td>
<td>shall</td>
</tr>
<tr>
<td>am</td>
<td>being</td>
<td>have</td>
<td>does</td>
<td>will</td>
</tr>
<tr>
<td>are</td>
<td>been</td>
<td>had</td>
<td>did</td>
<td>should</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>would</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pretty soon you will recognize all of these instantly. Remember that the words in groups I through III can also be used as LINKING VERBS. In that case they don't need a verb to help, they are one. Go on now and take the Post Test. I'm sure you are ready and able, but be careful anyway. Even I have to be careful on new ground. Good Luck!!!!

Section 2 - Post Test

Directions: Draw two lines under the verbs and verb phrases in these sentences. Write AUX next to those sentences in which the forms of "have," "do," and "be" are used as auxiliary verbs. Write LV if they are used as linking verbs.

1. The club had more members last year.

2. The musicians have gone home early.

3. Reggie is a great skater.

4. Anita had two colds last winter.

5. The players were going to the practice field.

6. Those small children are repairing their sled.

7. Maria and Nina are never late for work.

8. That new building was finished in September.

9. Paul did a sketch of the bare trees.

10. Your plants have grown very tall.
Directions: Write a linking verb to complete each sentence.

1. Working on a car may _______ enjoyable.

2. It may _______ easy to some people.

3. To me it _______ actually difficult.

4. A mechanic must _______ the right tools.

5. My grandfather _______ an excellent mechanic.

Directions: Underline each verb in the sentences below. In the space to the left of each sentence indicate whether the verb is transitive (T) or intransitive (I). If the verb is transitive, circle the receiver of its action.

1. The ice outside is slowly melting.

2. It seems very cold in here to me.

3. The snow plows work hard to clear the roads.

4. They will work all night if necessary.

5. Unfortunately, it will snow seven inches more tomorrow.

WHEN YOU ARE FINISHED, TAKE YOUR TEST TO TEACHER. HE WILL GRADE IT TO SEE HOW YOU DID. IF YOU MISS MORE THAN TWO, YOU WILL BE GIVEN SOME ADDITIONAL MATERIAL TO HELP YOU UNDERSTAND ACTION VERBS AND LINKING VERBS AS WELL AS AUXILIARY VERBS. IF YOU MISSED LESS THAN THREE, YOU ARE TO GO ON TO THE NEXT SECTION. GOOD LUCK ON IT.
SECTION 3 - PRETEST

DIRECTIONS: After each sentence, write which principal part of the underlined verb was used. An example has been done for you.

EXAMPLE: The boy went to school. past

1. Leah wants to buy roller skates. __________
2. She has looked at several pairs. __________
3. Consumer magazines provided information. __________
4. Leah examined skates in several shops. __________
5. She compared their prices. __________
6. The sporting goods store carries many different selections. __________

DIRECTIONS: Fill in the blanks.

The three basic forms of a verb are its (1) __________
These are the (2) __________, the (3) __________, and the (4) __________.

DIRECTIONS: Write the principal parts of these verbs in the space provided.

1. run ________________________________
2. wave ________________________________
3. say ________________________________
4. go ________________________________
5. want ________________________________

DIRECTIONS: Use the correct form of the verb in the parentheses ( ) to complete each sentence.

1. Peddlers have __________ goods for centuries. (sell - past participle)
2. In pioneer days, they ___________ goods to out-of-the-way places
   (bring - past)

3. At that time people ______________ that the peddler was very im-
   portant. (think - past)

4. Old timers have _______________ that they remember peddlers from
   their childhoods. (say - past part.)

5. Peddlers ______________ cloth, needles, and pins. (sell - past)

YOU MAY CHECK YOUR ANSWERS WITH THE TEACHER. IF YOU GOT MORE THAN
THREE WRONG, YOU NEED TO RUN THROUGH THIS SECTION TO HELP YOU
POLISH UP ON THE PRINCIPAL PARTS OF REGULAR AND IRREGULAR
VERBS. IF YOU MISSED THREE OR LESS, YOU MAY SKIP OVER THIS SECTION
WITH YOUR TEACHER'S APPROVAL.

