


Verbs



Theme: Great Rides Three Thrilling Minutes

How does it feel to speed through the air on a roller coaster? Does your skin tingle? Does your stomach churn? Do your ears pop? Verbs help you recreate how real-life experiences feel, look, sound, smell, and taste. What verbs do you think the passenger in this picture would use to recreate his real-life experience on a roller coaster?

Write Away: Want a Ride?

Write a paragraph describing the most thrilling ride you can imagine. It could be a roller coaster ride, a train trip through a wild animal preserve, or a drive along a twisting mountain road. Put the paragraph in your  **Working Portfolio.**

Diagnostic Test: What Do You Know?

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

Amazing things happen⁽¹⁾ on roller coasters. In 1949, a West Virginian coal miner ride⁽²⁾ the Cyclone at Coney Island. For six years before, the miner will be⁽³⁾ mute. After the ride, he speaks⁽⁴⁾ again. He said⁽⁵⁾, "I feel sick." While this man found his voice on a roller coaster, other people are losing⁽⁶⁾ things. In 1994, workers at an amusement park in England have drained⁽⁷⁾ a pool beneath two roller coasters. Twenty-five sets of false teeth lay⁽⁸⁾ at the bottom of the pool. Amusement park workers also has found⁽⁹⁾ glass eyes, hearing aids, and toupees beneath coaster tracks. Who knows what workers discovered⁽¹⁰⁾ under future rides.

- | | |
|--|---|
| 1. A. will have happened
B. were happening
C. had happened
D. Correct as is | 6. A. lose
B. have lost
C. will be losing
D. Correct as is |
| 2. A. will ride
B. rode
C. is riding
D. Correct as is | 7. A. will drain
B. drained
C. drains
D. Correct as is |
| 3. A. had been
B. will have been
C. was being
D. Correct as is | 8. A. laid
B. has laid
C. are laying
D. Correct as is |
| 4. A. will be speaking
B. has spoken
C. spoke
D. Correct as is | 9. A. have found
B. will be finding
C. must find
D. Correct as is |
| 5. A. says
B. will say
C. had said
D. Correct as is | 10. A. are discovering
B. were discovering
C. will discover
D. Correct as is |

What Is a Verb?

1 Here's the Idea

- **A verb is a word used to express an action, a condition, or a state of being.** The two main types of verbs are **action verbs** and **linking verbs**. Both kinds can be accompanied by helping verbs.

Action Verbs

An **action verb** tells what its subject does. The action it expresses may be either **physical** or **mental**.

The roller coaster climbs up a hill. (physical action)

Then the coaster plunges straight down. (physical action)

Some people hate amusement parks. (mental action)

Others enjoy them. (mental action)

Linking Verbs

A **linking verb** links its subject to a word in the predicate. The most common linking verbs are forms of the verb *be*.

Linking Verbs

Forms of <i>be</i>	be, is, am, are, was, were, been, being
Verbs that express condition	appear, become, feel, grow, look, remain, smell, sound, taste

The **Cyclone** **is** a roller coaster.

LINKS
LINKING VERB

Its name **sounds** dangerous.



Some verbs can serve as either action or linking verbs.

A passenger **looks** at the roller coaster. She **looks** eager.

ACTION VERB LINKING VERB

She **feels** ready. She **feels** the steel bar across her lap.

LINKING VERB ACTION VERB

Helping Verbs and Verb Phrases

Helping verbs help main verbs express precise shades of meaning. The combination of one or more helping verbs with a main verb is called a **verb phrase**.

VERB PHRASE

Many people **will ride** the Cyclone this weekend.

HELPING MAIN

They **must want** some thrills in their lives.

Some verbs can serve both as main verbs and as helping verbs. For example, *has* stands alone in the first sentence below but is a helping verb in the second sentence.

Rich Rodriguez **has** no fear of roller coasters.

MAIN VERB

He **has set** a world roller coaster record.

HELPING VERB

Common Helping Verbs

Forms of <i>be</i>	be, am, is, are, was, were, been, being
Forms of <i>do</i>	do, does, did
Forms of <i>have</i>	have, has, had
Others	could, should, would may, might, must can, shall, will

2 Why It Matters in Writing

You often can express strong feelings by using action verbs instead of linking verbs. Notice the difference that the change to an action verb makes in the sentence below.

The Cyclone ~~is scary~~^{petrifies} to me.

