

1 Here's the Idea

Understanding Perfect Tenses

The **present perfect tense** places an action or condition in a stretch of time leading up to the present.

Many people **have rafted** through the Grand Canyon.

People rafted through the canyon at unspecified times before the present.

The **past perfect tense** places a past action or condition before another past action or condition.

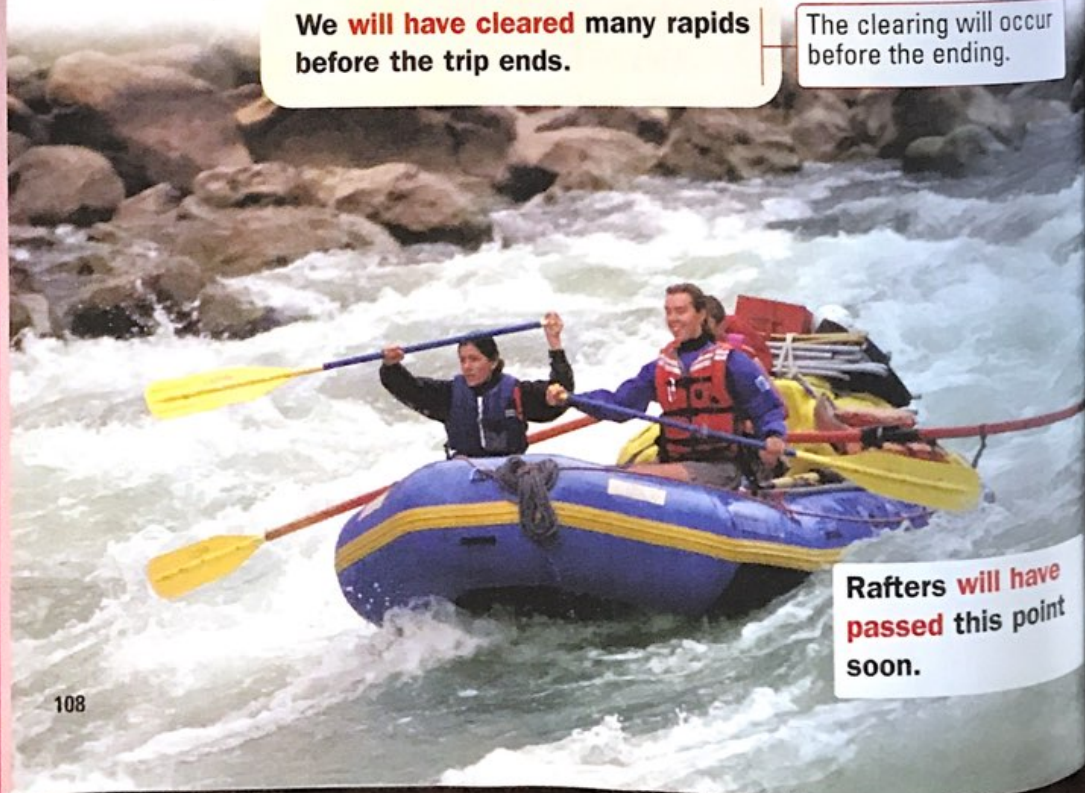
After the guide **had straightened** the raft, we entered the rapids.

The straightening occurred before the entering.

The **future perfect tense** places a future action or condition before another future action or condition.

We **will have cleared** many rapids before the trip ends.

The clearing will occur before the ending.



Rafters **will have passed** this point soon.

Forming Perfect Tenses

To form the present perfect, past perfect, or future perfect tense, add the present, past, or future form of *have* to the past participle.

Forming Perfect Tenses		
	Singular	Plural
Present Perfect (<i>has</i> or <i>have</i> + past participle)	I have rafted you have rafted he, she, it has rafted	we have rafted you have rafted they have rafted
Past Perfect (<i>had</i> + past participle)	I had rafted you had rafted he, she, it had rafted	we had rafted you had rafted they had rafted
Future Perfect (<i>will</i> + <i>have</i> + past participle)	I will have rafted you will have rafted he, she, it will have rafted	we will have rafted you will have rafted they will have rafted



In a perfect form, the tense of the helping verb *have* shows the verb's tense.

2 Why It Matters in Writing

When writing a narrative, you can use the perfect tenses to make the timing of events clear. Notice how the use of the past perfect tense and the future perfect tense makes the time relationships clear in the model.