READ THESE SENTENCES !!!

   1. Many animals ___________ in the west.
   2. Most ___________ there before people did.
   3. Some ___________ there for centuries.

HOW ARE THESE THREE FORMS OF THE VERB LIVE
DIFFERENT FROM EACH OTHER? WHAT SETS THEM
APART FROM EACH OTHER? BE PREPARED TO DISCUSS
THIS IN CLASS.

All verbs have 3 important forms called PRINCIPAL PARTS.
All other verb forms come from these. They are:

1. **PRESENT** - This is the simplest form of the verb.
   Notice that it can have many different endings.

2. **PAST** - This is formed by adding a "d" or "ed" to the
   present form. (If the verb ends in a "y" change
   the "y" to an "i" before adding the ending.

3. **PAST PARTICIPLE** - This is formed by using a HELP-
   ING VERB (has, had, or have)
   with the past form of the verb.
DIRECTIONS: Use the past form of the verb in parentheses ( ) to complete each sentence.

1. The runners ________ up at the start of the race. (line)
2. Everyone ________ for the signal. (wait)
3. Finally, the judge ________ with the starting flag. (motion)
4. The race _________. (start)
5. One runner quickly ________ ahead of the others. (jump)

DIRECTIONS: Use the present form of the verb in parentheses ( ) to complete each sentence.

1. My mother ________ my room. (cleaned)
2. Every Thursday I ________ television. (has watched)
3. Cat burglars ________ peoples’ houses. (robbed)
4. Many prisoners ________ daily from prison. (have escaped)
5. ________ that fresh air, young man. (smelled)

DIRECTIONS: Complete the chart below to the best of your ability.

<table>
<thead>
<tr>
<th>present</th>
<th>past</th>
<th>past participle (has, had, have)</th>
</tr>
</thead>
<tbody>
<tr>
<td>change (s)</td>
<td>cried</td>
<td>tasted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learned</td>
</tr>
<tr>
<td>rush (es)</td>
<td></td>
<td>protected</td>
</tr>
<tr>
<td>wait (s)</td>
<td></td>
<td>removed</td>
</tr>
<tr>
<td>fill (s)</td>
<td></td>
<td>reported</td>
</tr>
<tr>
<td>name (s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>name (s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All of those answers should have come kind of naturally for you. I mean, you do probably know English as well as anyone else since it is your language. Still, if you're not sure, get the teacher's key to check over your answers for all of those exercises.

Now read these sentences:

1. Today Tex goes back out west.
2. He went there once before.
3. He has gone there many times before.

Each verb is a principal part of the verb "go." Yet the past and past participle forms do not have standard endings. Why not?

VERBS IN WHICH THE PAST AND PAST PARTICIPLES ARE FORMED BY ADDING A "D" OR AN "ED" ENDING ARE CALLED REGULAR VERBS. MANY VERBS FORM THESE TWO PRINCIPAL PARTS IN OTHER WAYS. THESE VERBS ARE CALLED IRREGULAR VERBS. THE BEST WAY TO LEARN THE PRINCIPAL PARTS OF THESE VERBS IS TO SIMPLY MEMORIZE THEM AS YOU ENCOUNTER THEM.

YOU PROBABLY ALREADY KNOW LOTS OF THEM WITHOUT REALIZING IT.

Some IRREGULAR VERBS have the same forms for past and past participle.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
<td>slept</td>
</tr>
<tr>
<td>spend</td>
<td>spent</td>
<td>spent</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
<td>thought</td>
</tr>
</tbody>
</table>

Other IRREGULAR VERBS have different past and past participle forms.
<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
</tbody>
</table>

NOTICE HOW LOTS OF THE PAST PARTICIPLES END WITH AN "N" SOUND

Yet other **IRREGULAR VERBS** do not change form at all.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>set</td>
<td>set</td>
<td>set</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Use the correct form of the verb in parentheses ( ) to complete each sentence.

