

# Verbs

1/11

- Action Verbs - Something you do  
kick, spin, hit, run
- Linking Verbs - links a noun to a word that completes the meaning  
is, are, was, were, grew, taste, appear
- Helping - helps main verbs  
She will do the project.  
- She has had many issues  
has, had, do, might, will, should

Tenses: Past/present/past participle  
Present perfect  
awake | awoke | have awoken

Irregular Verbs: spelling changes

eat → ate  
fly → flew

break → broke  
begin → began

past participle / present perfect ) use helping verbs

predicate ad: an ad; that follows a v  
It tasted nasty.

predicate nominative: noun/pronoun that re-describes the subject.  
Dinosaurs were reptiles

Over →

Active/Passive Voice: Always use active voice

- Active: Subject does action

Denise prepares the speech

Bad \* - Passive: Subject receives action

The speech was prepared by Denise

## Verbs:

A Verb is a word used to tell what happens or exists. There are two types of verbs: action verbs and linking verbs.

### Action Verbs:

An action verb tells what someone or something does.

Ex: Jim *swam* in the pool.

Underline the action verbs in the following sentences:

1. Koko runs fast.
2. He spins on his haunches.
3. Jennifer holds tight.
4. She flicks the reins.
5. Koko plunges to the right.
6. He cuts the corner sharply. — Adu
7. Now he rears in excitement.
8. Jennifer pulls the reins.
9. She digs her <sup>heel</sup> into Koko.
10. He races for the finish.
11. The judge calls the time.
12. Jennifer hugs Koko.

### Linking Verbs:

A linking verb expresses a state of being or links someone or something to words that complete its meaning.

Ex: The earth *is* round.

Underline the linking verbs in the following sentences:

1. Fire is hot.
2. The forest fire was dangerous.
3. The flames seemed huge.
4. The smoke grew thick.
5. Trees became giant torches.
6. Firefighters were tired.
7. The situation appeared bad.
8. It was a difficult problem.
9. A heavy rainstorm seemed the only answer.
10. Rain was the fire extinguisher.

Now underline ALL the verbs in the following sentences:

1. Baseball is an athletic contest.
2. Many people watch the games.
3. To them, baseball seems exciting.
4. Others avoid playing baseball.
5. To them, the games are dull.
6. Nine players play on a team.
7. A pitcher throws the baseball to a catcher.
8. Four infielders and three outfielders complete the team.
9. At least one other person helps in baseball.
10. That person, the umpire, is not always popular.

### Helping Verbs:

A helping verb helps the main verb tell what happens or what exists.

Ex: He *has* run the mile before.

Underline all the helping verbs one time, and the main verbs two times in the following sentences:

1. Inez and Marie will take a lesson on Saturday.
2. Inez can float on her stomach.
3. Marie has had a lesson already.
4. She does float on her stomach and on her back.
5. She might kick her way across the pool.
6. Inez should practice her kick more. Adv
7. Then she could get across the pool, too.
8. Both girls would enjoy the water more after several lessons.

### Tense:

Most verbs change form to show a change in time.

Ex: I *remember* her (present)

I *remembered* her (past)

A verb can also show the future (future tense)

Ex: I *shall* see Claudia.

I *will* trim the hedge.

To show past tense, verbs are called either regular or irregular.

Regular Verbs:

Regular verbs add d or ed to the infinitive (verb) to form their past tense.

Exs: aid-aided, believe-believed, borrow-borrowed.

Irregular Verbs:

Irregular verbs may change form to show past tense, but they do not add d or ed.

Exs: begin-began, eat-ate, fly-flew

Write the past forms of each of the following verbs and put R or I next to them to show whether it's regular or irregular.

Ex: fix-fixed (R), choose-chose (I)

- I  
I  
I  
R  
R  
R  
R  
R  
R  
I  
I  
I  
I  
I  
I  
I  
I  
I  
I  
I
1. break broke, have broken
  2. quit~~ed~~ quit, have quit
  3. sing ~~sang~~ sang, have sung
  4. walk walked, have walked
  5. spell spelled, have spelled
  6. attempt attempted, have attempted
  7. time timed, have timed
  8. teased teased
  9. plan planned, have planned
  10. beg begged, have begged
  11. try have tried
  12. ask asked, have asked
  13. feel felt
  14. fish fished, have fished
  15. grow~~n~~ grew
  16. flirt flirted, have flirted
  17. get got
  18. fill filled, have filled
  19. shoot shot
  20. hold held, have ~~have~~

# Subject Complements

A linking verb does not describe an action. Instead, it links the subject with another in the sentence. This word is called the **subject complement**. The verb *be* is the most common linking verb. Other frequently used linking verbs are shown below.

appear	grow	smell
become	look	sound
feel	seem	taste

Two kinds of subject complements complete the meaning of linking verbs. They are predicate nominatives and predicate adjectives.

A *predicate nominative* is a noun or pronoun that follows a linking verb and that identifies, renames, or explains the subject.

Dinosaurs were *reptiles*.

A *predicate adjective* is an adjective that follows a linking verb and that modifies or describes the subject.

That fashion model looks *attractive*.

## Identifying Linking Verbs and Subject Complements

In the following sentences, underline the linking verbs once and the subject complements twice.

Example Apple cider is tart.

