



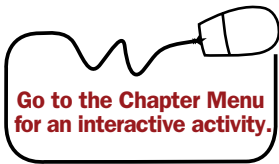
21

Using Verbs Correctly

Principal Parts, Tense, Voice, Mood

Reference Note

For more about **formal, standard English**, see page 756.



Diagnostic Preview

A. Proofreading Sentences for Verb Usage

Most of the following sentences contain awkward, informal, or incorrect verb usage. If a sentence has an awkward, informal, or incorrect usage, revise the sentence, using the verb form that is correct according to the rules of formal, standard English. If a sentence is already correct, write C.

EXAMPLE 1. Oh no, I think I have broke my watch.
1. *Oh no, I think I have broken my watch.*

1. They were setting on the bench and feeding the ducks.
2. She brung her brother when she came over to visit our family last Saturday evening.
3. When we saw the group perform, Julia, the lead vocalist, just broke her contract with a big recording company.
4. Mrs. Ames was pleased that when the driver's test was taken by her son, he passed easily.
5. The shoppers laid down their purchases carefully.
6. We cheered when the movie finally begun.

7. If we had the chance, we would have stopped by your house before we went to the concert.
8. They hoped to interview the astronauts.
9. On vacation they plan to have gone deep-sea fishing.
10. Yesterday I swum in the Millers' new pool.
11. The rate of inflation has raised steadily.
12. When they returned to the scene, they discovered that the weapon was taken.
13. When I enter college, my parents will be married thirty years.
14. We would have preferred to have eaten Chinese food.
15. If I was Anne, I would ask for a promotion and a raise.

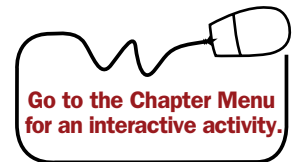
B. Proofreading for Correct Verb Usage

Most of the sentences in the following paragraph contain awkward, informal, or incorrect verb usage. Revise the sentences, using appropriate verb forms. If a sentence is already correct, write C.

EXAMPLE [1] How to use an abacus to do arithmetic problems was shown to my classmates and me by our second-grade teacher, Ms. Atchison.

1. *Our second-grade teacher, Ms. Atchison, showed my classmates and me how to use an abacus to solve arithmetic problems.*

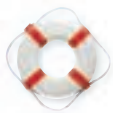
[16] When you were a child, you might have played with an abacus as though it was a toy. [17] A teacher may have told you that the abacus was a device for counting—for adding and subtracting. [18] If you would have spent the time, you might have learned to calculate on this simple device. [19] An abacus consists of a series of bars on which beads have slid. [20] Because the abacus has been widely used for hundreds of years, many forms have been taken by it. [21] For example, on a Chinese abacus you move beads toward a crossbar to add a sum, while other types of abacuses did not even have crossbars. [22] Mastering the appropriate technique, operators calculate quickly and accurately. [23] In fact, on any number of occasions, people using abacuses have beaten people using calculators in speed trials. [24] Consequently, an abacus sits beside many tradespeople all over Asia, just as it has did for centuries. [25] A century from now, the abacus will probably have remained practical, rugged, portable, fast, accurate, and comparatively inexpensive.



Reference Note

Depending on how they are used, verbs may be classified as **transitive verbs** or **intransitive verbs**, as **action verbs** or **linking verbs**, and as **main verbs** or **helping verbs**. For a discussion of these different kinds of verbs, see page 509.

HELP



The words *is* and *have* are included in some charts in this chapter because the present participle and the past participle forms require helping verbs (forms of *be* and *have*) to form tenses.

TIPS & TRICKS

Sometimes the helping verb is not obvious. It may appear as part of a contraction.

EXAMPLES

He's buying a new hat.

We've already finished.

Pay close attention to contractions so that you can be certain you are using the appropriate verb forms.

The Principal Parts of a Verb

21a. The **principal parts** of a verb are the **base form**, the **present participle**, the **past**, and the **past participle**. All other verb forms are derived from these principal parts.

Base Form	Present Participle	Past	Past Participle
live	[is] living	lived	[have] lived
talk	[is] talking	talked	[have] talked
run	[is] running	ran	[have] run
rise	[is] rising	rose	[have] risen
hit	[is] hitting	hit	[have] hit

All verbs form the present participle in the same way: by adding *-ing* to the base form. Not all verbs form the past and past participle in the same way, however. The way in which a verb forms its past and past participle determines whether the verb is classified as *regular* or *irregular*.

NOTE Some teachers refer to the base form as the *infinitive*. Follow your teacher's directions in labeling this verb form.

Regular Verbs

21b. A **regular verb** forms its past and past participle by adding ***-d*** or ***-ed*** to its base form.

Base Form	Present Participle	Past	Past Participle
care	[is] caring	cared	[have] cared
remove	[is] removing	removed	[have] removed
fix	[is] fixing	fixed	[have] fixed
suppose	[is] supposing	supposed	[have] supposed
match	[is] matching	matched	[have] matched
offer	[is] offering	offered	[have] offered
stay	[is] staying	stayed	[have] stayed
push	[is] pushing	pushed	[have] pushed

NOTE Most regular verbs that end in *e* drop the *e* before adding *-ing* or *-ed*. Some regular verbs double the final consonant before adding *-ing* or *-ed*.

EXAMPLES use using used
plan planning planned

A few regular verbs have alternative past and past participle forms ending in *-t*.

Base Form	Present Participle	Past	Past Participle
burn	[is] burning	burned or burnt	[have] burned or burnt
dream	[is] dreaming	dreamed or dreamt	[have] dreamed or dreamt
leap	[is] leaping	leaped or leapt	[have] leaped or leapt

NOTE The regular verbs *deal* and *mean* always form the past and past participle by adding *-t*: *dealt*, [have] *dealt*; *meant*, [have] *meant*.

When forming the past and past participle of regular verbs, do not make the common mistake of leaving off the *-d* or *-ed* ending. Pay particular attention to the forms of the verbs *ask*, *attack*, *drown*, *prejudice*, *risk*, *suppose*, and *use*.

NONSTANDARD We use to live in Bakersfield.
STANDARD We **used** to live in Bakersfield.

NONSTANDARD I was suppose to be home by now.
STANDARD I was **supposed** to be home by now.

Reference Note

For information on **standard and non-standard English**, see page 756.



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Exercise 1 Proofreading for Errors in the Use of Regular Past and Past Participle Verbs

Most of the following sentences contain errors in the use of past or past participle forms of verbs. If a verb form is incorrect, give the correct form. If a sentence is already correct, write C.

- EXAMPLES**
1. Weren't these parts order over two months ago?
 1. *ordered*
 2. Alec and Maribel are suppose to meet at the museum.
 2. *supposed*
1. Before them stretch the great Kalahari Desert.
 2. Once, centuries ago, tens of thousands of men, women, and children had populate this ancient city.
 3. Actually, I meant to do that.
 4. You use to work for Mr. Hall's lawn service.
 5. Those magnificent examples of Native American pottery were etch with a traditional design.
 6. Before arriving in Santa Fe, the wagon train had survive every sort of hardship.
 7. A month-long national advertising blitz had successfully popularize this unlikely product.
 8. Hadn't she check the gas gauge?
 9. Oh, no, you were suppose to answer questions on both sides of the test!
 10. After a week of constant effort and attention, Nicole finally tame the little parrot.

Irregular Verbs

21c. An *irregular verb* forms its past and past participle in some way other than by adding *-d* or *-ed* to its base form.

An irregular verb forms its past and past participle in one of these ways:

- changing vowels

Base Form	Past	Past Participle
sing	sang	[have] sung

- changing consonants

Base Form	Past	Past Participle
lend	lent	[have] lent

- changing vowels and consonants

Base Form	Past	Past Participle
buy	bought	[have] bought

- making no change

Base Form	Past	Past Participle
cost	cost	[have] cost

When forming the past and past participle of irregular verbs, avoid these common errors:

- Do not use the past form with a helping verb.

NONSTANDARD I have sang in the Alexander Hamilton High School chorus for three years.

STANDARD I **sang** in the Alexander Hamilton High School chorus for three years.

- Do not use the past participle form without a helping verb.

NONSTANDARD I sung three solos this year.

STANDARD I **have sung** three solos this year.

- Do not add *d*, *ed*, or *t* to the base form.

NONSTANDARD This cassette costed only \$6.95.

STANDARD This cassette **cost** only \$6.95.

NOTE If you are not sure about the principal parts of a verb, look up the verb in a dictionary. Generally, entries for irregular verbs list the principal parts. If the principal parts are not listed, the verb is a regular verb.

STYLE

TIP



Some irregular verbs have two correct past or past participle forms. However, these forms are not always interchangeable.

EXAMPLES

Judy **shone** the lantern into the woods. [*Shined would also be correct.*]

Al **shined** his shoes. [*Shone would be incorrect in this usage.*]

If you are unsure about which past participle form to use, look up the word in an up-to-date dictionary.

Common Irregular Verbs

Group I: Each of these irregular verbs has the same form for its past and past participle.

Base Form	Present Participle	Past	Past Participle
bind	[is] binding	bound	[have] bound
bring	[is] bringing	brought	[have] brought
build	[is] building	built	[have] built
buy	[is] buying	bought	[have] bought
catch	[is] catching	caught	[have] caught
creep	[is] creeping	crept	[have] crept
feel	[is] feeling	felt	[have] felt
fight	[is] fighting	fought	[have] fought
find	[is] finding	found	[have] found
fling	[is] flinging	flung	[have] flung
have	[is] having	had	[have] had
hear	[is] hearing	heard	[have] heard
hold	[is] holding	held	[have] held
keep	[is] keeping	kept	[have] kept
lay	[is] laying	laid	[have] laid
lead	[is] leading	led	[have] led
leave	[is] leaving	left	[have] left
lend	[is] lending	lent	[have] lent
lose	[is] losing	lost	[have] lost
make	[is] making	made	[have] made
meet	[is] meeting	met	[have] met
pay	[is] paying	paid	[have] paid
say	[is] saying	said	[have] said
seek	[is] seeking	sought	[have] sought
sell	[is] selling	sold	[have] sold
send	[is] sending	sent	[have] sent
sit	[is] sitting	sat	[have] sat
spend	[is] spending	spent	[have] spent
spin	[is] spinning	spun	[have] spun
stand	[is] standing	stood	[have] stood
sting	[is] stinging	stung	[have] stung
swing	[is] swinging	swung	[have] swung

Common Irregular Verbs

Group I: Each of these irregular verbs has the same form for its past and past participle.

Base Form	Present Participle	Past	Past Participle
teach	[is] teaching	taught	[have] taught
tell	[is] telling	told	[have] told
think	[is] thinking	thought	[have] thought
win	[is] winning	won	[have] won

Exercise 2 Using the Past and Past Participle Forms of Irregular Verbs Correctly

Most of the following sentences contain errors in the use of the past or past participle forms of irregular verbs. If a verb form is incorrect, give the correct form. If a sentence is already correct, write *C*.

