A. Using Correct Forms of Irregular Verbs

Give the correct form (past, past participle, or present participle) of the verb in parentheses in each of the following sentences.

EXAMPLES

1. The deer (run) right in front of our car.
   1. ran

2. Her dog has (run) away from home.
   2. run

3. Eileen (buy) several boxes decorated with Amish designs.
4. Joan had been (hit) the ball hard all day.
5. I shouldn’t have (eat) that last handful of sunflower seeds.
6. The water was (rush) over the rocks.
7. When the medicine finally began to work, his fever (break).
8. That phone has (ring) every five minutes since I got home.
9. If that had happened to me, I would have (freeze) with fear.
10. Through the murky depths, the whales (sing) to one another.
11. We knew that it would start to rain soon because the crickets had (begin) chirping.
12. The waiter (bring) us couscous, a popular North African dish.
B. Choosing the Forms of *Lie* and *Lay, Sit and Set,* and *Rise and Raise*

Choose the correct verb in parentheses in each of the following sentences.

**EXAMPLES**

1. My cat (*lies, lays*) around the house all day.
   1. *lies*

2. Did any contestants (*rise, raise*) their hands?
   2. *raise*

11. The drawbridge had (*risen, raised*) before we sailed out into the bay.
12. (*Sit, Set*) that down in the chair, will you?
13. The treasure had (*lay, lain*) at the bottom of the sea for more than four hundred years.
14. Nashota read a folk tale about Coyote, the trickster, as we (*sat, set*) on the porch.
15. To avoid stepping on a snake, look on the other side of any logs (*lying, laying*) in the path.

C. Making Tenses of Verbs Consistent

For each of the following sentences, write the italicized verb in the correct tense.

**EXAMPLES**

1. My father looked at his watch and *decides* that it was time to leave.
   1. *decided*

2. Alejandra *calls* three times, but no one answered the phone.
   2. *called*

16. Marjorie’s sister refused to give us a ride in her car, and then she *asks* us to lend her some money for gas.
17. He says he is sorry, but he *didn’t* mean it.
18. In that forest, the pine trees grow close together and *had* straight trunks.
19. When the show ended, we *get* up to leave, but the crowd had already blocked the aisles.
20. Several mechanics worked on my aunt’s car before one of them finally *finds* the problem.
D. Identifying Active and Passive Voice

Tell whether the verb in each of the following sentences is in active voice or passive voice.

**EXAMPLES**

1. This colorful woven sash was imported from Guatemala.
   1. passive voice

2. On vacation last year, we traveled by train to Prague and Budapest.
   2. active voice

21. We were told about the contest by our favorite teacher.

22. Water rushed through the ravine and into the pool below.

23. The gate to the factory was left open all weekend.

24. A crystal glass was set too close to the edge of the coffee table.

25. The silly puppy is chasing its tail again.

The Principal Parts of a Verb

The four basic forms of a verb are called the **principal parts** of the verb.

18a. The four principal parts of a verb are the **base form**, the **present participle**, the **past**, and the **past participle**.

The words *is* and *have* are included in the following chart because helping verbs are used with the present participle and past participle to form some tenses.

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<td>sing</td>
<td>[is] singing</td>
<td>sang</td>
<td>[have] sung</td>
</tr>
</tbody>
</table>

**EXAMPLES**

I **sing** in the school Glee Club.

We **are singing** at the music festival tonight.

Mahalia Jackson **sang** spirituals at Carnegie Hall.

We **have sung** all over the state.
Some teachers refer to the base form as the *infinitive*. Follow your teacher’s directions in labeling this form.

**Regular Verbs**

18b. A *regular verb* forms its past and past participle by adding *–d* or *–ed* to the base form.

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<tr>
<td>drown</td>
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<td>[have] drowned</td>
</tr>
</tbody>
</table>

Avoid the following common errors when forming the past or past participle of regular verbs:

1. leaving off the *–d* or *–ed* ending

   NONSTANDARD    She use to work in the library.
   STANDARD      She *used* to work in the library.

   NONSTANDARD    Who was suppose to bring the decorations?
   STANDARD      Who was *supposed* to bring the decorations?

2. adding unnecessary letters

   NONSTANDARD    A swarm of bees attackted us in the orange grove.
   STANDARD      A swarm of bees *attacked* us in the orange grove.

   NONSTANDARD    Several people nearly drownded in the flood.
   STANDARD      Several people nearly *drowned* in the flood.

**Oral Practice 1** Using the Past and Past Participle Forms of Regular Verbs

Read each of the following sentences aloud, stressing the italicized verbs.

1. She *has crossed* this street many times on the way to school.
2. The raccoon *visited* our camp every morning last summer.
3. Ryan and Annie *repaired* the engine in less than an hour.
4. Scientists *have discovered* that birds use the sun as a compass.
5. Some people say that Stone Age surgeons in Peru *operated* on the human brain.
6. Alexandra and Anthony *have baked* Bavarian pretzels for the party.
7. The actors *jumped* across the stage to catch the falling door.
8. Sylvia *has used* her computer every day this week.