1. An earthquake is a sudden movement of part of the earth's crust.
2. Dill pickles taste good with corned beef sandwiches.
3. David appeared calm backstage.
4. Sara is quarterback on the girls' football team.
5. The Continental Divide is part of the Rocky Mountains.
6. These photographs seem blurry.
7. After the long hike through the canyon, we felt tired.
8. The winners of the citizenship awards are friends of mine.
9. This is she.
10. The sunset over the mountains looked beautiful last night.
11. The pretzel tastes salty.
12. My brother is a cashier at Goodwin's.
13. Next season I will be captain of the team.
14. The sky appears cloudy today.
15. Dolphins are very intelligent creatures.
16. Both sides are being stubborn about this issue. ?
17. The casserole in the oven smelled delicious.
18. Steve will become an architect after graduation.
19. Before the season tournament, the team grew tense.
20. Barbara seemed very excited about the concert.

# Subject Complements

## A. Identifying Types of Subject Complements

In each of the following sentences, underline the linking verb once and the subject complement twice. Then, in the blank, write PN if the subject complement is a predicate nominative or PA if it is a predicate adjective.

Example My uncle is a gym teacher. PN

1. Li has become an excellent mathematician. ad \_\_\_\_\_
2. Buffalo Bill Cody was a scout for the United States Army. n \_\_\_\_\_
3. The popcorn smells delicious. ad \_\_\_\_\_
4. Indira Gandhi was the first female leader of India. n \_\_\_\_\_
5. It is 1. n \_\_\_\_\_
6. The last locker in this row looks bigger than the others. \_\_\_\_\_
7. Has George Washington's birthday remained a legal holiday? n \_\_\_\_\_
8. The family car has become quite dilapidated. ad \_\_\_\_\_
9. Jamie, my little brother, is afraid of water. ad \_\_\_\_\_
10. Alaska is the only state without a motto. n \_\_\_\_\_

## B. Using Subject Complements

Rewrite each of the numbered items in the passage below with a new subject complement. Underline your new subject complement. If it is a predicate nominative, write PN after the sentence. If it is a predicate adjective, write PA.

(1) Our camping trip last summer was a great experience. (2) Once we reached the campsite, we felt relaxed. (3) The site, next to the river in a small clearing, looked perfect. (4) The wind in the trees sounded peaceful, (5) and the water in the river was clean. (6) The wild blueberries we found tasted fresh.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# Active and Passive Voice

A verb is in the **active voice** when the subject of a sentence performs the action.

Denise *prepared* her speech.

A verb is in the **passive voice** when the subject receives the action. The passive voice is made by using some form of the helping verb *be* with the past participle. The receiver of the action comes before the verb; it is the subject of the sentence.

The speech *will be prepared* by Denise.

## Identifying Active and Passive Voice Verbs

Underline the complete verb in each sentence. Label the active verbs A and the passive verbs P.

1. In the 1984 Olympics, Valerie Briscoe-Hooks had raced to three gold medals. A
2. Conwy Castle in Wales was built by King Edward I. P
3. Ninety-five percent of the land in Alaska is owned by the federal government. A P
4. The *Iliad* and the *Odyssey* were composed by the Greek poet Homer. P
5. Usually street performers attract a great deal of attention. A
6. George Gershwin wrote the piano concerto *An American in Paris*. A
7. The word *poet* is derived from a Greek word meaning "to create." P
8. Last year my favorite team won the World Series. A
9. In her speech the candidate thanked her family and friends for their help. A
10. This exhibit includes paintings by Samuel Morse, the inventor of the telegraph. A
11. Toni Morrison's novels are written in a compelling and lyrical style. A
12. Many foreign correspondents accompanied the diplomatic mission. A
13. This photograph has been enlarged several times. P or A
14. The actors were evidently overwhelmed by the enthusiasm of their audience. P
15. John Maynard Keynes has contributed much to our understanding of economics. P
16. Many of Leonardo da Vinci's works were never completed. ? A
17. The thesis was not clearly expressed in the opening paragraph. A
18. The Italian writer Italo Calvino observes life with the curiosity of a scientist. A?
19. The Colorado River never reaches the sea. A
20. Most of the show cats were being groomed as the judges arrived. P



# Active and Passive Voice

Form B

## A. Using Active and Passive Voice Verbs

Complete each of the following sentences by adding a verb in the voice given in parentheses.

1. Ricardo and Angela received several pieces of furniture for their first home. (active voice)
2. All these pots and pans were sold by my sisters at a garage sale. (passive voice)
3. Our animal clinic gives pets physical examinations, immunization shots, booster shots, and certain other types of treatment. (active voice)
4. Laura knit several sweaters for her trip to the White Mountains. (active voice)
5. The lasagna, the steamed vegetables, and the whole-wheat rolls were on the menu. (passive voice)

## B. Changing Passive Voice Verbs to Active Voice Verbs

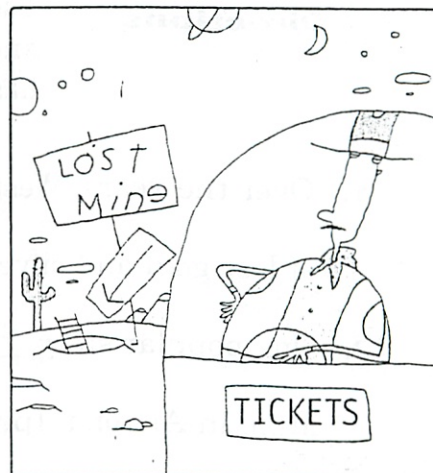
Rewrite the following sentences, changing verbs in the passive voice to active voice verbs. You may add, subtract, or change words as necessary.

**Examples** That small, one-story house *has been rented* by Jake's parents.  
Jake's parents **have rented** that small, one-story house.