- EXAMPLE** 1. Uncle Octavio brung all of us souvenirs of his visit to Costa Rica.
1. *brought*
- Before the festival last Sunday, the Conchero dancers had meet behind the church to practice.
 - By some unlucky chance, I wonned the door prize—a full-grown leghorn rooster.
 - The accomplishments of Maggie Lena Walker, the first female bank president in the United States, layed a firm financial foundation for the African American community of Richmond, Virginia.
 - The macaw, happy to see its owner, standed at the door of its cage and shrieked excitedly.
 - After a few hesitant steps, we swunged into the rhythm of the fox trot.
 - For all those years, the old man had keeped the dogeared photograph of his childhood home in Hawaii.
 - While in Arizona, Uncle Arthur boughten a magnificent storm-pattern Navajo rug by Shirley Tsinnie.
 - How could you have spended all of your weekly allowance before Saturday afternoon!
 - A green velvet ribbon binded the large white box that was on the dining room table.
 - The cool skin of the chameleon feeled dry, not wet.
 - She lost her hat when a gust of wind blew it into the lake.

12. No one said a word as the host spun the big yellow arrow to determine who would take the first turn.
13. Haven't you sayed enough?
14. On the front porch that very afternoon, the two second-graders had fought furiously over the only blue crayon.
15. In modern China, Qiu Jin led the way for women's emancipation.
16. Have you selled the mare with three white feet and a white mane?
17. My father taught me to save some money—even just a few dollars—each month.
18. I seeked my fortune in a faraway country.
19. We should have sat in the shade of a towering oak tree on the university's front lawn.
20. That colorful painting by the Haitian artist Euguerrand Gourgue lended a cheery touch to the room.

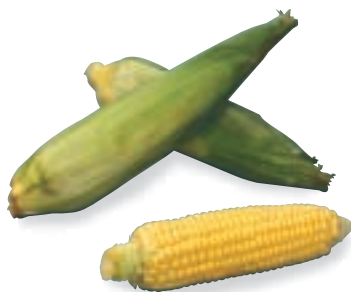
Exercise 3 Using the Past and Past Participle Forms of Irregular Verbs Correctly

Complete each of the following sentences, using the correct past or past participle form of the italicized verb.

EXAMPLE 1. *tell* Mr. Paz _____ us about the early Spanish explorers who searched for gold in the Americas.

1. *told*

1. *seek* Spanish explorers had _____ gold in the Americas.
2. *find* The gold they _____, however, was in golden ears of corn.
3. *leave* Spanish ships _____ carrying the precious kernels to Europe.
4. *bring* The holds of the ships _____ a cheap, new food source into a land of recurrent famine.
5. *lead* A diet of corn _____ many of the world's poor to suffer from pellagra, a disease of the stomach, mind, and skin.
6. *build* The peoples of Mexico and Central America, however, had _____ healthy bodies on a steady diet of corn.
7. *make* When the people of Mexico and Central America _____ tortillas, they added some lime or ashes to the dough.
8. *stand* Then, after the mixture of corn, water, and lime or ashes had _____ for a few hours, the tortillas were cooked.
9. *have* Heated, this alkali solution _____ the ability to release not only corn's niacin but also its protein and calcium.
10. *lose* In European and African methods of preparation, corn had unfortunately _____ much of its nutrient value.

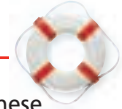


Common Irregular Verbs

Group II: Most of these irregular verbs have different forms for the past and past participle.

Base Form	Present Participle	Past	Past Participle
arise	[is] arising	arose	[have] arisen
be	[is] being	was, were	[have] been
bear	[is] bearing	bore	[have] borne or born
beat	[is] beating	beat	[have] beaten or beat
become	[is] becoming	became	[have] become
begin	[is] beginning	began	[have] begun
bite	[is] biting	bit	[have] bitten or bit
blow	[is] blowing	blown	[have] blown
break	[is] breaking	broke	[have] broken
choose	[is] choosing	chose	[have] chosen
come	[is] coming	came	[have] come
dive	[is] diving	dove or dived	[have] dived
do	[is] doing	did	[have] done
draw	[is] drawing	drew	[have] drawn
drink	[is] drinking	drank	[have] drunk
drive	[is] driving	drove	[have] driven
eat	[is] eating	ate	[have] eaten
fall	[is] falling	fell	[have] fallen
fly	[is] flying	flew	[have] flown
forbid	[is] forbidding	forbade or forbad	[have] forbidden or forbid
forget	[is] forgetting	forgot	[have] forgotten or forgot
forgive	[is] forgiving	forgave	[have] forgiven
forsake	[is] forsaking	forsook	[have] forsaken
freeze	[is] freezing	froze	[have] frozen
get	[is] getting	got	[have] gotten or got
give	[is] giving	gave	[have] given

(continued)



HELP

Several of these verbs have alternate past or past participle forms.

(continued)

Common Irregular Verbs**Group II:** Most of these irregular verbs have different forms for the past and past participle.

Base Form	Present Participle	Past	Past Participle
go	[is] going	went	[have] gone
grow	[is] growing	grew	[have] grown
hide	[is] hiding	hid	[have] hidden or hid
know	[is] knowing	knew	[have] known
lie	[is] lying	lay	[have] lain
ride	[is] riding	rode	[have] ridden
ring	[is] ringing	rang	[have] rung
rise	[is] rising	rose	[have] risen
run	[is] running	ran	[have] run
see	[is] seeing	saw	[have] seen
shake	[is] shaking	shook	[have] shaken
show	[is] showing	showed	[have] shown or showed
shrink	[is] shrinking	shrank or shrunk	[have] shrunk
sing	[is] singing	sang	[have] sung
sink	[is] sinking	sank or sunk	[have] sunk
slay	[is] slaying	slew	[have] slain
speak	[is] speaking	spoke	[have] spoken
spring	[is] springing	sprang or sprung	[have] sprung
steal	[is] stealing	stole	[have] stolen
strike	[is] striking	struck	[have] struck or stricken
strive	[is] striving	strove or strived	[have] striven or strived
swear	[is] swearing	swore	[have] sworn
swim	[is] swimming	swam	[have] swum
take	[is] taking	took	[have] taken

Common Irregular Verbs

Group II: Most of these irregular verbs have different forms for the past and past participle.

Base Form	Present Participle	Past	Past Participle
tear	[is] tearing	tore	[have] torn
throw	[is] throwing	threw	[have] thrown
wake	[is] waking	woke or waked	[have] waked or woken
wear	[is] wearing	wore	[have] worn
weave	[is] weaving	wove or weaved	[have] woven or weaved
write	[is] writing	wrote	[have] written

Exercise 4 Using the Past and Past Participle Forms of Irregular Verbs Correctly

Choose the correct one of the two verb forms in parentheses in each of the following sentences.

EXAMPLE 1. Bantu languages, which are (*spoke, spoken*) by many Africans, have an interesting history.

1. *spoken*

- Years ago in Africa, Bantu languages had no alphabet, and no one (*wrote, written*) in these languages.
- In fact, the musical quality of many African languages (*gived, gave*) them an intricacy unsuitable for written alphabets.
- Consequently, drums (*sung, sang*) these languages throughout equatorial and southern Africa, and the drum songs acted as a kind of musical writing.
- According to Janheinz Jahn, the use of drums (*arose, arisen*) for communication at a distance.
- Just as you learned to read using the alphabet, young Africans learned to “read” the different sounds of the drums and (*knew, known*) the meanings of these sounds in combinations.
- The wide acoustic range of drums like the Yorubas’ *dundun* (*gived, gave*) quick and easy access to a complex language.
- By varying tone, pitch, and modulation, a skillful drummer (*striven, strove*) to re-create the sounds of his language.



8. With this meaningful music, he (*wove, woven*) the news of the day into an informative report.
9. At the speed of sound, his warnings, invitations, and other messages (*flew, flown*) over miles of jungle and plain.
10. With drum scripts that had been (*beated, beaten*) for decades, he sent information to interested listeners.
11. Many of the scripts eventually (*became, become*) classic epics.
12. Drummers were not just musicians; they (*been, were*) also teachers and historians.
13. Through them, generations of young Africans (*drank, drunk*) in the history of their ancestors.
14. When European missionaries came to Africa, however, they (*forbidden, forbade*) the playing of drums.
15. Their prohibitions (*struck, stricken*) severely at the hearts of many African cultures.
16. Today, through disuse, almost all of the old drum scripts have been (*forgotted, forgotten*).
17. Some scholars have (*did, done*) their best to record many of the remaining scripts.
18. Sadly, many listeners have not (*spoke, spoken*) Bantu in their whole lives; consequently, even verbal translations of the drum songs are meaningless to many Bantu people.
19. Has the power of the drums (*went, gone*)?
20. Like so much other ancient knowledge and wisdom, this marvelous system of communication has largely been (*forsaken, forsook*).

Exercise 5 Using the Past and Past Participle Forms of Irregular Verbs Correctly

Most of the following sentences contain incorrect past or past participle forms of irregular verbs. If a verb form is incorrect, give the correct form. If a sentence is already correct, write C.

EXAMPLE 1. By the time Beowulf arrives, the monster Grendel has slew many of King Hrothgar's warriors.

1. *slain*

1. She should not have drew a beard on that poster.
2. Benjamin Franklin may have gotten many of his ideas for the structure of our government from his observations of the League of the Iroquois.
3. Why would you think someone had stole your notebook?
4. Frank said, "I have ran too far to turn back now."

5. Dwayne has growed two inches taller than his older brother, the all-state basketball player.
6. After the discoveries made in the tomb of Tutankhamen, other ancient treasures seemed to Joseph to have shrank in significance.
7. The noise from the party woke the neighborhood.
8. I seen that movie several times, but I would be happy to see it again.
9. Who in the world throwed out all my old baseball cards?
10. They have frozen a peck of green beans for next winter.
11. Henry done his best yesterday, and it was enough.
12. In the courtroom the young man sworn to give truthful testimony.
13. Jesse Owens's spectacular run at the 1936 Olympic games shook the world.
14. Have you ever dove from the high board at the swimming pool?
15. As we huddled in the corner, thunder crashed and wind blowed the candles out.
16. I guess we should have chose seats closer to the stage.
17. Why have they tore up the newspapers?
18. The coach said, "I think we have began to wear them down."
19. He always rid the bus to school, even if his parents offered to drive him.
20. Has the bell for third period rung yet?

Review A Proofreading for Correct Verb Forms

Find and correct any errors in verb forms in each sentence in the following paragraphs. If a sentence is already correct, write C.

EXAMPLE [1] Part of an Apache ceremony called Sunrise Ceremonial is shone in the photograph here.