3 Practice and Apply

A. CONCEPT CHECK: What Is a Verb?

Write the verb or verb phrase in each of the following sentences.

The King of Coaster Jockeys

1. Rich Rodriguez has ridden a roller coaster longer than anyone else in the world.
2. He set the record on the Big Dipper in Blackpool, England.
3. His record is 1,013.5 hours over 47 days.
4. Guidelines allow a rider two hours a day off a coaster.
5. Rodriguez slept on the roller coaster.
6. By the end, Rodriguez had traveled 11,362 miles.
7. The wind rubbed his face raw.
8. The Big Dipper is a complete-circuit roller coaster.
9. It travels about 65 miles per hour.
10. But Rodriguez calls the Cyclone his favorite.

→ For a SELF-CHECK and more practice, see the EXERCISE BANK, p. 326.



Label each verb above as *Action* or *Linking*.

B. WRITING: Using Action Verbs

Write an action verb for each numeral in the paragraph below.

The Chiller

Imagine a trip on the Chiller, a roller coaster in New Jersey. The coaster (1) from 0 to 70 miles per hour in four seconds. Its launch (2) you. Ahead (3) a tunnel and then a sharp rise. Halfway through the ride, the train (4) and hurtles you backwards. The ride (5) only 45 seconds.

Action Verbs and Objects

1 Here's the Idea

Action verbs are often accompanied by words that complete their meaning. These complements are **direct objects** and **indirect objects**.

Direct Objects

- **A direct object is a noun or pronoun that names the receiver of a verb's action.** The **direct object** answers the question *what* or *whom*.

Evel Knievel **gained** much **fame**.

GAINED WHAT?

ACTION VERB DIRECT OBJECT

He **performed** dangerous **stunts** on a motorcycle.

Indirect Objects

- **An indirect object tells to what or whom or for what or whom an action is done.** Verbs that often take indirect objects include *bring, give, hand, lend, make, send, show, teach, tell, and write*.

Knievel **gave** a thrill. (Gave a thrill to whom?)

Knievel **gave** his **fans** a thrill.

TO WHOM?

INDIRECT OBJECT DIRECT OBJECT

Knievel **taught** his **son** some **stunts**.



If the word *to* or *for* appears in the sentence, the word that follows is **not** an indirect object. It is the object of a preposition.

Show the stunt **to us**.

OBJECT OF PREPOSITION

Show **us** the stunt.

INDIRECT OBJECT

Transitive and Intransitive Verbs

An action verb that has a direct object is called a **transitive verb**. An action verb that does not have a direct object is called an **intransitive verb**.

Kniefel cleared nineteen cars in one stunt.

TRANSITIVE VERB

DIRECT OBJECT

His motorcycle sailed through the air.

INTRANSITIVE VERB (NO OBJECT)



Sometimes an intransitive verb is followed by a word that looks like a direct object but is really an adverb. An adverb tells where, when, how, or to what extent, but a direct object answers the question *what* or *whom*.

CRASHED WHAT?

Kniefel crashed his motorcycle.

TRANSITIVE VERB

DIRECT OBJECT

CRASHED WHEN?

He crashed frequently.

INTRANSITIVE
VERB

ADVERB

2 Why It Matters in Writing

Use direct objects that are specific nouns to make your writing clearer and more interesting to readers. Notice how the model below uses specific nouns as direct objects.

PROFESSIONAL MODEL

Kniefel became as tough as Butte [Montana]. He held **school records** for push-ups and sit-ups. He played **pro hockey**. . . . He raced **stock cars, sprint cars, and motorcycles**. . . .

—Jerry Garrett, “Midnight in the Garden of Good and Evil”

3 Practice and Apply

A. CONCEPT CHECK: Action Verbs and Objects

Write the 15 complements in these sentences, identifying each as a direct object or an indirect object.

Jumping a Canyon

1. In 1974, Evel Knievel staged the most famous feat of his career.
2. He chose the Snake River Canyon in Idaho.
3. He bought himself a steam-powered vehicle.
4. Knievel's promoter publicized the danger of the jump.
5. Fans wished Knievel good luck.
6. TV cameras showed viewers the quarter-mile-wide chasm.
7. The launch gave spectators a fright.
8. A parachute opened its canopy early.
9. The vehicle hit the floor of the canyon.
10. The failure gave the famous daredevil no desire for another try at the canyon.