1. Joanne was rushed by ambulance to the nearest community hospital.  
\_\_\_\_\_
2. Clare was elected chairperson of the outing committee by a vote of 10 to 8.  
\_\_\_\_\_
3. The Pulitzer Prize-winning volume *Lord Weary's Castle* was written by poet Robert Lowell.  
\_\_\_\_\_
4. "Blue Winds Dancing," an essay about his Native American heritage, was written by Dr. Thomas Whitecloud.  
\_\_\_\_\_
5. After dark, homeless persons are offered a ride to a shelter by search-van drivers.  
\_\_\_\_\_

# Perfect Verb Tenses

It may take some practice, but you can understand perfect verb tenses perfectly. As with simple tenses, perfect tenses deal with time. (For more information, turn to the introduction on page 448 and to 448.4-449 in *Write Source 2000*.)



## EXAMPLES

### Present Perfect Tense:

A present perfect verb shows action that began in the past and continues or is completed in the present.

Westerners have heard tales of lost mines.

(Add *has* or *have* to the past participle to form the present perfect tense.)

### Past Perfect Tense:

A past perfect verb shows action that began and ended in the past.

Many prospectors had found and then had lost valuable mines.

(Add *had* to the past participle to form the past perfect tense.)

### Future Perfect Tense:

A future perfect verb shows action that will begin and end in the future.

Mines yet to be found will have hidden their treasures for centuries.

(Add *shall have* or *will have* to the past participle to form the future perfect tense.)

## Directions

List the past participles for the following present tense verbs. The first one has been done for you.

- |            |                     |             |                  |
|------------|---------------------|-------------|------------------|
| 1. be      | <u>had been</u>     | 7. die      | <u>had died</u>  |
| 2. tell    | <u>had told</u>     | 8. surface  | <u>surfaced</u>  |
| 3. feature | <u>had featured</u> | 9. continue | <u>continued</u> |
| 4. uncover | <u>uncovered</u>    | 10. scour   | <u>scoured</u>   |
| 5. find    | <u>found</u>        | 11. unearth | <u>unearthed</u> |
| 6. kill    | <u>killed</u>       | 12. fight   | <u>fought</u>    |

**Directions**

Use the past participles of the listed verbs with *have*, *had*, *has*, and/or *will* to form the perfect tenses as shown. The first one has been done for you.

1. Over the years, Westerners have told and retold many tales of lost gold and silver mines. (present perfect)  
(tell)
2. One popular story has featured the legendary Lost Dutchman Mine in Arizona. (present perfect)  
(feature)
3. Along with three partners, a man known as Jake Miller had found the mine and left a map showing its location. (past perfect)  
(find)
4. Miller had killed at least three people to keep the mine a secret, and many others had trying to find it. (past perfect)  
(kill) (die)
5. Many legends about the mine \_\_\_\_\_, including one story about Apaches filling the mine with rocks. (past perfect)  
(surface)
6. People \_\_\_\_\_ to search for the mysterious mine and its vast treasure of gold. (present perfect)  
(continue)
7. They \_\_\_\_\_ the area south of the Salt River near Weaver's Needle and the Superstition Mountains. (present perfect)  
(scour)
8. If anyone finds the Lost Dutchman or other lost mine, he or she \_\_\_\_\_ a long-hidden secret of the West. (future perfect)  
(unearth)
9. After many years of searching, the finder of a lost mine \_\_\_\_\_ against terrific odds and won. (future perfect)  
(fight)



**Next Step** Write out your own explanations of *present perfect*, *past perfect*, and *future perfect tenses*. Then compare your explanations with the ones in your handbook.

Present TensePast TensePast Participle

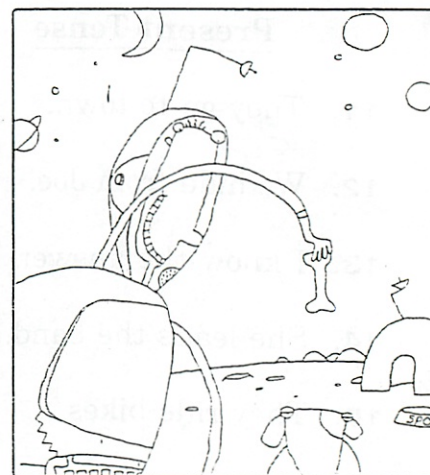
- |                         |                     |                          |
|-------------------------|---------------------|--------------------------|
| 11. They go to town.    | They _____ to town. | They have _____ to town. |
| 12. We hide from Joe.   | We _____ from Joe.  | We have _____ from Joe.  |
| 13. I know the answer.  | I _____ the answer. | I had _____ the answer.  |
| 14. She leads the band. | She _____ the band. | She has _____ the band.  |
| 15. They ride bikes.    | They _____ bikes.   | They have _____ bikes.   |
| 16. I run fast.         | I _____ fast.       | I had _____ fast.        |
| 17. They see me.        | They _____ me.      | They have _____ me.      |
| 18. We sing songs.      | We _____ songs.     | We have _____ songs.     |
| 19. I swim swiftly.     | I _____ swiftly.    | I have _____ swiftly.    |
| 20. I take chances.     | I _____ chances.    | I have _____ chances.    |
| 21. He throws fits.     | He _____ fits.      | He has _____ fits.       |
| 22. We wear hats.       | We _____ hats.      | We have _____ hats.      |
| 23. I build models.     | I _____ models.     | I have _____ models.     |
| 24. We ring the bell.   | We _____ the bell.  | We have _____ the bell.  |
| 25. They grow apples.   | They _____ apples.  | They have _____ apples.  |



**Next Step** Find a paragraph (or two) in a book or magazine. Look at all the verbs and see if you can identify them as regular or irregular.

# Irregular Verbs

Most verbs in the English language are said to be **regular** because they follow a simple, predictable pattern—when a regular verb goes into the past, you just add *-ed* to it. The rest of the verbs in the English language are called **irregular**. They do not follow this simple pattern. For most irregular verbs, the whole word changes in the past tense. When an irregular verb is used with *has*, *had*, and *have* (as a past participle), the base verb changes again. (See page 449 in *Write Source 2000* for a list of common irregular verbs.)