1. *shown*

[1] Many cultures have not forsaked their traditional ceremonies that mark the significant stages in a person's life. [2] For instance, when an Apache girl has came of age, she sometimes receives a Sunrise Ceremonial. [3] Through this ceremony, the young woman is forever separated from her girlhood and lead into womanhood. [4] Everything in the ceremony is suppose to remind the young woman of the deep spiritual meaning of her life. [5] Perhaps part of that meaning can be founded in the glad hearts of her many friends and family members who come to participate in the ceremony.



Go to the Chapter Menu for an interactive activity.

[6] Not long ago, Carla, the young woman in the photograph on the previous page, and her mother sought the blessings of a traditional Sunrise Ceremonial. [7] Complex preparations had begun months in advance. [8] During the winter Carla's mother chose a campsite where Carla, her family, and her friends would live for two weeks according to the ways of their ancestors. [9] The crucial choice of godparents for the young woman also had been made by Carla's mother. [10] Not surprisingly, she chose a couple who had kept to the traditional Apache way of life. [11] By summer Carla's mother and godparents had built enough shelters at the campsite to house at least eight families.

[12] During Carla's ceremonial, many traditional songs were sung. [13] The two cows that had been slain for the feasting were eaten. [14] In addition, Carla and her family gave the gifts they had brought to the godparents and other friends. [15] Young women used to dance all night, and Carla danced for six hours at a time. [16] Then she stood for endless hours in the burning sun. [17] Through it all, she wore a hot, heavy buckskin dress. [18] Surely, these tests of self-discipline taught Carla and everyone who attend the ceremony about the endurance and strength that a woman needs to live as a proper Apache. [19] Finally, after offering a blessing, a medicine man gave Carla a cane, a reminder that she will not always be young. [20] In her old age, when the cane has become her constant companion, it will, no doubt, remind her of the strength of her youth.

Common Irregular Verbs

Group III: Each of these irregular verbs has the same form for its base form, past, and past participle.

Base Form	Present Participle	Past	Past Participle
burst	[is] bursting	burst	[have] burst
cost	[is] costing	cost	[have] cost
cut	[is] cutting	cut	[have] cut
hit	[is] hitting	hit	[have] hit
hurt	[is] hurting	hurt	[have] hurt
let	[is] letting	let	[have] let
put	[is] putting	put	[have] put
read	[is] reading	read	[have] read
set	[is] setting	set	[have] set
spread	[is] spreading	spread	[have] spread

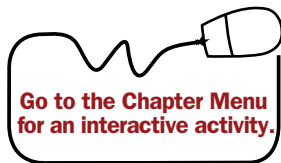
Exercise 6 Using the Past and Past Participle Forms of Irregular Verbs Correctly

Most of the following sentences contain incorrect past or past participle forms of irregular verbs. If a verb form is incorrect, give the correct form. If a sentence is already correct, write *C*.

EXAMPLE 1. In the fourteenth century a plague known as Black Death spreaded throughout Europe and Asia.

1. *spread*

1. During the freeze last March, the water pipes at school bursted.
2. My jaw hurted after the orthodontist adjusted my braces.
3. Yesterday evening, I had just putted dinner on the table when the phone rang.
4. Shaka Zulu led his warriors into battle, and soon news of Shaka's victory had spreaded throughout Zululand.
5. Have you ever cutted out a pattern before?
6. Have you read the assignment yet?
7. After art class, Jeremy, Mr. Fitzcarraldo, and I setted our pottery out in the sun to dry.
8. The drought hitted the spring crops hard.
9. One chance remark costed her the election.
10. Wisely, Francisca Henrique de Ribera letted the Andean people treat her malaria attack with cinchona bark, from which the medicinal ingredient quinine is extracted.
11. Have you ever hit a ball out of the park?
12. News of the new state-of-the-art computers spreaded quickly through the high school.
13. Yikes, Timmy, you've cutted a hole right in the middle of the lace tablecloth!
14. Shouldn't you have setted those forks on the other side of the plate?
15. Wow! That big house on the hill must have costed a fortune to design and build.
16. Of course, Eric and I putted the slides back in the drawer, Mr. Stevens.
17. Have you letted those puppies out of the laundry room?
18. Overnight, the daffodil bulbs planted last fall had bursted into vivid bloom.
19. This book by Amy Tan was so good that I readed the whole thing last night.
20. No, those horseshoe nails haven't hurted a horse yet.



Review B Proofreading for Correct Verb Forms and Usage

Most of the sentences in the following paragraphs contain errors in verb usage. If a verb form is incorrect, give the correct form. If a sentence is already correct, write C.

EXAMPLE [1] The early European and Asian explorers of the Americas took home with them many foods indigenous to North and South America.

1. took

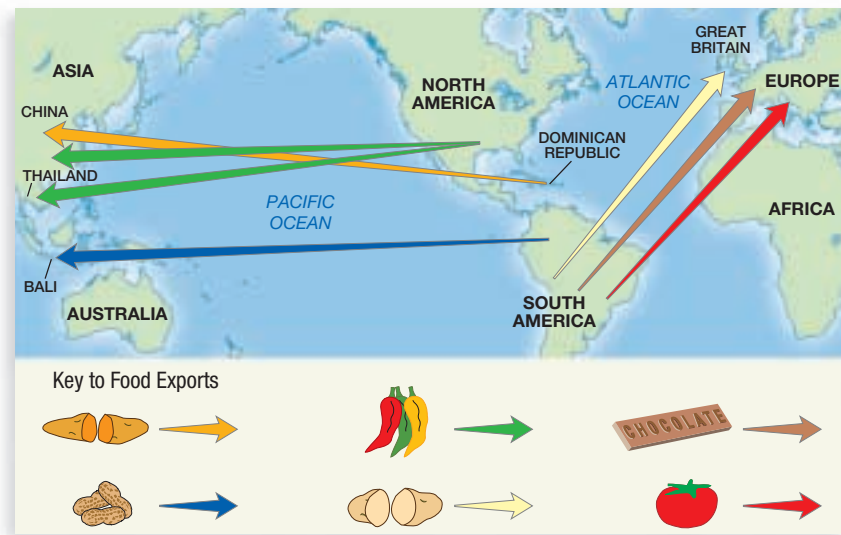
[1] Now that you have readed the map shown on the next page, are you surprised by where these food products originated? [2] Perhaps you have ate some of these foods. [3] Many food products have became vital, even characteristic, parts of their adopted nations. [4] Consequently, most people have forgotten that key ingredients, such as tomato sauce on pizza, originated in the Americas.

[5] Reports from early explorers putted cooks all over Europe into a creative frenzy. [6] As soon as the explorers returned home, dozens of strange and exotic foods become available to Europeans. [7] Some of the foods that the explorers tooked home include sweet potatoes, white potatoes, corn, peppers, tomatoes, avocados, vanilla, maple sugar, chocolate, peanuts, all sorts of beans (kidney, lima, snap, string, butter, pole, and navy), and a host of other welcome additions to a chef's pantry. [8] So many new spices, fruits, vegetables, meats, and grains hitted the market that this period in history can be called a "Food Revolution."

[9] In these unfamiliar foods, many peoples also founded new hope. [10] For example, the Chinese use to experience severe famine. [11] Countless people losed their lives when rice crops failed. [12] However, with the introduction of the sweet potato, an alternative to rice arisen. [13] Sweet potatoes cost little and did well in poor soil. [14] Soon, cooks had putted sweet potato flour into Chinese dumplings, noodles, and many other dishes. [15] Because of the continuing popularity of the sweet potato in China, Chinese farmers have growed more sweet potatoes than farmers in any other country.

[16] Famine often had struck Europe, too, because of poor weather conditions. [17] For Europeans, their salvation lain in the Andean potato. [18] With harvest after harvest of potatoes, Europeans fighted famine and also created a whole new menu. [19] In soups, stews, pancakes, and pies, the potato lended its substance and nutrition to a host

of European dishes. [20] Who in the time of Columbus could have dreamt of the vast variety of American food sources or of the vital roles they would play in the world's fight against famine?



USAGE

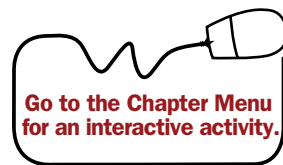
Review C Using the Past and Past Participle Forms of Verbs Correctly

For each of the following sentences, write the correct past or past participle form of the given *italicized* verb.

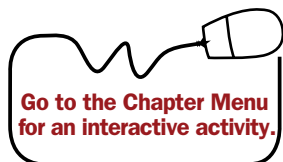
EXAMPLE 1. *know* A sport called baggataway was first played by North American Indians; today, the sport is _____ as lacrosse.

1. *known*

1. *steal* While the children were asleep, their father _____ into their room to kiss them good night.
2. *let* After breakfast I _____ the cat outside.
3. *visit* Many Cheyenne, Arapaho, Shoshone, Blackfoot, Crow, and Sioux have _____ the Bighorn Medicine Wheel in Wyoming, a ceremonial site for perhaps two thousand years.
4. *fling* Joyfully, he _____ his cap into the air.
5. *sting* Where had the bee _____ her?
6. *win* The baby's trusting smile _____ our hearts.
7. *think* At last, I had _____ of the perfect present for Amy.
8. *bear* We _____ his rudeness for only a few minutes.



9. *swim* The frantic cat _____ desperately to the shore.
10. *blow* Even before the whistle had _____, they had seen the train coming across the bridge.
11. *sink* After the excitement, we had gratefully _____ into the plush velvet chairs to wait.
12. *hide* Someone _____ one of my birthday presents at the back of the top shelf in a kitchen cabinet.
13. *set* That afternoon, we hurriedly _____ the table for the party.
14. *lie* During World War II, the success of England's military blood bank _____ in the capable hands of Dr. Charles Drew.
15. *hold* Only that morning, I had _____ the tiny bird in my hands.
16. *bite* Sharks _____ the whale but did not badly injure it.
17. *lead* Boadicea, a queen in ancient Britain, _____ her people in a revolt against the Romans.
18. *cut* He had _____ his ties to his native country.
19. *throw* That horse has _____ everybody who has tried to ride it.
20. *break* The death of Mao Zedong _____ the rigid rule that had governed China for many years and opened the way for somewhat greater freedom for the Chinese people.



Review D Proofreading for Correct Verb Forms and Usage

Most of the sentences in the following paragraphs contain at least one error in the use of verbs. If a verb form is incorrect, give the correct form. If a sentence is already correct, write C.

EXAMPLE [1] From my aunt I learned a great deal about the use of lacquer, a substance that is drawn from certain trees of the cashew family.

1. *drawn*

[1] For over thirty years, my aunt has had a lacquerware plate similar to the one in the picture on the next page. [2] When I been a child, she displayed the plate on a low table in her living room in Tacoma, Washington. [3] Naturally, she forbided me to touch her prized plate, and I respected her wish. [4] One day, however, my younger brother runned through the living room. [5] As he zoomed past the table, his foot accidentally hitted the leg. [6] In the blink of an eye, my aunt's beautiful plate falled and spinned wildly on the floor. [7] After that, the plate, which was miraculously unbroken, sitted on the top shelf of my aunt's china closet.

