

### **UNIT 3**   **VERBS**

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## Lesson 12: Action Verbs

## LEARN

- Every sentence has a subject and a predicate.  
The **verb** is the main word in the predicate.
- Often, the verb is a word that shows an action.  
An **action verb** tells what the subject does or did.

Subject	Predicate
The skier	<b>zooms</b> down the slope.
Her bright, blue skis	<b>flashed</b> in the sunlight.



## PRACTICE



Read each sentence, and look at the predicate in **boldface**.  
Write the action verb in the predicate.

1. The Olympic skiers **gather at the ski slope**.
2. They **wear bright, colorful outfits**.
3. A fan **cheers for his favorite athlete**.
4. Many flags **wave in the breeze**.
5. Alpine skiers **race down steep mountain slopes**.
6. One skier **moves at a speed of 70 miles per hour**.
7. The cross country skier **travels many kilometers**.
8. He **glides across the hilly landscape**.
9. Ski jumpers **leap long distances through the air**.
10. Somehow, they **land on their skis**.

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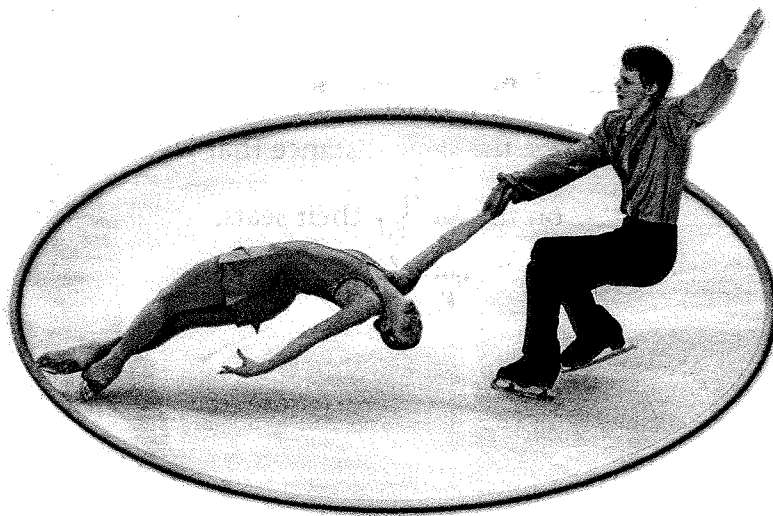
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**B** Draw a line between the subject and the predicate of each sentence.  
Then write the action verb. The first one is done for you.

1. Many fans|watch the figure skaters.
2. The skaters perform their routines well.
3. One athlete traces a figure 8 on the ice.
4. She spins in the air.
5. The three judges score the events.
6. Couples skate as pairs.
7. They choose the music for these events.
8. Some pairs design their own costumes.
9. The male skater lifts his partner high in the air.
10. The audience claps loudly.
11. Ice dancers move quickly and gracefully.
12. The skaters competed in a separate set of events.
13. They danced to different kinds of music.
14. Judges graded their artistic skills.
15. The excited ice dancers waited for their scores.

watch



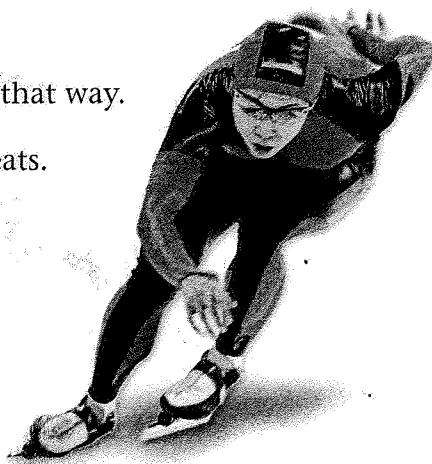
**C** Write an action verb to complete each sentence. Choose an action verb from the box, or use an action verb of your own.

**Remember** 

The **verb** is the main word in the predicate. The verb often shows an action.

change	cheer	covers	enter	lean
look	produces	protect	push	reach
sharpen	signals	sit	swing	wear

1. Speed skaters \_\_\_\_\_ tight, lightweight uniforms.
2. They \_\_\_\_\_ their skates before each race.
3. Some of these skaters \_\_\_\_\_ speeds of 48 kilometers per hour.
4. Helmets \_\_\_\_\_ their heads in case of falls.
5. Skating fans \_\_\_\_\_ the stadium for the big race.
6. Skaters \_\_\_\_\_ forward during the wait for the start.
7. Their eyes \_\_\_\_\_ straight ahead.
8. The official \_\_\_\_\_ the start of the race.
9. Speed skaters \_\_\_\_\_ hard on their skates with each stroke.
10. They \_\_\_\_\_ one arm back and forth.
11. A smooth flowing motion \_\_\_\_\_ the best skating rhythm.
12. The racers \_\_\_\_\_ lanes during a race.
13. Each athlete \_\_\_\_\_ the same distance that way.
14. The fans \_\_\_\_\_ on the edge of their seats.
15. They \_\_\_\_\_ the exhausted winner.





## WRITE



Read each subject for a sentence. Write a predicate to complete the sentence. Begin each predicate with an action verb. The first one is done for you.



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)

1. Our town's winter sports festival \_\_\_\_\_ *begins today.*
2. Deep snow \_\_\_\_\_
3. The snow sculptures \_\_\_\_\_
4. Some children \_\_\_\_\_
5. A few cross country skiers \_\_\_\_\_
6. A horse-drawn sleigh \_\_\_\_\_
7. Three speed skaters \_\_\_\_\_
8. More snow \_\_\_\_\_
9. Some workers \_\_\_\_\_
10. Two ice dancers \_\_\_\_\_
11. A brave ski jumper \_\_\_\_\_
12. A skater \_\_\_\_\_
13. A fluffy white dog \_\_\_\_\_
14. All the children \_\_\_\_\_
15. Two hockey teams \_\_\_\_\_

### Proofreading Checklist ☒

- ☐ Did you add a predicate to complete each sentence?
- ☐ Did you begin each predicate with an action verb?

