

**Chapter 3: Using Verbs****WORKSHEET 1****Principal Parts  
of Regular Verbs**

The four principal parts of a verb are the base form, the present participle, the past, and the past participle. The present participle and the past participle require helping verbs (forms of *be* and *have*).

A regular verb forms its past and past participle by adding *-d* or *-ed* to the base form. To form the present participle, most regular verbs ending in *-e* drop the *-e* before adding *-ing*.

Base Form	Present Participle	Past	Past Participle
call	(is) calling	called	(has) called
look	(is) looking	looked	(has) looked
love	(is) loving	loved	(has) loved

**Exercise** In each space provided, write the past, past participle, or present participle of the verb shown in parentheses to complete each sentence correctly. Then, on the line before each sentence, identify the principal part of the verb that you used. Write *BF* for base form, *Pres P* for present participle, *P* for past, or *Past P* for past participle.

EXAMPLE: Past P 1. I am so glad that I have visited the Mayan ruins of Tulum in Mexico. (*visit*)

- \_\_\_\_\_ 1. The bus to Tulum \_\_\_\_\_ at noon. (*arrive*)
- \_\_\_\_\_ 2. Lush jungle \_\_\_\_\_ us on all sides. (*surround*)
- \_\_\_\_\_ 3. The ruins of Tulum \_\_\_\_\_ like a huge castle. (*look*)
- \_\_\_\_\_ 4. Artisans had \_\_\_\_\_ many pictures on the walls. (*paint*)
- \_\_\_\_\_ 5. The pictures \_\_\_\_\_ stories. (*represent*)
- \_\_\_\_\_ 6. Scholars are still \_\_\_\_\_ about when the Mayas built the city. (*argue*)
- \_\_\_\_\_ 7. We \_\_\_\_\_ a picnic lunch in the shade of the ruins. (*share*)
- \_\_\_\_\_ 8. We tried to imagine what it would be like to have \_\_\_\_\_ in the Mayan civilization. (*live*)
- \_\_\_\_\_ 9. I want to \_\_\_\_\_ more about the Mayas and their rich culture. (*learn*)
- \_\_\_\_\_ 10. On the bus back to Mexico City, I took a nap and \_\_\_\_\_ of Tulum. (*dream*)

# Chapter 3: Using Verbs



## Principal Parts of Irregular Verbs

An irregular verb forms its past and past participle in some other way than by adding *-d* or *-ed*. Irregular verbs form their past and past participles in one of the following ways:

	Base Form	Past	Past Participle
VOWEL CHANGE:	begin	began	(has) begun
CONSONANT CHANGE:	make	made	(have) made
VOWEL AND CONSONANT CHANGE:	teach	taught	(have) taught
NO CHANGE:	let	let	(have) let

**Exercise A** On the line provided, write the correct past or past participle form of the verb given before each of the following sentences.

EXAMPLE: 1. *choose* Paloma Picasso, the jewelry designer, has chosen an artistic career different from her famous father's.

1. *freeze* The subzero winds nearly \_\_\_\_\_ the Pawnee hunters.
2. *fly* Last summer we \_\_\_\_\_ in a lighter-than-air balloon.
3. *throw* The horse has \_\_\_\_\_ its shoe.
4. *break* We hoped we hadn't \_\_\_\_\_ the machine.
5. *speak* Harley \_\_\_\_\_ to our class about her trip to Kenya.

**Exercise B** Underline the correct form of each verb in parentheses in the following paragraph.

EXAMPLE: [1] Have you (saw, seen) paintings by African American artist Henry Ossawa Tanner?

I recently [1] (began, begun) reading about Tanner's life. Tanner had [2] (chose, chosen) his lifelong career in art by the time he was thirteen years old. While walking in a park one day with his father, Tanner had [3] (come, came) upon a landscape artist at work. Years later, Tanner [4] (wrote, written), "It was this simple event that . . . set me on fire." Young Henry [5] (brang, brought) such eagerness to his work that, before long, he had [6] (teached, taught) himself to draw well enough to be admitted to one of the finest art schools in the country. His paintings were beautiful but did not sell well, so Tanner [7] (went, gone) abroad. He [8] (fell, fallen) in love with the city of Paris, and lived and worked there for the rest of his life, winning many important painting awards. He painted his best-known work, *The Banjo Lesson*, in Paris from sketches he had [9] (drew, drawn) years earlier in North Carolina. In 1969, long after Tanner's death, a touring exhibit finally [10] (gave, given) Americans a look at the work of this gifted artist.