[8] Ever since I first expressed an interest in lacquerware, my aunt has told me more and more about its history and production.

[9] People have made lacquerware since around 300 B.C. [10] The art began in China and later spreaded to Japan and then to the Western world.

[11] To protect their trade, the tappers of lacquer in ancient China kept their valuable knowledge of lacquer production secret.

[12] Now we know that they drew the sap from lacquer trees, filtered it, and dried it to a thick, syrupy consistency.

[13] Then they sold it to artists for its beauty and for its waterproofing ability.

[14] In the finer pieces of lacquerware, like this one, an artist may have spread some two hundred coats of lacquer over the plate. [15] For each coat, a thin film of lacquer was applied and then was leaved to dry thoroughly. [16] Consequently, the whole lacquering process sometimes taked as long as a year to complete. [17] Then, when the artist had choosed a design, the carving began. [18] Would you have devote a year's work to such an intricate design? [19] What confidence these artists must have feeled! [20] My aunt bought her plate years ago for only a few dollars; now, it has brought offers of many, many times the price that she payed.



Song-Yuan Dynasties (13th century). Tray, brown and red lacquer with gilt background. Height, 1 in.; diameter, 9 in. B83M9. The Avery Brundage Collection. Asian Art Museum of San Francisco.

Six Troublesome Verbs

Lie and Lay

The verb *lie* means “to rest,” “to recline,” or “to be in a certain place.” *Lie* does not take a direct object. The verb *lay* means “to put [something] in a place.” *Lay* generally takes a direct object.

Base Form	Present Participle	Past	Past Participle
lie	[is] lying	lay	[have] lain
lay	[is] laying	laid	[have] laid

STYLE

TIP

The verb *lie* can also mean “to tell an untruth.” Used in this way, *lie* still does not take an object. The past participle forms of this meaning of *lie* are *lied* and *[have] lied*.

EXAMPLE

You should never **lie** on an application.

EXAMPLES A napkin **is lying** on each diner’s plate. *[no direct object]*

The servers **are laying** a napkin on each diner’s plate. *[Napkin is the direct object of are laying.]*

The seed **lay** on the ground. *[no direct object]*

We **laid** seed on the ground for the wild birds. *[Seed is the direct object of laid.]*

The issues **have lain** before the voters. *[no direct object]*

The state legislators **have laid** the issues before the voters. *[Issues is the direct object of have laid.]*

Exercise 7 Choosing the Forms of Lie and Lay

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

EXAMPLE 1. On your desk are (*lying, laying*) several letters that require your signature, Ms. Carmichael.

1. *lying*

- If you are sick, you should be (*lying, laying*) down.
- They (*lay, laid*) the heavy crate on the handcart.
- Lucia’s mother has been (*lying, laying*) the canvas out to dry.
- Amy (*lay, laid*) down for a while.
- (*Lie, Lay*) down and rest for a minute.
- She had just (*lain, laid*) down when the doorbell rang.
- They (*lay, laid*) their plans before the committee.
- The calf (*lay, laid*) on a pile of straw.
- Kiyoshi has just (*lain, laid*) his paintbrush down.
- Please (*lie, lay*) all of those blankets down here.

Sit and Set

The verb *sit* means “to be in a seated, upright position” or “to be in a place.” *Sit* seldom takes a direct object. The verb *set* means “to put [something] in a place.” *Set* generally takes a direct object.

Base Form	Present Participle	Past	Past Participle
sit	[is] sitting	sat	[have] sat
set	[is] setting	set	[have] set

- EXAMPLES** Who **is sitting** next to the hearth? [no direct object]
 Who **is setting** the chair next to the hearth? [*Chair is the direct object of is setting.*]
 Where **should** we **sit**? [no direct object]
 Where **should** we **set** the groceries? [*Groceries is the direct object of should set.*]
 We **sat** near the end zone during last night’s game. [no direct object]
 We **set** the giant papier-mâché football near the end zone during last night’s game. [*Football is the direct object of set.*]

Exercise 8 Choosing the Forms of *Sit* and *Set*

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

- EXAMPLE** 1. (*Sit, Set*) this box of diskettes on her computer desk, please.
 1. *Set*
- After he had struck out, Pete (*sat, set*) on the bench.
 - Part of San Francisco’s Chinatown (*sits, sets*) on an incline that overlooks San Francisco Bay.
 - Where were the packages (*sitting, setting*) this morning?
 - We had (*sat, set*) the new cushions on the Adirondack chairs.
 - In Japan people often (*sit, set*) on tatami instead of chairs.
 - They were (*sitting, setting*) placemats on the table.
 - Have you (*sat, set*) here long, Aaron?
 - We have (*sat, set*) down our packs and gotten out our map.
 - Mr. Carr told me to (*sit, set*) the equipment on his desk.
 - I may never know who (*sat, set*) on my glasses.

STYLE

TIP

The verb *raise* has definitions other than the one given here. Another common definition is “to grow” or “to bring to maturity.”

EXAMPLES

They **raise** sorghum.

She **raised** two foster children.

Notice that both of these uses take an object.

Rise and Raise

The verb *rise* means “to go up” or “to get up.” *Rise* does not take a direct object. The verb *raise* means “to lift up” or “to cause [something] to rise.” *Raise* generally takes a direct object.

Base Form	Present Participle	Past	Past Participle
rise	[is] rising	rose	[have] risen
raise	[is] raising	raised	[have] raised

EXAMPLES

One by one, the students’ hands **were rising**. [no direct object]

One by one, the students were **raising** their hands. [*Hands* is the direct object of *were raising*.]

Una **rose** and then walked to the front of the classroom. [no direct object]

Una **raised** her eyebrows and then walked to the front of the classroom. [*Eyebrows* is the direct object of *raised*.]

The number of women who work outside the home **has risen** steadily during the past decade. [no direct object]
Has working outside the home **raised** their economic status? [*Status* is the direct object of *Has raised*.]

Exercise 9 Choosing the Forms of Rise and Raise

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

EXAMPLE

1. The financial planner predicted, “In the near future, interest rates will not (*rise, raise*); they may decline.”

1. *rise*

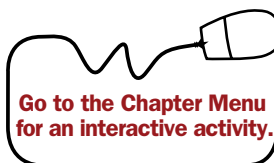
- Air bubbles have been (*rising, raising*) to the surface.
- Increasing the import duty had (*risen, raised*) retail prices.
- The speaker (*rose, raised*) from her chair and took the microphone.
- The star has (*risen, raised*) in the east.
- The rooster (*rises, raises*) early.
- Before and during the Revolutionary War, many colonists worked hard to (*rise, raise*) public sentiment against King George III.

7. Hot-air balloons can (*rise, raise*) because they contain heated air, which is less dense than the surrounding air.
8. At the tribal council meeting, someone (*rose, raised*) the issue of land ownership within reservation boundaries.
9. Taylor is (*rising, raising*) the fallen child to her feet.
10. To make traditional challah, braid the bread dough after it has (*risen, raised*) for an hour.

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

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

- EXAMPLE** 1. The snapshots of our trip to Kenya are (*lying, laying*) on top of the photo album.
1. *lying*
1. All week that box has (*lain, laid*) unopened on the desk.
 2. We had (*rose, raised*) our hats to salute the astronauts.
 3. The fawn (*lay, laid*) motionless in the underbrush.
 4. Our applications were (*lying, laying*) in front of the file.
 5. Would you like to (*sit, set*) with us at the powwow?
 6. Yesterday I (*sat, set*) the telephone book on this table.
 7. Where have you (*laid, lain*) your glasses?
 8. Kathy sang as she (*lay, laid*) the baby in the crib.
 9. Please (*rise, raise*) if you have a question.
 10. Last night's victory really (*rose, raised*) the team's confidence.
 11. Our potbellied pig, Oscar, often (*lies, lays*) in my lap when I watch TV.
 12. Fred should (*lie, lay*) on his side to stop snoring.
 13. After the fire, the museum curator (*sat, set*) on the curb and wept.
 14. Tempers (*rose, raised*) as the debate progressed.
 15. In Washington, D.C., we will (*lie, lay*) flowers at the Vietnam Veterans Memorial.
 16. Mrs. Nasser (*sat, set*) the tabbouleh and the kibbe next to other traditional Lebanese foods.
 17. He has (*sit, set*) the pie on the ledge.
 18. Billows of dust had (*risen, raised*) from the field.
 19. Haven't they (*sat, set*) down yet?
 20. You should (*lie, lay*) on a padded surface to do exercises.



Go to the Chapter Menu
for an interactive activity.

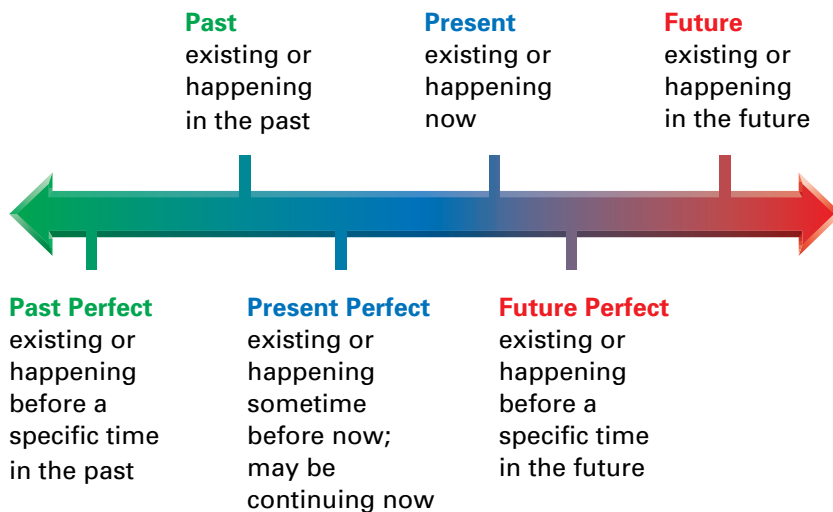
Reference Note

For information about **conjugating verbs in the passive voice**, see page 706. For more information about **active and passive voice**, see page 705.

Tense

21d. The **tense** of a verb indicates the time of the action or of the state of being expressed by the verb.

Listing all the forms of a verb according to tense is called *conjugating* a verb. The tenses are formed from the verb's principal parts. Verbs in English have the six tenses shown on the following time line:



Conjugation of the Verb *Give*

Present Tense

Singular

I give
you give
he, she, it gives

Plural

we give
you give
they give

Past Tense

Singular

I gave
you gave
he, she, it gave

Plural

we gave
you gave
they gave

Conjugation of the Verb Give**Future Tense****Singular**

I will (shall) give
 you will (shall) give
 he, she, it will (shall) give

Plural

we will (shall) give
 you will (shall) give
 they will (shall) give

Present Perfect Tense**Singular**

I have given
 you have given
 he, she, it has given

Plural

we have given
 you have given
 they have given

Past Perfect Tense**Singular**

I had given
 you had given
 he, she, it had given

Plural

we had given
 you had given
 they had given

Future Perfect Tense**Singular**

I will (shall) have given
 you will (shall) have given
 he, she, it will (shall) have given

Plural

we will (shall) have given
 you will (shall) have given
 they will (shall) have given

STYLE**TIP**

Traditionally, the helping verbs *shall* and *will* were used quite differently. Now, however, *shall* can be used almost interchangeably with *will*.