1. Before 1100, people in England _______ Old English. (speak)
2. It _______ from the same language as German and Dutch. (come)
3. Around 800, the Norse invasions of England _______. (begin)
4. The Norse _______ the people words from their language. (give)
5. In 1066, Norman French _______ over the country. (take)
6. People _______ words from the French language. (draw)
7. Since then the English language has _______ different. (became)
8. New words have _______ English a new richness. (give)
9. The words we ________ today are alot different than in the past. (speak)

10. We ________ about it in English class. (learn)

Now here's another activity to help you learn principal parts. Pick out someone in class who you don't usually work with. Ask them if they would be your partner using the principal parts flashcards at the teacher's desk. Tell them they can get back to what they were doing later because this exercise should benefit both of you. These cards will have different principal parts on them. You're to name the part, and then tell what the other two are. You and your partner should take turns.

Now you are ready for the Post Test. Just follow the directions on each set of questions and remember everything you learned. If you get less than 4 wrong, then you are probably ready to go on. If you get 4 or more wrong, the teacher will try to better explain verbs and their principal parts.

GOOD LUCK !!!!
DIRECTIONS: In the exercises below, write the past or past participle form of the verb in parentheses.

1. Have you ever (read) ______ The Legend of Sleepy Hollow?
2. It was (write) ______ by Washington Irving.
4. One night he (go) ______ to the Van Tassel's farm.
5. The guests had (speak) ______ of the headless horseman.
6. The ghost had (lose) ______ his head in a battle.
7. He (spend) ______ all of his time looking for his lost head.
8. On the ride home, hoofbeats (ring) ______ out behind Ichabod.
9. The headless horseman had (ride) ______ after him.
10. The people of Sleepy Hollow never (see) ______ Ichabod again.

DIRECTIONS: Fill in the blank. Number five must have both items complete to be correct.

The three basic forms of the verb are called its (1) _____________.
These are the (2) ________, the (3) ________, and the (4) _____ _____.

(5) Verbs in which the past and past participle are formed by adding a "d" or an "ed" to the present form are called ____________ verbs.

Verbs in which the past and past participle are not formed in this way, but are formed in a number of other ways are called ____________ verbs.
DIRECTIONS: For each number circle the group of principal parts which is correct. There can be only one.

1.  
   A.) give, gived, gived  
   B.) throw, threw, thrown  
   C.) reach, reached, reach  
   D.) drink, drank, drank

2.  
   A.) jump, jumped, jump  
   B.) think, thought, thinked  
   C.) sell, sold, selled  
   D.) bring, brought, brought

3.  
   A.) choose, chose, chosen  
   B.) swim, swam, swim  
   C.) wear, wore, weared  
   D.) empty, emptied, emptied

4.  
   A.) cook, cooked, cook  
   B.) speak, spoke, spake  
   C.) find, found, finded  
   D.) write, wrote, written

5.  
   A.) freeze, freezed, freezed  
   B.) thrive, throve, throve  
   C.) remain, remain, remained  
   D.) say, said, sain
SECTION 4 - PRETEST

DIRECTIONS: Underline the verbs. In the blank at the end of each sentence, write the tense of the verb. Remember, a verb can be made up of more than one word.

1. You will receive an important call. __________
2. Your favorite aunt will send a surprise. __________
3. A new family moved next door. __________
4. You played the lead part in the play. __________
5. An old friend shares a secret with you. __________
6. The judges are looking at your drawing now. __________
7. Someone will buy you a new bicycle. __________
8. Another old friend sent you a message. __________
9. We watched television last night. __________
10. That man is the president of our club. __________

DIRECTIONS: Underline all the verbs that are in the present perfect tense.

1. The library has always been important.
2. Librarians have arranged many book talks.
3. Had you visited the library just recently?
4. Our library has relaxed its rules of silence some.
5. Book clubs create interest in books.