## Lesson 13: Present-Tense Verbs

### LEARN

- The **tense** of a verb tells when an action happens.  
The action can happen in the present, past, or future.

A verb in the **present tense** tells about an action that happens now or happens often.

Our uncle **drives** a fire truck.  
Fire trucks **rush** to a fire.

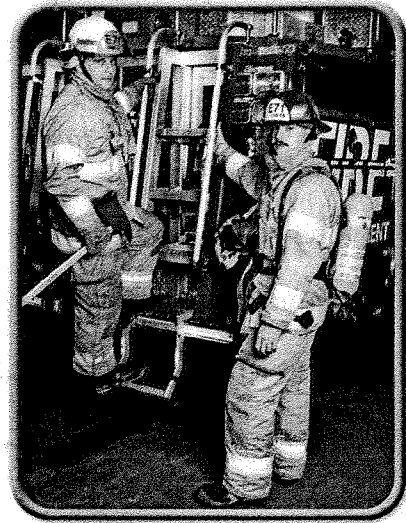
- A present-tense verb must *agree* with the subject of the sentence. The subject and the verb must both be singular or plural.

- When the subject is a singular noun or *he, she, or it*, add *-s* to the verb.

A fire **spreads** quickly in a house.  
It **leaps** from room to room.

- When the subject is a plural noun or *I, we, you, or they*, do not add *-s* to the verb.

Firefighters **save** lives.  
They **protect** property, too.



### PRACTICE



Choose the verb in parentheses that agrees with the subject. Then write the verb on the line.

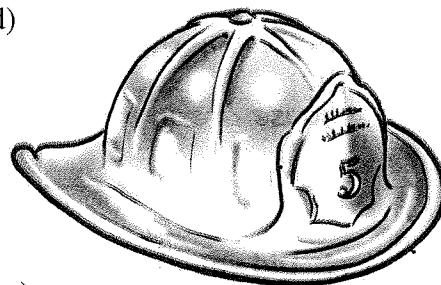
1. A loud siren \_\_\_\_\_ in the night. (wail, wails)
2. Two fire trucks \_\_\_\_\_ down our block. (roar, roars)
3. I \_\_\_\_\_ the flames in a building down the street. (spot, spots)
4. The fire captain \_\_\_\_\_ orders to the firefighters. (give, gives)
5. Two women \_\_\_\_\_ a hose to the hydrant. (connect, connects)
6. They \_\_\_\_\_ the water-filled hose at the fire. (aim, aims)

**PRACTICE A** *continued*

7. Other firefighters \_\_\_\_\_ the front door. (break, breaks)
8. They \_\_\_\_\_ the burning building. (enter, enters)
9. The people inside \_\_\_\_\_ to the firefighters. (shout, shouts)
10. We \_\_\_\_\_ for the best. (hope, hopes)

**B** *Write the present-tense form of the verb in parentheses to correctly complete each sentence.*

1. A ladder company \_\_\_\_\_ next. (arrive)
2. The firefighters \_\_\_\_\_ ladders up to the fifth floor. (raise)
3. One firefighter \_\_\_\_\_ water into the apartment. (spray)
4. She \_\_\_\_\_ yellow flames and dark smoke. (see)
5. A police officer \_\_\_\_\_ the street to traffic. (close)
6. She \_\_\_\_\_ for backup on her walkie-talkie. (call)
7. I \_\_\_\_\_ an ambulance, too. (hear)
8. The ambulance workers \_\_\_\_\_ first aid to two people. (give)
9. People \_\_\_\_\_ the building with the help of the firefighters. (leave)
10. Families \_\_\_\_\_ on the sidewalk. (stand)
11. Fire officials \_\_\_\_\_ every part of the building. (check)
12. They \_\_\_\_\_ the cause of the fire. (find)
13. The ladder company \_\_\_\_\_ all the equipment to the truck. (return)
14. All the emergency workers \_\_\_\_\_ the site at last. (leave)
15. We \_\_\_\_\_ their brave work! (appreciate)





Ms. Wright's class wrote this list of fire-safety tips. The students made nine mistakes in subject-verb agreement. Use the proofreading marks in the box to correct the errors.

### Remember



A present-tense verb must *agree* with the subject of the sentence. The subject and the verb must both be singular or plural.

#### Smoke detectors save lives!

In your house, each floor need a smoke detector.

Test your smoke detectors once a month. The batteries usually lasts about one year.

#### Fire extinguishers puts out fires!

Small fires grow into big ones. Fire extinguishers stops small fires fast. Keep one in the kitchen and another in the basement.

#### Fire drills keep families safe!

Many families holds fire drills at their homes. Then each person know the safest way out during a fire. These drills saves lives!

#### Careful adults hides matches!

Matches are useful, but young children plays with them sometimes. Make sure the matches in your house are in a safe place.

#### Proofreading Marks

- ^ Add
- Period
- ~ Take out
- = Capital letter
- / Small letter



Did you correct nine verbs that did not agree with their subjects?





## WRITE



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)

**D** Verbs show action. If you use descriptive verbs, your readers can see the action more clearly. In each sentence below, change the word in **boldface** to a more descriptive verb. Write the new sentence on the line. The first one is done for you.