The Progressive Form

Each tense has an additional form called the **progressive form**, which expresses continuing action or state of being. In each tense the progressive form consists of the appropriate tense of *be* plus the present participle of a verb.

PRESENT PROGRESSIVE am, is, are giving
 PAST PROGRESSIVE was, were giving
 FUTURE PROGRESSIVE will (shall) be giving

PRESENT PERFECT PROGRESSIVE has been, have been giving
 PAST PERFECT PROGRESSIVE had been giving
 FUTURE PERFECT PROGRESSIVE will (shall) have been giving

STYLE TIP

The emphatic form is also used in questions and negative statements. These uses do not place special emphasis on the verb.

QUESTION

Do you **know** who wrote that?

NEGATIVE STATEMENT

They **don't have** the answer.

HELP

The emphatic form is not a separate tense but is another form of each of the present and past tenses.

NOTE

The progressive form is not a separate tense but another form of each of the six tenses.

The Emphatic Form

Only the present and the past tenses have another form, called the *emphatic form*, which shows emphasis. In the present tense the emphatic form consists of *do* or *does* plus the base form of a verb. In the past tense the emphatic form consists of *did* plus the base form of a verb.

PRESENT EMPHATIC I **do** not **intend** to give up on our team.

Although the grass is green, the front lawn **does need** watering.

PAST EMPHATIC The explorers suffered many hardships, yet they **did** finally **reach** their destination.

She **did** not **say** what they thought she had said.

The Verb Be

The conjugation of the verb *be* is different from that of any other verb. The progressive form of *be* is rarely used in any tenses other than the present and past tenses, and not one of the tenses of *be* has an emphatic form.

Conjugation of the Verb Be

Present Tense

Singular

I am
you are
he, she, it is

Plural

we are
you are
they are

Present Progressive: am, are, is being

Past Tense

Singular

I am
you were
he, she, it is

Plural

we were
you were
they were

Past Progressive: was, were being

Conjugation of the Verb <i>Be</i>	
Future Tense	
<i>Singular</i>	<i>Plural</i>
I will (shall) be	we will (shall) be
you will (shall) be	you will (shall) be
he, she, it will (shall) be	they will (shall) be
Present Perfect Tense	
<i>Singular</i>	<i>Plural</i>
I have been	we have been
you have been	you have been
he, she, it has been	they have been
Past Perfect Tense	
<i>Singular</i>	<i>Plural</i>
I had been	we had been
you had been	you had been
he, she, it had been	they had been
Future Perfect Tense	
<i>Singular</i>	<i>Plural</i>
I will (shall) have been	we will (shall) have been
you will (shall) have been	you will (shall) have been
he, she, it will (shall) have been	they will (shall) have been

The Uses of the Tenses

21e. Each of the six tenses has its own uses.

(1) The *present tense* expresses an action or a state of being that is occurring now, at the present time.

EXAMPLES Deborah, Ashley, and Brendan **wait** patiently for the bus. [present]
 Deborah, Ashley, and Brendan **are waiting** patiently for the bus. [present progressive]
 Deborah, Ashley, and Brendan **do wait** patiently for the bus. [present emphatic]

The present tense is also used

- to show a customary or habitual action or state of being
- to state a general truth—something that is always true
- to summarize the plot or subject matter of a literary work (such use is called the *literary present*)
- to make a historical event seem current (such use is called the *historical present*)
- to express future time

EXAMPLES After school I **wash** the breakfast dishes and **start** supper. [customary actions]

In the Northern Hemisphere the summer solstice **occurs** when the sun is at its northernmost position each year. [general truth]

Countee Cullen **uses** traditional verse forms such as the epigram and the sonnet to explore African American themes. [literary present]

In 1520 Ferdinand Magellan **rounds** the southern tip of South America and **names** the ocean that **lies** before him the Pacific Ocean. [historical present]

The movie that **opens** tomorrow **runs** through next week. [future time]

(2) The *past tense* expresses an action or a state of being that occurred in the past and did not continue into the present.

EXAMPLES I **stayed** at the library until closing time. [past]

I **was researching** the life and times of Timothy Thomas Fortune, an early civil rights advocate in the 1800s. [past progressive]

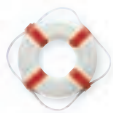
My research **did provide** me with enough information for my paper on Fortune. [past emphatic]

(3) The *future tense* expresses an action or a state of being that will occur. The future tense is formed with the helping verb *will* or *shall* and the base form of a verb.

EXAMPLES I **will attend** the Writer's Workshop at the University of Iowa in the fall. [future]

I **will be attending** the Writer's Workshop at the University of Iowa in the fall. [future progressive]

HELP



A past action or state of being may also be shown in another way.

EXAMPLE

She **used to collect** stamps.

Used to typically expresses habitual action in the past.

NOTE

A future action or state of being may also be expressed by using

- the present tense of *be* with *going to* and the base form of a verb

EXAMPLE My aunt and uncle **are going to visit** the Philippines next year.

- the present tense of *be* with *about to* and the base form of a verb

EXAMPLE Mr. Campos **is about to open** the time capsule in front of the whole school.

- the present tense of a verb with a word or word group that expresses future time

EXAMPLE Finals **begin next Monday**.

(4) The present perfect tense expresses an action or a state of being that occurred at some indefinite time in the past. The present perfect tense is formed with the helping verb *have* or *has* and the past participle of a verb.

EXAMPLES I **have written** to the governor, but I **have not received** a reply. [present perfect]

Who **has been playing** my cassettes? [present perfect progressive]

NOTE

Avoid the use of the present perfect tense to express a specific time in the past. Instead, use the past tense.

NONSTANDARD *Prairie Schooner* has published a new short story by Louise Erdrich last month.

STANDARD *Prairie Schooner* **published** a new short story by Louise Erdrich last month.

The present perfect tense is also used to express an action or a state of being that began in the past and that continues into the present.

EXAMPLES Over one thousand United States communities **have joined** the International Sister City program. [present perfect]

The program **has been pairing** cities in the United States with cities in other nations since 1956. [present perfect progressive]

Reference Note

For information about using **past perfect** in “if” clauses, see page 701, Rule 21g.

(5) The **past perfect tense** expresses an action or a state of being that ended before some other past action or state of being. The past perfect tense is formed with the helping verb *had* and the past participle of a verb.

EXAMPLES I finally remembered where I **had seen** a copy of Rufino Tamayo’s mural *Nature and the Artist*. [past perfect—The seeing occurred before the remembering.]

I **had been looking** through dozens of old magazines before I finally remembered to check the latest issue of *Smithsonian*. [past perfect progressive—The looking occurred before the remembering.]

(6) The **future perfect tense** expresses an action or a state of being that will end before some other action or state of being. The future perfect tense is formed with the helping verbs *will have* or *shall have* and the past participle of a verb.

EXAMPLES By the time the bus arrives, we **will have waited** for an hour. [future perfect—The waiting will occur before the arrival of the bus.]

By then, we **will have been waiting** for two hours. [future perfect progressive—The waiting will occur before the time indicated by *then*.]

Exercise 10 Understanding the Uses of the Six Tenses

Identify the tenses of the verbs in each of the following pairs of sentences. Also tell whether the verbs are in the progressive or emphatic form. Be prepared to explain how these differences in tense affect the meanings of the sentences.

- EXAMPLE**
1. a. Why had she gone to the theater?
b. Why has she been going to the theater?
 1. a. *past perfect tense*
b. *present perfect progressive tense*

1. a. Margo lived in Brazil for eight years.
b. Margo has lived in Brazil for eight years.
2. a. How many home runs did Sammy Sosa hit this season?
b. How many home runs has Sammy Sosa hit this season?
3. a. Have the directions been explained clearly?
b. Had the directions been explained clearly?

HELP

In the example in Exercise 10, the past perfect is used in the first sentence to show action that was completed in the past, while the second sentence uses present perfect progressive to show action that is continuing into the present.

4. **a.** Was she driving?
b. Had she been driving?
5. **a.** As of June 30, they will have raised taxes twice this year.
b. As of June 30, they will be raising taxes for the second time this year.
6. **a.** Our team is producing the whole film ourselves.
b. Our team will be producing the whole film ourselves.
7. **a.** People do like these science fiction films.
b. People did like these science fiction films.
8. **a.** Uncle Jed lived in Abilene for sixty years.
b. Uncle Jed has lived in Abilene for sixty years.
9. **a.** The game has been on for an hour.
b. The game was on for an hour.
10. **a.** His quail eggs will have hatched by Saturday.
b. His quail eggs will be hatching by Saturday.

Exercise 11 Understanding the Uses of the Six Tenses

Identify which sentence in each of the following pairs of sentences most clearly expresses the meaning given. Be prepared to name the tense(s) used in each sentence and to tell whether the verbs are in the progressive or emphatic form.

- EXAMPLE** 1. *Meaning:* The Yearly family no longer lives in Anchorage.
- a.** The Yearly family lived in Anchorage for years.
 - b.** The Yearly family has lived in Anchorage for years.
1. *a*

1. *Meaning:* John still works for Mr. Porzio.
 - a.** John had worked for Mr. Porzio for a year.
 - b.** John has worked for Mr. Porzio for a year.
2. *Meaning:* Ann Rosine could be on her way to Worcester right now or could be going in the future.
 - a.** Ann Rosine is moving to Worcester, Massachusetts.
 - b.** Ann Rosine will be moving to Worcester, Massachusetts.
3. *Meaning:* Jaime is still studying physics.
 - a.** Jaime has been studying physics since last summer.
 - b.** Jaime studied physics last summer.
4. *Meaning:* Alison takes a bus to work on a regular basis.
 - a.** Alison will be taking the bus to work.
 - b.** Alison takes the bus to work.

HELP



In the example in Exercise 11, the first sentence uses the past tense, while the second sentence uses the present perfect tense.

5. *Meaning:* Joe has not yet reached the school.
 - a. Joe is riding his bike to school today.
 - b. Joe rode his bike to school today.
6. *Meaning:* The opening of the shop will occur before September 8.
 - a. On September 8, the shop will open.
 - b. On September 8, the shop will have opened.
7. *Meaning:* Aunt Nell is currently photographing Alaskan wildflowers.
 - a. Aunt Nell is photographing Alaskan wildflowers.
 - b. Aunt Nell photographs Alaskan wildflowers.
8. *Meaning:* I no longer enjoy ice skating every winter.
 - a. I did enjoy ice skating every winter.
 - b. I do enjoy ice skating every winter.
9. *Meaning:* My brother is no longer practicing piano.
 - a. My brother has been practicing piano all day.
 - b. My brother had been practicing piano all day.
10. *Meaning:* Ray was a bank officer at the age of twenty-four.
 - a. When Ray turned twenty-five, he had been promoted to the position of bank officer.
 - b. When Ray turned twenty-five, he was promoted to the position of bank officer.