DIRECTIONS: Complete each sentence with the correct tense of the verb in parentheses ()

1. I ________ several books by Louis L'Amour. (read - present perfect)
2. My mother ______ me one of his books to read. (give - past)

3. I ______ for a new book some time. (want - past perfect)

4. He ______ more books next year. (write - future)

5. He ______ until he perfects the story. (present)

TAKE YOUR PAPER TO YOUR TEACHER TO BE GRADED. IF YOU MISS LESS THAN FOUR, THEN YOU MAY SKIP THIS SECTION. IF YOU MISSED MORE THAN THREE, YOU NEED THE ADDITIONAL INFORMATION OF VERB TENSES IN THIS SECTION.
Your flight is 881. Has it left yet? How do you know? ____________ What clues do the verbs give you? ____________

Verbs can express time. The word used to express a particular time is TENSE. The first three tenses are the PRESENT TENSE, the PAST TENSE, and the FUTURE TENSE.

What time do you think each tense expresses? Draw a line connecting the tense with the time period it expresses.

1. FUTURE TENSE  
A. Action that is taking place now

2. PRESENT TENSE  
B. Action that took place at some definite time in the past

3. PAST TENSE  
C. Action that will take place at a later date

Were you able to match them? Look for key words like NOW, PAST, and LATER. That should help you.
HERE ARE SOME EXAMPLES OF HOW THESE TENSES WORK. I’LL USE THE VERB RIDE SINCE I AM A COWBOY AND I RIDE HORSES ALL THE TIME. REMEMBER, WHAT ARE THE THREE PRINCIPAL PARTS OF RIDE? THEY ARE:

PRESENT - ride (s), PAST - rode, AND PAST PARTICIPLE -(has, have, had) ridden. DON'T GET THESE CONFUSED WITH THE TENSES WE ARE GOING TO TALK ABOUT. THE PRINCIPAL PARTS ARE WHERE WE GET THE TENSES FROM.

**PRESENT TENSE**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ride</td>
</tr>
<tr>
<td>you</td>
<td>ride</td>
</tr>
<tr>
<td>he, she, it</td>
<td>rides</td>
</tr>
<tr>
<td>we</td>
<td>ride</td>
</tr>
<tr>
<td>you</td>
<td>ride</td>
</tr>
<tr>
<td>they</td>
<td>ride</td>
</tr>
</tbody>
</table>

**PAST TENSE**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>rode</td>
</tr>
<tr>
<td>you</td>
<td>rode</td>
</tr>
<tr>
<td>he, she, it</td>
<td>rode</td>
</tr>
<tr>
<td>we</td>
<td>rode</td>
</tr>
<tr>
<td>you</td>
<td>rode</td>
</tr>
<tr>
<td>they</td>
<td>rode</td>
</tr>
</tbody>
</table>

**FUTURE TENSE**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>will ride</td>
</tr>
<tr>
<td>you</td>
<td>will ride</td>
</tr>
<tr>
<td>he, she, it</td>
<td>will ride</td>
</tr>
<tr>
<td>we</td>
<td>will ride</td>
</tr>
<tr>
<td>you</td>
<td>will ride</td>
</tr>
<tr>
<td>they</td>
<td>will ride</td>
</tr>
</tbody>
</table>

Notice that the PRESENT TENSE has the same form as the first principal part and that the PAST TENSE has the same form as the second principal part. The FUTURE TENSE is made from the first principal part plus the word "will." Now try a few exercises to see how well you understand.
DIRECTIONS: In each sentence below, underline the verbs. After each sentence write the tense of the verb.