STUDENT MODEL

Just before the trip began, our guide **had warned** us about Lava Falls, the largest rapid in the Grand Canyon. He now says that by the time the trip ends, at least one raft **will have flipped** in its churning currents.

PAST
PERFECT

FUTURE
PERFECT

3 Practice and Apply

A. CONCEPT CHECK: Perfect Tenses

Identify the verb in each sentence, and indicate whether its tense is present perfect, past perfect, or future perfect.

A Grand Ride

1. The guide had compared a trip through the Grand Canyon to a roller coaster.
2. Soon I will have experienced the journey myself.
3. Within eight days, we will have ridden more than 70 rapids.
4. I have taken other rafting trips.
5. But the Grand Canyon trip will have been the longest and wildest.
6. At Hermit Rapid, huge waves had swept over our boat.
7. The roar of the waves had muffled our voices.
8. Someone has called Lava Falls the world's fastest navigable white-water rapid.
9. I never have rafted through anything like it.
10. By the end of Lava Falls, the river had dropped 37 feet.

→ For a SELF-CHECK and more practice, see the EXERCISE BANK, p. 329.

B. WRITING: Using Perfect Tenses

Add verbs to this narrative in the tense indicated in parentheses. Choose verbs from this list:

climb, travel, see, return, take

The Best Trip

The ride through the Grand Canyon was the best trip I ever (present perfect). Before it was over, we (past perfect) nearly 280 miles in just eight days. We (past perfect) up the rocks along waterfalls and jumped into the pools below. We (past perfect) mule deer and bighorn sheep as well as fossils of sea creatures millions of years old. I hope that by the time I graduate from college I (future perfect) to the Grand Canyon.

1 Here's the Idea

A good writer uses different verb tenses to indicate that events occur at different times. If you do not need to indicate a change of time, do not switch from one tense to another.

Writing About the Present

- **The present tenses convey actions and conditions that occur in the present.** When you write about the present, you can use the present tense, the present perfect tense, and the present progressive form.

People **ride** many animals besides horses.

The **present tense** places the actions in the present.

Tourists in India **sightsee** on the backs of elephants.

Indians **have trained** elephants for thousands of years.

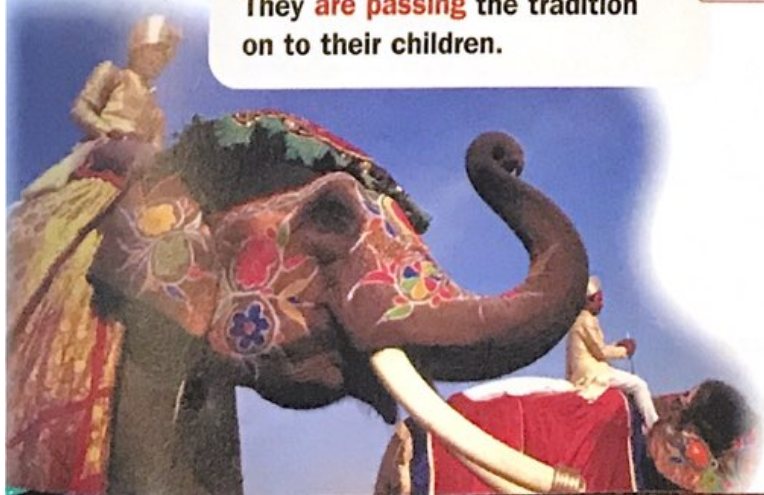
The **present perfect tense** places the actions in a period of time leading up to the present.

They **have used** elephants for transportation and work.

Elephant handlers **are continuing** an old tradition.

The **present progressive form** shows the actions in progress now.

They **are passing** the tradition on to their children.



Writing About the Past

- **The past tenses convey actions and conditions that came to an end in the past.** When you write about the past, you can use past verb forms to indicate the order in which events occurred. Using these forms correctly will make it easier for readers to follow the events.

In 218 B.C., Hannibal's army **crossed** the Alps with elephants.

His army **included** thirty-eight elephants.

The **past tense** shows actions that began and were completed in the past.

Other generals **had used** elephants in war before Hannibal did.

