

2-7 IRREGULAR VERBS: AN ALPHABETICAL LIST

Note: Verbs followed by a bullet (•) are defined at the end of the list.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
arise	arose	arisen	forbid	forbade	forbidden
be	was, were	been	forecast•	forecast	forecast
bear	bore	borne/born	forget	forgot	forgotten
beat	beat	beaten/beat	forgive	forgave	forgiven
become	became	become	forsake•	forsook	forsaken
begin	began	begun	freeze	froze	frozen
bend	bent	bent	get	got	gotten/got*
bet•	bet	bet	give	gave	given
bid•	bid	bid	go	went	gone
bind•	bound	bound	grind•	ground	ground
bite	bit	bitten	grow	grew	grown
bleed	bled	bled	hang**	hung	hung
blow	blew	blown	have	had	had
break	broke	broken	hear	heard	heard
breed•	bred	bred	hide	hid	hidden
bring	brought	brought	hit	hit	hit
broadcast•	broadcast	broadcast	hold	held	held
build	built	built	hurt	hurt	hurt
burn	burned/burnt	burned/burnt	keep	kept	kept
burst•	burst	burst	kneel	kneeled/knelt	kneeled/knelt
buy	bought	bought	know	knew	known
cast•	cast	cast	lay	laid	laid
catch	caught	caught	lead	led	led
choose	chose	chosen	lean	leaned/leant	leaned/leant
cling•	clung	clung	leap	leaped/leapt	leaped/leapt
come	came	come	learn	learned/	learned/
cost	cost	cost	leave	left	learnt
creep•	crept	crept	lend	lent	left
cut	cut	cut	let	let	lent
deal•	dealt	dealt	lie	lay	lain
dig	dug	dug	light	lighted/lit	lighted/lit
do	did	done	lose	lost	lost
draw	drew	drawn	make	made	made
dream	dreamed/ dreamt	dreamed/ dreamt	mean	meant	meant
eat	ate	eaten	meet	met	met
fall	fell	fallen	mislay	mislaid	mislaid
feed	fed	fed	mistake	mistook	mistaken
feel	felt	felt	pay	paid	paid
fight	fought	fought	put	put	put
find	found	found	quit***	quit	quit
fit	fit/fitted	fit/fitted	read	read	read
flee•	fled	fled	rid	rid	rid
fling•	flung	flung	ride	rode	ridden
fly	flew	flown	ring	rang	rung

*In British English: *get-got-got*. In American English: *get-got-gotten/got*.

**Hang is a regular verb when it means to kill someone with a rope around his/her neck. COMPARE: *I hung my clothes in the closet. They hanged the murderer by the neck until he was dead.*

***Also possible in British English: *quit-quitted-quitted*.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
rise	rose	risen	spring*	sprang/sprung	sprung
run	ran	run	stand	stood	stood
say	said	said	steal	stole	stolen
see	saw	seen	stick	stuck	stuck
seek*	sought	sought	sting*	stung	stung
sell	sold	sold	stink*	stank/stunk	stunk
send	sent	sent	strike*	struck	struck/stricken
set	set	set	strive*	stroved/strived	striven/strived
shake	shook	shaken	string	strung	strung
shed*	shed	shed	swear	swore	sworn
shine	shone/shined	shone/shined	sweep	swept	swept
shoot	shot	shot	swim	swam	swum
show	Showed	shown/showed	swing*	swung	swung
shrink*	shrank/shrunk	shrunk	take	took	taken
shut	shut	shut	teach	taught	taught
sing	sang	sung	tear	tore	torn
sink*	-sank	sunk	tell	told	told
sit	sat	sat	think	thought	thought
sleep	slept	slept	throw	threw	thrown
slide*	slid	slid	thrust*	thrust	thrust
slit*	slit	slit	understand	understood	understood
smell	smelled/smelt	smelled/smelt	undertake	undertook	undertaken
speak	spoke	spoken	upset	upset	upset
speed	sped/spedded	sped/spedded	wake	woke/waked	woken/waked
spell	spelled/spelt	spelled/spelt	wear	wore	worn
spend	spent	spent	weave*	wove	woven
spill	spilled/spilt	spilled/spilt	weep*	wept	wept
spin*	spun	spun	win	won	won
spit	spit/spat	spit/spat	wind*	wound	wound
split*	split	split	withdraw	withdrew	withdrawn
spoil	spoiled/spoilt	spoiled/spoilt	write	wrote	written
spread*	spread	spread			

*Definitions of some of the less frequently used irregular verbs:

bet wager; offer to pay money if one loses
bid make an offer of money, usually at a public sale
bind fasten or secure
breed bring animals together to produce young
broadcast send information by radio waves; announce
burst explode; break suddenly
cast throw
cling hold on tightly
creep crawl close to the ground; move slowly and quietly
deal distribute playing cards to each person; give attention to (deal with)
flee escape; run away
fling throw with force

forecast predict a future occurrence
forsake abandon or desert
grind crush, reduce to small pieces
seek look for
shed drop off or get rid of
shrink become smaller
sink move downward, often under water
slide glide smoothly; slip or skid
slit cut a narrow opening
spin turn rapidly around a central point
split divide into two or more parts
spread push out in all directions (e.g., butter on bread, news)

spring jump or rise suddenly from a still position
sting cause pain with a sharp object (e.g., pin) or bite (e.g., by an insect)
stink have a bad or foul smell
strike hit something with force
strive try hard to achieve a goal
swing move back and forth
thrust push forcibly; shove
weave form by passing pieces of material over and under each other (as in making baskets, cloth)
weep cry
wind (sounds like *find*) turn around and around