**Exercise 1** Using Past and Past Participle Forms of Regular Verbs

Give the correct past or past participle form of the verb in parentheses in each of the following sentences.

**EXAMPLE**

1. My aunt has (*live*) in New York State for many years.
   1. *lived*

1. As a child, she (*enjoy*) living on one of the Shetland Islands, off the coast of Scotland.
2. Several months before her sixth birthday, she (*ask*) for a Shetland pony and got one.
3. Back then, her family (*raise*) sheep and had a Shetland sheep-dog, a dog like a small collie.
4. Last year for my birthday, my aunt (*knit*) me a fine, soft sweater out of Shetland wool.
5. Recently she (*wish*) that she could go back to Scotland to visit her old home.
6. A new art museum that features the work of Mexican artists has (*open*) downtown.
7. Since reading about it, Dolores and Dario have (*apply*) for jobs there.
8. For a long time the works of Diego Rivera and José Clemente Orozco have (*fascinate*) them.
9. On Monday, the gallery manager (*call*) them.
10. They (*start*) work yesterday and will work at the museum for the rest of the summer.

**Irregular Verbs**

18c. An *irregular verb* forms its past and past participle in some other way than by adding 
*–d* or *–ed* to the base form.
An irregular verb forms its past and past participle in one of the following ways:

- changing vowels
- changing consonants
- changing vowels and consonants
- making no changes

### Table: Base Form, Past, Past Participle

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<tr>
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</table>

**NOTE** Since most English verbs are regular, people sometimes try to make irregular verbs follow the regular pattern. However, such words as *threwed, knowed, shrinked, or choosed* are considered nonstandard.

Avoid the following common errors when forming the past or past participle of an irregular verb:

1. using the past form with a helping verb
   
   **NONSTANDARD** Carlos has went to the shopping mall.
   
   **STANDARD** Carlos *went* to the shopping mall.

   **HELP** When you are not sure whether a verb is regular or irregular, check a dictionary. Entries for irregular verbs generally list the principal parts.

2. using the past participle form without a helping verb
   
   **NONSTANDARD** I seen all of her movies.
   
   **STANDARD** I *have seen* all of her movies.

3. adding *–d* or *–ed* to the base form
   
   **NONSTANDARD** The right fielder threwed the ball to the shortstop.
   
   **STANDARD** The right fielder *threw* the ball to the shortstop.
Common Irregular Verbs

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**STYLE TIP**

Using the standard forms of verbs is important in almost all of the writing that you do for school. Your readers expect standard usage in essays and reports.

On the other hand, readers expect the dialogue in plays and short stories to sound natural. For dialogue to sound natural, it must reflect the speech patterns of real people, and real people speak in all sorts of nonstandard ways.

**NONSTANDARD (DIALOGUE)**

“I seen it, but I don’t no way believe it!” exclaimed Jimmy.

**STANDARD**

Jimmy said he could not believe what he had seen.

You may want to discuss the use of nonstandard verb forms with your teacher. Together you can decide when and where such forms can be used appropriately in your writing.

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The verb *be* is probably the most common irregular verb.

### Common Irregular Verbs

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### The Principal Parts of *Be*

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Using the Past and Past Participle Forms of Irregular Verbs

Read each of the following sentences aloud, stressing the italicized verb.

1. Ray Charles has written many popular songs.
2. Leigh did everything the instructions said.
3. She knew the best route to take.
4. Maria Tallchief chose a career as a dancer.
5. He ate chicken salad on whole-wheat bread for lunch.
6. The monkey had stolen the food from its brother.
7. Felipe and Tonya sang a duet in the talent show.
8. The shy turtle came closer to me to reach the lettuce I was holding.

Using the Past and Past Participle Forms of Irregular Verbs

Give the correct past or past participle form of the verb in parentheses in each of the following sentences.

EXAMPLE

1. Nobody knew why he (do) that.
   1. did

1. Did you say that the telephone (ring) while I was in the shower?
2. The outfielder (throw) the ball to home plate.
3. Diana Nyad (swim) sixty miles—from the Bahamas all the way to Florida.
4. Uncle Olaf has (ride) his new snowmobile up to Gunther’s ski lodge.
5. The librarian has (choose) a book by Jose Aruego.
6. I’m afraid that the bean seedlings and the herbs in the garden have (freeze).
7. After she finished the race, she (drink) two glasses of water.
8. He (tell) me that waffle, coleslaw, and cookie are words that came from Dutch.
9. We had (drive) all night to attend my stepsister’s college graduation ceremony.
10. Marianne (sit) quietly throughout the discussion.
Exercise 3 Using the Past and Past Participle Forms of Irregular Verbs

Give the correct past or past participle form of the irregular verb in parentheses in each of the following sentences.