➔ For a SELF-CHECK and more practice, see the EXERCISE BANK, p. 326.

B. WRITING: Using Specific Nouns

The photograph below shows Evel Knievel's son Robbie jumping his motorcycle over the Grand Canyon. Write a short description of him in action based on what you see in the photo. Use some of the nouns in this list as direct objects.

air, Grand Canyon, ground, helmet, motorcycle, record, reputation, rocks, scaffold, stunt



Linking Verbs and Predicate Words

1 Here's the Idea

The word that a linking verb connects its subject to is called a **subject complement**. The subject complement identifies or describes the subject. Some common linking verbs are *is*, *feel*, *seem*, and *look*.

IDENTIFIES

Paul Revere's mount **was** a saddle horse.

SUBJECT VERB SUBJECT COMPLEMENT

DESCRIBES

The mare **seemed** very fast.

SUBJECT VERB SUBJECT COMPLEMENT

Predicate Nouns and Predicate Adjectives

A subject complement can be a **predicate noun** or a **predicate adjective**.

- A predicate noun is a noun that follows a linking verb and identifies, renames, or defines the subject.

IDENTIFIES

Brown Beauty **was** the mare's name.

SUBJECT VERB PREDICATE NOUN

Mr. Larkin **was** the horse's owner.

- A predicate adjective is an adjective that follows a linking verb and modifies the subject.

MODIFIES

Saddle horses **are** powerful.

SUBJECT VERB PREDICATE ADJECTIVE

They **look** distinctive.

2 Why It Matters in Writing

You can use predicate adjectives to evaluate a subject or show judgment. Notice author William Saroyan's use of a predicate adjective to evaluate a horse.

LITERARY MODEL

"I do not know what to think," he said. "The horse is **stronger** than ever. Better-tempered, too. I thank God."

—William Saroyan, "The Summer of the Beautiful White Horse"

3 Practice and Apply

CONCEPT CHECK: Linking Verbs and Predicate Words

Identify each linking verb, predicate noun, and predicate adjective in the sentences below.

A Narrow Escape

1. On the night of Paul Revere's ride, the weather was mild.
2. His mount's canter was graceful.
3. Revere himself felt calm.
4. Suddenly, Revere's horse became nervous.
5. The two horsemen on the road ahead were enemy soldiers.
6. The result was a brief chase off the original route.
7. A clay pit became a trap for one soldier's horse.
8. Brown Beauty was faster than the other soldier's horse.
9. Revere's detour seemed a nuisance.
10. But his new route was safer.



➔ For a SELF-CHECK and more practice, see the EXERCISE BANK, p. 327.

Principal Parts of Verbs

1 Here's the Idea

- Every verb has four basic forms called its principal parts: the present, the present participle, the past, and the past participle. These principal parts are used to make all of the forms and tenses of the verb. Here are some examples.

PRESENT

Balloonists **sail** on wind currents.

PRESENT PARTICIPLE

They often **are riding** jet streams.

PAST

Bertrand Piccard and Brian Jones **circled** the earth in a balloon in 1999.

PAST PARTICIPLE

Many balloonists **have tried** the feat.

The Four Principal Parts of a Verb

Present	Present Participle	Past	Past Participle
sail	(is) sailing	sailed	(has) sailed
lift	(is) lifting	lifted	(has) lifted

Notice that helping verbs are used with the present participle and the past participle.

Regular Verbs

There are two kinds of verbs: regular and irregular.

- A regular verb is a verb whose past and past participle are formed by adding **-ed** or **-d** to the present. It forms the present participle by adding **-ing** to the present.

Present	Present Participle	Past	Past Participle
succeed	(is) succeed + ing	succeed + ed	(has) succeed + ed

You will learn about irregular verbs in the next lesson.

2 Why It Matters in Writing

The principal parts of verbs help you show changes in time in your writing. In the model below, notice how the writer uses the past and the present to show two different times.

PROFESSIONAL MODEL

Piccard and Jones **finished** their around-the-world trip in 20 days. Their feat **stands** as a world record.

—Martha Schmitt

PAST

PRESENT

3 Practice and Apply

CONCEPT CHECK: Principal Parts of Verbs

Identify each underlined principal part as the present, the present participle, the past, or the past participle.

