Chapter 9: Using Verbs Correctly, pp. 146–163

The Principal Parts of Verbs, p. 146

**EXERCISE**

1. Let’s sing another song.
2. He has heard about the failed experiment.
3. Indira left for Africa late Sunday afternoon.
4. The ducks have been paddling around on the surface of the lake.
5. I understood the speech, but I didn’t agree with it.
6. Jonathan had been to England once before.
7. In the morning, the eagle’s eggs hatched.
8. Will you help Gina clean the kitchen, please?
9. The helicopters have landed next to the soccer field.
10. To save money, I am trying to buy fast food less often.
11. Is it true that she made them leave early?
12. The sun has set already, hasn’t it?
13. Suddenly, the snake slithered quietly away.
14. The Ferris wheel is slowly coming to a halt.
15. Astonished by the crowds, we stood in a doorway and waited.
16. Cynthia, have you ever seen a morning glory open?
17. The goalie leaped into the air and grabbed the ball.
18. I hope the guards let us get close enough to see the queen.
19. After they had swept, they carried out the recycling.
20. I thought you were singing in tonight’s performance, Mikki.

Regular Verbs, p. 147

**EXERCISE**

1. talked 11. predicted
2. supposed 12. watched
3. landed 13. roared
4. named 14. cheered
5. enjoyed 15. waited
6. considered 16. gained
7. closed 17. promised
8. opened 18. walked
9. pleased 19. returned
10. stayed 20. expected

Irregular Verbs A, p. 148

**EXERCISE**

1. blown 11. cut
2. came 12. chose
3. bit 13. built
4. eaten 14. cost
5. become 15. caught
6. broken 16. fallen
7. brought 17. drawn
8. begun 18. drove
9. burst 19. drunk
10. bought 20. did

Irregular Verbs B, p. 149

**EXERCISE**

1. forgiven 11. hurt
2. fought 12. heard
3. hit 13. hid
4. flown 14. found
5. felt 15. held
6. frozen 16. had
7. gone 17. kept
8. given 18. known
9. led 19. laid
10. grew 20. got
Irregular Verbs C, p. 150

**Exercise**

1. shaken
2. lit [or lighted]
3. lost
4. rode
5. met
6. paid
7. put
8. made
9. read
10. run
11. rose
12. sold
13. said
14. run
15. sought
16. saw
17. sent
18. set
19. lain
20. sang

Irregular Verbs D, p. 151

**Exercise**

1. sunk
2. sat
3. spoken
4. spent
5. spun
6. spread
7. stood
8. stolen
9. swum
10. swung
11. taken
12. taught
13. tore
14. told
15. thought
16. thrown
17. wore
18. won
19. sank [or sunk]
20. sat

Irregular Verbs E, p. 152

**Exercise**

1. begun
2. burst
3. chose
4. cost
5. drunk
6. ate
7. given
8. gone
9. known
10. lay
11. led
12. laid
13. lent
14. rang
15. run
16. saw
17. swung
18. wore
19. were
20. risen

Tense, p. 153

**Exercise**

1. The Reigers have moved to San Antonio, Texas.
2. I run three miles every day after school.
3. Today, we will be meeting the President of the United States.
4. We climbed Mount Monadnock.
5. As of next Thursday, you will have been a United States citizen for one year.
6. I have written to my congresswoman about the homeless people in our town.
7. Beatrice had spent the summer with her favorite cousin.
8. Sara Luisa is now living in Lima, Peru.
9. By next Friday, we shall have finished the construction of the new play.
10. By then, the orchestra had already learned the new piece of music.
11. Has the waiter brought your water yet?
12. Nicci will be attending music camp this summer.
13. The author had published her first book at the age of twenty-four.
14. Next year, the wax museum will have been open for two hundred years.
15. I enjoy fresh orange juice every morning.
16. Will the composer be present for the concert?
17. The pilot flew to fifteen cities in three days.
18. We had sent the package by airmail.
19. I have never heard of that film.
20. By the end of the month, I will have been here six months.
Consistency of Tense, p. 154