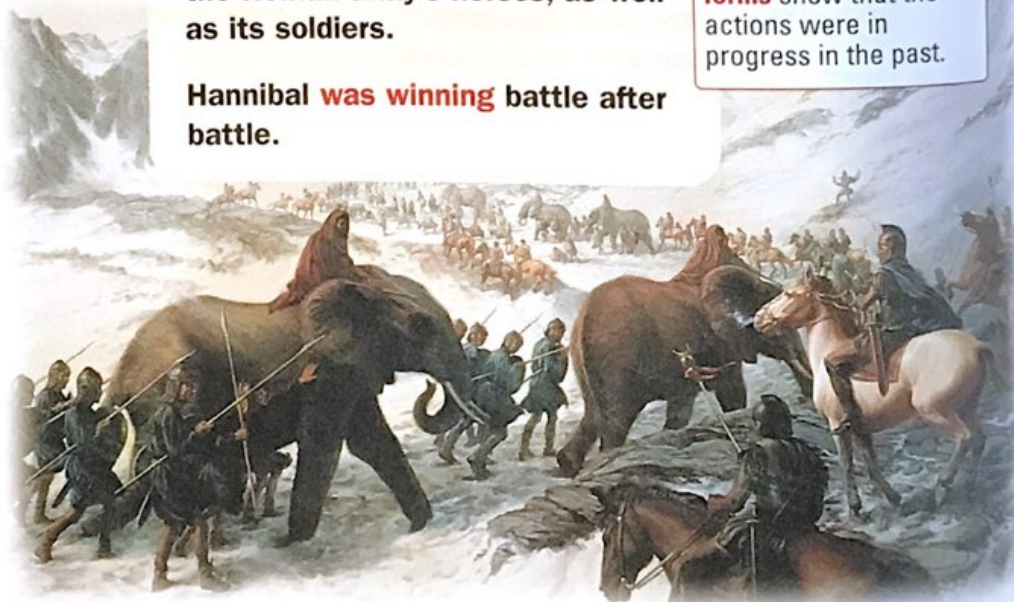
Almost a century after Persians **had ridden** elephants in battle, Hannibal led elephants against Rome.

The **past perfect tense** places the actions before other past actions.

Hannibal's elephants **were scaring** the Roman army's horses, as well as its soldiers.

Hannibal **was winning** battle after battle.

The **past progressive forms** show that the actions were in progress in the past.



Elephants **were frightening** Hannibal's opponents.

Writing About the Future

- **The future tenses convey actions and conditions that are yet to come.** By using the different future verb forms, you can show how future events are related in time.

Maybe you **will ride** an elephant one day.

The **future tense** shows that the actions have not yet occurred.

You **will mount** the largest land animal on earth.

By the time you are an adult, perhaps elephants **will have survived** threats to their existence.

The **future perfect tense** places the actions before other future actions.

With luck, people **will have protected** enough elephants to keep the species from becoming extinct.

Elephant herds **will be prospering** with protection.

The **future progressive forms** show that the actions will be continuing in the future.

Their numbers **will be growing**.

2 Why It Matters in Writing

The present tense is useful when you are describing or explaining something. Notice how the writer consistently uses the present tense in the model below.

PROFESSIONAL MODEL

A mahout . . . is one who **trains** and **drives** an elephant. The mahout **sits** on the elephant's neck, just behind the head, and **guides** the animal through a series of spoken and physical commands.

—Malcolm C. Jensen, "Elephants of War"

3 Practice and Apply

A. CONCEPT CHECK: Using Verb Tenses

In the sentences below, choose the correct tense or form for each verb in parentheses.

Park Rangers on Elephants

1. In the Kanha National Park in India, mahouts (patrol, will patrol) the park every day.
2. In India, mahouts (have ridden, had ridden) elephants for centuries.
3. On their daily patrols, the mahouts at Kanha (protect, will protect) the park's Bengal tigers from poachers.
4. Bengal tigers (are becoming, became) increasingly rare.
5. A mahout and his elephant (remained, will remain) together for life.
6. Yesterday, a mahout (takes, took) several tourists into the jungle.
7. They (were hoping, will be hoping) for a glimpse of the tigers.
8. During the ride, the mahout (was pointing, have pointed) out tigers in the bamboo and elephant grass.
9. By the end of the ride, the tourists (had learned, were learning) a great deal about tigers.
10. Every day for the next month, the mahout (will have taken, will be taking) tourists on elephant rides.


➔ For a SELF-CHECK and more practice, see the EXERCISE BANK, p. 329.