**Chapter 3: Using Verbs****WORKSHEET 3****Tense**

The tense of a verb indicates the time of the action or state of being expressed by the verb. Every English verb has six tenses.

PRESENT TENSE: I run, she runs

PAST TENSE: I ran, she ran

FUTURE TENSE: I will (shall) run, she will run

PRESENT PERFECT TENSE: I have run, she has run

PAST PERFECT TENSE: I had run, she had run

FUTURE PERFECT TENSE: I will (shall) have run, she will have run

Each of the six tenses has an additional form, called the **progressive form**, which expresses continuing action. It consists of a form of the verb *be* plus the present participle of a verb.

PRESENT TENSE: am, are, is running

PAST TENSE: was, were running

FUTURE TENSE: will (shall) be running

PRESENT PERFECT TENSE: has, have been running

PAST PERFECT TENSE: had been running

FUTURE PERFECT TENSE: will (shall) have been running

**Exercise** For each of the following sentences, fill in the blank with the indicated tense of the verb that appears to the left.

EXAMPLE: 1: *practice* The team always practiced after school. (*past*)

1. *live* He \_\_\_\_\_ here before I moved to town. (*past perfect*)
2. *prepare* By 6:00 P.M., I \_\_\_\_\_ dinner. (*future perfect*)
3. *read* She \_\_\_\_\_ Thomas Sowell's excellent "how-to" book, *Choosing a College*. (*present perfect progressive*)
4. *go* When I get back, \_\_\_\_\_ you  
\_\_\_\_\_ ? (*future perfect*)
5. *wait* She \_\_\_\_\_ in the living room before you called.  
(*past perfect progressive*)
6. *invite* I \_\_\_\_\_ him to the party. (*present perfect*)
7. *sing* The soloist \_\_\_\_\_ well. (*present*)
8. *arrive* The bus \_\_\_\_\_ on time. (*future*)
9. *find* By the time you get here, Cammi \_\_\_\_\_ out.  
(*future perfect*)
10. *play* At ten o'clock, the klezmer band \_\_\_\_\_ for an hour  
without a break. (*future perfect progressive*)

## Chapter 3: Using Verbs

### WORKSHEET 4

# Uses and Consistency of Tenses

Each of the six tenses has its own special uses:

- The **present tense** is used mainly to express an action or a state of being that is occurring now.  
She *rides* the same bus I do. My uncle Phil *bakes* bread.
- The **past tense** is used to express an action or a state of being that occurred in the past but that is not occurring now.  
We *drove* to the park yesterday. Martina *flew* to Omaha.
- The **future tense** is used to express an action or a state of being that will occur.  
Richard *will plant* the flowers. *Will you give* me a call?
- The **present perfect tense** is used to express an action or a state of being that occurred at some indefinite time in the past.  
I *have read* those books. She *has never ridden* a horse.
- The **past perfect tense** is used to express an action or a state of being that was completed in the past before some other past action or event.  
Once the play *had begun*, the audience became quiet.
- The **future perfect tense** is used to express an action or a state of being that will be completed in the future before some other future occurrence.  
By the time the movie starts, I *will have eaten* all the popcorn.

Changing verb tenses is sometimes necessary to show the order of events that occur at different times. However, do not change needlessly from one tense to another.

NONSTANDARD: When we got to the park, we find there are no campsites.

STANDARD: When we got to the park, we found there were no campsites.

**Exercise: Proofreading** In each item below, the italicized verb or verb phrase is in the wrong tense. Cross out the incorrect verb and write the verb in the correct tense above it.

EXAMPLE: 1. We finished studying about the Pueblo Indians and then ~~started~~ *start* learning about the northwestern tribes.

1. I *completed* the diorama of pueblo homes by the time you get home.
2. Early ancestors of the Pueblo people had made their homes in caves or on the ledges of cliffs; later, the Pueblo *make* their homes in valleys or on mesas.
3. Once I *read* the textbook, I knew more about cliff dwellers, the name given to the Pueblos' ancestors.
4. The speaker *arrives* at 10 o'clock in the morning and will tell us about pueblo homes.
5. I took pictures of ancient pueblos when I *visit* New Mexico.

**Chapter 3: Using Verbs**

# Active and Passive Voice

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.

ACTIVE VOICE: Megan played the guitar.

PASSIVE VOICE: The guitar was played by Megan.

The object of the active construction [*guitar*] becomes the subject of the passive construction. The subject of the active construction [*Megan*] becomes the object of the preposition. The verb in a passive construction is always a verb phrase made up of a form of the verb *be* and the main verb's past participle.