1. I **like** my uncle's work at the firehouse. \_\_\_\_\_

I admire my uncle's work at the firehouse. \_\_\_\_\_

2. Some days, he **cleans** the fire truck. \_\_\_\_\_

3. He **wipes** the equipment, too. \_\_\_\_\_

4. A loud alarm **sounds** sometimes. \_\_\_\_\_

5. "Fire!" someone **says**. \_\_\_\_\_

6. The firefighters **move** toward their trucks. \_\_\_\_\_

7. To get downstairs, some **go** down a pole. \_\_\_\_\_

8. Seconds later, the trucks **travel** out the door. \_\_\_\_\_

9. The fire trucks **head** to the fire. \_\_\_\_\_

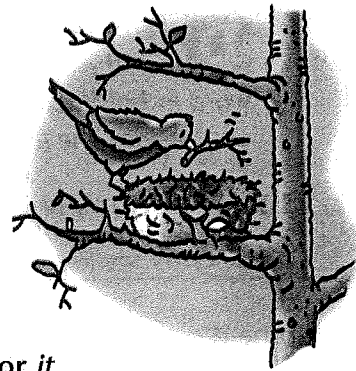


Go back to the sentences you wrote.  
Circle the descriptive verbs you used.

## Lesson 14: More Present-Tense Verbs

### LEARN

- A verb in the present tense must *agree* with the subject of the sentence. Both the subject and the verb must be either singular or plural.
- Follow these rules to make a present-tense verb agree with the subject.



#### For verbs that end in *ss, ch, sh, zz, or x*:

- Add *-es* when the subject is a singular noun or *he, she, or it*.  
press + es = presses                      watch + es = watches  
Jackie **presses** a seed into the soil.      She **watches** the seed grow.
- Do not add *-es* when the subject is a plural noun or *I, we, you, or they*.  
The students **press** seeds into the soil.  
They **watch** the seeds grow.

#### For verbs that end in a consonant and *y*:

- Change *y* to *i*, and add *-es* when the subject is a singular noun or *he, she, or it*.  
fly + es = flies                      hurry + es = hurries  
A robin **flies** to the oak tree.              It **hurries** to its nest.
- Do not change *y* to *i* or add *-es* when the subject is a plural noun or *I, we, you, or they*.  
Robins **fly** to the oak tree.  
They **hurry** to their nests.

### PRACTICE



Choose the verb in parentheses that agrees with the subject. Then write the verb on the line.

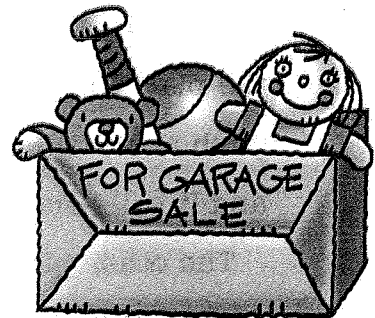
1. The students \_\_\_\_\_ the signs of spring. (discuss, discusses)
2. My nose \_\_\_\_\_ from pollen in the air. (itch, itches)
3. Baby birds \_\_\_\_\_ in their nests. (hatch, hatches)
4. Geese \_\_\_\_\_ to their spring and summer homes. (fly, flies)

**PRACTICE A** *continued*

5. We \_\_\_\_\_ the birds in the sky. (watch, watches)
6. The air conditioner \_\_\_\_\_ on and off. (buzz, buzzes)
7. Pet owners \_\_\_\_\_ shedding hair from dogs and cats.  
(brush, brushes)
8. Mom \_\_\_\_\_ the closet for lighter clothes. (search, searches)
9. Fans \_\_\_\_\_ to baseball games. (hurry, hurries)
10. The worker \_\_\_\_\_ the potholes in the road.  
(patch, patches)

**B** *Write the present-tense form of the verb in parentheses to correctly complete each sentence.*

1. Many families \_\_\_\_\_ to do spring cleaning in April. (try)
2. Six family members \_\_\_\_\_ in old clothes. (dress)
3. Grandma \_\_\_\_\_ a broken curtain rod. (fix)
4. George \_\_\_\_\_ the windows. (wash)
5. He \_\_\_\_\_ them on a stepladder. (reach)
6. The twins \_\_\_\_\_ upstairs. (rush)
7. They \_\_\_\_\_ the wooden floors. (wax)
8. Ms. Jones \_\_\_\_\_ the garage was neater. (wish)
9. She \_\_\_\_\_ things in boxes for a garage sale. (toss)
10. Mr. Jones \_\_\_\_\_ the curtains in the sun. (dry)
11. Spring cleaning day \_\_\_\_\_ quickly. (pass)
12. The adults \_\_\_\_\_ at the end of the day. (relax)



**C** Jason wrote about baseball tryouts in an e-mail to his aunt. He made seven errors in subject-verb agreement. Use the proofreading marks in the box to correct the errors.

### Remember

A verb in the present tense must agree with the subject of the sentence. Both the subject and the verb must be either singular or plural.

I show up for the baseball tryouts every spring, and I tries my best. Baseball is my favorite sport, even though I am not the best player.

When I play left field, I miss a lot of balls. The high ones fly right over me. Fast grounders passes between my legs.

To be honest, I'm not much better at the plate. The ball fly right past me, and I usually strike out. Coach Jim always stress one thing. "Don't tense up at the plate," he says. This time, I relaxes. The pitcher pitch a fastball right toward me. I smack the ball hard, and it sails over the fence.

The other players rushes toward me. I get "high fives" from everyone. Coach Jim tells me the good news. "Congratulations! You made the team," he says. It looks like I am finally on the path to being a great athlete!

**Proofreading Marks**

- ^ Add
- Period
- ✓ Take out
- ≡ Capital letter
- / Small letter



Did you correct the seven errors in subject-verb agreement?