**EXAMPLE**

1. Have you (*read*) about the Underground Railroad?
   1. *read*

1. Mr. Tucker, our new history teacher, (*write*) the words *Underground Railroad* on the chalkboard.
2. Then he (*draw*) black lines on a map to show us where the Underground Railroad ran.
3. What strange tracks this railroad must have (*have*)!
4. The lines even (*go*) into the Atlantic Ocean.
5. As you may imagine, this map (*leave*) the class very confused.
6. Then Mr. Tucker explained that no one actually (*ride*) on an underground railroad.
7. The railroad was really a secret network to help slaves who had (*run*) away.
8. Between 1830 and 1860, thousands of slaves (*get*) their freedom by traveling along the routes marked on this map.
9. The name *Underground Railroad* (*come*) from the use of railroad terms as code words.
10. Mr. Tucker (*say*) that hiding places were called “stations” and that people who helped slaves were called “conductors.”
Proofreading Sentences for Correct Regular and Irregular Verb Forms

Many of the following sentences contain incorrect verb forms. If a sentence has an incorrect verb form, write the correct form. If the sentence is already correct, write C.

EXAMPLE 1. I had spoke to my parents last week about this restaurant.
   1. had spoken

1. My big brother Mark drived us there in Mom’s car.
2. We sitted down, and the waiter brought our menus.
3. When we arrived at the restaurant, I runned ahead of everyone else and told the hostess we needed five seats.
4. Have you ever drunk water with lemon slices in the glasses?
5. Dad chose the ravioli.
6. My little sister Emilia taked two helpings of salad.
7. The waiter brought out our dinners on a huge tray.
8. Mark given me a taste of his eggplant parmigiana.
10. Dad telled the waiter that the food was delicious.

Proofreading Sentences for Correct Verb Forms

Some of the following sentences contain incorrect verb forms. If a sentence has an incorrect verb form, write the correct form. If the sentence is already correct, write C.

EXAMPLE 1. I thinked I had a copy of A Journey to the Center of the Earth.
   1. thought

1. During the 1800s, Jules Verne wrote many scientific adventure tales.
2. Back then, readers founded his stories amazing.
3. Some people believe that he seen into the future.
4. For example, in some of his novels he telled about space exploration and boats that traveled underwater.
5. These books fascinated readers in the days before space travel and submarines!
6. Verne lead a quiet life but had incredible adventures in his imagination.
7. He wrote some wonderful stories.
8. Some inventors of modern rockets have said that they read Verne’s stories.
9. Some of his books, such as *Twenty Thousand Leagues Under the Sea*, been made into great movies.
10. People have gave Verne the title “Father of Modern Science Fiction.”

**Verb Tense**

18d. The **tense** of a verb indicates the time of the action or state of being expressed by the verb.

The six tenses are *present, past, future, present perfect, past perfect,* and *future perfect.* These tenses are formed from the principal parts of verbs. Each of the six tenses has its own uses. The time line below shows how the six tenses are related to one another.

**Past**
existing or happening in the past

**Present**
existing or happening now

**Future**
existing or happening in the future

**Past Perfect**
existing or happening before a specific time in the past

**Present Perfect**
existing or happening sometime before now; may be continuing now

**Future Perfect**
existing or happening before a specific time in the future

**EXAMPLES**

Melissa has saved [present perfect] her money, and now she has [present] enough for a guitar.

The scouts had hiked [past perfect] five miles before they stopped [past] for lunch.

The executive will have seen [future perfect] the report by next week and will make [future] a decision.
Listing the different forms of a verb in the six tenses is called **conjugating** a verb.

### Conjugation of the Verb **Write**

<table>
<thead>
<tr>
<th></th>
<th><strong>Singular</strong></th>
<th><strong>Plural</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Present Tense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I write</td>
<td>we write</td>
<td></td>
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<tr>
<td>you write</td>
<td>you write</td>
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<tr>
<td>he, she, or it writes</td>
<td>they write</td>
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<tr>
<td><strong>Past Tense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wrote</td>
<td>we wrote</td>
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<td>you wrote</td>
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<td>he, she, or it wrote</td>
<td>they wrote</td>
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<tr>
<td><strong>Future Tense</strong></td>
<td></td>
<td></td>
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<tr>
<td>I will (shall) write</td>
<td>we will (shall) write</td>
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<tr>
<td>you will (shall) write</td>
<td>you will (shall) write</td>
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<tr>
<td>he, she, or it will (shall) write</td>
<td>they will (shall) write</td>
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<tr>
<td><strong>Present Perfect Tense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have written</td>
<td>we have written</td>
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<td>you have written</td>
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<tr>
<td>he, she, or it has written</td>
<td>they have written</td>
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<tr>
<td><strong>Past Perfect Tense</strong></td>
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<tr>
<td>I had written</td>
<td>we had written</td>
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<td>you had written</td>
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<td>he, she, or it had written</td>
<td>they had written</td>
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<tr>
<td><strong>Future Perfect Tense</strong></td>
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<tr>
<td>I will (shall) have written</td>
<td>we will (shall) have written</td>
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<td>you will (shall) have written</td>
<td>you will (shall) have written</td>
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<tr>
<td>he, she, or it will (shall) have written</td>
<td>they will (shall) have written</td>
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</tbody>
</table>

**STYLE TIP**

In the past, careful speakers and writers of English used *shall* and *will* in different ways. Now, however, *shall* can be used almost interchangeably with *will.*

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Each of the six tenses has an additional form called the **progressive form**, which expresses continuing action or state of being. It consists of the appropriate tense of the verb *be* plus the present participle of a verb. The progressive is not a separate tense but rather another form of each of the six tenses.