FORM	PAST	PARTICIPLE	FORM	PAST	PARTICIPLE
become	was, were	been	lay	laid	lit (lighted)
begin	began	begun	lose	lost	meant
blow	bit	bent	make	made	met
break	broke	bitten	pay	paid	quit
bring	brought	brought	put	put	read
build	built	built	ride	rode	risen
buy	bought	bought	ring	rang	sat
come	came	come	run	ran	sang
			see	saw	spent
cut	cut	cut	sleep	sleeped	stuck
do	drew	drunk	speak	spoke	struck
		driven	spread	spread	taken
eat	ate	fed	steal	stole	thought
fall	fell	felt	swear	swore	upset
fight	fought	fit	sweep	swept	withdrew
find	found	frozen	teach	taught	
		gotten (got)	tear	told	
forget	forgot	grown	think	threw	
forgive	forgave	hung	throw	wake	
			understand	wore	
give	gave	hidden			
go	went	hit			
have	had	kept			
hear	heard	knew			
hold	held	left			
hurt	hurt				
lead	led				

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THE BASIC SENTENCE

DRILL: Locating Verbs and Subjects

REMEMBER: Every sentence must have a verb and a subject. The verb tells what is done in the sentence and/or is in the list of twenty-three helping verbs; the subject is what or whom the sentence is about. In analyzing a sentence, always locate the verb first.

Part I. Instructions: For each sentence below, draw two lines under the complete verb; draw one line under the subject; on the back of this paper, diagram the verb and subject in sentences 1, 5, and 10.

Example: The girls had been waving.

girls | had been waving

1. The boys are leaving.
2. The shipment has arrived.
3. The rooster was crowing.
4. The boy should have studied.
5. Stacy must have been helping.
6. The car swerved.
7. Snow was falling.
8. The children had eaten.
9. The package has arrived.
10. My grandparents will be visiting.

Part II. On the back of this paper, write two subject-verb sentences of your own; construct diagrams for them.

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NAME _____ DATE _____ 33

ADJECTIVES

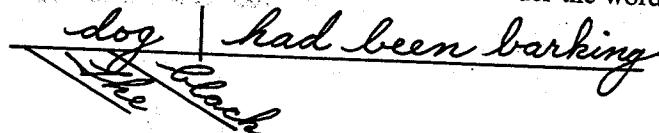
Recognizing Adjectives

KNOW: A word that describes (modifies) a noun is an **adjective**. An adjective tells *what kind*, *which one*, *how many*, or *whose* about the noun it modifies. Some adjectives are called "determiners." The articles *a*, *an*, and *the* are adjectives.

1. The black dog had been barking. (*black* tells *which one*)
2. A wild dog had been barking. (*wild* tells *what kind*)
3. Six dogs had been barking. (*six* tells *how many*)
4. Our neighbor's dog had been barking. (*neighbor's* tells *whose*)

** In analyzing a sentence, draw a circle around an adjective.

** In diagramming, write the adjective on a slanted line under the word it modifies:



PRACTICE: In each sentence below, draw two lines under the complete verb, one under the subject. In the space before the subject, write an adjective with the meaning given in parentheses. On the back of this sheet, diagram sentences 3, 4, 5, and 6.

1. The _____ girl sang. (*which one*)
2. A _____ rain had begun. (*what kind*)
3. _____ houses were built. (*how many*)
4. _____ cat was meowing. (*whose*)
5. The _____ tree grew. (*what kind*)
6. The _____ band might play. (*which one*)
7. _____ dad is coming. (*whose*)
8. _____ students were going. (*how many*)
9. _____ parents were attending. (*whose*)
10. The _____ student must have studied. (*which one*)

ADJECTIVES

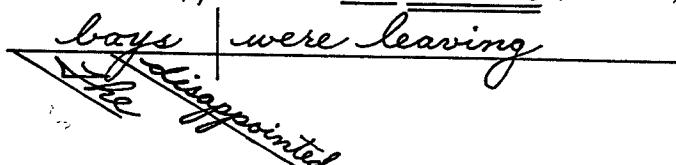
Using Adjectives — Practice

REMEMBER:

1. Every sentence must have a verb and a subject. Locate the **verb**, ask "Who?" or "What?" before it, and the word that answers the question is the **subject**.
2. An **adjective** modifies a noun or pronoun; it tells *which one, what kind, how many, or whose* about the word it modifies.

Instructions: In each sentence below, draw two lines under the complete verb; draw one line under the subject; in the space before the subject, write an adjective with the meaning given in parentheses. Diagram sentences 2, 3, 4, and 5.

Example: The disappointed boys were leaving. (what kind)



1. The _____ pie had been burned. (what kind)
2. The _____ puppy was whining. (whose)
3. _____ girls had been running. (how many)
4. Sally's _____ book has been found. (which one)
5. The _____ children had been hiking. (what kind)
6. The _____ car was being repaired. (which one)
7. _____ children had eaten. (how many)
8. The _____ plane was landing. (what kind)
9. The _____ telephone has been ringing. (whose)
10. The _____ package should have arrived. (which one)

ADJECTIVES

Facts About Adjective Usage

REMEMBER: An adjective tells *which one*, *what kind*, *how many*, or *whose* about the noun it modifies.

FACT 1: Adjectives usually come before the noun they modify.

- (A) pretty girl was calling.
- (A) uniformed man had been watching.
- (A) helpful suggestion was made.

Reminder: Use *a* before words beginning with a consonant or a long *u*.

FACT 2: Adjectives that follow a noun are separated from the noun and the rest of the sentence by commas.

- Sharon, (bright-eyed) and (smiling), arrived.
- An ugly little mutt, (tail-wagging) and lovable, was barking.
- An elegant woman, well-dressed and poised, was approaching.