## WRITE



Additional Resources at  
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The verb is the main word in the predicate of a sentence. Sometimes you can combine two related sentences by joining the verbs. Use the word *and* to join the verbs.

Charlie washes quickly. Charlie dresses quickly.

Charlie washes **and** dresses quickly.

Combining sentences in this way will make your writing smoother and clearer.



Combine each pair of sentences by joining the verbs.

1. People play in the park. People relax in the park. \_\_\_\_\_  
\_\_\_\_\_
2. Sue smells the cherry blossoms. Sue touches the cherry blossoms. \_\_\_\_\_  
\_\_\_\_\_
3. Children make kites. Children fly kites. \_\_\_\_\_  
\_\_\_\_\_
4. Karen grabs a football. Karen tosses a football. \_\_\_\_\_  
\_\_\_\_\_
5. Mia sees the ball. Mia catches the ball. \_\_\_\_\_  
\_\_\_\_\_
6. Their friends watch them. Their friends encourage them. \_\_\_\_\_  
\_\_\_\_\_
7. Mr. Ruiz observes the players. Mr. Ruiz coaches the players. \_\_\_\_\_  
\_\_\_\_\_



Go back to the sentences you wrote.  
Circle the verbs that you joined.

## Lesson 15: Past-Tense Verbs

### LEARN

- A verb in the **past tense** tells about an action that already happened.

The students **elected** a class president.

I **supported** one of the candidates.

- Follow these rules to form the past tense.

- Add **-ed** to most verbs.

help + ed = **helped**

All my friends **helped** Will.

- If a verb ends in **e**, drop the **e** and add **-ed**.

vote + ed = **voted**

The students **voted** on Tuesday.

- If a verb ends in a consonant and **y**, change the **y** to **i**, and add **-ed**.

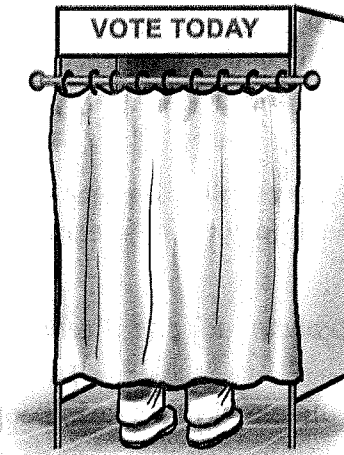
hurry + ed = **hurried**

They **hurried** to the voting booth.

- For most verbs that end in one vowel followed by one consonant, double the consonant, and add **-ed**.

stop + ed = **stopped**

Our regular schoolwork **stopped** for the election.



### PRACTICE



Write the past-tense form of each verb.

1. study \_\_\_\_\_

2. grin \_\_\_\_\_

3. push \_\_\_\_\_

4. debate \_\_\_\_\_

5. reply \_\_\_\_\_

6. answer \_\_\_\_\_

7. decide \_\_\_\_\_

8. play \_\_\_\_\_

9. clap \_\_\_\_\_

10. carry \_\_\_\_\_

**B** Write the past-tense form of the verb in parentheses to correctly complete each sentence.

1. All the students \_\_\_\_\_ in the gym. (gather)
2. Our principal \_\_\_\_\_ the election rules. (explain)
3. I \_\_\_\_\_ Will for class president. (nominate)
4. Will \_\_\_\_\_ his ideas in class meetings. (express)
5. He also \_\_\_\_\_ the other candidate. (debate)
6. Both candidates \_\_\_\_\_ to the front of the room. (step)
7. Will \_\_\_\_\_ TVs in the cafeteria. (want)
8. Chris \_\_\_\_\_ possible school improvement projects. (describe)
9. Most students \_\_\_\_\_ her ideas. (like)
10. The class \_\_\_\_\_ both candidates questions. (ask)
11. I \_\_\_\_\_ a little bit about Will's chances. (worry)
12. Chris's speech \_\_\_\_\_ strong feelings. (stir)
13. We \_\_\_\_\_ a big "get out the vote" drive for Will. (plan)
14. Our teacher \_\_\_\_\_ the votes late Tuesday. (tally)
15. Everyone \_\_\_\_\_ Chris on her victory. (congratulate)



**C** Chris wrote this election speech. She spelled eight past-tense verbs incorrectly. Use the proofreading marks in the box to correct the errors.

### Remember

The spelling of some verbs changes when **-ed** is added to form the past tense.

Follow the spelling rules when writing the past tense of verbs.

My fellow students,

I recently finished a term as your class president, and I tried to serve you well. I studied the problems we faced and worked hard to make our school better. I now need another term to finish that work.

Let me briefly describe our class's successes. The first book sale we ever organized raisedd over \$200. We used that money for new musical instruments.

The Everyone Can Help program grabed people's attention. More than half of our classmates applied for volunteer jobs in the school and community.

Our talks with the cafeteria staff helpd, too. Students now have healthier meal choices, and we stoped wasting food.

A few of my campaign ideas appearedd in the newspaper. I hope you read them and will vote for me next week.

### Proofreading Marks

^	Add
○	Period
~	Take out
≡	Capital letter
/	Small letter



Did you correct eight spelling mistakes with past-tense verbs?







## WRITE



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)

**D** Read each pair of sentences below. In one sentence, the verb is in the past tense. In the other sentence, the verb is in the present tense. This switch in verb tense can cause confusion for the reader. Write each pair of sentences so that both verbs are in the same tense. The first one is done for you.

