

Name _____

Verbs

Action Verbs

The verb states something about the subject. A verb that expresses action is called an **action verb**.

Example: The snake slithered under the log.
The snake slithered under the log, and then it reappeared.
That snake has startled me for the last time! (an auxiliary verb can accompany the action verb)

Underline the action verb in each sentence. Circle the subject.

1. Valerie loves creative gardening.
2. The search for new additions to her garden goes on and on.
3. For instance, yesterday she spotted a wild aster in the brush of a vacant lot.
4. She gently pulled up the aster by its roots.
5. Valerie tucked the flower beside a fuzzy goldenrod in her side yard.
6. The whole yard is brimming with black-eyed susans, sunflowers, and honeysuckle.
7. A pond in the center is filled with water lilies and frogs.
8. Her passion for wildflowers is also demonstrated throughout her garden.
9. She has transformed her yard into a haven for the native flora and associated wildlife.
10. Her choices of plants lure birds, butterflies, and bugs with their nectar and berries.
11. They offer shelter with safe branches and scrubby brambles.
12. Every plant grows as if it has a special purpose.
13. She reads everything available on gardening.
14. Migratory birds and mockingbirds often fly through her little haven.
15. Residential birds like cardinals and bluejays spend their lives there.
16. A bed of bright flowers attracts butterflies and bees.
17. Wild animals are not the only animals tempted by the garden.
18. Youngsters come to Valerie's home for seeds and advice.
19. People from all over town come with thoughtful additions for her garden.
20. They proudly watch their contributions become part of Valerie's wonderful haven.

Lesson 15

Linking Verbs and Predicate Words

A **linking verb** connects the subject of a sentence with a word in the predicate that identifies or describes the subject. *To be* in all its forms is the most common linking verb.

George Washington **was** a general. (The linking verb *was* links *general* to the subject, *George Washington*.)

The computer **will be** useful. (The linking verb *will be* links *useful* to the subject, *computer*.)

COMMON LINKING VERBS

appear	feel	look	seem	sound	taste
become	grow	remain	smell	stay	turn

► **Exercise 1** Draw two lines under each verb. Place a check (✓) in the blank next to each sentence that contains a linking verb.

- _____ Niagara Falls looks breathtaking.
- _____ 1. Niagara Falls is a most spectacular natural wonder!
- _____ 2. The water plunges over a cliff in two separate waterfalls.
- _____ 3. The American Falls lies within the United States.
- _____ 4. Its home state is New York.
- _____ 5. The Horseshoe Falls lies within Canada.
- _____ 6. Ontario is its home province.
- _____ 7. The Niagara River is the source of both of these waterfalls.
- _____ 8. This river becomes part of the border between the United States and Canada.
- _____ 9. It carries the overflow from four of the Great Lakes.
- _____ 10. Niagara Falls is about halfway between Lake Erie and Lake Ontario.
- _____ 11. Goat Island separates the Horseshoe Falls and the American Falls.
- _____ 12. A huge amount of water roars over the cliffs every second.
- _____ 13. Eighty-five percent of the water flows over the Horseshoe Falls.
- _____ 14. The water supply seems unending.

Name _____

Ver

Auxiliary Verbs

Auxiliary verbs, also called helping verbs, never occur without a main verb. An **auxiliary verb** helps the main verb to express tense, voice, or mood, but usually has little meaning of its own. Some examples include *be, do, have, can, might, would, may, will, and must*. Two or more verbs combined is called a verb phrase. Verb phrases contain at least one auxiliary verb. Adverbs may appear in the middle of a verb phrase, but they are not part of it.

Example: We are waiting in a long line.
I would have gone with him.
I could hardly wait.

Underline the main verb once. Underline the auxiliary verb(s) twice.