B. EDITING: Correcting Verb Tenses

Rewrite this paragraph, correcting inconsistencies in the use of verb tenses. There are five errors.

The Elephants at Kanha

At Kanha, each elephant has a caretaker. What do the caretakers do? In the late afternoon, the caretakers have given the elephants their baths and fed them. Then they set the elephants free in the jungle. In the middle of the night, the caretakers woke up and will round up the elephants. They dust off the animals and will be saddling them for the mahouts.

 **Working Portfolio:** Find your **Write Away** from page 90 or a sample of your most recent work. Identify any errors in the use of verb tenses and correct them.

Troublesome Verb Pairs

1 Here's the Idea

Some verbs seem similar but are actually different words with different meanings. Troublesome verb pairs include *lie* and *lay*, *sit* and *set*, *rise* and *raise*, and *let* and *leave*.

Lie and Lay

Lie means "to rest in a flat position." It does not take an object.
Lay means "to put or place." It does take an object.

The worker **lies** near the tree.

He **lays** a bucket near the tree.

Lie and Lay

Present	Past	Past Participle
lie Al lies down.	lay Al lay down.	lain Al has lain down.
lay Al lays the sponge down.	laid Al laid the sponge down.	laid Al has laid the sponge down.



Lie and *lay* are confusing because the present principal part of *lay* has the same spelling as the past principal part of *lie*.

Sit and Set

Sit means "to be seated." It does not take an object.
Set means "to put or place." It does take an object.

The worker **sits** by the window.

He **sets** the squeegee near the sill.

Sit and Set

Present	Past	Past Participle
sit He sits on the ledge.	sat He sat on the ledge.	sat He has sat here often.
set Amy sets down the screen.	set Amy set down the screen.	set Amy has set down the screen.

Rise and Raise

Rise means "to move upward" or "to get out of bed." It does not take an object. Raise means "to lift" or "to care for or bring up." It does take an object.

Lee **rises** before dawn every morning.

Lee **raises** the window.

Rise and Raise

Present	Past	Past Participle
rise The hot air rises .	rose The hot air rose .	risen The hot air has risen .
raise Irene raises the screen.	raised Irene raised the screen.	raised Irene has raised the screen.

Let and Leave

Let means "to allow" or "to permit." Leave means "to depart" or "to allow something to remain where it is." Both *let* and *leave* may take an object.

Frank **let** his son operate the rig.

Marta **leaves** the windows closed.

Let and Leave

Present	Past	Past Participle
let Anna lets me help.	let Anna let me help.	let Anna has let me help.
leave Tom leaves for work at noon.	left Tom left for work at noon yesterday.	left Tom has left for work.

2 Practice and Apply

A. CONCEPT CHECK: Troublesome Verb Pairs

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

Riding to the Top

1. (Let, Leave) me tell you about the job of washing the windows of a skyscraper.
2. On some buildings, the window washer (sits, sets) in a chair attached by ropes to the top of the building.
3. To move the chair up and down the building, a worker (rises, raises) and lowers the ropes.
4. From this high perch, a window washer can watch the sun (rise, raise).
5. On some skyscrapers, sliding scaffolds (rise, raise) the workers up and down.
6. One window washer began work at 5:00 A.M. and (let, left) work before the afternoon sun got too hot.
7. Another (lay, laid) asleep during the day and worked at night.
8. Would you like to (lie, lay) on a scaffold along the Sears Tower and watch the stars?
9. Window washers have to watch where they (sit, set) their tools.
10. They cannot just (lie, lay) them anywhere.

➔ For a SELF-CHECK and more practice, see the EXERCISE BANK, p. 330.

B. PROOFREADING: Correcting Errors in Verb Usage

List the five verbs that are used incorrectly in the following paragraph. Then change them to the correct verb forms.

At the Top

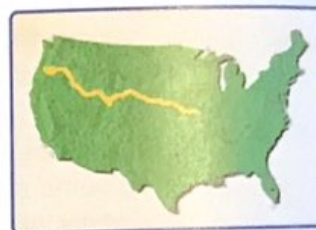
Imagine what it's like to set in a window-washing rig 70 stories up in the air. The cement sidewalk lays far below. As you look down, goose bumps raise on your skin. Don't sit your squeegee on that bird's nest on the window ledge! Let the nest alone, or you may be attacked by an angry bird.