1. The class president **represents** us. She **discussed** important issues with teachers.

*The class president represents us. She discusses important issues with teachers.*

*Or: The class president represented us. She discussed important issues with teachers.*

2. The vice president **helped** the president. He **attends** all the class meetings.

3. The class secretary **recorded** notes during meetings. He **reports** news about upcoming events, too.

4. The treasurer **plans** fund-raisers. She **controlled** the class funds.

5. The student government **planned** activities for the class. It **provides** leadership.



Go back to each pair of sentences you wrote.  
Are the verbs in the same tense?

## Lesson 16: Future-Tense Verbs

### LEARN

- A verb in the **future tense** tells about an action that *will* happen. The action has not yet occurred. Use the special verb *will* to form the future tense.

The Garcia family **will build** a new house.  
The builder and the Garcias **will discuss** the plans.

- The present, past, and future tenses are called **simple tenses**. They tell about action that happens now, in the past, and in the future.

PRESENT	Ms. Garcia <b>studies</b> the plans.
PAST	Ms. Garcia <b>studied</b> the plans.
FUTURE	Ms. Garcia <b>will study</b> the plans.



### PRACTICE

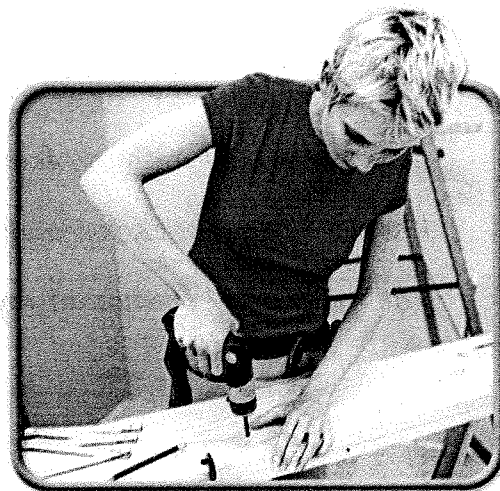


Read each sentence. Underline the verb. Circle *yes* if the verb is in the future tense. Circle *no* if it is not.

- |  |     |    |
|--|-----|----|
| 1. The Garcias like the builder's plans.           | yes | no |
| 2. They will call the builder tomorrow.            | yes | no |
| 3. He will supervise the workers at the site.      | yes | no |
| 4. The builder made a schedule already.            | yes | no |
| 5. The schedule shows each part of the project.    | yes | no |
| 6. The whole project will take about three months. | yes | no |
| 7. Many different workers will order supplies.     | yes | no |
| 8. They haul supplies in their trucks.             | yes | no |
| 9. The family will move in June.                   | yes | no |
| 10. They will rent a moving truck.                 | yes | no |

**B** Complete each sentence. Write the future tense of the verb in parentheses

1. Carpenters \_\_\_\_\_ the frame of the house. (build)
2. They \_\_\_\_\_ each piece of lumber. (measure)
3. Then they \_\_\_\_\_ each wall separately. (construct)
4. These workers \_\_\_\_\_ the windows and doorways, too. (shape)
5. The plumbers \_\_\_\_\_ next. (arrive)
6. They \_\_\_\_\_ the kitchen and bathroom fixtures. (bring)
7. They \_\_\_\_\_ the heating system, too. (install)
8. Roofers \_\_\_\_\_ on the roof. (work)
9. They \_\_\_\_\_ shingles into place. (nail)
10. An electrician \_\_\_\_\_ a few weeks at the house. (spend)
11. She \_\_\_\_\_ wires through the house. (run)
12. She \_\_\_\_\_ the electrical system later. (test)
13. The painters \_\_\_\_\_ in early June. (start)
14. They \_\_\_\_\_ the inside and the outside of the house. (paint)
15. The Garcias \_\_\_\_\_ the colors. (choose)



**C** Daniel wrote this entry in his diary. He forgot to put seven verbs in the future tense. Use the proofreading marks in the box to correct the errors.

### Remember



Use the future tense to tell about an action that will happen. Use the special verb *will* to form the future tense.

Dear Diary,

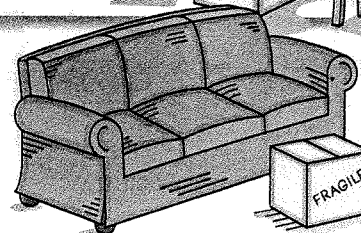
I can't wait until our move next Thursday! We have already packed 30 boxes with dishes, books, clothes, and toys. We probably will pack 30 more before we're done. Mom buy some new furniture for the house after we move in.

Mom and Dad rent a truck next Wednesday. It's a 24-foot truck, so everything will fit. Uncle Jack and Aunt Rita help us load it. They drive the truck over to the new house on Thursday morning. We follow them in our family car.

Once I leave here, I know I will miss my old neighborhood. I miss my friends even more, but I know I come back for a visit. I also know I will make new friends at my new school.

#### Proofreading Marks

- ^ Add
- Period
- ✓ Take out
- ≡ Capital letter
- / Small letter



Did you put seven verbs in the future tense?



## WRITE



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)

**D** This builder's schedule shows the jobs that must be completed by the dates shown. On the lines below, complete the sentences about the jobs on the list. Use **will** with the verb in parentheses to form the future tense. The first one is done for you.

**May 25** Build cabinets  
**May 26** Paint rooms  
**May 27** Install light fixtures  
**May 28** Pave driveway  
**May 29** Order kitchen appliances  
  
**June 1** Test plumbing system  
**June 2** Check roof and gutters  
**June 2-3** Plant bushes  
**June 3-4** Inspect building  
**June 3-4** Clean up job site

1. (build) The carpenter will build the cabinets.
2. (paint) The painters \_\_\_\_\_
3. (install) The electrician \_\_\_\_\_
4. (pave) A paving company \_\_\_\_\_
5. (order) The builder \_\_\_\_\_
6. (test) The plumber \_\_\_\_\_
7. (check) The roofer \_\_\_\_\_
8. (plant) Landscapers \_\_\_\_\_
9. (inspect) A building inspector \_\_\_\_\_
10. (clean) The work crew \_\_\_\_\_

### Proofreading Checklist ☒

- ☐ Did you write a future-tense verb in each sentence?
- ☐ Did you use **will** to form each future-tense verb?