Special Problems in the Use of Tenses

Sequence of Tenses

21f. Use tense forms correctly to show relationships between verbs in a sentence.

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

EXAMPLES The bell **rings**, and the classroom **empties**. [present tense]
The bell **rang**, and the classroom **emptied**. [past tense]

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

EXAMPLES I **play** football now, but I **played** basketball in junior high. [Because I am playing football now, the present tense form *play* is correct. My playing basketball occurred in the past and did not continue into the present; therefore, the past tense form *played* is correct.]

Sabrina **mentioned** that she **had invited** some of her neighbors to the party. [Because Sabrina made the statement in the past, the past tense form *mentioned* is correct. She invited the neighbors before she made the statement; therefore, the past perfect form *had invited* is correct.]

The tense you use depends on the meaning you want to express.

EXAMPLES I **believe** they **own** the Flamingo Cafe. [Both verbs are in the present tense to indicate both actions are occurring now.]

I **believe** they **owned** the Flamingo Cafe. [The change in the tense of the second verb implies that they no longer own the Flamingo Cafe.]

Joan **said** that she **worked** at the textile mill last year. [Both verbs are in the past tense to indicate that both actions no longer occur.]

Joan **said** that she **will work** at the textile mill next year. [The change in the tense of the second verb implies that Joan did not work at the textile mill when she made the statement but that she planned to work there.]

21g. Do not use *would have* in an “if” clause that expresses the earlier of two past actions. Use the past perfect tense.

NONSTANDARD If he would have taken more time, he would have won.

STANDARD If he **had taken** more time, he would have won.

NONSTANDARD I would not have been late if I would have had a watch.

STANDARD I would not have been late if I **had had** a watch.

Exercise 12 Using Tenses Correctly

Each of the following sentences contains an error in the use of tenses. Revise each sentence to correct the error.

EXAMPLE 1. Frida not only wrote the story but also has illustrated it.

1. *Frida not only wrote the story but also illustrated it.*

or

Frida not only has written the story but also has illustrated it.

1. Pam appreciated the old saying that every cloud had a silver lining.
2. By the time we graduate in June, Ms. Vargas will be teaching Spanish for twenty-four years.
3. Although Denny’s skill was demonstrated during the season, he was not chosen to play in the all-star game.



Although two answers are given for the example in Exercise 12, you need to give only one answer for each sentence.

4. If they would have called sooner, we would have given them a ride.
5. When Jeremy got to the dentist after school, his tooth already stopped hurting.
6. The company hired Ms. Littmann because she lived for many years in Japan.
7. By the time I presented my report before the special committee, the members have already studied several other reports on nuclear-waste disposal.
8. Mr. Frey already complained to the neighbors many times before he called the police.
9. By then I will receive my first paycheck.
10. If she forgot the directions, we could have been lost.
11. Hiram R. Revels, the first African American to be elected United States senator, has been a minister and teacher before he entered into politics.
12. If they had enough money, they could have taken a taxi to the opening of that new musical.
13. As I thought about our argument, I was sure that you lost your temper first.
14. Next Saturday is a very important anniversary for Mai's family; they will be living in the United States for exactly one year.
15. When we reviewed the videotapes of the game, we saw that the other team committed the foul.
16. The clerk remembered that the manager has ordered the new shipment last Tuesday.
17. How could I have forgotten that the sun rose in the east?
18. We estimate that when we are in our forties, we will be working more than twenty years.
19. If Gary would have read the ad more carefully, he could have saved more than fifty dollars on his new camera.
20. J. D. would have done much better on the art history exam if he reviewed the chapter on Aztec stonework.

The Present Infinitive and the Present Perfect Infinitive

Present Infinitive	Present Perfect Infinitive
to be	to have been
to discover	to have discovered

21h. The **present infinitive** expresses an action or a state of being that follows another action or state of being.

EXAMPLES Charlotte had expected **to go** with us to the state fair. [The action expressed by *to go* follows the action expressed by *had expected*.]
Charlotte had planned **to ask** her boss for time off. [The action expressed by *to ask* follows the action expressed by *had planned*.]

21i. The **present perfect infinitive** expresses an action or a state of being that precedes another action or state of being.

EXAMPLES My little brother pretended **to have read** my diary. [The action expressed by *to have read* precedes the action expressed by *pretended*.]
I would like **to have gone** to the new movie with you and your brother and sister. [The action expressed by *to have gone* precedes the action expressed by *would like*.]

Reference Note

For more information about **infinitives**, see page 564.

The Present Participle, the Past Participle, and the Present Perfect Participle

Present Participle	Past Participle	Present Perfect Participle
being	been	having been
discovering	discovered	having discovered

21j. When used as a verbal, the **present participle** or **past participle** expresses an action or a state of being that occurs at the same time as another action or state of being.

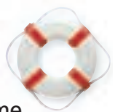
EXAMPLES **Receiving** word of their freedom in June 1865, former slaves in Texas created the Juneteenth holiday. [The action expressed by *Receiving* occurs at the same time as the action expressed by *created*.]

Gathered at my grandmother's house, my family celebrated Juneteenth this year. [The state of being expressed by *Gathered* occurs at the same time as the action expressed by *celebrated*.]

Thrown at over ninety miles per hour, the baseball flew past the batter before he could swing. [The action expressed by *Thrown* occurs at the same time as the action expressed by *flew*.]

Reference Note

For more information about **participles used as verbals**, see page 558.

HELP

Although some sentences in Exercise 13 can be correctly revised in more than one way, you need to give only one revision for each item.

21k. When used as a verbal, the *present perfect participle* expresses an action or a state of being that precedes another action or state of being.

EXAMPLES **Having missed** the midterm exam, I took a makeup test.
[The action expressed by *Having missed* precedes the action expressed by *took*.]

Having been accepted by several colleges, Rosa chose one.
[The action expressed by *Having been accepted* precedes the action expressed by *chose*.]

Exercise 13 Using Tenses Correctly

Each of the following sentences contains an error in the use of verb forms. Identify the error, and then give the correct form of the verb.

EXAMPLE 1. Finishing his research, Simon began writing his report on the Seneca chief Kaiiontwa'ko.

1. *Finishing*—*Having finished*

1. Spending three hours on a review of chemistry, we then worked on irregular French verbs.
2. Standing in line for more than two hours, Vicky finally got tickets to the Trisha Yearwood concert.
3. To have written about Pueblo ceremonies, I would have to do more research at the library.
4. Flying from Missouri to California before, we remembered to set our watches back.
5. We wanted to have avoided any controversy about the new rules for packaging dairy products.
6. Having attempted to travel across the African continent, the explorers encountered vast deserts, dense rain forests, and tall mountains.
7. Through the centuries, arctic peoples learned to have survived in a harsh environment.
8. They were hoping to have had a multiple-choice test in history instead of an essay exam.
9. If you want to go shopping, I would have driven you to the mall with Neil.
10. Tutankhamen, Helen of Troy, and Shakespeare are the three people I would have most liked to have met.

Active Voice and Passive Voice

21I. Voice is the form a transitive verb takes to indicate whether the subject of the verb performs or receives the action.

Transitive verbs may be in the *active voice* or the *passive voice*. When the subject of a verb performs the action, the verb is in the **active voice**. When the subject receives the action, the verb is in the **passive voice**.

As the following examples show, verbs in the active voice take direct objects, and verbs in the passive voice do not.

ACTIVE VOICE Mark Riley **anchors** the news. [News is the direct object.]

PASSIVE VOICE The news **is anchored** by Mark Riley. [no direct object]

ACTIVE VOICE The firefighters **have extinguished** the blazing fire. [Fire is the direct object.]

PASSIVE VOICE The blazing fire **has been extinguished** by the firefighters. [no direct object]

PASSIVE VOICE The fire **has been extinguished**. [no direct object]

From the preceding examples, you can see how an active construction can become a passive construction.

- The direct object of the verb in the active voice becomes the subject of the verb in the passive voice.
- The subject of the verb in the active voice may become an object of a prepositional phrase beginning with *by*. (As the last example shows, this prepositional phrase is not always included.)

The Retained Object

A verb in the active voice often has an indirect object as well as a direct object. When such a verb is put into the passive voice, either object can become the subject. The other object then serves as a complement called a **retained object**.

	S	V	IO	DO
ACTIVE VOICE	Mrs. Platero	gives	each new employee	a tour of the plant.

	S	V	RO	
PASSIVE VOICE	Each new employee	is given	a tour of the plant	by Mrs. Platero.

	S	V	RO	
PASSIVE VOICE	A tour of the plant	is given	each new employee	by Mrs. Platero.

Reference Note

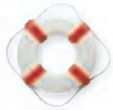
For more about **transitive verbs**, see page 512.

A verb in the passive voice always includes a form of *be* and the past participle of a verb. The form of *be* and the helping verb, if any, indicate the tense of the verb phrase.

Reference Note

For the **conjugation of give in the active voice**, see page 692.

HELP



The progressive forms of the passive voice exist for the future, present perfect, past perfect, and future perfect tenses. However, the forms are not shown in the chart because the use of *been* with *being* is extremely awkward. *Give*, for example, in the passive future perfect progressive is *will (shall) have been being given*.

Conjugation of the Verb Give in the Passive Voice

Present Tense

<i>Singular</i>	<i>Plural</i>
I am given	we are given
you are given	you are given
he, she, it is given	they are given
<i>Present Progressive: am, are, is being given</i>	

Past Tense

<i>Singular</i>	<i>Plural</i>
I was given	we were given
you were given	you were given
he, she, it is was given	they were given
<i>Past Progressive: was, were being given</i>	

Future Tense

<i>Singular</i>	<i>Plural</i>
I will (shall) be given	we will (shall) be given
you will (shall) be given	you will (shall) be given
he, she, it will (shall) be given	they will (shall) be given

Present Perfect Tense

<i>Singular</i>	<i>Plural</i>
I have been given	we have been given
you have been given	you have been given
he, she, it has been given	they have been given

Past Perfect Tense

<i>Singular</i>	<i>Plural</i>
I had been given	we had been given
you had been given	you had been given
he, she, it had been given	they had been given

Conjugation of the Verb *Give* in the Passive Voice

Future Perfect Tense

Singular

I will (shall) have been
given

you will (shall) have been
given

he, she, it will (shall) have been
given

Plural

we will (shall) have been
given

you will (shall) have been
given

they will (shall) have been
given

The Uses of the Passive Voice

21m. Use the passive voice sparingly.

Choosing between the active voice and the passive voice is a matter of style, not correctness. In general, however, the passive voice is less direct, less forceful, and less concise than the active voice. In fact, the passive voice may produce an awkward effect.