Reminder: Use *an* before words beginning with a vowel or a silent *h*.

FACT 3: Adjectives used in a series are separated by commas.

- An eager, immaculate, tall, lanky sailor was waving.
- The hungry, tired, bedraggled little Cub Scouts were eating.

Reminder: Use a comma between adjectives where *and* sounds right.

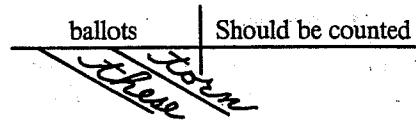
PRACTICE: Draw a circle around each adjective; insert commas, and write *a* or *an* where appropriate.

1. _____ honest person is respected by all.
2. The dog old and feeble could hardly walk.
3. _____ wide brick walkway led to _____ fountain.
4. I love _____ warm clear sunny day.
5. Dee wanted only _____ glass of orange juice, _____ egg, and _____ slice of toast.
6. What is it that makes _____ house _____ home?
7. The President's noticing me was _____ honor.
8. _____ rain-soaked discouraged team left the field.
9. _____ excited happy noisy crowd of children was approaching.
10. _____ serious-looking man was given _____ honorary degree.

REVIEW: VERBS, SUBJECTS, AND ADJECTIVES

Instructions: Draw two lines under each complete verb and one line under each subject. Draw a circle around each adjective. Diagram all words in sentences 2, 3, 6, 9, and 10.

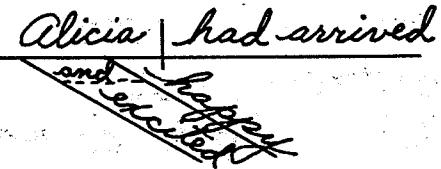
Example: Should these torn ballots be counted?



1. Can Hal come?
2. Has everyone eaten?
3. Have your new neighbors arrived?
4. A few girls had been skating.
5. Were the two prisoners freed?
6. All the Oscar Mayer hotdogs have been eaten.
7. Several delicious cakes will be sold.
8. Could all the chocolate ice cream have been eaten?
9. The clever little girl has won.
10. Was Edna's favorite cut-glass vase broken?

Reminder: Many questions begin with a "helping" verb; be sure to underline twice!

11. Did that beautiful Dalmatian dog win?
12. Alicia, excited and happy, had arrived.
13. My Uncle Pete has moved.



REVIEW: VERBS, SUBJECTS, AND ADJECTIVES

Memory Check and Recognition Drill

Memory Check

Instructions: Write the words that correctly complete these sentences.

1. Every sentence must have a _____ and a _____.
2. The word that tells what is being done in a sentence is the _____.
3. The word that answers "Who?" or "What?" before the verb is the _____.
4. An adjective may tell _____, _____, _____, or _____ about the word it modifies.
5. Write, in order, the twenty-three helping verbs:

Recognition Drill

Instructions: In each sentence below, draw two lines under the verb, one under the subject. Draw a circle around each adjective. On the reverse side of this paper, construct diagrams for the odd-numbered sentences.

1. Those four students must have studied.
2. Should the girls' softball team practice?
3. Will your parents come?
4. Your family doctor should have been called.
5. Have all the borrowed books been returned? (*What kind of books?*)
6. New student body officers have been elected.
7. Did your little sister leave?
8. Was your dad's new Toyota truck wrecked?
9. The rain-soaked spectators were leaving.
10. Many tired, hungry, and hopeless refugees had arrived.

REVIEW: VERBS, SUBJECTS, AND ADJECTIVES

TRIAL TEST

Definitions

Instructions: Write the words you have memorized to complete these sentences.

1. Every sentence must have a _____ and a _____.
2. The _____ is the word that tells what is being done.
3. The _____ is the word that the sentence is about.
4. An _____ describes or modifies a noun.
5. On the reverse side of this paper, write the twenty-three helping verbs in order.

Recognizing Verbs, Subjects, and Adjectives

Instructions: In the following sentences, draw two lines under the verb, one under the subject; draw a circle around each adjective; beside each sentence, construct a diagram showing all the words.

1. The two suspects were released.
2. Alicia, excited and happy, had arrived.
3. All the peaches have been picked.
4. Is your new house being built?
5. Their neighbor's new Audi was wrecked.
6. Did the Alhambra jazz band play?
7. Have the spelling tests been graded?

REVIEW: VERBS, SUBJECTS, AND ADJECTIVES TEST

Part I. Instructions: Draw two lines under each verb, one under each subject; draw a circle around each adjective; on the reverse side of this page, diagram sentences 2, 6, and 8.

1. The attractive girl had been swimming.
2. Sixteen new houses will be built.
3. Our team won!
4. Did the Alhambra jazz band play?
5. The frightened little boy has left.
6. That small, smiling, confident blond girl will audition.
7. The four barefoot children were wading.
8. Has your sister's black Corvette been repaired?

Part II. Fill in the blanks.

1. Every sentence must have a _____ and a _____.
2. The word that tells what is being done is the _____.
3. The word that answers "Who?" or "What?" before a verb is the _____.
4. A word that describes or modifies a noun is an _____.

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ENGLISH VERB TENSES

topic: **Present continuous tense 1** | level: **Beginner**

Change each SIMPLE PRESENT TENSE sentence into a PRESENT CONTINUOUS TENSE sentence:

Ex: I **eat** vegetables. = I am eating vegetables.