# Lesson 17: Linking Verbs

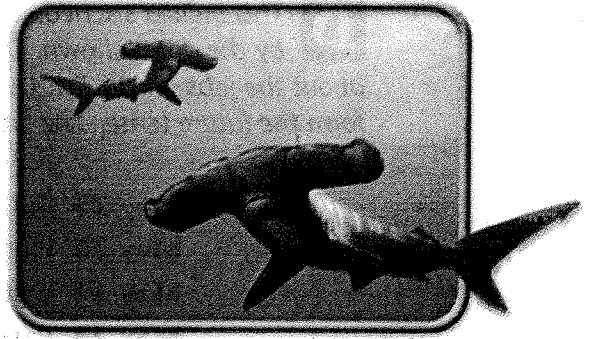
## LEARN

- A **linking verb** links the subject of a sentence with other words that tell about the subject. A linking verb does not show action.

A shark **is** a meat-eating fish.

Whale sharks **are** the largest of all sharks.

- Different forms of the verb *be* are often used as linking verbs. Use the form of *be* that agrees with the subject of the sentence.



Subject	Forms of <i>be</i>	
	Present	Past
singular noun <i>he, she, it</i>	is	was
plural noun <i>you, we, they</i>	are	were
<i>I</i>	am	was

The tank in this room **is** huge.

Those sharks **are** hammerheads.

I **am** curious about sharks.

It **was** open all day.

They **were** popular with visitors.

I **was** busy yesterday.

## PRACTICE

**A** Read each sentence. Choose the linking verb in parentheses that agrees with the subject. Then write the linking verb on the line.

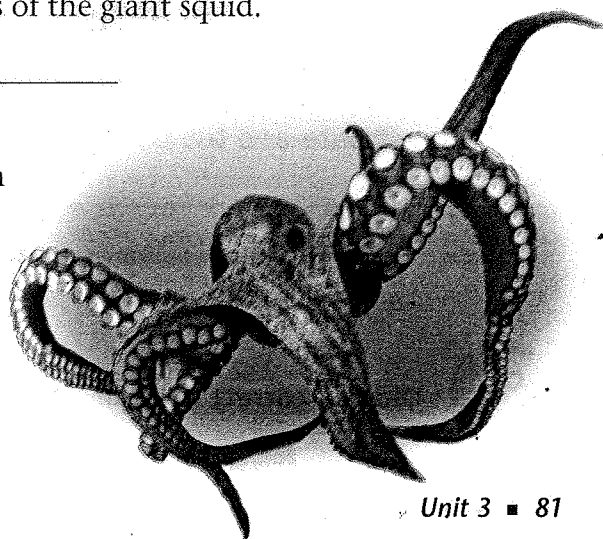
1. We \_\_\_\_\_ at the aquarium yesterday. (was, were)
2. I \_\_\_\_\_ excited about the new shark exhibit. (was, were)
3. The tiger sharks \_\_\_\_\_ the biggest. (was, were)
4. One shark \_\_\_\_\_ 20 feet long. (was, were)
5. Shark teeth \_\_\_\_\_ razor sharp. (is, are)

**PRACTICE A** continued

6. That movie about the great white shark \_\_\_\_\_ terrifying!  
(was, were)
7. Some viewers \_\_\_\_\_ afraid of sharks for years. (was, were)
8. Shark attacks on humans \_\_\_\_\_ rare. (is, are)
9. The total number \_\_\_\_\_ about 100 attacks each year. (is, are)
10. About 20 attacks \_\_\_\_\_ deadly last year. (was, were)

**B** Write the present-tense or past-tense form of **be** that correctly completes each sentence.

1. The giant squid \_\_\_\_\_ one of today's rarest sea creatures.
2. Some of its tentacles \_\_\_\_\_ 90 feet long!
3. Long ago, sailors \_\_\_\_\_ afraid of the giant squid.
4. To them, it \_\_\_\_\_ a sea monster.
5. These days, I \_\_\_\_\_ very interested in giant squids.
6. Their homes \_\_\_\_\_ far below the ocean's surface.
7. Until recently, no photos of these creatures \_\_\_\_\_ available.
8. Scientists \_\_\_\_\_ unsure of the squid's size for a long time.
9. Some whales \_\_\_\_\_ enemies of the giant squid.
10. A deep, round scar on a whale \_\_\_\_\_  
the mark of a squid attack.
11. The octopus \_\_\_\_\_ an ocean  
dweller, too.
12. It \_\_\_\_\_ a shy animal.



**C** Jasmine wrote this report about piranhas. She made eight mistakes using linking verbs. Use the proofreading marks in the box to correct the errors.

### Remember

Different forms of the verb *be* are used as linking verbs. Use the form of *be* that agrees with the subject of the sentence.






Many people is afraid of piranhas. The fear of this fish probably got started because of old movies. In old jungle movies, people was often attacked by hungry piranhas.

In real life, most piranhas is harmless to people. Twenty different types of piranhas live in South America. Many of them eat the fruit and nuts that fall into the water.

Red-bellied piranhas is meat eaters, though. Black piranhas are meat eaters, too. Both of these fish have sharp, pointed teeth, and their jaws is powerful. When the water level is high, these piranhas find plenty of food. They don't bother people.