- **Present Progressive**: am, are, is writing
- **Past Progressive**: was, were writing
- **Future Progressive**: will, shall be writing
- **Present Perfect Progressive**: has, have been writing
- **Past Perfect Progressive**: had been writing
- **Future Perfect Progressive**: will, shall have been writing

Only the present and the past tenses have another form, called the **emphatic form**, which is used to show emphasis. In the present tense, the emphatic form consists of the helping verb *do* or *does* and the base form of the verb. In the past tense, the emphatic form consists of the verb *did* and the base form of a verb.

- **Present Emphatic**: do, does write
- **Past Emphatic**: did write

### Consistency of Tense

**18e. Do not change needlessly from one tense to another.**

When describing events that occur at the same time, use verbs in the same tense.

- **INCONSISTENT** When we were comfortable, we begin to do our homework. *[Were is past tense, and begin is present tense.]*
- **CONSISTENT** When we are comfortable, we begin to do our homework. *[Both are and begin are present tense.]*
- **CONSISTENT** When we were comfortable, we began to do our homework. *[Both were and began are past tense.]*
- **INCONSISTENT** Suddenly the great door opened, and an uninvited guest comes into the dining hall. *[Opened is past tense, and comes is present tense.]*
- **CONSISTENT** Suddenly the great door opens, and an uninvited guest comes into the dining hall. *[Both opens and comes are present tense.]
CONSISTENT Suddenly the great door opened, and an uninvited guest came into the dining hall. [Both opened and came are past tense.]

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

EXAMPLE Lisa plays basketball now, but last year she was on the volleyball team. [Lisa’s basketball playing is occurring in the present, so plays is correct. Her volleyball playing occurred at a time in the past, so the past tense, was, is correct.]

Susana won the regional spelling bee; next week she will compete in the state tournament. [Susana won the spelling contest sometime in the past, so the past tense, won, is correct. The state spelling tournament will occur in the future, so will compete is correct.]

Exercise 4 Proofreading a Paragraph to Make the Verb Tense Consistent

Read the following paragraph, and decide whether to rewrite it in the present or past tense. Then, change verb forms to correct any unnecessary changes in tense.

EXAMPLE [1] At my grandparents’ house, I wake up before anyone else and quietly grabbed the fishing pole and head for the pond.

1. At my grandparents’ house, I wake up before anyone else and quietly grab the fishing pole and head for the pond.

or

At my grandparents’ house, I woke up before anyone else and quietly grabbed the fishing pole and headed for the pond.

Active Voice and Passive Voice

18f. A verb in the **active voice** expresses an action done by its subject. A verb in the **passive voice** expresses an action done to its subject.

Compare the following sentences:

**ACTIVE VOICE** The school librarian has formed a book club.
**PASSIVE VOICE** A book club has been formed by the school librarian.

**ACTIVE VOICE** A happy clown delivered the balloons.
**PASSIVE VOICE** The balloons were delivered by a happy clown.

**ACTIVE VOICE** The illustrator had used watercolors.
**PASSIVE VOICE** Watercolors had been used by the illustrator.

**ACTIVE VOICE** Someone broke the shop window last night.
**PASSIVE VOICE** The shop window was broken by someone last night.

Notice that the object of the active sentence becomes the subject of the passive sentence. The subject of the active sentence is now expressed in a prepositional phrase. This prepositional phrase can be omitted.

**PASSIVE VOICE** The show window was broken last night.

In a passive sentence, the verb phrase always includes a form of *be* and the past participle of the main verb. Other helping verbs may also be included.

**ACTIVE VOICE** Mrs. Edwin fixed the computer.
**PASSIVE VOICE** The computer was fixed by Mrs. Edwin.

**ACTIVE VOICE** Lucinda had planted those marigolds.
**PASSIVE VOICE** Those marigolds had been planted by Lucinda.

The passive voice emphasizes the person or thing receiving the action. The passive voice is useful when you do not know who performed the action or when you do not want to reveal the performer of the action.

Reference Note
For more about helping verbs, see page 372.
EXAMPLES  These flowers were left on the doorstep sometime this afternoon. [The performer is unknown.]

“A large donation was given anonymously,” said Mrs. Neal. [The speaker does not want to reveal the performer of the action.]