1. I **speak** English. = I English.

2. I **work** very hard. = I very hard.

3. She **cleans** the house. = She the house.

4. They **answer** the questions. = They the questions.

5. We **do** our homework. = We our homework.

6. You **open** the door. = You the door.

7. They **fix** my computer. = They my computer.

8. He **buys** food for his cat. = He food for his cat.

9. The train **leaves** at 9:00 AM. = The train at 9:00 AM.

10. She **prepares** food for her friends. = She food for her friends.

[Clear Answers](#)

topic: PRESENT CONTINUOUS or SIMPLE PRESENT tense? Part 2

Choose whether the verb should be in the PRESENT CONTINUOUS or the SIMPLE PRESENT tense:

1. I always _____ before I go to sleep.
a) am reading b) read
2. She _____ French, but she doesn't speak Italian.
a) speaks b) is speaking
3. She _____ right now.
a) speaks b) is speaking
4. Next week we _____ to the theater.
a) go b) are going
5. (Generally) I _____ Mexican food.
a) love b) am loving
6. P1: How do you feel? P2: I _____ great!
a) am feeling b) feel
7. Listen! I _____ to explain this to you.
a) am trying b) try
8. Tomorrow I _____ to see my friend.
a) am going b) go
9. P1: Where is she now? P2: She _____ home.
a) walks b) is walking
10. P1: How does she usually get to work? P2: She _____.
a) is walking b) walks

topic: **SIMPLE PRESENT OR PRESENT CONTINUOUS?**

Choose which verb tense (**simple present** or **present continuous**) fits better.

1. I always _____ my best.
a) try b) am trying
2. _____ to me?
a) Are you talking b) Do you talk
3. I _____ to the mountains this weekend.
a) go b) am going
4. What time _____ lunch?
a) do you normally eat b) are you normally eating
5. I have to go to bed early tonight because my train _____ at 6:00 AM tomorrow morning.
a) is leaving b) leaves
6. We normally eat lunch at noon, but today _____ at 1.
a) we're eating b) we eat
7. I _____ the flu.
a) have b) am having
8. P1: _____ a good time? P2: Yes, I'm really enjoying this.
a) Are you having b) Do you have
9. We normally _____ breakfast at 7:00 AM every morning.
a) eat b) are eating
10. Don't talk so loudly. Brian _____ to sleep.
a) tries b) is trying

topic: PRESENT CONTINUOUS or SIMPLE PRESENT tense? Part 3

Choose whether the verb should be in the PRESENT CONTINUOUS or the SIMPLE PRESENT tense:

1. I usually _____ to rock music.
a) listen b) am listening
2. P1: What is she doing? P2: She _____ to music.
a) listens b) is listening
3. My professor always _____ very slowly.
a) is speaking b) speaks
4. P1: What are you doing tonight? P2: We _____ to see a movie.
a) are going b) go
5. He normally _____ very fast.
a) drives b) is driving
6. I never _____ what to expect.
a) am knowing b) know
7. I'm sorry, Angela can't come to the phone. She _____ a shower.
a) is taking b) takes
8. I _____ home right now.
a) go b) am going
9. Those girls _____ out every Friday.
a) are going b) go
10. (Generally) I _____ classical music.
a) like b) am liking

Sentence Agreement

Make sure the parts of your sentence “agree” with one another. If you use a singular subject, use a singular verb. If you use a plural subject, use a plural verb. The examples below will show you how this works.

One Subject In most basic sentences, one subject is followed by the verb. Since they are often right next to each other, it is easy to check for subject/verb agreement.

Carmen goes to Tucson every summer.

(The subject *Carmen* and the verb *goes* are singular.)

Her brothers go with her.

(The subject *brothers* and the verb *go* are plural.)

This chart shows additional sentences with one subject. (The verb agrees with the subject in each sentence.)

SINGULAR	PLURAL
<u>The player shoots the ball.</u>	<u>The players shoot the balls.</u>
<u>A small dog barks.</u>	<u>Small dogs bark.</u>
<u>Petru sings beautifully.</u>	<u>The students sing beautifully.</u>

Compound Subjects Connected by AND If a sentence contains a compound subject connected by *and*, it needs a plural verb.

Hiro and Sue go to Seattle.

Compound Subjects Connected by OR If a sentence contains a compound subject connected by *or*, the verb must agree with the subject nearer to it.

My brothers or my sister goes to the store.

(The verb is singular because the subject *sister*, closest to the verb, is singular.)

My sister or my brothers go to the store.

(The verb is plural because the subject *brothers*, closest to the verb, is plural.)

Unusual Word Order When the subject is separated from the verb by words or phrases, you must check carefully to see that the subject agrees with the verb.

Chen, in addition to two other students, is sick.

A group of students is writing a play.

Kerry and Patrice, the best players on the team, are helping me.

The Ocampos, a large family, are from Peru.

* If you are not sure whether a sentence is in agreement, say the sentence without the words that come between the subject and the verb.

■ When the subject comes after the verb (or part of the verb) in a sentence, you must check carefully to see that the subject agrees with the verb.

On the branch sits a bird.

On the branch sit two birds.

Has your friend seen this movie?

Have your friends seen this movie?

Indefinite Pronouns Use a singular verb with these indefinite pronouns: *each, either, neither, one, everyone, everybody, everything, someone, somebody, something, anybody, anything, anyone, nobody, no one, nothing, and another*.

Everybody goes to the library tomorrow.

Nobody is sick today.

■ Some indefinite pronouns (*all, any, half, most, none, some*) can be either singular or plural. You must study the words that come between the subject and verb to decide.

Half of the students go to the library.

(Because the sentence talks about half of the *students*, a plural noun, use the plural verb *go*.)

Half of the milk is gone.

(Because the sentence talks about half of the *milk*, a singular noun, use the singular verb *is*.)