**EXERCISE**
1. C
2. C
3. was
4. C
5. hugged
6. saw
7. C
8. C
9. walked
10. C
11. C
12. sat
13. C
14. took
15. C
16. C
17. spent
18. C
19. C
20. were

Active and Passive Voice, p. 155

**EXERCISE**
1. AV
2. PV
3. AV
4. AV
5. AV
6. PV
7. AV
8. AV
9. AV
10. AV
11. PV
12. PV
13. PV
14. AV
15. PV
16. PV
17. PV
18. PV
19. PV
20. PV

Sit and Set, p. 156

**EXERCISE**
1. Set
2. sit
3. set
4. sat
5. setting
6. sitting
7. sat
8. sat
9. sat
10. sat
11. sat
12. sat
13. sat
14. sat
15. sat
16. sat
17. sat
18. sat
19. sat
20. sat

Lie and Lay, p. 157

**EXERCISE**
1. Lay
2. lying
3. laid
4. lay
5. lying

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6. Has our dog Banjo **laid** your slippers next to the fireplace?

7. Yesterday I **laid** the report on your desk.

8. It has **lain** on your desk since then.

9. Use sunscreen when you are **lying** in the sun.

10. We had **lain** in the sun too long.

11. Will you **lie** there all morning?

12. Will you **lay** your work down?

13. San Antonio **lies** southwest of Austin.

14. The map shows where the ghost town once **lay**.

15. After lunch today I was sleepy, so I **lay** down for a nap.

16. I **laid** down my books and went for a walk.

17. The clothes had **lain** out where the cat could lie on them.

18. Are you **laying** your clothes out for tomorrow?

19. **Lie** on the ground, Mike, and look up at the stars.

20. Mike had **laid** a blanket on the cold ground.

**Rise and Raise, p. 158**

**Exercise**

1. **Raise** your voice a little please.

2. Has the price **risen** recently?

3. Esther **raised** a good point at yesterday’s meeting.

4. One issue *rose* (or *rises*), in importance above all others.

5. Are those balloons **rising** very high?

6. We will **rise** early in the morning when we go camping.

7. I had **raised** the blinds so I could see who was making the noise.

8. It has been **rising** steadily since Tuesday.

9. I am slowly **raising** my eyes to look at the screen.

10. We **rose** as a group and went outside.

11. Last week Sergio **raised** the flag each morning.

12. Have you **raised** your hand?

13. After the vice president had spoken, the Congressional representative **rose** quickly to make her point.

14. Has the sun **risen** before 6:30 this month?

15. I often **raise** my binoculars to watch the elk grazing.

16. The price of fuel generally **rises** as demand increases.

17. When you **raised** that point, what did Bob say?

18. His temperature has **risen** since this afternoon.

19. I am **raising** my expectations.

20. My expectations **rise** as I see my goals more clearly.

**Six Troublesome Verbs, p. 159**

**Exercise A**

1. I had (set, sat) the scissors down in the kitchen.

2. The cattle had **lain**, **laid** under the oak trees for quite a while.

3. Has the price of wheat (**risen**, **raised**) again?

4. Has the puppy (**lain**, **laid**) the chew toy down yet?
5. After that, we both (sat, set) quietly and thought about the future.