Exercise 5  Identifying Active and Passive Voice

Tell whether each verb in the following sentences is in active voice or passive voice.

EXAMPLE  1. Jared’s birthday dinner was paid for by his uncle.

1. passive voice

1. Trees were being blown over by the wind.
2. The streetlights made long, scary shadows on the sidewalk.
3. The cave was explored by the science class.
4. The Gettysburg Address was written by Abraham Lincoln.
5. Marion considered the book an inspiration.
6. The cake had been eaten by the time Sandy arrived.
7. Kenny’s fans cheered him on to victory.
8. The snow drifted over the fence and across the road.
9. The swelling on Kehl’s arm was caused by a bee sting.
10. Bob and Judy were setting out birdseed for the cardinals and chickadees.

Special Problems with Verbs

Sit and Set

The verb sit means “to rest in an upright, seated position” or “to be in a place.” Sit seldom takes an object. The verb set means “to put (something) in a place.” Set usually takes an object. Notice that set has the same form for the base form, past, and past participle.

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Present Participle</th>
<th>Past</th>
<th>Past Participle</th>
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</thead>
<tbody>
<tr>
<td>sit</td>
<td>[is] sitting</td>
<td>sat</td>
<td>[have] sat</td>
</tr>
<tr>
<td>set</td>
<td>[is] setting</td>
<td>set</td>
<td>[have] set</td>
</tr>
</tbody>
</table>

Reference Note  For information on objects of verbs, see page 401.
EXEMPLARY SENTENCES

Let’s sit under the tree. [no object]
Let’s set our backpacks under the tree. [Let’s set what? Backpacks is the object.]
The tourists sat on the bench. [no object]
The tourists set their suitcases on the bench. [The tourists set what? Suitcases is the object.]
We had just sat down when the telephone rang. [no object]
We had just set our books down when the telephone rang. [We had set what? Books is the object.]

Using the Forms of Sit and Set

Read the following sentences aloud, stressing each italicized verb.

1. Sit down here, please.
2. The dog is sitting on the porch.
3. Our teacher set a deadline for our term projects.
4. Some mornings I sit on the steps and watch the sun rise.
5. I have always sat in the front row.
6. Please set the carton down inside the doorway.
7. Where have I set my book on judo?
8. After I had set the mop in the closet, I sat down to rest.

Choosing the Forms of Sit and Set

Choose the correct verb in parentheses in each of the following sentences. If the verb you choose is a form of set, identify its object.

EXAMPLE

1. Please (sit, set) the serving platter on the table.
   1. set; object—platter

1. Has he (sat, set) anything down here?
2. The kitten cautiously (sat, set) down beside the Great Dane.
3. Jamyce (sat, set) her notebook down on the kitchen counter.
4. I had been (sitting, setting) there all day.
5. (Sit, Set) the fine crystal in the china cabinet.
6. The referee is (sitting, setting) the ball on the fifty-yard line.
7. Aaron will (sit, set) the table for our Passover celebration.
8. Let’s (sit, set) that aside until later.
9. Alex had to *(sit, set)* and catch his breath after joining in the Greek chain dance.
10. They had *(sat, set)* there for fifteen minutes without saying a word to each other.

**Lie and Lay**

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

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Present Participle</th>
<th>Past</th>
<th>Past Participle</th>
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</thead>
<tbody>
<tr>
<td>lie</td>
<td>[is] lying</td>
<td>lay</td>
<td>[have] lain</td>
</tr>
<tr>
<td>lay</td>
<td>[is] laying</td>
<td>laid</td>
<td>[have] laid</td>
</tr>
</tbody>
</table>

**EXAMPLES**

The napkins are **lying** next to the plates. *[no object]*
The servers are **laying** extra napkins beside every plate for the barbecue. *[The servers are laying what? Napkins is the object.]*

The soldiers **lay** very still while the enemy passed. *[no object]*
The soldiers **laid** a trap for the enemy. *[The soldiers laid what? Trap is the object.]*

Rip Van Winkle **had lain** asleep for twenty years. *[no object]*
Rip Van Winkle **had laid** his gun on the ground. *[Rip Van Winkle had laid what? Gun is the object.]*

**Oral Practice 4 Using the Forms of Lie and Lay**

Read the following sentences aloud, stressing each italicized word.

1. Don’t *lie* in the sun until you put on some sunscreen.
2. You should not *lay* your papers on the couch.
3. The lion had been *lying* in wait for an hour.
4. The senator *laid* her notes aside after her speech.
5. I have *lain* awake, listening to Spanish flamenco music on the radio.
6. She has *laid* her books on the desk.
7. At bedtime, Toshiro *lies* down on a futon.
8. The exhausted swimmer *lay* helpless on the sand.

**Exercise 7** Using the Forms of *Lie* and *Lay*

Complete each of the following sentences by supplying the correct form of *lie* or *lay*. If the verb you use is a form of *lay*, identify its object.