## EXAMPLES

	<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
<i>Regular</i>	I talk.	I talked.	I have talked.
<i>Irregular</i>	I speak.	I spoke.	I have spoken.

### Directions

Fill in the past tense and past participle of these verbs. They are all irregular.

	<u>Present Tense</u>	<u>Past Tense</u>	<u>Past Participle</u>
1. I am happy.	I _____ happy.	I have _____ happy.	
2. He bites his lip.	He _____ his lip.	He has _____ his lip.	
3. She breaks dishes.	She _____ dishes.	She has _____ dishes.	
4. I catch a cold.	I _____ a cold.	I have _____ a cold.	
5. She does yoga.	She _____ yoga.	She has _____ yoga.	
6. I drink milk.	I _____ milk.	I have _____ milk.	
7. He eats pizza.	He _____ pizza.	He has _____ pizza.	
8. I fall down.	I _____ down.	I had _____ down.	
9. She flies a plane.	She _____ a plane.	She has _____ a plane.	
10. I give blood.	I _____ blood.	I have _____ blood.	

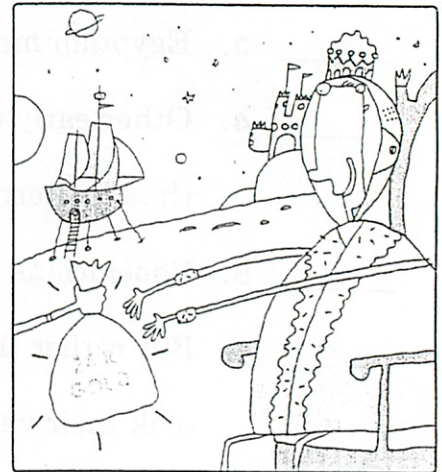
- \_\_\_\_\_ 3. Egyptian merchants imported ebony and ivory.
- \_\_\_\_\_ 4. Other early explorers, such as the Phoenicians, journeyed through the Mediterranean Sea into the Atlantic Ocean to Britain.
- \_\_\_\_\_ 5. Phoenicians sold other explorers valuables and food.
- \_\_\_\_\_ 6. But rather than buy or trade, many explorers attacked ships and took their valuable cargo.
- \_\_\_\_\_ 7. The Vikings stole gold, silver, and jewelry from many settlements.
- \_\_\_\_\_ 8. Around the year 1000, Leif Ericson and his band of Vikings settled in North America at Newfoundland.
- \_\_\_\_\_ 9. Then in 1492, in search of the East Indies Islands, Christopher Columbus discovered the West Indies and Cuba.
- \_\_\_\_\_ 10. On the return trip, Columbus gave his officers hammocks, an idea he got from the islanders.
- \_\_\_\_\_ 11. Columbus never told his sailors the distance they had gone because the crew was afraid of sailing off the edge of the world.
- \_\_\_\_\_ 12. Amerigo Vespucci, the first to discover that America was a new continent, supplied other sailors maps of the New World.

10/16

**Next Step** Some verbs, such as *drive*, *read*, and *play*, can be either transitive or intransitive. Choose one of those verbs and write a sentence using it as a transitive verb, and then write another sentence using it as an intransitive verb. Afterward, see if you can think of at least 10 more verbs that can be both transitive and intransitive.

# Transitive and Intransitive Verbs

**Transitive verbs** “transfer” their action to a direct object (and sometimes an indirect object). The direct object completes the meaning of the sentence, as in the examples that follow. An **intransitive verb** completes its meaning without an object. (See 450.1-450.3 in *Write Source 2000* for more information.)



## EXAMPLES

*Transitive Verb:*

Some explorers gave kings and queens gold.

- *Direct Object:* A direct object receives the direct action of the verb. It answers the question *who?* or *what?* after the verb. Some explorers *gave* what? (*gold*)
- *Indirect Object:* An indirect object receives the action of the verb indirectly. It tells *to whom* or *for whom* something is done. Some explorers *gave* gold to whom? (*kings and queens*)

*Intransitive Verb:*

Some explorers gave up.

- *No Object:* An intransitive verb does not transfer its action. Its action is complete without an object.

*Intransitive Verb:*

Some explorers gave up before finding gold.

- *Object of a Preposition:* If an object (*gold*) follows a preposition (*before*), it is an object of the preposition; it is not an object of the verb.

## Directions

Write *T* in front of sentences with transitive verbs and *I* in front of sentences with intransitive verbs. For each transitive verb, underline the direct object and circle any indirect objects. The first one has been done for you.

- T 1. Early Egyptians sailed their boats only on the Nile River.
2. Ancient Egyptians thought of the world as a flat rectangle with four pillars holding up the sky.

# Adj; Notes

1/13

What is an adj;?

- tells more about noun/pronoun
- modifies a noun + other adj;

Adj; answer 3 questions:

1. What kind of ex: she spotted a huge monster
2. how many: she had 3 toes
3. which one(s): I'll take that dress.

ex

1. She's a Hollywood Actress w/ a Texas accent,

What kind of

Comparative/Superlative e types of adj;

↓  
Comparative - if ~~comparative~~ add er  
short → shorter

\* describes 2

Superlative describes 3 or more = est

<sup>nick ar</sup>  
Marcus ~~is~~ smart, but Pat is the smartest

Comparative = more  
superlative = most

Adverb →  
on back



# Adverbs

1/14

modify verbs, adj, adv

## 3 Questions

1. How?

The boy danced horribly.

2. Where?

Can you go upstairs to get my blanket.