EXCEPTIONAL ENGLISH: Irregular Verbs 1

The form of a verb tells us when an action takes place. The letters *-ed* at the end of most verbs indicate that the action took place in the *past*.

look = present *looked* = past *has (had) looked* = past participle

Regular verbs follow the same pattern as *look/looked/looked*.

Irregular verbs follow different patterns.

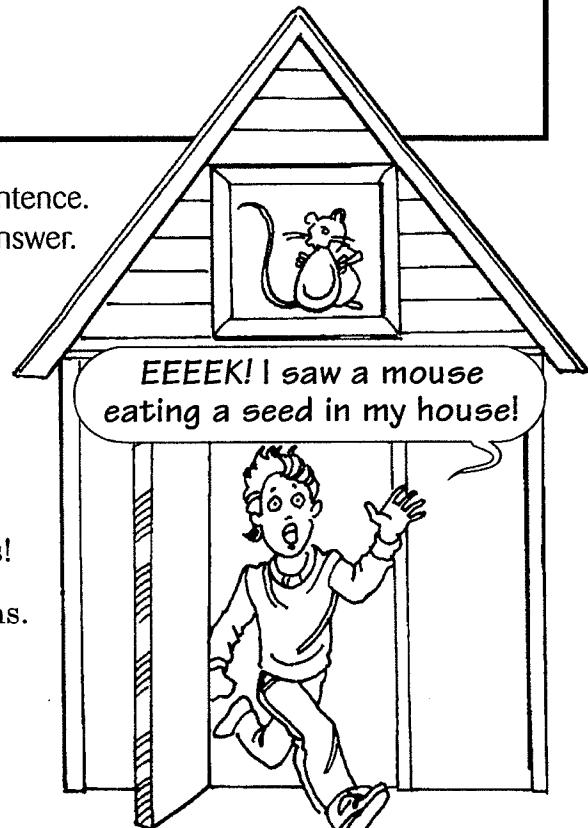
FAULTY GRAMMAR: Christina *buyed* a brown suede vest.

GOOD GRAMMAR: Christina *bought* a brown suede vest.

- A.** Circle the irregular verb that correctly completes each sentence.

Hint: Read each sentence aloud before you choose the answer.

1. The rain (comed / came) down in buckets.
2. Jason (seed / saw) a mouse in his house.
3. The torpedo (sinked / sank) the battleship.
4. The robber (hidded / hid) in the shadows.
5. You (thinked / thought) up some great ideas!
6. Delores has (climbed / clumb) five mountains.
7. The pot has (boiled / boilt) over!
8. She has (sweared / sworn) to tell the truth.



- B.** Fill in each blank with a form of the verb in parentheses.

The form you choose should rhyme with the **boldface** word.

1. First the boys' choir **sang**, and then the steeple bells (ring) _____.
2. Once the last bells had **rung**, a farewell song was (sing) _____.
3. When Ann **spoke** of leaving, Dan's poor heart (break) _____.
4. Seeing that his heart was **broken**, she was sorry she had (speak) _____.
5. When the autumn winds **blew**, the long-necked geese (fly) _____.
6. No one **knew** who (throw) _____ the ball that broke the window.
7. If she'd known the jacket was **torn**, she wouldn't have (wear) _____ it.
8. Lilly didn't give much (think) _____ to the groceries she **bought**.

ON YOUR OWN!

Cut out a newspaper article. Circle any irregular verbs you find in it.


IT'S A MATCH: Subject-Verb Agreement

A verb must agree with the subject in number. Always match a **singular subject** (such as *market*) with a **singular verb** (such as *stays*).

FAULTY GRAMMAR:

The *market stay* open all night.

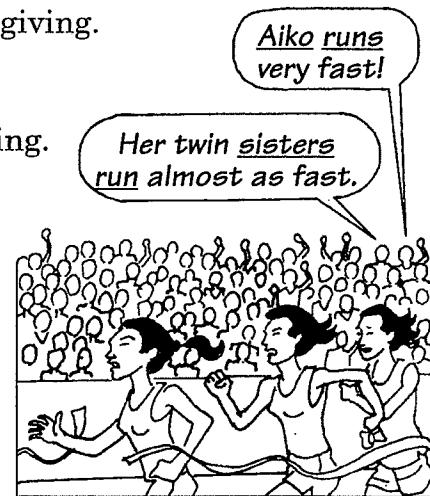
GOOD GRAMMAR:

The *market stays* open all night.

GOOD GRAMMAR HINT: The singular form of most regular verbs ends in *-s*.

- A.** Circle the verb form that agrees with the subject. For help, read the sentences aloud.

1. Every Thanksgiving, my dad (stuff / stuffs) the turkey.
2. The Jones family always (eat / eats) fish on Thanksgiving.
3. The Joneses (dislike / dislikes) turkey.
4. The first freeze (bring / brings) thoughts of ice skating.
5. Soon flames (flicker / flickers) in the fireplace, and cocoa (steam / steams) on the stove.
6. Tire chains (rattle / rattles) on the pavement.
7. The time (has / have) come to tune up the furnace.
8. Skaters are glad that winter (has / have) arrived.
9. Many other folks (wish / wishes) for sunshine.



- B.** Put a check mark (✓) by sentences that have mismatched subjects and verbs.

Then, on the back of this sheet, rewrite the faulty sentences correctly.