**EXAMPLE**

1. Leo ____ the disk next to the computer.
   1. laid; object—disk

1. After the race, Michael Andretti ____ his helmet on the car.
2. My dad was ____ down when I asked him for my allowance.
3. We ____ down the picnic blanket.
4. Have you ever ____ on a water bed?
5. Rammel had ____ his keys beside his wallet.
6. These days, my cat often ____ on the front porch.
7. Amy is ____ the coats on the bed in the guest room.
8. Yesterday that alligator ____ in the sun all day.
9. Lim Sing’s great-grandfather ____ the glasses on the table.
10. The newspaper had ____ in the yard until the sun faded it.

**Exercise 8** Using Forms of *Lie* and *Lay* and *Sit* and *Set*

Give the correct form of *lie* or *lay* or *sit* or *set* for each of the following sentences.

**EXAMPLE**

1. Does anybody ____ in bed late on the farm?
   1. lie

1. The family ____ down to breakfast every day at 6:00 A.M.
2. One morning as they ____ around the table, they heard a terrible racket.
3. Lily, one of the cats, had ____ out on a hunting expedition.
4. By mistake, she jumped a snake that ____ asleep under a holly bush.
5. The harmless, black snake struck at Lily, who yowled and then ____ back, growling.
6. The hens, who were ____ eggs, began to squawk and flap their wings.
7. Lily seemed dazed, so the family brought her into the house and ____ her on a pillow.
8. They ____ a pan of water near her, and then Lily rolled off the pillow into the pan.
9. She was frightened and would not ____ still to be dried.
10. Long after the family ____ down to sleep, they could hear Lily pacing through the rooms.

**Rise and Raise**

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

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Present Participle</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>rise</td>
<td>[is] rising</td>
<td>rose</td>
<td>[have] risen</td>
</tr>
<tr>
<td>raise</td>
<td>[is] raising</td>
<td>raised</td>
<td>[have] raised</td>
</tr>
</tbody>
</table>

**EXAMPLES**

- My neighbors **rise** very early in the morning.  
  [no object]

- Every morning they **raise** their shades to let the sunlight in.  
  *[They raise what? Shades is the object.]*

- Sparks **rose** from the flames of the campfire.  
  [no object]

- The breeze **raised** sparks high into the air.  
  *[The breeze raised what? Sparks is the object.]*

- The senators **have risen** from their seats to show respect for the chief justice.  
  [no object]

- The senators **have raised** a number of issues.  
  *[The senators have raised what? Number is the object.]*

**Oral Practice 5**  
**Using the Forms of *Rise* and *Raise***

Read each of the following sentences aloud, stressing the italicized verb.

1. The reporters **rise** when the president enters the room.
2. Students **raise** their hands to be recognized.
3. They **have raised** the curtain for the first act of the play.
4. Alex Haley **rose** to fame with his book *Roots*.
5. The sun **was rising** over the mountains.
6. The old Asian elephant slowly rose to its feet.
7. Who had risen first?
8. Two of the builders raised the cement block and set it in place.

**Exercise 9 Choosing the Forms of Rise and Raise**

Choose the correct verb in parentheses in each of the following sentences. If the verb you choose is a form of raise, identify its object.

**EXAMPLE**

1. Please (raise, rise) your hand when you want to speak.
   1. raise; object—hand

1. The steam was (rising, raising) from the pot of soup.
2. That discovery (rises, raises) an interesting question about the Algonquian people of Canada.
3. The child’s fever (rose, raised) during the night.
4. The sun (rises, raises) later each morning.
5. The student body’s interest in this subject has (risen, raised) to new heights.
6. We must (rise, raise) the flag before school begins.
7. The children (rise, raise) the blinds to get a better look at the unusual visitor.
8. The kite has (risen, raised) above the power lines.
9. My father will (rise, raise) my allowance if I pull the weeds.
10. The art dealer (rose, raised) the price of the painting by Frida Kahlo.

**Exercise 10 Using the Forms of Rise and Raise**

Complete each of the following sentences by supplying the correct past or past participle form of rise or raise.

**EXAMPLE**

1. Have you ever ____ before dawn?
   1. risen

1. We girls ____ early to start our hike to Lookout Mountain.
2. From our position at the foot of the mountain, it looked as though it ____ straight up to the skies.
3. However, we had not ____ at daybreak just to look at the high peak.
4. We ____ our supply packs to our backs and started the long climb up the mountain.
5. With every step we took, it seemed that the peak ___ that much higher.
6. Finally, after several hours, we reached the summit and ___ a special flag that we had brought for the occasion.
7. When our friends at the foot of the mountain saw that we had ___ the flag, they knew that all of us had reached the top safely.
8. They ___ their arms and shouted.
9. Our friends’ shouts ___ from the valley below.
10. Then we felt glad that we had ___ early enough to climb to the top of Lookout Mountain.

**Review C** Choosing the Forms of *Sit* and *Set*, *Lie* and *Lay*, and *Rise* and *Raise*

Choose the correct verb in parentheses in each of the following sentences. Be prepared to explain your choices.

