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RECOGNIZING VERBS

Every sentence must have a *verb*. An *action verb* expresses physical or mental action. A *linking verb* expresses what is or seems to be.

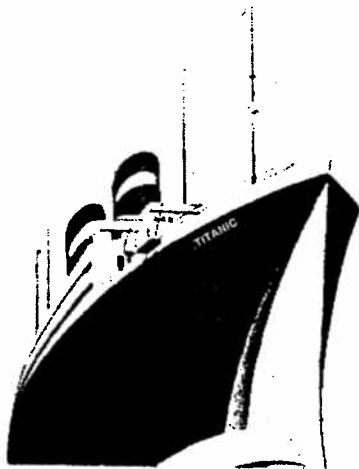
EXAMPLES: Mario *ran* up the hill at top speed. (ACTION VERB)
Mario *is* a marathon runner. (LINKING VERB)

Every sentence has a subject and a predicate. The verb is *always* in the predicate.

A

Circle the verb or verbs in each sentence.

1. In 1912, the *Titanic* was the world's largest, fastest ship.
2. Shipbuilders worked on it for three years.
3. The enormous *Titanic* had eight decks.
4. The White Star Line boasted about the ship's size.
5. On April 10, 1912, the first passengers and crew boarded the *Titanic*.
6. Everyone felt excited, eager, and safe.
7. The day of departure was fine and clear.
8. The ship steamed away from the dock.
9. It was leaving England and heading for New York.
10. Colonel John J. Astor and his young bride, Madeline, were among those on board.



B

Underline one or more verbs in each sentence.

1. Because the Astors were very rich, they brought diamond jewelry aboard the *Titanic*.
2. The *Titanic* crew stowed and guarded \$11 million worth of jewels.
3. The night of April 14 felt and looked very cold.
4. The *Titanic* was about 1,000 miles from New York.
5. The glassy-looking sea seemed strangely still.
6. Passengers stayed off the decks and tried to keep warm.
7. The *Titanic* reached the dangerous ice fields off Newfoundland.
8. It steamed through the icebergs, avoiding them carefully.
9. The ship traveled fast, trying for a new speed record.
10. One iceberg went unnoticed, and the *Titanic* hit it at top speed.

C

Complete each sentence with a verb of your own.

1. I _____ through the airport to my gate.
2. I like to _____ by airplane.
3. I _____ it is a safe way to go.

D

Write five sentences about a trip you've taken or would like to take. Underline each verb that you use.

1. _____
2. _____
3. _____
4. _____
5. _____

Commonly Confused Verbs

Read this first!

There are certain pairs of verbs that cause confusion because they are somewhat alike in meaning. Study the differences so that you can use these words correctly.

Sit means "to occupy a seat." Principal parts: *sit, sat, sat*.
I *sit* in the first row.

Set means "to put or place." Principal parts: *set, set, set*.
We *set* the plants outdoors.

Lie means "to rest in a flat position." Principal parts: *lie, lay, lain*.
Tim *lay* down for a nap.

Lay means "to put or place." Principal parts: *lay, laid, laid*.
I *laid* the books on the table.

Let means "to allow or permit." Principal parts: *let, let, let*.
Tina has *let* her hair grow.

Leave means "to depart" or "to allow something to remain where it is." Principal parts: *leave, left, left*.
Our neighbors have *left* on vacation.

Learn means "to gain knowledge or skill." Principal parts: *learn, learned, learned*.

I just *learned* about the change in plans.

Teach means "to help someone learn" or "to show how or explain." Principal parts: *teach, taught, taught*.
Ms. Welty *taught* us music theory.

Using Verbs Correctly

In each sentence, underline the correct verb.

1. Do you want to (lie, lay) down?
2. Who (let, left) the snake get out?
3. Meg (sat, set) her science project on the teacher's desk.
4. I think you have (laid, lain) in the sun too long.
5. Someone (let, left) the car windows open.
6. The patient must (lie, lay) perfectly still during the X-ray.
7. The platypus at the zoo (lay, laid) an egg yesterday.
8. (Leave, Let) me go!
9. Will the police (let, leave) us go through the barricade?
10. Help me (lie, lay) these ceramic tiles in place.
11. The islanders (learn, teach) every toddler to swim.
12. A tutor (learned, taught) me to speak German.

The Principal Parts of the Verb

Every verb has four **principal parts**. The principal parts are the **present**, the **present participle**, the **past**, and the **past participle**.

Regular verbs are verbs whose past and past participle are formed by adding *-d* or *-ed* to the present form.

Present	Present Participle	Past	Past Participle
help	(is) helping	helped	(has) helped
like	(is) liking	liked	(has) liked

The spelling of many regular verbs changes when *-d* or *-ed* is added, as in the following examples:

tap + ed = tapped	knit + ed = knitted	marry + ed = married
spot + ed = spotted	try + ed = tried	worry + ed = worried
say + d = said	pay + d = paid	lay + d = laid

Determining Principal Parts of Regular Verbs

For each verb below, write the present participle, the past, and the past participle. Watch your spelling.

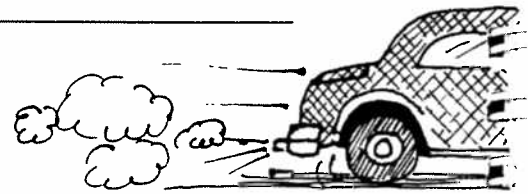
Example walk walking walked has walked

↓ Present
→

	Present Participle <i>-ing</i>	Past Part	Past Participle (had a has)
1. cry	<u>crying</u>	<u>cried</u>	<u>has cried</u>
2. snow	_____	_____	<u>It had snowed all day...</u>
3. carry	_____	_____	_____
4. miss	_____	_____	_____
5. plant	_____	_____	_____
6. create	_____	_____	_____
7. scream	_____	_____	_____
8. hurry	_____	_____	_____
9. sip	_____	_____	_____
10. prepare	_____	_____	_____
11. say	_____	_____	_____
12. try	_____	_____	_____
13. rain	_____	_____	_____
14. tape	_____	_____	_____

Name _____

Five Hundred Horsepower



Verbs are to sentences what engines are to cars — they drive them, energize them, pull them along, sometimes at break-neck speed. But speed is not the greatest measure of a verb; it is the power a verb generates that really matters.

For example, a sentence like "She *went* into the office after school" has nowhere near the impact of "She *sneaked* into the office after school." The word *went* is a one horsepower verb, while the verb *sneaked* generates a good five hundred horsepower. It pulls us into the sentence by our eyeballs. We can *see* the girl nervously managing the door, looking over her shoulder, sliding carefully yet quickly over the threshold into the office — all with one word: *sneaked*.

Read the sentences below and circle the verbs that energize each sentence. If more than one verb moves a particular sentence, circle both verbs.

1. Melanie weaseled her way into my heart, and later I cursed myself for letting her in.
2. As he kneaded the bread, he wished it was Harry's face there on the counter, in a convenient, doughy lump.
3. She pounded the desk with a frozen fish and demanded complete silence in the room.
4. Doug snapped the head off a match with his thumbnail and stuck the flame into a pile of dry grass.
5. Nobody peered into the crystal ball without Ursula's permission.
6. Lenny snickered as Angela tiptoed into the room.
7. Antonio hurled the chocolate eclair across the room, and it plopped into the fish tank.
8. Marcy spit out her words like watermelon seeds, one at a time, straight at the prosecuting attorney.

Now write five sentences of your own with verbs that energize them. Circle the verbs in each sentence.