1. The West Highland White Terrier has attained a high degree of popularity as both a loyal pet and a show dog.
2. Before this century, these hardy animals had abounded as working dogs in the Scottish Highlands for over three hundred years.
3. They had earned their livings following fox, badger, and otter for hunters.
4. The ancestors of the breed were known in the past under various names such as Roseneath and Little Skye.
5. The breed was first classified at the annual show of The Scottish Kennel Club in 1904.
6. After 1916, all shows were stopped by World War I.
7. Breeding was prohibited in 1917 and 1918, and no dogs were allowed to be registered.
8. By 1919 breeding had started again, and soon many dogs were registered.
9. A long line of champions has followed.
10. The breed has been described as linty white in color with hard and bristly hair.
11. The Westie should have a long stride, straight shoulders, and a stilted gait.
12. It has been noted for its attentive ears, free, cheerful movement, and high self-esteem.

Linking Verbs

Linking verbs describe conditions instead of actions. They are followed by words that rename or describe the subject. Forms of the verb *to be* are most commonly used as linking verbs, although these forms can also be used as auxiliary verbs in verb phrases. Other forms include *appear, become, feel, grow, look, prove, remain, seem, and turn*. These verbs do not function as linking verbs if they do not describe conditions that are followed by a word that renames or describes the subject.

Example: Carla is my only sister. (linking)
 Carla's friend is running for governor. (auxiliary)
 Bob grew sleepy during the long lecture. (linking)
 Roger grew beautiful roses in his garden. (action)

Look at each underlined verb. If the verb is linking, write L in the blank. If the verb is auxiliary write AUX in the blank. If it is an action verb write ACT in the blank.

- _____ 1. Matthew is a really tall fellow.
- _____ 2. That puppy is following me again.
- _____ 3. The gypsy turned the tarot card.
- _____ 4. She turned pale when she saw the ghost.
- _____ 5. Marsha became a grandmother at sixty-one.
- _____ 6. He was an Elvis look-alike.
- _____ 7. Elizabeth felt a fever coming on.
- _____ 8. Jennifer felt a bit sheepish.
- _____ 9. The maple tree is a good spot for meditating.
- _____ 10. The bee was circling my head.
- _____ 11. His booksack was found in the gym.
- _____ 12. Her purse looked shabby.
- _____ 13. The toddler looked under the bed.
- _____ 14. Mary and Ben remained friends for life.
- _____ 15. The guilty person remained silent.



Reading On The Move

Past, Present, or Future?

Verb Tense

Verb tense expresses when something happened, is happening, or will happen. In this lesson you will learn about three (3) different tenses. These tenses are **past tense**, **present tense**, and **future tense**.



- **Past tense** expresses an action that has already happened. Often times when verbs are in the past tense, they have the suffix -ed.

Example: The movie ended at 6 o'clock.

My sister cried all night.

- **Present tense** expresses an action that is happening right now.

Example: I am learning about verbs.

She is being noisy.

Present tense also expresses actions that are unchanging, reoccurring, and known truths.

Example: These mountains are tall and white. (unchanging)

Every year, the senior class graduates from high school.

(reoccurring)

H₂O is the chemical symbol for water. (known truth)

➤ **Future tense** expresses actions that will happen. This is created when the words will and shall are used with a verb.

Example: I shall return.

We will eat dinner.

Read each of the following sentences and write present, past or future on the line.

- _____ 1. Nick feeds his puppy.
- _____ 2. Shelly saw a bumble bee.
- _____ 3. Joe will play golf.
- _____ 4. Ashley will go to school.
- _____ 5. Aaron drinks coffee.
- _____ 6. Casey writes letters to his sister.
- _____ 7. Nate sold his motorcycle.
- _____ 8. Troy plays in a band.
- _____ 9. Elizabeth sings in the choir.
- _____ 10. Henry will go to the market with George.

Choose the correct verb to match the tense in the () parenthesis.

_____ 11. Mom _____ the groceries inside. (past tense)

- a. carried
- b. carries
- c. will carry

_____ 12. Charlie _____ in the ocean. (future tense)

- a. surfed
- b. surfs
- c. will surf

Simple Past Tense

Rewrite each sentence below in the simple past tense.