**EXAMPLE**
1. The audience (sat, set) near the stage.
   1. sat

1. To study solar energy, our class (sit, set) a solar panel outside the window of our classroom.
2. Since I have grown taller, I have (rose, raised) the seat on my bicycle.
3. Didn’t Mr. DeLemos (lay, laid) the foundation for the new Vietnamese Community Center building?
4. (Sit, Set) the groceries on the table while I start dinner.
5. The water level of the stream has not (risen, raised) since last summer.
6. Will you (lie, lay) the grass mats on the sand so that we can lie on them?
7. We (sat, set) under a beach umbrella so that we would not get sunburned.
8. When the sun rises, I often (sit, set) aside my covers and get up early to play before school.
9. He (lay, laid) his collection of Isaac Bashevis Singer stories on the table.
10. The crane operator (rose, raised) the steel beam and carefully set it in place.

*HELP*

The meaning of the verb in the example is “to be in a seated position.” Therefore, *sat* is the correct answer.

Go to the Chapter Menu for an interactive activity.
Proofreading for Correct Verb Forms

Most of the following sentences contain an incorrect form of the verb *sit, set, lie, lay, rise,* or *raise.* If the sentence has an incorrect verb form, write the correct form. If the sentence is already correct, write *C.*

**EXAMPLES**

1. We rose early for our journey to Havasu Canyon.
   1. C
2. I laid awake for hours thinking about the trip.
   2. lay

1. I sat our bags in the car, and we headed for Havasu Canyon.
2. The canyon, which lies in northern Arizona, is home of the Havasupai Indian Reservation.
3. At the canyon rim, a Havasupai guide helped me onto a horse and rose the stirrups so that I could reach them.
4. After we rode horses eight miles to the canyon floor, I set for a while because I was tired.
5. However, I knew I must sit a good example for my younger brother and not complain.
6. As you can see, the trail we took is fairly narrow and lays along the side of a steep, rocky wall.
7. The sun raised high and hot as we rode through this beautiful canyon.
8. After we reached the village of Supai, I lay down to rest.
9. Still, I quickly raised my hand to join the next tour to Havasu Falls.
10. When we arrived, I was ready to lay under the spray of the waterfall shown below.
Choosing Correct Verb Forms

Each of the following sentences has at least one pair of verbs in parentheses. Choose the correct verb from each pair.

EXAMPLE

1. Josh (catched, caught) seven fish this morning.
   1. caught

1. Aretha Franklin has (sang, sung) professionally for more than forty years.
2. Have you (began, begun) your Scottish bagpipe lessons yet?
3. Cindy Nicholas was the first woman who (swam, swum) the English Channel both ways.
4. When the baby sitter (rose, raised) her voice, the children (knew, known) it was time to behave.
5. After we had (saw, seen) all of the exhibits at the county fair, we (ate, eat) a light snack and then (went, gone) home.
6. The egg (burst, bursted) in the microwave oven.
7. He (lay, laid) his lunch money on his desk.
8. The loud noise (breaked, broke) my concentration.
9. We (sat, set) through the movie three times because it was so funny.
10. We had (rode, ridden) halfway across the desert when I began to wish that I had (brought, brung) more water.

Identifying Correct Irregular Verb Forms

Each of the following sentences has a pair of verbs in parentheses. Choose the correct verb from each pair.

EXAMPLE

1. Have you ever (saw, seen) an animal using a tool?
   1. seen

1. I had (thought, thoughted) that only humans use tools.
2. However, scientists have (spended, spent) many hours watching wild animals make and use tools.
3. Chimpanzees have been (seen, saw) using twigs to catch insects.
4. They (taken, took) sticks and poked them into termite holes, and termites climbed onto the sticks.
5. In that way, they (caught, catched) termites.
6. I have been (telled, told) that some finches use twigs to dig insects out of cracks in tree bark.
7. Sea otters have \( (\text{broke, broken}) \) open shellfish by banging them against rocks.
8. You may have \( (\text{knew, known}) \) that song thrushes also use that trick to get snails out of their shells.
9. Some animals have \( (\text{built, built}) \) things, using their gluelike body fluids to hold objects together.
10. For example, scientists and others have watched as tailor ants \( (\text{spread, spreaded}) \) their sticky film on leaves to hold them together.

**Review G**  
**Proofreading Sentences for Correct Use of Past and Past Participes of Common Irregular Verbs**

Some of the following sentences contain incorrect forms of common irregular verbs. If the sentence has an incorrect verb form, write the correct form. If the sentence is already correct, write \( C \).