1. Marie took a plane from St. Louis to Chicago. _________
2. The plane left Lambert Airport at 10:42 a.m. _________
3. The flight lasted about an hour. _________
4. Will the plane arrive in Chicago early? _________
5. Now Marie waits in the terminal for Michael. _________
6. He will meet her at the terminal. _________
7. Michael finally reaches the terminal at noon. _________
8. Michael tells Marie about his morning. _________
9. His car ran out of gas at 11:00 a.m. _________
10. Michael's trip to the airport took as much time as Marie's flight to Chicago. _________

DIRECTIONS: Complete the chart below by writing the past and future tenses of each verb listed.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 lend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 invite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 discover</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 continue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 celebrate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 say</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 assist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 go</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 remember</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 worry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 arrive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 hurry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 yell</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: Write the correct form of the verb in parentheses ( ). On the line before the sentence, write the tense.

_______ 1. Next year, Alicia _______ (enroll) at the trade school.

_______ 2. She _______ (try) for a scholarship in a few weeks.

_______ 3. Yesterday, Alicia _______ (study) for the test.

_______ 4. The school _______ (award) several scholarships last year.

_______ 5. Next fall, all freshmen _______ (attend) an orientation meeting.

_______ 6. At this meeting, the counselors _______ (explain) the courses.

_______ 7. The trade school _______ (offer) a wide variety of courses.

_______ 8. In the future, the school _______ (add) computer classes.

_______ 9. Courses in computers _______ (interest) Alicia.

_______ 10. Last year, Alicia _______ (succeed) in building a small computer.

DID YOU UNDERSTAND HOW TO DO THIS? THERE SHOULD HAVE BEEN CERTAIN CLUES IN EACH SENTENCE TO TELL YOU WHAT THE TENSE OF THE VERB WAS. CAN YOU NAME ANY OF THE CLUES YOU SAW? _______ WHAT KIND OF TENSE WOULD A VERB ABOUT YESTERDAY HAVE? _______ TOMORROW? _______
WHEN YOU TELL OTHERS ABOUT EVENTS THAT HAVE HAPPENED IN THE PAST, YOU OFTEN USE THE PAST TENSE. SOMETIMES, HOWEVER, AN EVENT MIGHT HAVE BEGUN IN THE PAST, BUT IS STILL GOING ON NOW, OR AN EVENT MAY HAVE BEEN TAKING PLACE IN THE PAST OVER A PERIOD OF TIME, OR AN EVENT MAY BE TAKING PLACE IN THE FUTURE OVER A PERIOD OF TIME. WHAT DO YOU DO IN THIS CASE? HOW DO YOU MAKE PEOPLE UNDERSTAND THAT YOU ARE TALKING ABOUT A CONTINUING OCCURRENCE? WELL, QUITE SIMPLY YOU USE THE PERFECT TENSE. THERE ARE THREE PERFECT TENSES. ONE FOR EVENTS IN THE PAST (PAST PERFECT), ONE FOR EVENTS TAKING PLACE PRESENTLY (PRESENT PERFECT), AND ONE FOR EVENT THAT WILL BE TAKING PLACE IN THE FUTURE (FUTURE PERFECT).

THESE ARE FORMED QUITE EASILY. YOU SIMPLY HAVE TO ATTACH THE PAST PARTICIPLE WITH THE APPROPRIATE AUXILIARY VERB (HAS, HAD, OR WILL HAVE), DEPENDING ON THE TENSE.

THIS CHART MAY HELP YOU

<table>
<thead>
<tr>
<th>Present Perfect</th>
<th>Past Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have ridden</td>
<td>we had ridden</td>
</tr>
<tr>
<td>you have ridden</td>
<td>you had ridden</td>
</tr>
<tr>
<td>he, she, it has ridden</td>
<td>they had ridden</td>
</tr>
</tbody>
</table>
FUTURE PERFECT

I shall have ridden          we will have ridden
you will have ridden         you will have ridden
he, she, it will have ridden  they will have ridden

As you can see, the perfect tenses are really easy as long as you know the past participle and you already do if you've made it this far. Still, I'd like to give you just a little more practice before giving you the test. Just follow these directions and you can't go wrong.

DIRECTIONS: Complete each sentence with the PRESENT PERFECT TENSE of the verb in parentheses ( ).