During dry spells, the water level falls. Then the piranhas is hungrier, and they is more dangerous. Even so, attacks on humans are rare. Of course, we don't have to worry about piranhas in North America. Our climate are too cold for these fish.

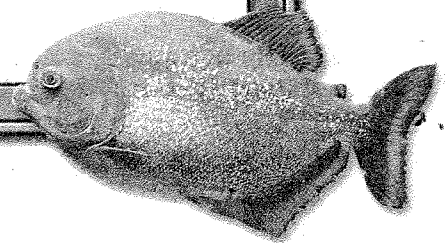
#### Proofreading Marks

-  Add
-  Period
-  Take out
-  Capital letter
-  Small letter



Did you correct eight linking verbs?

Red-bellied piranha







## WRITE



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)

**D** Use a linking verb to join a subject from Box A to a word from Box B, and write a sentence. You can add other words to your sentence, and you can use a choice from a box more than once. An example is done for you.

**A**

the ocean      whales  
dolphins      a child

**B**

giants      huge  
curious      mammals

1. *Whales are giants of the sea.*

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**A**

alligators      the animal  
jaws      many people

**B**

similar      powerful  
reptile      afraid

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

### Proofreading Checklist ☒

- ☐ Did you use a linking verb in each sentence?
- ☐ Did you use the correct form of the linking verb *be*?

# Lesson 18: Main Verbs and Helping Verbs

## LEARN

- A verb can be more than one word. In this kind of verb, the most important word is the **main verb**. The **helping verb** usually works with the main verb to tell *when* the action happened. The helping verb always comes before the main verb.

The moviemakers **are arriving** today.  
They **have unpacked** their equipment.  
They **will shoot** scenes for a movie in our town.

The main verb and the helping verb form a **verb phrase**. In the verb phrases above, the main verbs are *arriving*, *unpacked*, and *shoot*. The helping verbs are *are*, *have*, and *will*.

- Here are some common helping verbs.

am	was	has
is	were	have
are	will	had

- The verbs *can*, *may*, *must*, and *should* are called **modals**. These verbs are also helping verbs.

can dance	may sing	must act	should direct
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## PRACTICE



Read each sentence, and look at the verb in **boldface**.  
Write the helping verb and the main verb on the lines.

	Helping Verb	Main Verb
1. The movie company <b>has hired</b> a famous director.	_____	_____
2. The director <b>is making</b> an adventure film.	_____	_____
3. A chase <b>will occur</b> in the movie.	_____	_____
4. Several stunt performers <b>are preparing</b> for the scene.	_____	_____

**PRACTICE A** *continued*

	<i>Helping Verb</i>	<i>Main Verb</i>
5. The director <b>may film</b> the scene today.	_____	_____
6. The movie stars <b>should greet</b> their fans.	_____	_____
7. People in the crowd <b>were cheering</b> for them.	_____	_____
8. I <b>am standing</b> near the cameras.	_____	_____
9. The director <b>has planned</b> every detail.	_____	_____
10. He <b>had started</b> work on the movie months ago.	_____	_____

**B** *Underline the verb in each sentence. If the verb is more than one word, be sure to underline both the main verb and helping verb. Then write the verb on the line.*

- The writers can make some last-minute changes. \_\_\_\_\_
- The director had asked for the changes. \_\_\_\_\_
- The crew tests the equipment. \_\_\_\_\_
- A makeup artist is applying makeup to the stars. \_\_\_\_\_
- Electricians must check the cables before the scene is filmed. \_\_\_\_\_
- Some stunt performers have signaled to the director. \_\_\_\_\_
- An assistant director has requested quiet on the set. \_\_\_\_\_
- The director shouts, "Action!" \_\_\_\_\_
- The cameras are filming the scene. \_\_\_\_\_
- The star jumps into a speedboat. \_\_\_\_\_
- She has practiced this move many times. \_\_\_\_\_
- An exciting chase scene begins. \_\_\_\_\_

**C** Write a helping verb and main verb to complete each sentence in this e-mail. Choose verbs from the box, or use verbs of your own.

**Remember**



A **helping verb** works with the main verb to tell *when* an action happened.

must walk      was explaining      has promised      are filming  
have watched      will appear      has scheduled      will begin

Casey,

Something amazing has just happened! As a result,  
I \_\_\_\_\_ in a movie.  
(1)

As I \_\_\_\_\_ to you yesterday, some  
(2)  
moviemakers \_\_\_\_\_ some scenes here in  
(3)  
Fairport. The project is an action-adventure movie. Mom and  
I \_\_\_\_\_ the filmmakers three times this week.  
(4)

Earlier today, we went down to the marina to watch  
again. The director saw us and asked if we wanted to  
be extras in a scene. In the scene, we \_\_\_\_\_  
(5)  
down a long dock. When we reach the middle of the  
dock, a big speedboat chase \_\_\_\_\_.  
(6)

The director \_\_\_\_\_ us for 8 o'clock  
(7)  
tomorrow morning. Mom \_\_\_\_\_  
(8)  
her that we will be there early. Look for me in  
the near future at your favorite movie theater!





## WRITE



Write a sentence to answer each question. Include both a helping verb and a main verb in each of your sentences. The first one is done for you.



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)

1. How many movies have you watched this month? \_\_\_\_\_  
*I have watched three movies this month.*
2. What movie have you enjoyed recently? \_\_\_\_\_  
\_\_\_\_\_
3. What movie was playing last week in your community? \_\_\_\_\_  
\_\_\_\_\_
4. What actors were starring in the movie? \_\_\_\_\_  
\_\_\_\_\_
5. What movie is showing this week? \_\_\_\_\_  
\_\_\_\_\_
6. Where is the movie playing? \_\_\_\_\_  
\_\_\_\_\_
7. At about what time will this movie start? \_\_\_\_\_  
\_\_\_\_\_
8. Who may join you? \_\_\_\_\_  
\_\_\_\_\_
9. Which actor has created the funniest characters? \_\_\_\_\_  
\_\_\_\_\_

### Proofreading Checklist ☒

- ☐ Did you answer each question with a complete sentence?
- ☐ Did you use a helping verb and a main verb in each sentence?