An Around-the-World Balloon Flight

Piccard and Jones (1) traveled in a combination hot-air and helium balloon called *Breitling Orbiter 3*. In terms of comfort, the balloon greatly (2) outclasses earlier aircraft. Inside a pressurized, heated cabin, engineers have (3) equipped the balloon with a bunk bed, toilet, and kitchen. When one pilot is (4) sleeping, the other (5) sits at the control panel. Then the pilots (6) switch places. Other equipment on the flight (7) included a fax machine and satellite telephones. Solar-charged batteries (8) provided power for the onboard equipment. Other pilots have (9) used similar balloons in around-the-world attempts. Engineers are continually (10) improving the design of high-altitude balloons.

➔ For a SELF-CHECK and more practice, see the EXERCISE BANK, p. 327.

Irregular Verbs

1 Here's the Idea

- **Irregular verbs are verbs whose past and past participle forms are not made by adding -ed or -d to the present.**

The following chart shows you how to form the past and past participle forms of many irregular verbs.

Common Irregular Verbs

	Present	Past	Past Participle
Group 1 The forms of the present, the past, and the past participle are all the same.	burst cost cut hurt let put set shut	burst cost cut hurt let put set shut	(has) burst (has) cost (has) cut (has) hurt (has) let (has) put (has) set (has) shut
Group 2 The forms of the past and the past participle are the same.	bring build catch feel keep lay leave lend make pay say sell shine sit sting swing teach think win wind	brought built caught felt kept laid left lent made paid said sold shone sat stung swung taught thought won wound	(has) brought (has) built (has) caught (has) felt (has) kept (has) laid (has) left (has) lent (has) made (has) paid (has) said (has) sold (has) shone (has) sat (has) stung (has) swung (has) taught (has) thought (has) won (has) wound

Common Irregular Verbs (continued)			
	Present	Past	Past Participle
Group 3 The past participle is formed by adding <i>-n</i> or <i>-en</i> to the past.	bite break choose freeze lie speak steal tear wear	bit broke chose froze lay spoke stole tore wore	(has) bitten (has) broken (has) chosen (has) frozen (has) lain (has) spoken (has) stolen (has) torn (has) worn
Group 4 The past participle is formed from the present, often by adding <i>-n</i> or <i>-en</i> .	blow do draw drive eat fall give go grow know rise run see shake take throw write	blew did drew drove ate fell gave went grew knew rose ran saw shook took threw wrote	(has) blown (has) done (has) drawn (has) driven (has) eaten (has) fallen (has) given (has) gone (has) grown (has) known (has) risen (has) run (has) seen (has) shaken (has) taken (has) thrown (has) written
Group 5 The last vowel changes from <i>i</i> in the present to <i>a</i> in the past, to <i>u</i> in the past participle.	begin drink ring shrink sing sink spring swim	began drank rang shrank sang sank sprang swam	(has) begun (has) drunk (has) rung (has) shrunk (has) sung (has) sunk (has) sprung (has) swum

The Irregular Verb <i>Be</i>			
	Present	Past	Past Participle
The past and past participle do not follow any pattern.	am, are, is	was, were	(has) been

2 Why It Matters in Writing

Skilled writers use irregular verb forms correctly. You probably already know the principal parts of many irregular verbs. To avoid mistakes, memorize any that you do not know. Notice the student writer's correct use of irregular verbs in the model below.

STUDENT MODEL

My brother Mike **took** part in "Ride the Rockies," Colorado's famous bike ride through the Rocky Mountain range. In one day he **rode** 67 miles. "Half of that **was** uphill!" **said** my brother when I congratulated him after the event.

3 Practice and Apply

CONCEPT CHECK: Irregular Verbs

In the sentences below, choose the correct forms of the verbs in parentheses.

On the Rebound

1. American bicyclist Lance Armstrong (win, won) the 2,287-mile Tour de France in 1999.
2. Several years earlier, doctors (give, gave) him less than a 40 percent chance of surviving cancer.
3. Armstrong (chose, chosen) an aggressive treatment plan.
4. Now Armstrong has (beat, beaten) the disease.
5. After the cancer, he (began, begun) his career all over.
6. The experience has (gave, given) him a different outlook.
7. It also has (leave, left) him with a leaner body.
8. Armstrong's lighter weight (pay, paid) off when he had to cycle through the mountains.
9. So (did, done) his training, in which he cycled the toughest portions of the course.
10. Armstrong's amazing victory has (teach, taught) other cancer patients to maintain hope.