Use the passive voice sparingly because it can make your writing sound weak. However, the passive voice is useful when you do not know or do not want to reveal the performer of the action or when you want to emphasize the receiver of the action.

**Exercise A** On the lines provided, identify the following verbs as *active* or *passive*.

EXAMPLE: 1. At first, Alfredo was puzzled by the paintings. passive

1. Lucia Wilcox's art was admired by artists around the world. \_\_\_\_\_
2. Her blindness made her final works particularly interesting. \_\_\_\_\_
3. She was befriended and taught by Raoul Dufy, Fernand Léger, Robert Motherwell, and Jackson Pollock. \_\_\_\_\_
4. Exhibits of her paintings were shown in art galleries worldwide. \_\_\_\_\_
5. Her blindness occurred suddenly, though not unexpectedly. \_\_\_\_\_
6. It was caused by a tumor near the optic nerve. \_\_\_\_\_
7. After losing her vision, she claimed she had better sight than anyone else. \_\_\_\_\_
8. Her vision and her mind were described by her as free of "static" and "distractions." \_\_\_\_\_
9. Because of her blindness, her style was altered from energetic silhouettes to larger canvases in lush colors. \_\_\_\_\_
10. This style was imitated by many well-known artists. \_\_\_\_\_

**Exercise B** Rewrite two of the sentences you identified as passive in Exercise A so that the verb in each sentence is in the active voice.

1. \_\_\_\_\_
2. \_\_\_\_\_

## Chapter 3: Using Verbs

### WORKSHEET 6

# Six Troublesome Verbs

The verb *lie* means "to rest," "to stay," or "to recline." *Lie* never takes an object. The verb *lay* means "to put (something) in a place." *Lay* usually takes an object.

Lie down and rest. Please lay the papers on my desk.

The verb *sit* means "to rest in an upright, seated position." *Sit* rarely takes an object. The verb *set* means "to put (something) in a place." *Set* usually takes an object.

Try to sit up straight. Just set the box on the floor.

The verb *rise* means "to go up" or "to get up." *Rise* rarely takes an object. The verb *raise* means "to cause (something) to rise" or "to lift up." *Raise* usually takes an object.

Is it time to rise and shine already? She raised her hand first.

Here are the principal parts of these verbs:

Base Form	Present Participle	Past	Past Participle
lie (to rest)	lying	lay	(have) lain
lay (to put)	laying	laid	(have) laid
sit (to rest)	sitting	sat	(have) sat
set (to put)	setting	set	(have) set
rise (to go up)	rising	rose	(have) risen
raise (to move something up)	raising	raised	(have) raised

**Exercise** Underline the correct form of the verb in parentheses in each of the following sentences.

EXAMPLE: 1. Eduardo (laid, lay) the tortillas in the basket.

1. Martin Luther King, Jr.'s speech "I Have a Dream" always (rises, raises) my spirits.
2. During Hanukkah, we always (sit, set) the menorah in a place of honor.
3. Your clothing has (lain, laid) on the floor all week!
4. Has the moon (risen, raised) yet?
5. The theories of Albert Einstein (lay, laid) the groundwork for many later discoveries.
6. María (sat, set) bowls of Cuban black-bean soup in front of the hungry travelers.
7. Jackie Joyner-Kersey crossed the finish line and (lay, laid) down in the grass.
8. In his speech, Cesar Chávez (lay, laid) the responsibility for social change on the shoulders of all citizens.
9. Many Native American peoples (rose, raised) corn as a staple food crop.
10. Rosa Parks made history when she (sat, set) at the front of the bus.

## Chapter 3: Using Verbs

### WORKSHEET 7

## Review

**Exercise A** In each of the following sentences, underline the correct form of the verb in parentheses.

EXAMPLE: 1. Lake Titus has (froze, frozen) over.

1. Little Billy had (plan, planned) to join us.
2. He had accidentally (thrown, throwed) his homework away.
3. Janis has (rode, ridden) the train to work for years.
4. We ate until we almost (burst, bursted).
5. The kitten (shrank, shrunk) from the barking dog.
6. Haven't you ever (swam, swum) in a lake before?
7. When Chief Dan George walked to the podium, a cheer (rang, rung) out.
8. Have you ever (rode, ridden) a roller coaster?
9. I knew I should have (brought, brung) my camera.
10. I think this phone is (broke, broken).
11. We (did, done) everything we could to help him.
12. Who has (drank, drunk) the rest of the orange juice?
13. Someone has already (tore, torn) out the coupon.
14. I wish you had (spoke, spoken) to me about it sooner.
15. I dived off the high board and (swam, swum) the length of the pool.
16. You must have (rang, rung) the doorbell while I was out.
17. Nancy had never (ate, eaten) a tamale before.
18. Lois (blowed, blew) up the balloon.
19. Suddenly the balloon (burst, bursted).
20. We were (drove, driven) to the train station in a taxi.