3. When?

The pig danced yesterday.

Verb

Usually answer how?

- My extremely ugly dog likes very old bones.

Adj

How/How many = usually answer

He eats so quickly.

Adv

① find verb      ② let adv  
③ 2nd describes 2

she writes really fast

## Grammar Test #1

Directions: Underline all the nouns and pronouns in the following sentences:

1. The building itself was in New York.
2. Then he went back to the three point line and started to shoot three pointers.
3. The boy liked the drawings that she made herself.
4. I have had no connections to the outside world.
5. The students enjoy their field trips as much as the teachers do. *itself*
6. One specific teacher, Ms. Williams, is the greatest teacher of them all.
7. A lot of students laugh at her silly jokes.
8. She gives a lot of homework.
9. The students don't mind doing work for her because she makes it fun.
10. They will soon be going to high school, and she will be very sad.

Directions: Circle the adjective and draw an arrow to the word it modifies.

1. The boy ate a huge bowl of chocolate ice cream on that starry night.
2. Last night I watched a really scary movie.
3. She was disappointed with him so she demanded that he ordered a diet soda.
4. My book is much more dull than your fantasy book.
5. The worried woman was warning other families about the ominous clouds.
6. I went on five trips yesterday; they were fun.
7. I am so hungry, because all I ate was a soggy banana.
8. The wooden walls, which were termite infested, were slowly falling apart.
9. I saw an ugly costume at the halloween store.
10. Why do most young men like to watch rough sports? *? much more dull*

Directions: Underline every verb you see in the following sentences: (Hint, they are not all just action verbs!)

1. He has never been suspended.
2. It appeared that everything else is okay.
3. John must have studied for many hours.
4. My pencil has been broken for quite some time.
5. The milk turned green when the food coloring was added.
6. I exercise a lot because I was a big girl.

7. Sometimes, I get mad, because I don't see the results.
8. I would enjoy the game more if the Eagles won.
9. I think I'm right!
10. Is it wrong to wonder how you would feel if you were different?

**Directions: Put the following words in the tense it is asking for.**

- Break (past tense) broke
- Went (present perfect tense) will go
- Began (present tense) begin
- Ate (present perfect) will eat
- Flew (future tense) fly
- Aid (past tense) added
- Move (future tense) will move
- Hit (past tense) hit
- Swam (present perfect) swim
- Chose (present tense) choose

**Directions: Underline the adverbs and draw an arrow to the word it modifies.**

1. Sadly the boy died in the end of the book.
2. I occasionally go every month.
3. Bob was lost and was furiously running everywhere to find his school.
4. Up and down the aisle he slowly looked for the perfect gift.
5. "You're late!" Ms. Williams said as the student stated his unlikely excuse.
6. The Canadians there have unusually long noses.
7. They speak very quickly too.
8. They are much smarter than we are.
9. They are surprisingly fast in track too.
10. They run especially close races.

**Directions: Fill in the blank with the best possible answer:**

- 1.) Nouns can be one of four things: person, place, thing, or idea.
- 2.) An adjective can modify two possible things: nouns, or other adj.
- 3.) An adverb can modify three possible things: vb, adj, or other adv.
- 4.) The pronoun can easily replace the noun in a sentence.

5.) There are four possible tenses in the English language: present, past, future and present perfect.

**Bonus: What is the acronym, which describes the conjunctions in our English language? What is each conjunction for the acronym? (2 pts.)**

**Bonus: Label each word's correct part of speech. (1/2 pts. per correct answer.)**

The darkness is gathering in the quiet houses of Salem Village. Twelve year old Pat is scared, for several girls have begun to exhibit strange behavior. Can it be true? Is someone going to spit disgustingly wet gum in her hair?

adv    adv    n    n

# Prepositions

1/18

1. Tell location

ex: her coat is outside the door.

2. Direction

ex: he ran to me

3. Time

ex: I'll wait until noon.

4. Relationship

ex: I went with her

ex: It was written by Twain

# The Grammar Doctor

## Dangling Participle

To most people a dangling participle sounds like a serious, possibly fatal physical problem. In fact it is only a problem with a modifier.

A participle is a word that looks like a verb, but it functions as an adjective:

He was a loving husband, but he could not fix the broken chair.

When a participle is part of a phrase at the beginning of a sentence, we expect the phrase to describe the subject of the sentence:

Walking down Congress Street, Smedley saw a pink Cadillac.

"Walking down Congress Street" describes Smedley. It tells what he was doing when he saw the pink Cadillac.

Let's change that sentence slightly and see what happens:

Walking down Congress Street, a pink Cadillac was seen.

Since we expect "walking down Congress Street" to describe the subject of the sentence, it sounds as though a pink Cadillac is walking down the street. Obviously that is not what was intended.

The participle "walking down Congress Street" is called dangling because the word it is supposed to describe (Smedley) is not in the sentence at all.

Dangling participles create unintended ludicrous effects:

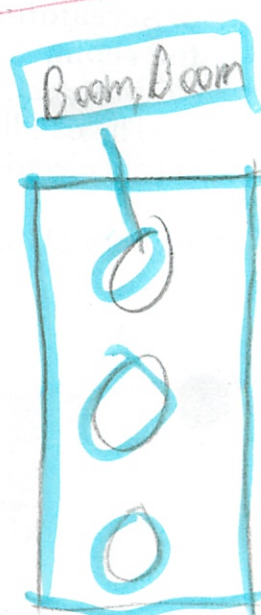
- Rushing out the door, his keys were forgotten. (His keys were not rushing out the door.)
- Spending money like a drunken sailor, his fortune was soon gone. (His fortune was not spending money; he was.)