Grammar in Social Studies

Using Verbs Effectively

In social studies you study major events in history. You use verbs—especially action verbs—to relate what happened. Creating an annotated map is a good way to describe a series of unfolding events. The map itself shows important locations. The annotations allow you to describe important events that took place at those locations. Below is an annotated map of part of the Oregon Trail, a pathway that settlers followed to get to the West in the mid-1800s.

Moving West Along the Oregon Trail



CHAPTER 4

5 Three Island Crossing. Here settlers **can risk** a direct river crossing, or they **can travel** the long route around the river bend.

4 South Pass. South Pass **marks** the halfway point.

3 Ft. Laramie. This fort **is** the gateway to the Rocky Mountains. Some people **decide** to go back.

2 Ash Hollow. Most travelers **rest** here. They **taste** fresh water and **gaze** at the first trees in 100 miles.

1 Shawnee Mission. Oxen or mules **pull** wagons along the overland trail. Many settlers **walk** alongside them, barefoot. They **begin** a 2,000-mile journey.



Practice and Apply

A. USING VERBS TO RELATE EVENTS

Use your own ideas and the information on the map to write an imaginary journal entry by a settler on the Oregon Trail. Choose one of the landmarks on the map. Write what the settler might do, think, feel, or say upon arriving at that location. Your journal entry may answer questions like these:

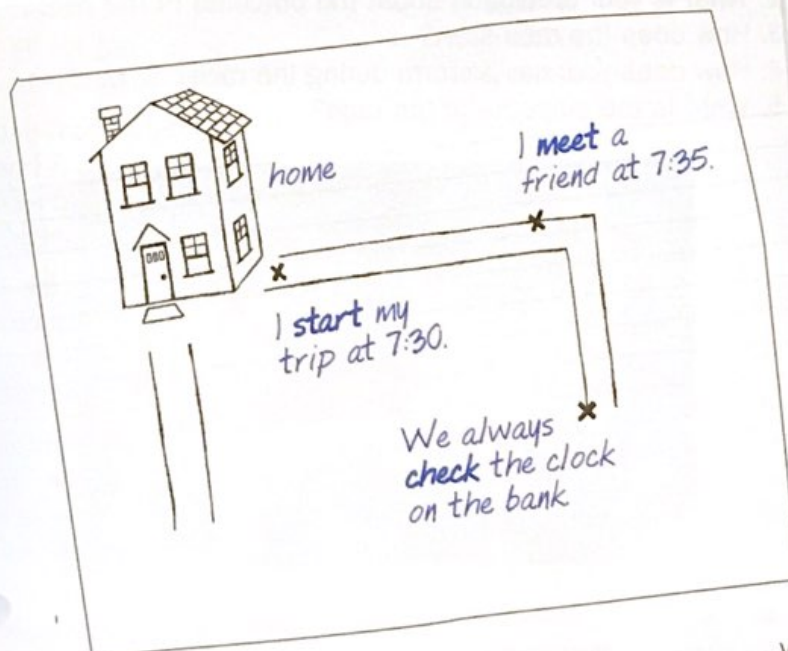
- What might the settler do when he or she first arrives?
- What might the settler see?
- What might the settler wish?

B. WRITING: Making A Map

Draw a map of the route you follow to go to school or to go to another local spot. Label at least three landmarks along the route, and write a one-sentence annotation to indicate what you do at each one. You might include landmarks such as these:

- buildings
- natural features, such as rivers, hills, and lakes
- constructed features, such as bridges, overpasses, and railroad tracks

VERBS



Mixed Review

A. Correcting Errors in Verb Usage Find and correct the 15 incorrect verbs in the following sentences. Watch out for irregular verbs and members of troublesome verb pairs.

An Unusual Soap-Box Derby

1. Each year, the Sand Hill Challenge, a soap-box derby race in California, promoted driver safety among teenagers.
2. For several years, business firms sponsor the race teams, and technology companies build the race cars.
3. In the past, some cars will be having high-tech designs.
4. For a race in 1997, designers build a three-wheeled car.
5. Driver Amy Han laid down in the car and will steer it.
6. In the Whimsy Division, car designers typically will be worrying more about style than speed.
7. One year, a group will have made a car from bread.
8. In the past, both adult and high school teams participate in the races, but they will be having separate divisions.
9. Besides the driver, a typical team will be including two people who have pushed the car for the first 40 yards down a hill.
10. A "catcher" at the bottom of the hill slowed down and stopped the car.