- AWKWARD The event was completed when a triple somersault
PASSIVE was done by Mario.
ACTIVE Mario **completed** the event by doing a triple somersault.

A string of passive-voice verbs is particularly awkward.

- STRING OF PASSIVES I was invited by Ms. Long to visit her animal shelter. Rows of cages had been placed along two sides of a large storage shed. Dozens of cats, dogs, hamsters, and guinea pigs were held in the cages. In one corner of the noisy building, a scrawny brown puppy was being hand-fed by an assistant. I was told by Ms. Long that so many unwanted pets had been brought to her by people that homes could not be found for all of them. It was agreed by us that the responsibility of owning a pet should be understood by people before one is bought.
- ACTIVE Ms. Long **invited** me to visit her animal shelter. She **had placed** rows of cages along two sides of a large storage shed. The cages **held** dozens of cats, dogs, hamsters, and guinea pigs. In one corner of the noisy building, an assistant **was hand-feeding** a scrawny brown puppy. Ms. Long told me that people **had brought** her so many unwanted pets that she **could not find** homes for all of them. We **agreed** that people **should understand** the responsibility of owning a pet before they **buy** one.

COMPUTER TIP

If you use a computer when you write, you may want to find out about the different kinds of style-checking programs that are available. At least one such program checks for use of the passive voice. Remember, though, that the program can only highlight the passive-voice verbs it finds; it cannot tell whether they are used for a particular reason.

HELP

The active voice is preferable in the example in Exercise 14 because it makes the sentence more direct and forceful.

Passive voice constructions are not always awkward. In fact, the passive voice is useful in the following situations:

- when you do not know who performed the action

EXAMPLE All of the tickets **had been sold** weeks before the concert.

- when you do not want to reveal the performer of the action

EXAMPLE Mistakes **were made**.

- when you want to emphasize the receiver of the action rather than the performer

EXAMPLES Lasers **are used** in industry, communications, and medicine.

Aretha Franklin **has been emulated** by many singers.

Exercise 14 Revising Sentences in the Passive Voice

Revise the following sentences by changing verbs from the passive voice to the active voice wherever you think the changes are desirable. If you think the passive voice is preferable, write C. For each verb, be prepared to explain why you think the active or passive voice is preferable.

EXAMPLE 1. An interesting legend about the origin of the kachinas was told to us by one of the participants in the Hopi ceremonial dance.

1. *One of the participants in the Hopi ceremonial dance told us an interesting legend about the origin of the kachinas.*

1. After all of the new computers had been installed by the service representatives, a training session was given to us by them.
2. If the children had been enchanted by Mr. Wright's tales before, they would be even more enthralled by his new story of a fantasy kingdom on the moon.
3. A meeting was held by the area homeowners to discuss the landfill project that had been proposed by the city council.
4. The value of storytelling is explained in an ancient Seneca myth.
5. While the decorations are being created by Clarence, the buffet will be prepared by Edna.
6. Potatoes had been cultivated in South America for more than twenty centuries before they were grown in Europe.
7. The 1539 expedition of Francisco Vásquez de Coronado was guided by Estevanico, a well-known black explorer.

8. The chapters on constitutional amendments, which had been assigned to us last week by Mrs. Robinson, were reviewed by us before the test.
9. Shinae Chun is admired and respected by her colleagues.
10. If the practicality of home robots had been demonstrated by Mike Smith, his request for funding would not have been rejected by the review committee.

Mood

Mood is the form a verb takes to indicate the attitude of the person using the verb. Verbs may be in one of three moods: *indicative*, *imperative*, or *subjunctive*.

21n. The *indicative mood* expresses a fact, an opinion, or a question.

EXAMPLES Heitor Villa-Lobos **was** a composer who **became** known for his use of Brazilian folk music.

Isabel Allende **is** a gifted writer.

Can you **tell** me when the United States **entered** World War I?

21o. The *imperative mood* expresses a direct command or a request.

A verb in the imperative mood has only one form. That form is the same as the verb's base form.

EXAMPLES **Tell** me when the United States entered World War I.

Please **pass** the salsa.

21p. The *subjunctive mood* expresses a suggestion, a necessity, a condition contrary to fact, or a wish.

Only the present and past tenses have distinctive forms in the subjunctive mood.

Notice in the following partial conjugation of *be* how the present tense and the past tense in the subjunctive mood differ from those in the indicative mood.

Reference Note

For more information about **conjugating verbs**, see pages 692 and 694.

HELP



The use of *that* and *if* in the chart is explained in Rules 21p(1) and 21p(2).

STYLE



TIP

Although the use of the subjunctive is declining in informal situations, you should use it in formal writing and speech.

Present Indicative		Present Subjunctive	
Singular	Plural	Singular	Plural
I am	we are	[that] I be	[that] we be
you are	you are	[that] you be	[that] you be
he, she, it is	they are	[that] he, she, it be	[that] they be
Past Indicative		Past Subjunctive	
Singular	Plural	Singular	Plural
I was	we were	[if] I were	[if] we were
you were	you were	[if] you were	[if] you were
he, she, it was	they were	[if] he, she, it were	[if] they were

The present subjunctive form of a verb is the same as the base form of the verb. *Be* is the only verb whose past subjunctive form is different from its past indicative form.

(1) The present subjunctive expresses a suggestion or necessity.

The verb in a subordinate clause beginning with *that* is usually in the subjunctive mood when a word in the independent clause indicates a suggestion (such as *ask*, *request*, *suggest*, or *recommend*) or a necessity (such as *necessary* or *essential*).

EXAMPLES We recommended that Marva Collins **be invited** to speak at the assembly tomorrow.

The students have urged that John **be reinstated**.

I move that the committee **adjourn**.

It is essential that she **have** a chance to compete in the state debating finals.

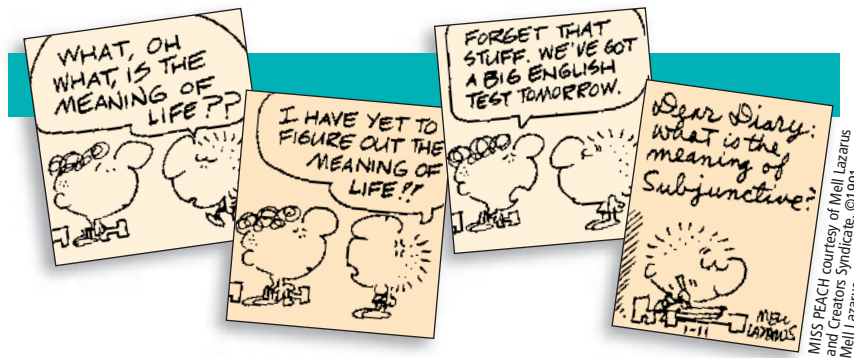
(2) The past subjunctive expresses a condition contrary to fact or expresses a wish.

A clause beginning with *if*, *as if*, or *as though* often expresses a condition contrary to fact—something that is not true. In such a clause, use the past subjunctive.

- EXAMPLES** If I **were** you, I'd be pleased.
- If she **were** careful, she would make fewer errors.
- My friend Doris teases me as though she **were** my sister.

Similarly, use the past subjunctive to express a wish.

- EXAMPLES** I wish I **were** on a Caribbean island.
- Jaime wishes that his mother **weren't** feeling ill.



Exercise 15 Using the Subjunctive Mood Correctly

For each of the following sentences, identify the mood of the italicized verb as *indicative*, *imperative*, or *subjunctive*.

- EXAMPLE** 1. If I *were* as talented an actor as you, I would try out for the lead in the play.
1. *subjunctive*
- Willis had insisted that every employee *be* invited to the company's Juneteenth picnic.
 - Felicia, *sit* closer to the table, please.
 - Did you hear that Tanya's mother *is* the new deputy fire chief?
 - Having struck out again, Katie moaned, "I wish I *were* a better hitter!"
 - Are* you and your brother excited about seeing your grandparents?
 - If you want to join the league, *sign* up before the end of school.
 - "I wish this book *were* a little shorter," sighed Sabrena as she turned to page 378.
 - Please *wait* here while I get the rest of my books.
 - I wish I *were* able to go to the sneak preview of the new Spike Lee movie, but I have to work.
 - "This time next year, I *will be* in college," Takala said.

STYLE

TIP

Can is often used to express permission in informal situations. In formal situations, you should use *may*.

INFORMAL Can I borrow your book?

FORMAL **May** I borrow your book?

STYLE

TIP

In the past, careful writers and speakers of English used the modals *shall* and *will* quite differently. Currently, however, *will* and *shall* are generally interchangeable, except in a few cases.

EXAMPLES

Shall we dance? [*Shall* expresses an invitation or request.]

We **shall** overcome the odds. [*Shall* expresses determination.]

Modals

21q. A modal is a helping (auxiliary) verb that is joined with a main verb to express an attitude toward the action or state of being of the main verb.

(1) The modals *can* and *could* are used to express ability.

EXAMPLES **Can** you swim?

I **could** not **move** my computer desk.

(2) The modal *may* is used to express permission or possibility.

EXAMPLES **May** I **drive** your car? [permission]

I **may have put** my library card in my locker before I came to class. [possibility]

(3) The modal *might*, like *may*, is used to express a possibility.

Often, the possibility expressed by *might* is less likely than the possibility expressed by *may*.

EXAMPLE I **might have put** my library card in my locker before I came to class, but I doubt it.

(4) The modal *must* is used most often to express a requirement. Sometimes *must* is used to express an explanation.

EXAMPLES First, we **must obtain** our principal's permission to hold the fund-raiser in the school cafeteria. [requirement]

My aunt Rowena said, "You **must have** a green thumb, for all of your plants are healthy and beautiful." [explanation]

(5) The modal *ought* is used to express an obligation or a likelihood.

EXAMPLES We **ought to reserve** judgment until we have examined all of the evidence. [obligation]

The soccer game **ought to be** over by 6:00 P.M. [likelihood]

(6) The modals *shall* and *will* are used to express future time.

EXAMPLES I **will** [or **shall**] **graduate** from high school this June.

Where **will** the graduation ceremony **be held**?

(7) The modal *should* is used to express a recommendation, an obligation, or a possibility.

EXAMPLES You **should visit** each campus again before deciding which university to attend. [recommendation]

I see now that I **should have asked** before borrowing the book. [obligation]

Should you **decide** to accept the other job offer, please let me know. [possibility]

(8) The modal *would* is used to express the conditional form of a verb.

A conditional verb form usually appears in an independent clause that is joined with an “if” clause. The “if” clause explains *under what condition(s)* the action or state of being of the conditional verb takes place.

EXAMPLE If it had continued to rain, we **would have canceled** the outdoor concert.

Would is used also to express future time in a subordinate clause when the main verb in the independent clause is in the past tense.

EXAMPLE Janetta wrote in her e-mail message that she **would call** me tonight at nine o'clock.