Do you still have questions? Email the Grammar Doctor

[DrCarriPerrin@aol.com](mailto:DrCarriPerrin@aol.com)

Sentance #7

Have Students just Read.



Dangling Modifiers from Set 20?

Modifiers Dangling from Set 20?

Set 20 Dangling from Modifiers?

Grammar for Teachers, Virginia Tech Dept. of English GFT Map

Dangling Modifiers for your amusement and edification. (They can make good bad examples for your students.)

- 1. After typing that whole paper, the computer didn't save it.
- 2. After being dumped by the head cheerleader, the prom wasn't much fun for Freddy. *Handwritten: couldn't save it on the computer*
- 3. He kept a black book of all the girls he had dated in his desk. *Handwritten: Freddy was*

--from the GFT class of 2000

- 4. While vacationing in Utah, powder skiing was a blast!  
--I'm glad powder could get away for a while.
- 5. Surprised, the run-out for the downhill course was only seventy meters long.  
--Hope the contestants are more prepared than the run-out.
- 6. I read that a skier was injured in the newspaper.  
--This silly skier should stay on marked trails and not go out-of-bounds in newsprint.

--Jesse Crawford

*Handwritten: [gogo] Boom, Boom Ch*

- 7. Dancing on the stage, the audience threw rotten tomatoes and cabbages.  
--The sentence is wrong because usually an audience doesn't dance across a stage...especially when they are throwing rotten tomatoes and cabbages.  
---The audience threw rotten tomatoes and cabbages at Billy Bob while he danced across the stage.

8. Screaming in anger about the unpaid electric bill, the candle cast shadows around the room.

--Candles do not scream in anger, so you need a subject that can scream in anger.  
---The candle cast shadows around the room as I screamed in anger about the unpaid electric bill.

--Krista D'Albenzio and Brande Stiles

*Handwritten: Have students choose 5 sentences + draw a picture of each! On back a picture, come +*

9. While eating dog food, Dave scratched his dog's head.

10. In my brand new dress, Joe noticed and waved at me.

11. Having finished all the homework, the pizza was ordered.

12. While walking downtown, my shoe fell apart.

13. While singing in the shower, the phone started ringing.

--Rebekah Frye

14. While cooking the spaghetti, the baby laughed.

15. While vacationing, the sunburn was intense.

16. While reading, the kettle boiled over.

--Rachel Hood's 7th Graders



17. While blowing her nose, the tissue came apart.

18. Kicking and screaming, the dentist pulled the girl's tooth.

19. While carrying her baby in her pouch, the deer was punched by a kangaroo.

20. While taking Braille lessons, the president's eye was kidnapped by the one-eyed kid.

21. While putting on her makeup, Santa Clause was scared by the ugly girl.

--Alicia Katterheinrich's 8th graders

22. Balancing on the edge of the bathtub, I worried the cat would fall in the water.

23. Scratching themselves and dangling from trees, the children watched as the monkeys played.

24. With a side of bacon, I ordered my eggs over coffee.

BONUS--Misplaced Modifier

25. Francis came over to see my new goldfish eating a taco.

--Erin Curran, Tara Kilian, Kelly Ann Nugent, Doug Pendergrass

26. Walking into the room, the toaster flew and the microwave fell, when I tripped.

27. Dancing in the rain, my shoes got soaked.

28. Talking on the phone, the cat ate my plant.

--Erika Landis



Grammar: Dangling Modifiers & Faulty Reference

Directions: What's wrong with these sentences? Please revise these sentences for clarity.

1. Do not sit in chair without <sup>it</sup> being fully assembled.
2. According to the report, <sup>the</sup> a vehicle apparently ran off of Lomas and <sup>street</sup> it struck a mail box as it attempted to get back on the roadway. <sup>add a man to check</sup>
3. <sup>is?</sup> The judge sentenced the killer <sup>by</sup> to die in the electric chair <sup>? correct</sup> for the second time.
4. <sup>?</sup> Breaking into the window of the girls' dormitory, <sup>the dean of men</sup> surprised 10 members of the football team.
5. The patient was referred to a psychiatrist with a severe emotional problem.
6. <sup>With</sup> ~~When a small boy, a girl is of little interest.~~ <sup>When a boy is small, girls are</sup> <sup>nine would also work</sup>
7. No one was injured in <sup>at</sup> the blast, which was attributed to a buildup of gas <sup>by</sup> one town official. <sup>This blast</sup>
8. <sup>?</sup> Guilt, vengeance, and bitterness can be emotionally destructive to you and your children. You must get rid of them. <sup>these characters is</sup>
9. After Mayor Chavez watched the lion perform, <sup>the lion</sup> he was taken to Central and fed 25 pounds of raw meat in front of the Kimo Theater.
10. About two years ago, <sup>at the lion</sup> a wart appeared on my left hand, which I wanted removed.

<sup>if the wart</sup> There was a wart on my hand, which I wanted removed

Usually switch the 2 parts

# Subject - Verb Agreement

1st I am the cheese

2nd You are going to get in trouble

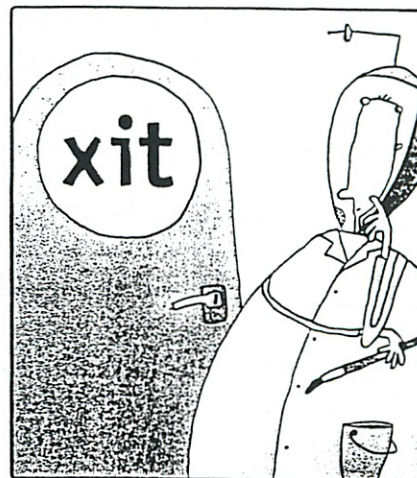
3rd ? Mark + Cathy are red.  
Mark is red

The dog sneezes  
The dogs sneeze,

<u>Sing</u>	<u>Plural</u>
is	are
was	were
does	do
walks	walk

# Subject-Verb Agreement 1

Subjects and verbs used together must agree in number. That is, they must both be singular or plural. In order to check for subject-verb agreement, you must first identify the main subject and its verb. Underlining the main subject once and the verb twice in your rough drafts will help you look for subject-verb agreement in your own writing. (Turn to pages 88-89 in *Write Source 2000* for help with special kinds of agreement problems.)