B. Using Verb Tenses Imagine yourself in a soap-box derby race in a car of your own design. Write five sentences answering the following questions about the race. Be sure to use verb tenses correctly.

1. What thoughts or feelings did you have before the race?
2. What is your prediction about the outcome of the race?
3. How does the race start?
4. How does your car perform during the race?
5. What is the outcome of the race?



Mastery Test: What Did You Learn?

Choose the best way to rewrite each underlined word or group of words.

Nannette Baker admits to a fear of heights. Nevertheless, she takes up the sport of parachuting a number of years ago. When she skydives, Baker lets her fears behind. In a typical dive, she free-falls for about 60 seconds and then opens her parachute. As she free-falls, she sometimes will be attaining a speed of 200 miles per hour. In 1995, while she was skydiving with 102 other women, Baker helped set a record for most women in a free-fall formation. But she will have jumped in even larger formations. For Baker, this sport was the greatest thrill of all. According to Baker, it feels like she floated, not falls, through the air. Although Baker is one of the few African-American women in this sport, she gains company. In the future, others probably will be drawn to the thrill of this sport.

1. A. is taking
B. took
C. will take
D. Correct as is
2. A. leaves
B. has left
C. had let
D. Correct as is
3. A. has free-fallen
B. had free-fallen
C. was free-falling
D. Correct as is
4. A. is attaining
B. was attaining
C. attains
D. Correct as is
5. A. skydives
B. will skydive
C. is skydiving
D. Correct as is
6. A. has jumped
B. was jumping
C. is jumping
D. Correct as is
7. A. is
B. will be
C. had been
D. Correct as is
8. A. will float
B. had floated
C. floats
D. Correct as is
9. A. may gain
B. was gaining
C. gained
D. Correct as is
10. A. were drawn
B. are drawn
C. had drawn
D. Correct as is

Student Help Desk

Verbs at a Glance

A verb expresses action, condition, or state of being.

The two main kinds of verbs are **action verbs** and **linking verbs**.

People **ride** many kinds of vehicles. A glider **is** a quiet craft.

ACTION VERB

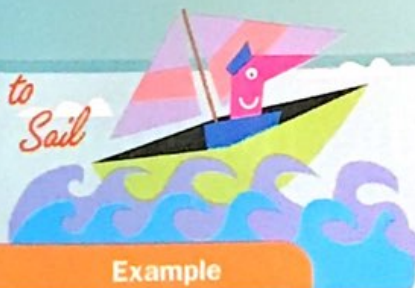
LINKING VERB

Principal Parts of Regular Verbs

CHAPTER 4

Present	Present Participle	Past	Past Participle
present	present + -ing	present + -ed or -d	present + -ed or -d
coast	(is) coasting	coasted	(has) coasted
bicycle	(is) bicycling	bicycled	(has) bicycled
gallop	(is) galloping	galloped	(has) galloped
land	(is) landing	landed	(has) landed
race	(is) racing	raced	(has) raced
raft	(is) rafting	rafted	(has) rafted
roll	(is) rolling	rolled	(has) rolled
steer	(is) steering	steered	(has) steered
trot	(is) trotting	trotted	(has) trotted
walk	(is) walking	walked	(has) walked
cry	(is) crying	cried	(has) cried

Time to
Sail



Keeping Tenses Straight

Tense	What It Conveys	Example
Present	Action or condition occurring in the present	I sail the boat.
Past	Action or condition occurring in the past	I sailed the boat.
Future	Action or condition occurring in the future	I will sail the boat.
Present perfect	Action or condition occurring in the period leading up to the present	I have sailed the boat.
Past perfect	Past action or condition preceding another past action or condition	I had sailed the boat before my sister did.
Future perfect	Action or condition preceding another future action or condition	I will have sailed the boat nine times by the weekend.

VERBS

The Bottom Line



Checklist for Verb Usage

Have I . . .

- used action verbs to express actions?
- used linking verbs with predicate nouns and predicate adjectives?
- used direct objects and indirect objects to answer the questions *whom*, *what*, and *to whom* or *to what*?
- used the correct principal parts of irregular verbs?
- used tenses correctly to express the times of actions and conditions?
- used *sit* and *set*, *lie* and *lay*, *rise* and *raise*, and *let* and *leave* correctly?