1. I find that story very amusing.

2. The bird chirps on my window sill every morning.

3. The scissors cut very poorly.

4. Jan will sell her jewelry at the flea market.

5. Mother fixes a balanced lunch for each of her children to take to school.

6. Sarah will tell a scary tale around the campfire.

7. Patty always insists on seeing the positive side of a situation.

8. Patrick will ride in the Kentucky Derby.

9. The pages tear easily.

10. The audience laughs at every line.

Simple Present Tense

Supply a present tense verb in each sentence below.

1. The principal _____ my parents very well.
2. We _____ whenever we get the chance.
3. The dog _____ at everything that moves.
4. I _____ the mail every evening.
5. The yacht _____ in a few hours.
6. The bus usually _____ on schedule.
7. The recipe does not _____ enough detail.
8. The door _____ whenever the wind blows.
9. The dictionary _____ more information than just definitions.
10. The play _____ next weekend.
11. The toddler _____ the puppy like her rag doll.
12. The movie _____ a lot of action.
13. The crown _____ not actually made of precious stones.
14. Mary and I _____ the dishes to help his mother.
15. You should _____ to the doctor for an annual checkup.
16. Both of you _____ a lot of money on shoes.
17. Our family _____ a bright red convertible.
18. Madeline _____ pink lipstick.
19. The detective _____ every lead.
20. You two _____ when she appears.

Simple Future Tense

Rewrite each sentence in the simple future tense.

1. Valerie bought a new dress to wear to the opera.

2. The instructor teaches young campers to swim.

3. I tried very hard to meet the deadline.

4. The cookies baked in ten minutes.

5. The star member of the basketball team gets a lot of publicity.

6. The photographer took school pictures in October.

7. This type of toy breaks easily.

8. The sculpture was displayed in front of City Hall.

9. That car was used in the parade.

10. Roberta appeared on a local television program this week.

Principle Parts and Irregular Verbs

The principle parts of a verb are the three forms upon which all tenses are based.

<u>Present</u>	<u>Past</u>	<u>Past Participle</u> (uses has, have, or had)
love	loved	has, have, or had loved

Many frequently used verbs have principle parts that are irregularly formed.

<u>Present</u>	<u>Past</u>	<u>Past Participle</u> (uses has, have, or had)
drive	drove	has, have, or had driven

The present form of the verb has been given. Fill in the past and the past participle forms. Use a dictionary to check your work.

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
1. forget	_____	_____
2. respond	_____	_____
3. teach	_____	_____
4. forbid	_____	_____
5. sink	_____	_____
6. slip	_____	_____
7. break	_____	_____
8. freeze	_____	_____
9. talk	_____	_____
10. throw	_____	_____
11. choose	_____	_____
12. stroll	_____	_____
13. hear	_____	_____
14. awake	_____	_____
15. be	_____	_____
16. eat	_____	_____
17. allow	_____	_____
18. ride	_____	_____

Active and passive

Active sentences describe an action done by the subject.

I directed the award-winning film. (an active sentence)

Passive sentences describe an action done to the subject.

The award-winning film was directed by me. (a passive sentence)

Change these sentences from passive to active.

The match was won by our team.

Our team won the match.



The winning goal was scored by Rachel.

Rachel scored the winning goal.

The party was enjoyed by all my friends.

All my friends enjoyed the party.



Jack was stung by an unusual insect.

An unusual insect stung Jack.

Now change these sentences from active to passive.

Aliens invade our planet.

Our planet is invaded by aliens.

Leonardo da Vinci painted the *Mona Lisa*.

The *Mona Lisa* was painted by Leonardo da Vinci.

The team dislike the group leader.

The group leader is disliked by the team.

The hero piloted his craft with great skill.

The hero's craft was piloted with great skill.

A hurricane struck the town.

The town was struck by a hurricane.

Here the task is to change a sentence from active to passive and *vice versa*. Check that your child understands the difference between the active and passive voices and can use them confidently. It may help if you think up practice sentences together.

Rewrite the following changing the active sentences to passive and passive sentences to active.