## EXAMPLES

Rolfe studies his paint job.

(*Rolfe* is a singular subject; *studies* is a singular verb.)

For a present-tense verb to agree with a plural subject (*birds, houses, children, geese, etc.*), the verb *must not end in s*.

The janitors study Rolfe's painting mistake.

(*Janitors* is a plural subject; *study* is a plural present-tense verb.)

The janitors from the district office try a new paint remover.

(*Janitors*, not *office*, is the plural subject. *Office* is the object of the preposition *from*.)

## Directions

Underline the subject once and the verb twice in the following sentences. In the space provided, identify the subject and verb as singular *S* or plural *P*. Don't be fooled by a prepositional phrase that comes between the subject and the verb. The verb must agree with the subject. The first sentence has been done for you.

S

1. The examiner tests at least 10 new drivers each day.

P

2. Most new drivers appear very nervous before their tests.

P

3. Examiners follow a checklist when testing.

S

4. An older man, during his test, stops suddenly in the middle of a road.

S

5. He then steps on the gas just as suddenly.

- S 6. One nervous teenager searches frantically through his pockets for his car keys.
- S 7. The examiner in the meantime examines his car.
- P 8. Two happy new drivers leave the testing center with their licenses.
- S 9. A middle-aged woman just misses another car in the parking lot.
- S 10. She looks very nervous behind the wheel of her car.

**Directions**

In a paragraph, recall an exciting or important event from one of your favorite books or movies. Use the present tense when you write to help make your paragraph exciting and interesting.

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**Next Step** After you review your paragraph, share your work with a classmate. Check each other's work for subject-verb agreement errors.

## Subject-Verb Agreement 2

It's common to find sentences in which the subjects and verbs don't agree. For example, someone might incorrectly write *The committee have adjourned* rather than *The committee has adjourned*. It's an easy mistake to make.

These activities focus on two particular problems with subject-verb agreement: sentences with collective nouns and sentences in which the subject comes after the verb. (Turn to pages 88-89 in *Write Source 2000* for explanations and examples.)



### EXAMPLE

The team is preparing for its big game.

(The collective noun *team* is singular, the verb *is* is singular, and the pronoun *its* is singular. All three items are consistently singular. Make sure that collective noun-verb-pronoun combinations stay consistent.)

have/has

### Directions

Underline the subject (a collective noun) for each set of verbs below; then circle the verb that agrees in number with the subject. The first one has been done for you.

1. The crowd in the gym (is, are) cheering loudly.
2. Measles (has, have) kept several of the best players home all week.
3. The team (is, are) required to return their jerseys after the season.
4. The pair of boots I want (is, are) in the window.
5. Mathematics (has, have) been a challenge for me.
6. The committee (has, have) voted in favor of a neighborhood party.
7. Our class (is, are) planning a square dance.
8. The faculty (is, are) asked to attend the dance.

**Directions**

These sentences have unusual word order. Underline the subject in each sentence below. (It will come after a helping or main verb.) Then circle the verb or helping verb that agrees with the subject. The first one has been done for you.

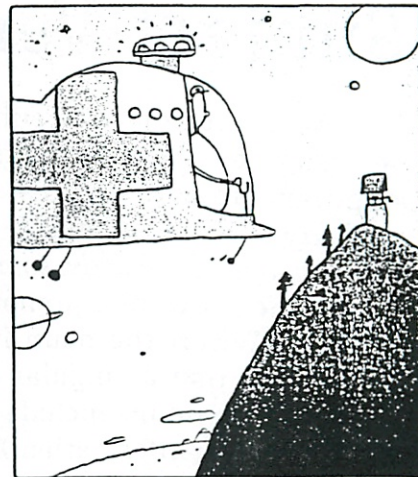
1. (Has) *Have* your brother seen that movie?
2. There on the horizon (~~is~~) (are) the cloudlike mountain formations.
3. Beyond the small town (~~was~~) (were) a large field of prairie-dog burrows.
4. (~~Has~~) (Have) any of your relatives ever been to Colorado?
5. (~~Wasn't~~) (Weren't) Bob and Sandy going to baby-sit for your brother?
6. There (~~is~~) (are) a crowd gathering in front of the school.
7. There (~~go~~) (goes) Sasha, followed by Andy.
8. Across the river (~~are~~) (is) two new subdivisions.
9. Under the old buildings (~~is~~) (are) a dark tunnel.
10. Over there (~~is~~) (are) the paper for the project.
11. (Is) (~~Are~~) Ellie, Meggie, or Bill going to the dance?
12. Over the river and through the woods to grandmother's house (~~goes~~) (go) we.
13. (~~Is~~) (Are) Blaire, Peter, and Paul taking chemistry next year?
14. There (~~is~~) (are) many important reasons for going to school.
15. (Do) (~~Does~~) most of America's pets eat dry food?



Next Step Explain to a partner why you decided on the answers to the 15 sentences above.

# Subject-Verb Agreement 3

Sometimes it is tricky getting subjects and verbs to agree. **Compound subjects** are double trouble when it comes to agreement. When a compound subject is joined by *and*, use a plural verb. If a compound subject is connected by *or* or *nor*, use a verb that agrees with the subject closest to the verb. (For more information, turn to page 88 in *Write Source 2000*.)