**Exercise B** On the line provided, identify the tense of the verb in each of the following sentences. Use the identifications *Present*, *Past*, and *Future*, and *Pres P*, *Past P*, and *Future P* for the three perfect tenses. Add *PF* if a tense is also in the progressive form.

EXAMPLE: 1. We are studying diligently. Present, PF

1. I will start my new job this afternoon. \_\_\_\_\_
2. I will have started working by this afternoon. \_\_\_\_\_
3. What happened at the game? \_\_\_\_\_

**Chapter 3, Worksheet 7, continued**

4. What has been happening at the game? \_\_\_\_\_
5. She lived in Cleveland for five years. \_\_\_\_\_
6. She has lived in Cleveland for four years. \_\_\_\_\_
7. Before next year I will get a driver's license. \_\_\_\_\_
8. Before next year I will have gotten a driver's license. \_\_\_\_\_
9. Some Green Berets were practicing tae kwon do during their lunch break. \_\_\_\_\_
10. Some Green Berets have been practicing tae kwon do during their lunch break. \_\_\_\_\_

**Exercise C** On the lines provided, rewrite the following sentences, correcting verbs that are in the wrong tense or that use an awkward voice. If a sentence is correct, write C.

EXAMPLES: 1. Genna gave her report on Captain James Cook and shows us some maps and pictures of the areas he explored.  
Genna gave her report on Captain James Cook and showed us some maps and pictures of the areas he explored.

2. We were surprised to learn how many places were explored by him.  
We were surprised to learn how many places he explored.

1. Captain Cook, one of the greatest explorers of all time, sailed large areas of the Pacific Ocean and makes accurate maps of the region.  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Cook joins the navy as a seaman in 1755, and many promotions were received by him before he became the master of a ship in 1757.  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Because of his knowledge of geography, astronomy, and mathematics, he is selected to lead a scientific expedition to the Pacific.  
 \_\_\_\_\_  
 \_\_\_\_\_
4. The purpose of Cook's expedition is to observe the transit of Venus across the sun, a very rare occurrence.  
 \_\_\_\_\_  
 \_\_\_\_\_



**Chapter 3, Worksheet 7, continued**

5. On the voyage, Cook wins a battle against scurvy, a serious disease caused by lack of vitamin C.  
\_\_\_\_\_  
\_\_\_\_\_
6. Raw cabbage, which is rich in vitamin C, was eaten by the sailors to prevent scurvy.  
\_\_\_\_\_  
\_\_\_\_\_
7. By the time the voyage is over, the ship traveled around Cape Horn to Tahiti in the Pacific Ocean.  
\_\_\_\_\_  
\_\_\_\_\_
8. After he observes the transit of Venus, Cook sails off to explore the east coast of New Zealand, which was claimed by him for England.  
\_\_\_\_\_  
\_\_\_\_\_
9. The Hawaiian Islands were later explored by Cook on his final voyage to the Pacific and were named the Sandwich Islands by him.  
\_\_\_\_\_  
\_\_\_\_\_
10. In a dispute over a canoe, Cook was killed by island inhabitants and in naval tradition was buried at sea in 1779.  
\_\_\_\_\_  
\_\_\_\_\_

**Exercise D: Proofreading** If a verb in one of the following sentences is incorrect, write the correct form on the line provided. If a sentence is correct, write C.

EXAMPLE: 1. Carlos and Pilar rose the piñata above the heads of the children. raised

1. You can sit the wastebasket in the corner and then set up the chairs. \_\_\_\_\_
2. Everyone rose when the judge entered the courtroom and sat when she was seated. \_\_\_\_\_
3. The mysterious shape suddenly raised from the shadows. \_\_\_\_\_
4. I like to lay out under the stars and just think. \_\_\_\_\_
5. The servant had lain out the emperor's silken robes of yellow, the color that only members of Chinese royalty were permitted to wear. \_\_\_\_\_
6. Let's set here to watch the Juneteenth parade. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Chapter 3, Worksheet 7, continued**

6. Let's set here to watch the Juneteenth parade.
7. Raise the flags higher, please.
8. Do you think the temperature will raise much higher?
9. The frog was setting on the lily pad and croaking loudly.
10. Were you lying down for a while before dinner?

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