1. That man _______ in the Minor Leagues for years. (play)
2. We _______ that both girls and like books about football. (find)
3. I _______ a car for quite awhile. (drive)
4. Those girls over there _______ the mile in just over 4 minutes. (run)
5. You _______ lunch, haven't you? (eat)

DIRECTIONS: Underline all the verbs that are in the PAST PERFECT TENSE.

1. The school library has changed over the years.
2. Many libraries had media centers built back in the 70s.
3. More films, filmstrips, and records will have been added by 1990.
3. More films, filmstrips, and records will have been added by 1990.

4. The library had always been important to town, and now it is even more so.

5. Have you visited your library recently?

YOU ARE NOW READY FOR THE POST TEST. GOOD LUCK!!!
SECTION 4 - POST TEST

DIRECTIONS: Underline the verbs. After each sentence write the tense of the verb.

1. Cowboy Tex travels all over the world. ________
2. He has worked on all seven continents. ________
3. He left Australia yesterday. ________
4. He had showed them how American cowboys rope cattle. ________
5. He will go to Bolivia tomorrow. ________
6. After that, he will have travelled to every country in South America. ________
7. Tex loves being a cowboy. ________
8. He has wanted to be a cowboy since he was nine years old. ________
9. He learned to ride horses at his Aunt Essie’s farm. ________
10. He will always be a cowboy. ________

DIRECTIONS: Underline the verbs in each sentence. After each sentence, indicate the tense of the verb. Place the verb in the appropriate column of the chart. Then finish filling in the chart.

1. Stingrays belong to the same fish family as sharks. ________
2. A stingray will use its poisonous tail for defense. ________
3. The ray has used its long, barbed tail as a whip. ________
4. Many ancient tribes had made needles from stingray barbs. ________
5. Stingrays feed on shellfish, clam, and small fish. ________
6. A stingray will dig for clams with its fins. _______

7. The presence of a stingray has always meant danger. _______

8. Stingray parbs release poison. _______

9. Stingrays lived in prehistoric times. _______

10. Undoubtedly we will have found even more stingray fossils by the time we fully understand the ray. _______

<table>
<thead>
<tr>
<th>present</th>
<th>past</th>
<th>future</th>
<th>pres.perf.</th>
<th>past perf.</th>
<th>fut.perf.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IF YOU GET 3 OR LESS WRONG, THEN YOU MAY PROCEED TO THE LAST SECTION, SUBJECT-VERB AGREEMENT. IF YOU MISSED MORE THAN 3, YOU SHOULD ASK YOUR TEACHER TO GIVE YOU SOME ADDITIONAL HELP. HE WILL HAVE INFORMATION AND/OR MATERIALS TO HELP YOU BETTER UNDERSTAND VERB TENSES.
DIRECTIONS: Underline the verb in parentheses ( ) that agrees in number with the subject of the sentence.

1. Rachel Carson (was, were) both an author and a scientist.

2. She (was, were) a marine biologist for the U.S. Fish and Wildlife Service.

3. She (have written, has written) many books about the sea.

4. The geography and history of the sea (was described, were described) in her book The Sea Around Us.

5. This book (have become, has become) a classic.

6. Neither her fear, nor her lack of swimming ability (was, were) enough to keep her away from diving.

7. In Silent Spring, Ms. Carson (has written, have written) about the harmful effects of chemicals.

8. Many fish and birds (has been, have been) unable to survive their use.

9. Human food supplies (is affected, are affected).

10. Carson’s book (has made, have made) people more aware of their environment.

YOU MAY GRADE THIS PRETEST YOURSELF IF YOU WANT BY USING THE KEY AVAILABLE AT YOUR TEACHER’S DESK. IF YOU MISSED TWO OR LESS YOU MAY SKIP THIS SECTION. YOU NEED TO SEE YOUR TEACHER FOR FURTHER ASSIGNMENT. IF YOU MISSED MORE THAN TWO, YOU MAY FIND THIS SHORT SECTION HELPFUL IN UNDERSTANDING SUBJECT-VERB AGREEMENT.
When you write a sentence, choose a verb that agrees in number with the subject. NUMBER refers to the SINGULAR or PLURAL word meaning.