**EXAMPLE**  
1. The city of Guadalajara, Mexico, beginned in 1530.
   1. began

1. Guadalajara now has grew into the second-largest city in Mexico, with a population of over three and a half million people.
2. Many people from the United States have choosed to retire in Guadalajara.
3. The city was builded in the Valley of Atemajac, where it attracted many settlers.
4. The area surrounding the city is part of Mexico’s central plateau, where horse and cattle ranches have kept thriving.
5. People from many different places have finded Guadalajara’s architecture charming.
6. The city is filled with art and flowers and history; it also has lend itself to modern technology.
7. Until recently no one thinked of Guadalajara as another “Silicon Valley,” but it is becoming an electronics center.
8. Fortunately, the city has taken care to preserve and protect the historic downtown district and its six distinct plazas.
9. The jacaranda trees and bougainvillea that bloom everywhere have stealed many people’s hearts.
10. The mariachi singers rightly have singed the praises of the city through the years.
A. Using the Present Participle, Past, and Past Participle Forms of Verbs

Give the correct form (present participle, past, or past participle) of the verb in parentheses in each of the following sentences.

1. The cat is (lie) down in front of the warm fire.
2. Since the storm began, the water has (rise) four feet.
3. Yolanda (set) the dictionary on the little table.
4. I have been (write) you a letter.
5. Two runners on our track team have (break) the school record for the mile run.
6. When the manager unlocked the door, a mob of shoppers (burst) into the store to take advantage of the sale.
7. Every morning last semester, the same cadet (raise) the flag.
8. The witness said that she (see) the blue truck run the red light.
9. Look in the oven to see if the cake has (rise) yet.
10. Everyone should be in class after the bell has (ring).
11. Sitting Bull (name) his son Crowfoot.
12. Jeanette carefully (lay) her coat across the back of the chair.
13. By late December the pond has usually (freeze) solid.
14. Several of us (choose) to visit the Amish community in Pennsylvania.
15. Dana will be (run) five laps around the track.
16. Jan was late, so she (decide) to run the rest of the way.
17. The man at the gate (take) our tickets and said that we were just in time.
18. When he comes back from Philadelphia, Father is (bring) me a scale model of the Liberty Bell.
19. After Sarah told me about the book of Yiddish folk tales, I (buy) a copy.
20. In 1926, Gertrude Ederle, the first woman to swim across the English Channel, (swim) from France to England in 14 hours and 39 minutes.
B. Proofreading a Paragraph for Correct Verb Forms

Most of the following sentences contain incorrect verb forms. If the sentence has an incorrect verb form, write the correct form. If the sentence is already correct, write C.

[21] Born in India, Ravi Arimilli spended most of his childhood years in Louisiana. [22] As a youngster, he begun playing tennis. [23] After starting college, he winned a spot on the Louisiana State University tennis team. [24] Arimilli founded that tennis was too limiting, so he studied electrical engineering instead. [25] After college, he choosed to work at IBM’s office in Austin, Texas, because it put him in the middle of exciting computer projects. [26] Arimilli has brung talent and imagination to his job at IBM. [27] By 1998, he and his team had received eighteen patents for inventions, and Arimilli had been elected to the prestigious IBM Academy. [28] Arimilli has never care about those things too much, though. [29] Having what he calls an “I love me” wall in his office, covered with awards, would not rise his self-esteem. [30] Ravi Arimilli has always been more interested in making computer history than in just making a name for himself.

C. Identifying Active and Passive Voice

Tell whether each verb in the following sentences is in active voice or passive voice.

31. Priscilla drew a quick sketch of the view from the terrace.
32. The ball was thrown too far to the left.
33. Mr. Bernstein gave each student a thesaurus.
34. Last night, we all worked on Dad’s car.
35. Pedro or Carlie was given a raise last month.
36. The wart hogs were chased away by hyenas.
37. Houses are being painted all along the street.
38. The Empress Josephine requested a watch set in a bracelet.
39. Mom was amazed by the message.
40. Three of us asked the governor for his autograph.
Writing Application
Using Verb Forms in a Poem

Verb Tense   You have decided to enter a local poetry contest. The theme of the contest is “Modern Adventures.” Write a short narrative poem (a poem that tells a story) about a modern adventure. In your poem, use at least ten verbs from the list of Common Irregular Verbs on pages 510–512.

Prewriting   First, you will need to pick an adventure story to tell. You could tell a true story or an imaginary one. After you select a story, jot down some specific details that you want to include in your poem.

Writing   As you write your rough draft, try to express the excitement of the adventure. You may want to divide your poem into rhymed stanzas. Each stanza could tell a different event of your story.

Revising   Ask a friend to read your poem. Is the adventure story easy to follow? Is it interesting? If not, you may want to add, delete, or revise some details. If your poem is a ballad or other traditional type of poem, be sure that the rhythm and rhyme follow that poetic form. Does your poem contain enough sensory details? Make sure that you have not changed needlessly from one tense to another.

Publishing   Use your textbook to check the spelling of the irregular verbs in your poem. Be sure that you have used ten irregular verbs from the list. Read over your poem again, checking for errors in capitalization, spelling, and punctuation. With your teacher’s permission, post the poem on the class bulletin board or Web page, if one is available.

Reference Note
For more about sensory details, see page 297.