6. Please do not (rise, raise) the umbrella in the house.

7. Were you (laying, lying) in the hammock?

8. Myron is (sitting, setting) colorful napkins next to the plates.

9. She (raised, rose) up and started to protest.

10. I (lay, laid) there for a while.

**EXERCISE B**

11. Sit the new trophy on the mantel with the others.

12. Our hopes for the soccer championship have raised.

13. *C*

14. Philip’s bicycle is laying in the middle of the driveway.

15. The stage manager had lain the props in the wrong places.

**Review A: Principal Parts of Verbs, p. 160**

**Exercise**


**Review B: Verb Tense and Voice, p. 161**

**Exercise A**

1. Toadstools had grown in a ring on the lawn.

2. We are going to school now.

3. I crossed my arms.

4. Will you have finished by then?

5. I shall succeed, Melinda.

6. The goldfish was swimming around the new water plant.

7. He has turned on the flashlight.

8. Jean and Nick have been taking piano lessons.

9. The volcano erupted very suddenly.

10. Will you be there?

**Exercise B**

11. AV 13. PV 15. AV

12. PV 14. AV

**Review C: Six Troublesome Verbs, p. 162**

**Exercise**

1. I quickly sat the colander down and went to see what was the matter.

2. We lay the embroidery on the table to show Grandma.

3. How high has the balloon risen?

4. *C*

5. The old cart has set there for at least a year.

6. *C*

7. Tania is laying down to rest after work.

8. The president of the club raised and went to the podium.

9. Please sit that where your cousin will see it.

10. Have the lions lain in the shade all day long?

11. Is the toad still setting near the drain?
12. I have just laid down to do some stretching.
13. The corner market has just raised its prices again.
14. Yesterday I set the flowerpot on the deck.
15. Please lie the seed packets down and come look at this tomato.
16. Are the temperatures rising?
17. All morning long last Sunday, the dog sat there and looked hopefully at the back door.
18. C
19. The football set forgotten on the floor of Tony’s closet all through last summer.
20. We rose several objections to the plan.

Review D: Correct Use of Verbs, p. 163

Exercise A
1. The team is finishing its work now.
2. I have read The Lion, the Witch, and the Wardrobe.
3. I am called Kate by my relatives.
4. The avalanche will have destroyed the village.
5. The dye has been staining the counter.
6. I shall interview several people for the position.
7. The story was told to everyone nearby.
8. Desiree had thanked Aunt Kendra for the birthday present.
9. We have looked everywhere for the fake mustaches.
10. Danielle and Sara are leaving Muskogee.

Exercise B
11. I went up to Larry and told him my name.
12. They have been asked not to make so much noise.
13. Marcel and Reginald have led the hikers across the snowy ridge.
14. Mr. Benedict had built several houses with energy-efficient appliances.
15. The blue jay had seen the cat before it pounced.
16. The king had soon forgiven the duke for his angry words.
17. Have you two sat outside very long?
18. The cheetah had run across the grassy plain.
19. I used to live in Baltimore.
20. She was lying down when the news came.
Chapter 9: Using Verbs Correctly, pp. 34–38

Choices: Investigating Verbs, p. 34

Choices activities are designed to extend and enrich students’ understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Proofreading Application: Process, p. 35

Yikes! How was I suppose to figure this one out? At first, I just set there, trying to figure out what to do. Then, I decided to start with what I knewed. I seen that the numbers would be close to each other. Consequently, I divided the total by two and came up with 317 and a half. Of course, a page don’t come in halves. So, I took that number as a starting point.

I letted one page be 317. Then, I rose the other page number to 318. As soon as I had wrote down the numbers, I realized that I had the answer.

EXERCISE B

Answers will vary. Sample responses are given.

1. I changed knewed to knew, must a to must have, ben to been, knewed to knew, you hadn’t got to you hadn’t gotten, you’d a got to you would have gotten, and was to were. Some verbs I changed because their past forms were wrong, some were misspelled, and one didn’t agree with its subject.

2. Huck sounds like the person Twain wants him to be when he speaks in dialect: uneducated, used to rough ways, illiterate.

EXERCISE C

Answers will vary widely. A sample response is given.

EXERCISE D

Answers will vary. Sample responses are given.

I was trying to create characters who sounded rough and without formal education. They have a bit of a West Texas accent, too. They’re hot, annoyed, and tired. They don’t have time to speak carefully, to say don’t know. Their words slur together into dunno and wanna. Maybe the reader can even feel a little of the Texas heat in the sound of the words.
Writing Application: Personal Goals, p. 38

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the Grammar, Usage, and Mechanics: Language Skills Practice booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

**Scoring Rubric**

Three specific goals for improvement are discussed.

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Future perfect tense is used correctly to identify the goals.

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“Due dates” for accomplishing each goal are included.

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The assignment is relatively free of errors in grammar, usage, and mechanics.

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**Total Score**

5 = highest; 1 = lowest