## EXAMPLES

Jack and Jill were on their way down the hill.

(The subject *Jack* and *Jill* is plural, so the plural verb *were* is used.)

Neither Jack nor Jill was able to avoid falling.

(*Jill* is singular, so the singular verb *was* is used.)

Jack's neighbor or his brothers were first on the scene.

(*Brothers*—the subject closest to the verb—is plural, so the plural verb *were* is used.)

## Directions

Correct any errors in subject-verb agreement in the following sentences by changing the verbs. Do not change verbs that are correct. The first sentence has been done for you.

1. The owner of the well and his lawyer <sup>say</sup> says Jack and Jill were trespassing.
2. Jack and Jill testify that the well and the hill <sup>are</sup> is unsafe.
3. Jack ~~and~~ Jill and their lawyer <sup>say</sup> says the hill should be fenced off because it is too dangerous.
4. Then one lawyer or the other <sup>is</sup> object, and the judge pounds his gavel to quiet the courtroom.
5. Jack <sup>is</sup> or Jill need to ask permission and to pay for each pailful of water next time he or she <sup>is sing</sup> goes to the well.
6. Jack and Jill say to forget it; they will drink bottled water.

## Subject-Verb Agreement 4

When it comes to subject-verb agreement, **indefinite pronouns** can definitely be disagreeable and confusing. Some indefinite pronouns are singular. They act as singular subjects and use singular verbs. Singular indefinite pronouns are *another, anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, nothing, one, somebody, someone, and something*.

Some indefinite pronouns can be singular or plural—it depends on the noun they refer to. When the noun in a prepositional phrase following the indefinite pronoun is singular, use a singular verb. When that noun is plural, use a plural verb. These indefinite pronouns include *all, any, most, none, and some*. (See page 89 in *Write Source 2000* for more information.)

### EXAMPLES

Anybody who falls down a hill is in danger of being injured.

(As a subject, the singular pronoun *anybody* needs the singular verb *is*.)

Luckily, all of the water in the pail was saved.

(Since *water* is singular, the pronoun subject *all* is singular, requiring the singular verb *was*.)

All of the water bugs in the pail were not saved.

(Since *bugs* is plural, the pronoun subject *all* is plural, requiring the plural verb *were*.)

### Directions

Correct any errors in subject-verb agreement in the following sentences by changing the verbs.

- Neither Jack's parents nor Jill's mother ~~carry~~ <sup>carries</sup> medical insurance.
- Each of them ask the well's owner to pay the hospital bills.
- None of the parties agrees, so they go to court.
- According to Jack, some of the boards around the well was missing.
- "No way," says the owner. "All of that wooden platform were there."
- Everyone in the courtroom start talking to one another.
- The jury reaches its verdict, and nobody are very happy with it.
- Half of the medical bills is to be paid by the well's owner.



# Using Subject-Verb Agreement 1

## Directions

Underline the subject(s) in each of the following sentences. Then select the verb in parentheses that agrees in number with the subject. Write this verb on the blank space. The first one has been done for you.

1. Many different sports (*is, are*) an important part of my family's life. are
2. My younger sister (*plays, play*) soccer in a neighborhood league. \_\_\_\_\_
3. Every Saturday afternoon my mom and dad (*participates, participate*) in a husband and wife tennis league. \_\_\_\_\_
4. Dad, along with my sisters, (*runs, run*) in cross-country races. \_\_\_\_\_
5. There (*is, are*) a stack of running T-shirts accumulating in his closet. \_\_\_\_\_
6. My other sisters both (*itches, itch*) for the Chargers, a softball team sponsored by a local credit card company. \_\_\_\_\_
7. The team (*is, are*) required to plan its own training program. \_\_\_\_\_
8. Oh yes, each of my brothers (*is, are*) on the high-school wrestling team. \_\_\_\_\_
9. (*Has, Have*) I left anybody out? \_\_\_\_\_
10. I don't (*plays, play*) any sports because of a heart condition, but that hasn't affected my competitive spirit. \_\_\_\_\_
11. My different roles as scorekeeper, statistician, and coach (*has, have*) helped to make everyone in my family a champion. \_\_\_\_\_

# Using Subject-Verb Agreement 2

## Directions

Underline the subject(s) in each of the following sentences. Then select the verb in parentheses that agrees in number with the subject. Write this verb on the blank space. The first one has been done for you.

1. In tropical rain forests, dense growth (*occurs, occur*) in sunlit areas. \_\_\_\_\_ *occurs* \_\_\_\_\_
2. Without adequate sunlight, vegetation (*grows, grow*) poorly on the floor of a rain forest. \_\_\_\_\_
3. A jungle (*is, are*) the outer part of a tropical rain forest. \_\_\_\_\_
4. There (*is, are*) many different trees in these forests. \_\_\_\_\_
5. Many species of plants and animals (*exists, exist*) in these areas. \_\_\_\_\_
6. Jaguars, otters, tapirs, crocodiles, monkeys, squirrels, and snakes (*calls, call*) rain forests home. \_\_\_\_\_
7. Human survival and greed (*leads, lead*) to the destruction of many trees and the loss of animal habitats. \_\_\_\_\_
8. The separation of animal populations (*prevents, prevent*) normal breeding. \_\_\_\_\_
9. More than 40 million acres (*is, are*) being destroyed each year in the rain forests. \_\_\_\_\_
10. This area (*is, are*) roughly the size of the state of Washington. \_\_\_\_\_
11. News of this destruction (*alarms, alarm*) many people. \_\_\_\_\_