1. The thieves have been arrested by the police.
2. The marvelous performance delivered by the children enthralled us.
3. He has been invited to their party.
4. We have shipped your order.
5. The girl recited the poem beautifully.
6. The guests enjoyed the party.
7. The child impressed everyone with his polite manners.
8. A girl from Chennai won the first prize.
9. The readers like the latest book of the writer.
10. They are painting the walls.
11. The car has been fixed by the mechanic.
12. She accepted their invitation with pleasure.

Answers

1. The police have arrested the thieves.
2. We were enthralled by the marvelous performance delivered by the children.

Gerunds

A **gerund** is a verb that is used as a noun. It uses the *-ing* verb ending. Like verbs, gerunds name actions or conditions. Like nouns, gerunds function as the subject, direct object, predicate nominative, or object of the preposition. A gerund can stand alone, or it can be part of a gerund phrase.

Example: Dame Van Winkle was nagging her husband, Rip. (verb)
 Dame Van Winkle's nagging made Rip's life miserable. (gerund as S)
 Rip Van Winkle hated his wife's nagging. (gerund as DO)
 The cause of Rip's discontent was his wife's nagging. (gerund as PN)
 Rip's life from the constant nagging was unbearable. (gerund as OP)

Underline the gerund. Choose its function in the sentence from the following: S for subject, DO for direct object, PN for predicate nominative, or OP for object of the preposition. If there is no gerund in the sentence, write NONE.

- _____ 1. Studying preoccupied Mary during the week of final exams.
- _____ 2. Peter loves sailing on his yacht with his friends and family.
- _____ 3. Smoking contributed to his serious heart condition.
- _____ 4. Playing is the work of young children.
- _____ 5. My favorite form of exercise is jogging.
- _____ 6. Natalie enjoys driving her mother's four wheel drive utility vehicle.
- _____ 7. Diving is dangerous in this shallow lake.
- _____ 8. Acting is her favorite extracurricular activity.
- _____ 9. An ineffective method of studying is simply memorizing.
- _____ 10. He was preoccupied with thoughts about dying.
- _____ 11. Whining won't get you your way.
- _____ 12. Stretching is important after exercise.
- _____ 13. Jasmine couldn't cope with losing.
- _____ 14. Rebecca got in trouble, as usual, for talking with her large circle of friends.
- _____ 15. Daisy will be collecting food items for Thanksgiving baskets for the poor this week.

The Infinitive

Recognize an *infinitive* when you see one.

To sneeze, to smash, to cry, to shriek, to jump, to dunk, to read, to eat, to slurp—all of these are infinitives. An infinitive will almost always begin with *to* followed by the simple form of the verb, like this:

TO + **VERB** = infinitive

Important Note: Because an infinitive is *not* a verb, you *cannot* add *s*, *es*, *ed*, or *ing* to the end. Ever!

Infinitives can be used as nouns, adjectives, or adverbs. Look at these examples:

To sleep is the only thing Eli wants after his double shift waiting tables at the neighborhood café.

To sleep functions as a noun because it is the subject of the sentence.

No matter how fascinating the biology dissection is, Emanuel turns his head and refuses *to look*.

To look functions as a noun because it is the direct object for the verb *refuses*.

Wherever Melissa goes, she always brings a book *to read* in case conversation lags or she has a long wait.

To read functions as an adjective because it modifies *book*.

Richard braved the icy rain *to throw* the smelly squid eyeball stew into the apartment dumpster.

To throw functions as an adverb because it explains *why* Richard braved the inclement weather.

Recognize an infinitive even when it is missing the *to*.

An infinitive will almost always begin with *to*. Exceptions do occur, however. An infinitive will lose its *to* when it follows certain verbs. These verbs are *feel*, *hear*, *help*, *let*, *make*, *see*, and *watch*.