→ For a SELF-CHECK and more practice, see the EXERCISE BANK, p. 328.

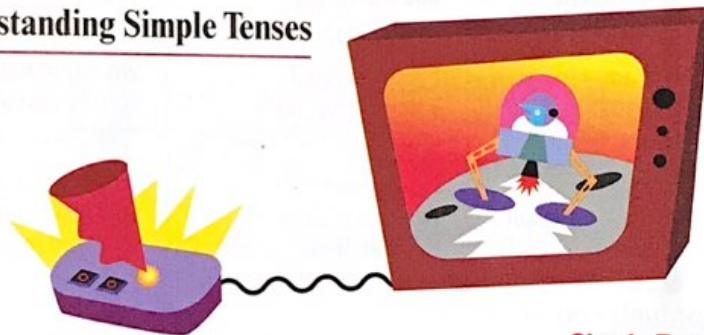


Simple Tenses

1 Here's the Idea

- **A tense is a verb form that shows the time of an action or condition.** Verbs have three **simple tenses**: the present, the past, and the future.

Understanding Simple Tenses



Simple Tenses

The hatch of the lunar module **opens**.

The module **reached** Tranquility Base 30 minutes ago.

Soon the occupants **will walk on** the moon.

The **present tense** shows that an action or condition occurs now.

The **past tense** shows that an action or condition was completed in the past.

The **future tense** shows that an action or condition will occur in the future.

A **progressive form** of a verb expresses an action or condition in progress. The progressive forms of the three simple tenses are used to show that actions or conditions were, are, or will be in progress.

You **are operating** a virtual-reality model of the Apollo 11 mission.

You **were blasting** off before.

You **will be sharing** the game with a friend.

Progressive Forms

Present Progressive

Past Progressive

Future Progressive

Forming Simple Tenses

The **present tense** of a verb is the present principal part. The **past tense** is the past principal part. To form the **future tense**, add *will* to the present principal part.

Forming Simple Tenses		
	Singular	Plural
Present (present principal part)	I moonwalk you moonwalk he, she, it moonwalks	we moonwalk you moonwalk they moonwalk
Past (past principal part)	I moonwalked you moonwalked he, she, it moonwalked	we moonwalked you moonwalked they moonwalked
Future (<i>will</i> + present part)	I will moonwalk you will moonwalk he, she, it will moonwalk	we will moonwalk you will moonwalk they will moonwalk

To make the progressive form of one of these tenses, add the present, past, or future form of *be* to the present participle.

Present Progressive: I **am moonwalking**.

Past Progressive: I **was moonwalking**.

Future Progressive: I **will be moonwalking**.

2 Why It Matters in Writing

The simple tenses help you express basic time frames. Notice how the model uses the past and present tenses to shift between the writer's childhood and her adulthood.

LITERARY MODEL

I **held** on to the knowledge tightly afterward, and I still **hold** it to this day. I **learned** what flying **was** for my father and for the other early aviators. . . .

—Reeve Lindbergh, "Flying"

PAST

PRESENT

3 Practice and Apply

A. CONCEPT CHECK: Simple Tenses

Identify each underlined verb as present, past, future, present progressive, past progressive, or future progressive.

The Eagle Has Landed

1. What was the first moon landing like?
2. A virtual-reality game recreates the experience.
3. Inside the lunar module *Eagle*, you head for a plain called the Sea of Tranquillity.
4. A computer sounds several alarms.
5. Mission Control will override the alarms.
6. You are running out of fuel in the search for a good landing spot.
7. You will have only thirty seconds left.
8. But you will land without a bump.
9. Before the real take-off, Neil Armstrong doubted the mission's likelihood of success.
10. He set the odds at 50-50.



Rewrite sentences 2, 3, 4, 5, and 8, changing the verbs to progressive forms.

→ For a SELF-CHECK and more practice, see the EXERCISE BANK, p. 328.

B. WRITING: Using Simple Tenses

Use time frame clues to write each verb in parentheses in the correct simple tense: present, past, or future.

Shuttle Commander Collins

NASA (select) Eileen Collins as the first female space-shuttle pilot in 1990. She (pilot) her first mission in February 1995. In 1997, she (return) to space, piloting *Atlantis* to the *Mir* space station. Today, Collins's husband, Pat Youngs, (take) care of their daughter during her space missions. He (handle) that job during Collins's future flights for NASA.