- | | | | |
|---------|--|----------|---|
| 1. ____ | The telephone pole block
the view. | 6. ____ | They are usually impressed
by his friendliness. |
| 2. ____ | The ending surprises
most readers. | 7. ____ | Before the election the
candidates debates the issues. |
| 3. ____ | The jewcls is kept in
a safe. | 8. ____ | The dead trees has been
cut down. |
| 4. ____ | The best athlete wins
the gold metal. | 9. ____ | Since the robbery, museum
guests have worn badges. |
| 5. ____ | Mr. Lee shake hands
with new clients. | 10. ____ | At 1:00 A.M. the mouse run
down the clock. |

- C.** Pick a subject from List A. Match it with a verb from List B. On the back of this sheet, write a sentence using the words you've chosen.

LIST A: clerk, supermarkets, customers, bag, aisles

LIST B: breaks, sells, buy, hold, wraps



SUBJECT-VERB AGREEMENT: Tricky Situations 2

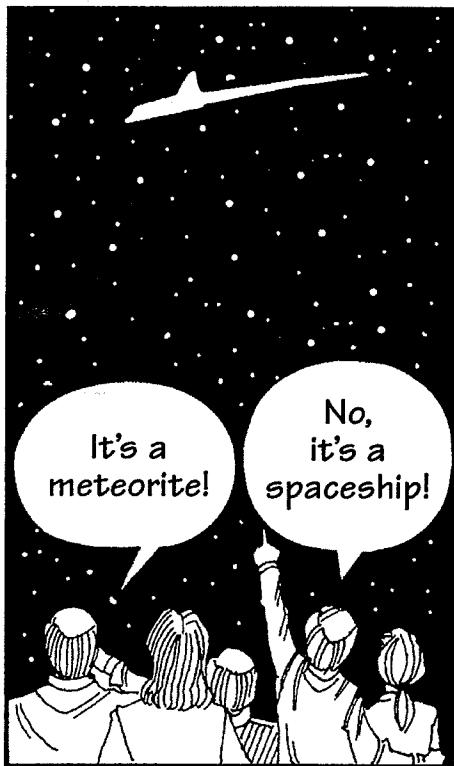
Certain subjects seem to create agreement problems. Watch out for these words: *one, each, every, neither, either, everyone, nobody, none, everybody, and somebody.*

No matter what words follow, these subjects take singular verb forms!

FAULTY GRAMMAR:**GOOD GRAMMAR:**

- A.** Circle the correct verb form in each sentence.

1. Everybody in Arthur's classes (call / calls) him "Brainiac."
2. No one in school (remembers / remember) Arthur getting a grade lower than A.
3. Everyone who gets lower grades (want / wants) Arthur's help.



4. Either a spaceship or a meteorite (has / have) fallen to Earth.
5. One of the weather stations (reports / report) seeing a flash.
6. Every city and town for miles around (has / have) sent news teams to the area.
7. Neither the government nor the scientists (understand / understands) the burned spot.
8. One of the residents (says / say) he saw an alien being in the area.
9. Before panic breaks out, somebody (need / needs) to come up with an answer.
10. (Were / Was) one of the McDonald boys playing with fireworks?

- B.** On the back of this sheet, write five original sentences. For each sentence subject, use *one, each, every, neither, either, everyone, nobody, none, everybody, or somebody*. Be sure to choose a singular verb to match your subject.

ON YOUR OWN!

In your reading, find a sentence that uses *one, each, every, neither, either, everyone, nobody, none, everybody, or somebody* as its subject. Copy the sentence. Underline the subject. Circle the verb. Check to see that they agree.

RECOGNIZING ADJECTIVES

Review the definition of a verb and a subject with students. Then read aloud the introductory material.

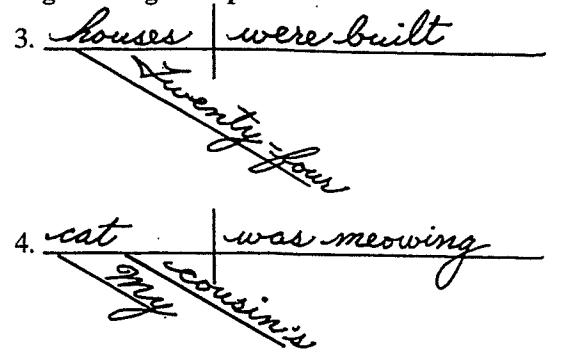
Students should memorize the definition of an adjective: "An adjective is a word that modifies a noun or a pronoun. It tells *what kind*, *which one*, *how many*, or *whose* about the word it modifies."

What an adjective "tells" emphasizes its use in the sentence. Students understand it easily and learn to modify nouns very descriptively. Later in their academic years they can apply this understanding to classifying adjectives as to type.

In analyzing a sentence, students should verbalize what they are doing; for example, they should say, "Neighbor's is an adjective; draw a circle around it."

Encourage students to use interesting adjectives in the Practice sentences.

Diagramming examples:



Insist that students draw the dividing line between the subject and verb perpendicular to and across sentence line. Explain that slanted lines have specific uses in diagramming.

1. (The) _____ girl sang. (which one)
2. (A) _____ rain had begun. (what kind)
3. _____ houses were built. (how many)
4. _____ cat was meowing. (whose)
5. (The) _____ tree grew. (what kind)
6. (The) _____ band might play. (which one)
7. _____ dad is coming. (whose)
8. _____ students were going. (how many)
9. _____ parents were attending. (whose)
10. (The) _____ student must have studied. (which one)

USING ADJECTIVES — PRACTICE

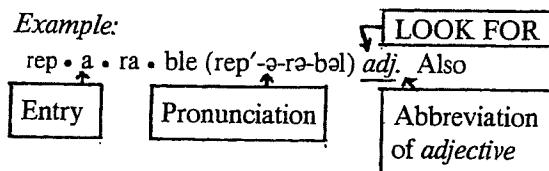
This page is suitable for a homework assignment.