The pattern looks like this:

SPECIAL VERB + **DIRECT OBJECT** + **INFINITIVE** - **To**

NAME: _____

DATE: _____

GRAMMAR WORKSHEET

GERUNDS used as SUBJECTS

- **Gerunds** are verbs that act like nouns. They are formed by adding '-ing' to verbs. For example: *swim* → *swimming*
- **Gerunds** can come either after the main verb in a sentence (when they are used as objects) or before the main verb (when they are used as subjects).



- Complete the sentences below by using the '-ing' gerund form of the verbs on the right.

1. Eating lots of vegetables is important for good health.
2. _____ a parking space is difficult in the mornings.
3. _____ to work is a great way to get some exercise.
4. _____ books and magazines can help you to learn English.
5. _____ is fun. I love making dinner for my friend.
6. _____ is a great way to get fit, but I'm afraid of the water!
7. _____ is an activity that all animals do. However, did you know that cats sleep for two-thirds of their lives?
8. _____ cigarettes is very bad for your health.
9. _____ TV is bad for my eyes. That's what my mother says.
10. _____ about other people and cultures is fascinating.
11. _____ is my sister's favorite hobby. She has a great voice.
12. _____ and _____ is a serious crime.
13. _____ is boring! I hate shopping malls!
14. _____ is not allowed during the exam.
15. _____ makes me nervous. I prefer traveling by train.

sleep
eat
cook
read
find
sing
smoke
talk
cycle
learn
fly
drink / drive
shop
swim
watch

NAME: _____

DATE: _____

GRAMMAR QUIZ

GERUNDS *and* INFINITIVES

- Complete these sixteen sentences to score your knowledge of **GERUNDS** and **INFINITIVES**.

- 1. My friend really enjoys ... books and magazines.**
 - a) to read
 - b) reading
 - c) to reads
- 2. ... enough sleep is very important for good health.**
 - a) Getting
 - b) Get
 - c) Is getting
- 3. ... is not allowed inside the building. You should go outside.**
 - a) Smoke
 - b) Smokes
 - c) Smoking
- 4. I love ... a cup of tea in the early afternoon.**
 - a) to drink
 - b) drink
 - c) to drinking
- 5. Thomas usually ... TV after he gets home from school.**
 - a) watches
 - b) to watch
 - c) watching
- 6. I really dislike ... on holidays and weekends.**
 - a) working
 - b) to work
 - c) work
- 7. ... along the beach is a great way to relax.**
 - a) Walk
 - b) Walking
 - c) Walks
- 8. (A) Do you like ... Italian food?
(B) Yes, I do.**
 - a) eat
 - b) to eating
 - c) to eat
- 9. I think that... a second language is fun.**
 - a) learn
 - b) learning
 - c) to learning
- 10. Steven dislikes ... , so he usually takes a bus to work.**
 - a) to drive
 - b) diving
 - c) drives
- 11. I like ..., but unfortunately I'm not very good at it.**
 - a) to cook
 - b) cook
 - c) cooks
- 12. ... at this beach is not allowed after sunset.**
 - a) To swimming
 - b) Swim
 - c) Swimming
- 13. Jennifer wants ... her friend in San Francisco next week.**
 - a) to visit
 - b) visits
 - c) visiting
- 14. I ... one or two cups of coffee every morning.**
 - a) to drink
 - b) drinking
 - c) drink
- 15. (A) Do you ... every day?
(B) No, I don't.**
 - a) exercising
 - b) exercise
 - c) to exercise
- 16. ... is a great exercise, but you should remember to wear a helmet.**
 - a) Cycles
 - b) Cycle
 - c) Cycling

15 – 16 = Excellent

13 – 14 = Good

12 or Less = Study More!

Verbs:

The Indicative Mood

The indicative mood is a sentence where the verb states a fact or reality. This mood is very common in English sentences. Other verb tenses that are not in the indicative mood may express a hope, a possibility, a command, or ask a question.

Example:

She fed the dog.

This sentence is indicative because it states a fact.