Which is singular, boy or boys? Which is plural, girl or girls? How do you know?

A SINGULAR subject refers to only ONE thing.

A PLURAL subject refers to TWO OR MORE things.

Now . . . Which is singular? ______________ Which is plural? ______________

BUT DO THEY TAKE THE SAME KIND OF VERB? DO THE SAME VERBS THAT WORK FOR SINGULAR SUBJECTS WORK FOR SINGULAR VERBS?------

-------------------IF YOU GUESSED NO, THEN IN MOST CASES YOUR RIGHT! ! !

SINCE PLURAL SUBJECTS USUALLY END WITH THE LETTER S, PLURAL VERBS DO NOT. AND BY THE SAME TOKEN SINCE SINGULAR SUBJECTS DON'T USUALLY END WITH THE S, SINGULAR VERBS USUALLY DO. OF COURSE THIS IS NOT ALWAYS TRUE, BUT IT OFTEN IS.

REMEMBER, A SINGULAR SUBJECT REQUIRES A SINGULAR VERB AND A PLURAL SUBJECT REQUIRES A PLURAL VERB.
EXAMPLE: The Mohave Desert is hot. -- singular

Deserts are always hot. -- plural

NOTICE THAT THEY ALWAYS AGREE IN NUMBER ! ! !

SO YOU SEE SENOR, IT IS NOT REALLY HARD TO UNDERSTAND.
IN ALMOST EVERY ONE THE CORRECT CHOICE WILL SOUND "RIGHT" TO YOU. JUST USE YOUR COMMON SENSE. REMEMBER, IF THE SUBJECT IS EITHER ONE WORD THAT IS PLURAL, OR IF IT IS "SOMETHING AND SOMETHING" THEN THE VERB IS PLURAL. NOW GO AHEAD AND DO SOME OF THESE. I'M SURE YOU'LL GET THE HANG OF IT REAL SOON.

DIRECTIONS: Underline the verb form that agrees with each of the following nouns.

1. report (tell, tells) 2. exhibits (show, shows)

3. stories (has told, have told) 4. seed (grow, grows)

5. man (is, are)
FOR NOUNS THAT NAME A GROUP OR HAVE ONLY ONE FORM, USE A SINGULAR OR PLURAL VERB, DEPENDING ON THE MEANING OF THE SENTENCE.

EXAMPLES: Their army is composed of volunteers.  
why is the verb singular?  
The deer were scampering across the field.  
why is the verb plural?

FOR PLURAL NOUNS NAMING UNITS OF TIME OR WEIGHT, USE A SINGULAR VERB. USE A PLURAL VERB FOR SEPARATE UNITS.

EXAMPLE: Two pounds is all that Rita should lose. (one amount)

EXAMPLE: Two days are scheduled for exams this year.  
(two separate days)

EXAMPLE: Two days is too long to wait. (unit of time)
DIRECTIONS: Choose the correct verb for each sentence.

1. The goldfish (swim, swims) around in the bowl.

2. The army (advance, advances) only in the dark.

3. Four weeks (is, are) crossed off on the calendar.

4. Our faculty (elect, elects) their student paper representatives.

5. Two weeks (is, are) a long vacation.

===================================================================

NOW THAT YOU HAVE A LITTLE INFORMATION, TRY A FEW MORE EXERCISES TO SEE IF YOU'VE GOT THE GANG, ER, HANG OF IT.
NO POST TEST IS REQUIRED FOR THIS SECTION. I'M SURE YOU HAVE IT DOWN. PAT. IT ONLY MAKES SENSE. YOU SHOULD BE READY TO TAKE THE UNIT TEST NOW. YOU MAY WANT TO REVIEW ALL THE POST TESTS AND PRETESTS TO HELP YOU. BE CAREFUL, THIS TEST WILL BE FOR A GRADE.

GOOD LUCK !!!!!!!