Objective: To emphasize using unusual, descriptive adjectives.

Instructions for Students:

1. Sentences 1, 4, 5, 6, 8, and 10 require adjectives that tell *which one* or *what kind*.
2. Using your dictionary, scan quickly down the columns to find entries for adjectives.

Example:



re • pair • a • ble (ri-pär'-ə-bəl). Able
repair
Mean

3. Find a suitable adjective; on the reverse side of your paper, copy the entry, including the meaning that makes sense in the sentence.
 4. Write the adjective in the blank:
- The reparable car was being reparered.
5. Identify sentence parts: verb, subject.
 6. Diagram sentences 2, 3, 4, and 5 only.

1. The pie had been burned. (what kind)
2. The puppy was whining. (whose)
3. girls had been running. (how many)
4. Sally's book has been found. (which one)
5. The children had been hiking. (what kind)
6. The car was being repaired. (which one)
7. children had eaten. (how many)
8. The plane was landing. (what kind)
9. The telephone has been ringing. (whose)
10. The package should have arrived. (which one)

ADJECTIVES

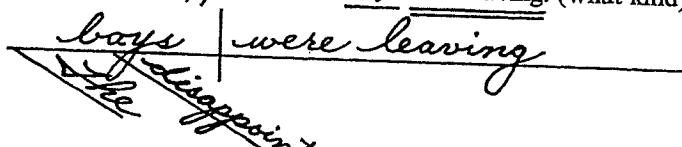
Using Adjectives — Practice

REMEMBER:

1. Every sentence must have a verb and a subject. Locate the verb, ask "Who?" or "What?" before it, and the word that answers the question is the **subject**.
2. An adjective modifies a noun or pronoun; it tells *which one, what kind, how many, or whose* about the word it modifies.

Instructions: In each sentence below, draw two lines under the complete verb; draw one line under the subject; in the space before the subject, write an adjective with the meaning given in parentheses. Diagram sentences 2, 3, 4, and 5.

Example: The disappointed boys were leaving. (what kind)



1. The _____ pie had been burned. (what kind)
2. The _____ puppy was whining. (whose)
3. _____ girls had been running. (how many)
4. Sally's _____ book has been found. (which one)
5. The _____ children had been hiking. (what kind)
6. The _____ car was being repaired. (which one)
7. _____ children had eaten. (how many)
8. The _____ plane was landing. (what kind)
9. The _____ telephone has been ringing. (whose)
10. The _____ package should have arrived. (which one)

FACTS ABOUT ADJECTIVE USAGE

This sheet presents important facts for students to understand, remember, and use.

1. Read aloud Remember and Fact 1 with its accompanying *Reminder*.
 - (a) Elicit the fact that consonants are all the letters in the alphabet except the vowels, which are *a*, *e*, *i*, *o*, *u*, and sometimes *y*.
 - (b) Call attention, in the sample sentences, to the placement of the adjectives and to the first letter of each adjective.
2. Read aloud Fact 2 and its first sample sentence, emphasizing the commas.
3. Read the second *Reminder* and the two sample sentences, which demonstrate the use of *an* instead of commas.
4. Read Fact 3 and the accompanying *Reminder*. After reading the sample sentences, substitute the word *and* for the commas to demonstrate the fact that commas are used between adjectives in a series, while *and* would sound right in place of the commas.
5. Work with the students to complete the Practice exercise. Point out that no comma separates the final adjective in a series from the noun it modifies.

1. An honest person is respected by all.
2. The dog, old and feeble, could hardly walk.
3. @ wide brick walkway led to a fountain.
4. I love a warm, clear, sunny day.
5. Dee wanted only a glass of orange juice, any egg, and a slice of toast.
6. What is it that makes a house a home?
7. The President's noticing me was an honor.
8. @ rain-soaked, discouraged team left the field.
9. An excited, happy, noisy crowd of children was approaching.
10. A serious-looking man was given an honorary degree.

ADJECTIVES

Facts About Adjective Usage

REMEMBER: An adjective tells *which one*, *what kind*, *how many*, or *whose* about the noun it modifies.

FACT 1: Adjectives usually come before the noun they modify.

- (A) pretty girl was calling.
- (A) uniformed man had been watching.
- (A) helpful suggestion was made.

Reminder: Use *a* before words beginning with a consonant or a long *u*.

FACT 2: Adjectives that follow a noun are separated from the noun and the rest of the sentence by commas.

- Sharon, (bright-eyed) and (smiling) arrived.
- An (ugly) (little) mutt, (tail-wagging) and (lovable), was barking.
- An (elegant) woman, (well-dressed) and (poised), was approaching.

Reminder: Use *an* before words beginning with a vowel or a silent *h*.

FACT 3: Adjectives used in a series are separated by commas.

- An (eager, immaculate, tall, lanky) sailor was waving.
- The (hungry, tired, bedraggled) little Cub Scouts were eating.

Reminder: Use a comma between adjectives where *and* sounds right.

PRACTICE: Draw a circle around each adjective; insert commas, and write *a* or *an* where appropriate.

1. _____ honest person is respected by all.
2. The dog old and feeble could hardly walk.
3. _____ wide brick walkway led to _____ fountain.
4. I love _____ warm clear sunny day.
5. Dee wanted only _____ glass of orange juice, _____ egg, and _____ slice of toast.
6. What is it that makes _____ house _____ home?
7. The President's noticing me was _____ honor.
8. _____ rain-soaked discouraged team left the field.
9. _____ excited happy noisy crowd of children was approaching.
10. _____ serious-looking man was given _____ honorary degree.