Not indicative:

I wish she would feed the dog. (hope, not fact)

She may feed the dog. (possibility, not fact)

Feed the dog! (command, not fact)

Did she feed the dog? (question, not fact)

In the blank before the sentence write **IN** if the verb is in the indicative mood. Write **No** if it is not.

_____ 1. The teacher called attention to the example.

_____ 2. Do you like celery sticks as a snack?

_____ 3. We should be able to make it to the movie on time.

_____ 4. He was running for the bus in the rain

_____ 5. Don't tell me what to do.

_____ 6. Clair will be singing in the choir concert on Thursday.

_____ 7. They often see flocks of geese over the lake.

_____ 8. Remember to bring your money for the tickets.

_____ 9. Without a clear understanding of the instructions, Tom failed the test.

_____ 10. In the light of day, Kara's problems vanished quickly.

Verbs:**The Subjunctive Mood**

The subjunctive mood is a sentence that expresses a hope, a doubt, or an imaginary situation . This mood is not common in English sentences. Other verb tenses that are not in the subjunctive mood may express a fact, a possibility, a command, or ask a question.

Example:

I wish she would feed the dog.

This sentence is subjunctive because it states a hope.

Not indicative:

She fed the dog. (fact)

She may feed the dog. (possibility)

Feed the dog! (command)

Did she feed the dog? (question)

In the blank before the sentence write **SUB** if the verb is in the subjunctive mood. Write **No** if it is not.

_____ 1. If I was the teacher, I would let the class out early.

_____ 2. She was swimming in the pool when her phone rang.

_____ 3. I hope you will come to my party.

_____ 4. They may be able to pass the test without much trouble.

_____ 5. Don't you dare talk to her that way.

_____ 6. He wished that all the children could have a present.

_____ 7. If I had been there, I would have stopped the fight.

_____ 8. The team might win the home game tonight.

_____ 9. If she were a dog, she'd be a spaniel.

_____ 10. Are you sure you want to take care of a kitten?

Verbs:

The Interrogative and Conditional Moods

The interrogative mood is a sentence that asks a question. The conditional mood is a sentence that states a possibility. These moods are common in English sentences.

Other verb tenses that are not in either the interrogative or conditional mood may express a hope, state a fact, or give a command.

Example 1: Did she feed the dog?

This sentence is interrogative because it asks a question.

Example 2: She may feed the dog.

This sentence is conditional because it states a possibility.

Not interrogative or conditional:

I wish she would feed the dog. (expresses a hope)

She fed the dog. (states a fact)

Feed the dog! (gives a command)

In the blank before the sentence write **INT** if the verb is in the interrogative mood. Write **CO** if it is in the conditional mood. Write **No** if it is neither.

_____ 1. Do you want to ride my bike?

_____ 2. I could use a hug right now.

_____ 3. When do you want to leave for the store?

_____ 4. Don't drop the dishes.

_____ 5. He might be the next president of the class.

_____ 6. I like the red dress best of all.

_____ 7. Have you found the correct bus?

_____ 8. She would go if you asked.

_____ 9. The movie was too long and boring.

_____ 10. They might be interested in the story about the cat.

Verbs:

The Imperative Mood

The imperative mood is a sentence that gives a command. This mood is common in English sentences. Other verb tenses that are not in the imperative mood may express a hope, a possibility, a fact, or ask a question.

Example:

Feed the dog!

This sentence is imperative because it gives a command.

Not indicative:

I wish she would feed the dog. (hope, not a command)

She may feed the dog. (possibility, a command)

She fed the dog. (fact, not a command)

Did she feed the dog? (question, not a command)

In the blank before the sentence write **IM** if the verb is in the imperative mood. Write **No** if it is not.

_____ 1. Don't run in the halls!

_____ 2. Are you always this late?

_____ 3. Take out the garbage before you leave.

_____ 4. You might be able to do your homework without help.

_____ 5. Ian saw the train on the bridge.

_____ 6. Have you lost your keys?

_____ 7. You must return the book to the library now.

_____ 8. Tell me the truth.

_____ 9. Don't interrupt me.

_____ 10. Look where you are going.