Additionally, *would* is used to express an action that was repeated in the past, a polite request, or an invitation.

EXAMPLES I remember that each year, usually in February, our school **would hold** a winter carnival. [action repeated in the past]

Would you please **take** these letters to the post office for me? [polite request]

Would you **accompany** me to the picnic? [invitation]

Exercise 16 Writing Appropriate Modals

For each of the following sentences, supply an appropriate modal.

EXAMPLE 1. If no one objects, I ____ tell the council what our decision is.

1. *will*

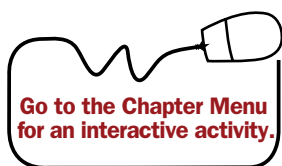
1. One of the amazing things about Lord Byron is the way he ____ write both romantic love poems and biting satire.

Reference Note

For more about **helping (auxiliary) verbs** and **main verbs**, see page 509.

HELP

Although more than one response may be possible for each item in Exercise 16, you need to give only one answer for each.



2. Because you asked so politely, you ____ choose the subject of your report first.
3. “ ____ I call you when it’s over?” asked Deanna.
4. If this weather continues, we ____ have snow on the field during the finals.
5. “You really ____ read that story by Isak Dinesen!” Jerome urged.
6. ____ you ask Ms. Gibson about the assembly on Friday?
7. While the sun is still shining, you ____ wash your parents’ car.
8. Without Yoshi’s help, we ____ not finish this on time.
9. If you have time, we ____ listen to the new Brandy album.
10. After using that brand of computer, I ____ highly recommend it to all my friends.

Review F Proofreading Sentences for Errors in the Form and Use of Verbs

Each of the following sentences contains awkward, informal, or incorrect verb usage. Revise each sentence according to the rules of formal, standard English.

- EXAMPLE**
1. Keisha said that if she was the President, she would veto the bill.
 1. *was—were*
 1. If we would have checked, we would have known the library was closed.
 2. The movie was especially liked by Kira and her brother because of the beautiful nature photography.
 3. If I was Luis, I wouldn’t have argued with the umpire.
 4. Cindy retraced her steps and found the cafe at which she left her credit card.
 5. Did Kadonna realize that *hurricane* and *typhoon* were two names for the same phenomenon?
 6. As he slowly turned the key, the door suddenly swings wide open.
 7. Last week, the school newspaper has printed Kim’s story.
 8. Winning the medal, she revised her practice schedule and gave herself more free time.
 9. By the time the next presidential election comes up, I will be in the United States for six years.
 10. Mr. Washington wanted to have shown them his collection of African sculptures, but he was suddenly called away on business.

11. Ladies and gentlemen of the jury, I demand that this innocent man is acquitted.
12. She would have volunteer for the project, but she already had too much to do.
13. If you are tired, why don't you lay down for a while before dinner.
14. Yes, I use to baby-sit them years ago.
15. To have celebrated the victory, the team met at a local pizza parlor.
16. Do you mean that the letter was setting right there in plain sight the whole time?
17. I realized suddenly that I had tore up the directions that I needed.
18. As we watched, the eagle spread its wings and raised into the sky.
19. In only an hour, he had wrote almost eight pages.
20. If you would have been watching the clock, you would have been on time.

Review G Proofreading Paragraphs for Errors in the Form and Use of Verbs

Most of the sentences in the following paragraphs contain awkward, informal, or incorrect verb usage. Revise each such sentence according to the rules of formal, standard English. If a sentence is already correct, write C.

EXAMPLE [1] Every time I have performed this experiment, the outcome amazed me.

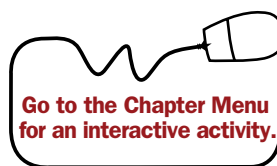
1. *Every time I have performed this experiment, the outcome has amazed me.*

or

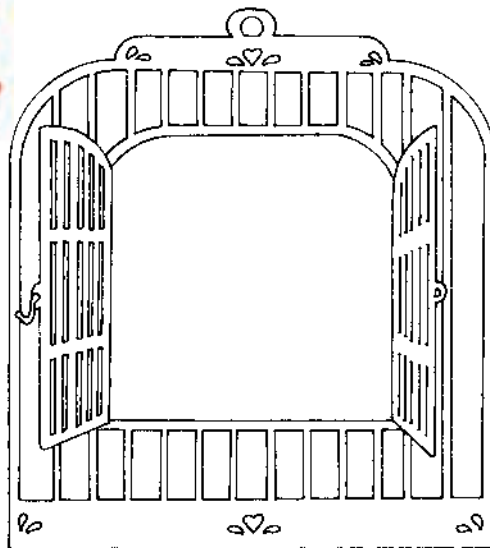
Every time I performed this experiment, the outcome amazed me.

[1] Have you ever seen a band of light shimmering over a hot road, as though a pool of water was lying just ahead? [2] Mirages have been just one of many types of optical illusions that will fool the average observer.

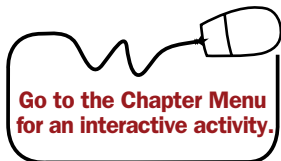
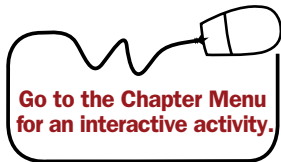
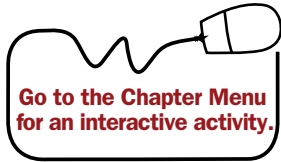
[3] The simple illustration shown on the next page will allow you to have experienced another kind of illusion. [4] In a few minutes the flying bird will be returned to its cage by you. [5] However, to do so, it is essential that you are calm and give the experiment your full attention. [6] Fix your stare on the bird for a minute or two, and then focus on the white space in the center of the cage next to the bird. [7] Having stared at the white space, you will, at the same time, see the bird



appear. [8] When the bird appears, you will probably have noticed something strange—its feathers will be green and purple. [9] Although you have no longer been looking at the bird, its image (or, rather, its afterimage) has remained on your retina. [10] The afterimage is composed of colors opposite to the bird's original red and yellow colors.



21



Chapter Review

A. Using the Past and Past Participle Forms of Verbs Correctly

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

1. The lion had silently (*creep*) up behind its prey.
2. The outfielder has (*catch*) the ball in the tip of his glove.
3. She (*fling*) open the door and raced out of the house.
4. Candida has always (*beat*) me at tennis.
5. She (*tear*) her coat while she was climbing over the fence.

B. Choosing the Forms of *Lie* and *Lay*, *Sit* and *Set*, and *Rise* and *Raise*

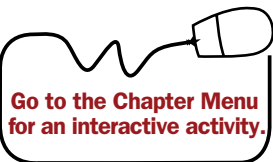
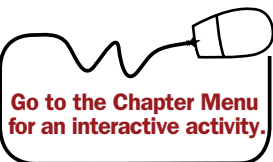
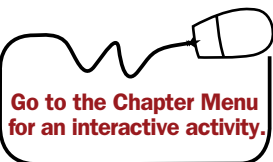
Choose the correct verb form in parentheses in each of the following sentences.

6. What time did you (*set, sit*) down to start your report?
7. The exhausted wrestler could not (*rise, raise*) himself from the mat.
8. In a hurry to go to work, I couldn't remember where I had (*laid, lain*) my keys.
9. Malcolm (*sat, set*) his new computer on the desk.
10. Whenever Joan reads, her puppy (*lies, lays*) down at her feet.

C. Using Tenses Correctly

Each of the following sentences contains an error in the use of tenses. Identify the error, and then give the correct form of the verb.

11. By the time we get to the concert, the orchestra will be playing for half an hour.
12. If Benito would have done his homework after school, he would have been allowed to go to the play last night.
13. Sophie did not want to go to the movie because she already saw it twice.



14. Mrs. Gleason had hoped to have been here today.
15. Did you know that the solar system included asteroids and comets as well as planets and moons?

D. Revising Sentences in the Passive Voice

Revise the following sentences by changing verbs from the passive voice to the active voice wherever you think the changes are appropriate. If you think the passive voice is preferable for a sentence, write C.

16. Clearer skies were hoped for by us that spring, so that the snow would be melted by the sun.
17. The missing painting was replaced in the middle of the night.
18. The novel *As I Lay Dying* was written by William Faulkner when he was working as a night watchman.
19. Special effects are often used to create excitement in Hollywood blockbusters.
20. The results of the aptitude test were told to us by the principal.

E. Identifying Indicative, Imperative, and Subjunctive Mood

For each of the following sentences, identify the mood of the italicized verb or verb phrase as *indicative*, *imperative*, or *subjunctive*.

21. *Send* a thank-you note to anyone who gives you a gift.
22. Tollie asked that her suggestion *be reconsidered*.
23. *Be* quiet while I'm talking.
24. Karen spoke to her brother as though she *were* his mother.
25. The brown color of the leaves showed that they *were* about to fall.

F. Revising Sentences in a Paragraph by Correcting Verb Forms

Identify each incorrect verb form in the following paragraph. Then, write the correct form.

- [26] For at least five thousand years, people been eating popcorn.
 [27] If you are like most of them, you probably falled in love with popcorn when you were a child. [28] The ancient Aztecs thought so highly of popcorn that they even use to wear it around their necks.
 [29] Centuries ago adult American Indians probably remember

popcorn as a source of delight and excitement in their childhoods. [30] After all, at that time popcorn was often simply thrown into a fire or roasted on a stick. [31] What a stir there must have been among the children when the kernels began to have popped clear of the fire! [32] Like children today, they probably would not be too bothered by the sand or dirt that the popcorn has picked up. [33] Still, these early popcorn lovers were not plagued by duds, which can have broken your teeth and which were the scourge of the popcorn industry until the 1950s. [34] That was when Orville Redenbacher and Charles Bowman successfully grew a variety of corn that did not have as many duds. [35] When the big popcorn manufacturers rejected the new corn, Redenbacher started his own company, and as you probably know, he had experienced phenomenal success.



Writing Application

Using Standard Verb Forms in a Paragraph

Irregular Verbs The editor of your school's yearbook is planning a seniors-only feature. Interested seniors may submit one-paragraph descriptions of school events that have helped to make this year memorable. Write a paragraph to submit for publication. In your paragraph, include at least five irregular verbs. Be sure to use the correct past and past participle forms of verbs.

Prewriting Make a list of memorable events in which a number of students participated during the school year. From your list, choose the event that you remember most vividly, and note what made the event special.

Writing Describe the event, capturing the mood it inspired in your school. Include sensory details to hold the reader's interest. Take extra care with the past and past participle forms of verbs.

Revising Ask a classmate who took part in the event to read your paragraph. Add, cut, and revise details as necessary to improve your description. Be sure that you have used at least five irregular verbs.

Publishing Proofread your paragraph, checking for errors in grammar, usage, spelling, and punctuation. To publish your descriptions, you and your classmates can compile them in a mini-yearbook. You may want to include photographs or drawings to accompany the descriptions.

Reference Note

For more information about **irregular verbs**, see page 672.