REVIEW

1. In reading the sample sentences, reestablish in your students' minds the oral routine they should follow in identifying sentence parts:
 - (a) The verb is Should be counted; put two lines under it.
 - (b) The subject is ballots; draw one line under it.
 - (c) These and torn are adjectives; draw a circle around each.
2. As you duplicate the diagram on the chalkboard, stress the following:
 - (a) The sentence line is cut across by a perpendicular line between the verb, *Should be counted*, and the subject, *ballots*.

2.
everyone | Has eaten

6.
Hotdogs | have been eaten
of the Oscar Mayer

10.
vase | Was broken
Edna's favorite glass

1. Can Hal come?
2. Has everyone eaten?
3. Have your new neighbors arrived?
4. A few girls had been skating.
5. Were the two prisoners freed?
6. All the foot-long hot dogs have been eaten.
7. Several delicious cakes will be sold.

(b) *Should* is capitalized because it is the word in the sentence.

(c) The adjectives, *these* and *torn*, are on single lines under the subject, *ballots*, which modify.

3. In *Steps to Good Grammar*, a conjunction (*and*) in sentence 12 is given no marking. Point out to students the placement of *and* in the diagram on a dotted line between the words it connects.
4. Checking students' work:
 - (a) A representative section to check on paper includes sentences 8 through 13.
 - (b) Check the diagrams for accuracy and neatness. Make suggestions for improvement where necessary, or write a compliment.

3.
neighbors | Have arrived
new yours

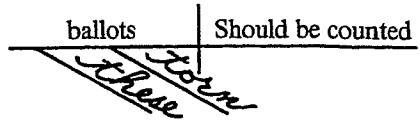
9.
girl | has won
the clever little

8. Could all the chocolate ice cream have been eaten?
9. The clever little girl has won.
10. Was Edna's favorite cut-glass vase broken?
11. Did that beautiful Dalmatian dog win?
12. Alicia, excited and happy, had arrived.
13. My Uncle Pete has moved.

REVIEW: VERBS, SUBJECTS, AND ADJECTIVES

Instructions: Draw two lines under each complete verb and one line under each subject. Draw a circle around each adjective. Diagram all words in sentences 2, 3, 6, 9, and 10.

Example: Should these torn ballots be counted?



1. Can Hal come?
2. Has everyone eaten?
3. Have your new neighbors arrived?

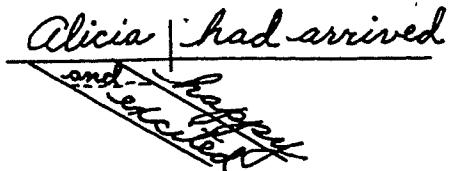
4. A few girls had been skating.
5. Were the two prisoners freed?
6. All the foot-long hot dogs have been eaten.

7. Several delicious cakes will be sold.
8. Could all the chocolate ice cream have been eaten?
9. The clever little girl has won.

10. Was Edna's favorite cut-glass vase broken?

Reminder: Many questions begin with a "helping" verb; be sure to underline twice!

11. Did that beautiful Dalmatian dog win?
12. Alicia, excited and happy, had arrived.
13. My Uncle Pete has moved.



MEMORY CHECK AND RECOGNITION DRILL

In completing this page, point out:

Sentence 6: *Borrowed* is usually used as a verb.

Dan borrowed some books.

Remind students that the "part of speech" of any word depends upon its use in the sentence. In this sentence, *borrowed* is an adjective that tells *what kind* of books.

Sentence 8: Even though four adjectives precede *truck*, "and" spoken between them sounds awkward; hence, no commas.

Sentence 10: The comma following *tired* illustrates the rule that a comma is used where *and* sensibly be used instead.

When students have completed work page:

1. If they want more practice before taking a the Trial Test (page 43) next. Follow it day with the actual Test (page 45).
2. If they feel fully prepared to take a te announce one for the next day; omit the T and use the actual Test.
5. is, am, are, was, were, be, being, been, has, have, had, do, does, did, shall, will, should, would, may, might, must, can, could

Memory Check

1. verb, subject
2. verb
3. subject
4. which one, what kind, how many, whose

1. Those four students must have studied.
2. Should the girls' softball team practice?
3. Will your parents come?
4. Your family doctor should have been called.
5. Have all the borrowed books been returned? (*What kind of books?*)
6. New student body officers have been elected.
7. Did your little sister leave?
8. Was your dad's new panel truck wrecked?
9. The rain-soaked spectators were leaving.
10. Many tired, hungry, and hopeless refugees had arrived.

students | *must have studied*

parents | *Will come*

books | *Have been returned*

sister | *Did leave*

spectators | *were leaving*

REVIEW: VERBS, SUBJECTS, AND ADJECTIVES

Memory Check and Recognition Drill

Memory Check

Instructions: Write the words that correctly complete these sentences.

1. Every sentence must have a _____ and a _____.
2. The word that tells what is being done in a sentence is the _____.
3. The word that answers "Who?" or "What?" before the verb is the _____.
4. An adjective may tell _____, _____, _____, or _____ about the word it modifies.
5. Write, in order, the twenty-three helping verbs:

Recognition Drill

Instructions: In each sentence below, draw two lines under the verb, one under the subject. Draw a circle around each adjective. On the reverse side of this paper, construct diagrams for the odd-numbered sentences.

1. Those four students must have studied.
2. Should the girls' softball team practice?
3. Will your parents come?
4. Your family doctor should have been called.
5. Have all the borrowed books been returned? (*What kind of books?*)
6. New student body officers have been elected.
7. Did your little sister leave?
8. Was your dad's new panel truck wrecked?
9. The rain-soaked spectators were leaving.
10. Many tired, hungry, and hopeless refugees had arrived.