## Lesson 19: Using Helping Verbs

### LEARN

- The past tense is often formed by adding *-ed* to a verb. Another way to show a past action is to use the helping verbs *has*, *have*, or *had* with the past-tense form of the main verb.

Our grade **has published** a school newspaper.

The students **have worked** hard on it.

We **had studied** newspapers in social studies for weeks.

- Be sure to use the helping verb that agrees with the subject of the sentence.

Subject	Present	Past
singular noun <i>he, she, it</i>	has	had
plural noun <i>I, you, we, they</i>	have	had



### PRACTICE



Write *yes* or *no* to tell if the helping verb agrees with the subject of the sentence.

1. Our class has decided to publish a newspaper. \_\_\_\_\_
2. A few years ago, another class had published a school newspaper. \_\_\_\_\_
3. We has learned a lot from looking at those earlier news articles and editorials. \_\_\_\_\_
4. Our staff members have selected Mike and Teresa as the head editors. \_\_\_\_\_
5. They has asked our teacher for help. \_\_\_\_\_
6. Each student have volunteered for a job. \_\_\_\_\_

**PRACTICE A** *continued*


7. Jon have prepared an article about our new principal, Ms. Gray. \_\_\_\_\_
8. He had interviewed her last week. \_\_\_\_\_
9. Laura had photographed the new playground. \_\_\_\_\_
10. She had borrowed her dad's digital camera for the assignment. \_\_\_\_\_

**B** Draw a line under the helping verb in parentheses that correctly completes each sentence.

1. We (has, had) named our paper *The Student News* earlier in the week.
2. Now we (has, have) renamed it *The Dover School Newsflash*.
3. Ginny (has, have) used her layout skills to design the paper.
4. She (have, had) sharpened her skills in a class last year.
5. Finally, I (has, have) finished my article about the cafeteria food.
6. Yesterday, Miki (have, had) asked me to rewrite it.
7. My first draft (have, had) lacked facts and details.
8. Our teacher (has, have) suggested many story ideas to Miki.
9. She (has, have) assigned stories to writers, too.
10. Tim (has, have) roamed around the school looking for news.
11. By last week's deadline, he (have, had) talked to almost everyone.
12. This week, Ramon (has, have) decided to write an advice column.
13. Many classmates (has, have) handed him funny letters to answer.
14. The twins (has, have) edited most of the stories.
15. They (has, have) learned so much about grammar and punctuation.



**C** Sasha wrote this news story. In five of the sentences, the helping verbs *has* and *have* do not agree with the subject. Find the mistakes, and use the proofreading marks to correct them.

**Remember**   
Use *has* with a singular noun and with *he, she, and it*. Use *have* with a plural noun and with *I, you, we, and they*.

### First-Time Racer Wins Pinewood Derby

The Pinewood Derby was held tonight in the school gym. Over two dozen participants entered the race.

Mr. Edward Ryan has held these derby races for 25 years. He have never seen a race with such fast times before.






The big winner is first-time racer Brian Little! He have finished with a best time of 3.15 seconds.

What helped Brian win? Brian says, "I has talked with some winning pinewood racers. They has given me some tips, and tips from good racers help a lot."

By coming in first, Brian have earned the right to go to the regional race in Springfield next month.

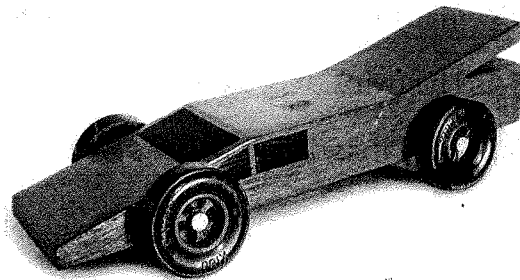
"I can't wait," he said. In the meantime, he has started to make his car faster!

#### Proofreading Marks

- |   |                |
|---|----------------|
|  | Add            |
|  | Period         |
|  | Take out       |
|  | Capital letter |
|  | Small letter   |



Did you make five helping verbs agree with the subjects?







## WRITE



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)

**D** Think about something exciting that happened to someone you know. Write seven sentences to tell what happened. Use past-tense verbs with the helping verbs **has**, **have**, or **had** in your sentences. Check a dictionary if you need help spelling a word.

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

### Proofreading Checklist

- ☐ Did you use **has**, **have**, or **had** with the past tense of verbs?
- ☐ Did you use **has** when the subject of the sentence was a singular noun or **he**, **she**, or **it**?
- ☐ Did you use **have** when the subject of the sentence was a plural noun or **I**, **you**, **we**, or **they**?

## Lesson 20: Progressive Forms of Verbs

### LEARN

- You have learned about the present, past, and future verb tenses. Each of these tenses has a **progressive form**. The progressive form shows that an action is ongoing.

- The **present progressive** form shows ongoing action that is still happening when the words are written. To form the present progressive, use the helping verb *am, is, or are* with the *-ing* form of the main verb.

I **am studying** about different periods in art.

Our teacher **is explaining** how an art movement begins.

Beth and Tom **are looking** at a painting from the Impressionist art period.

- The **past progressive** form shows ongoing action that was happening until another action occurred. To form the past progressive, use the helping verb *was or were* with the *-ing* form of the main verb.

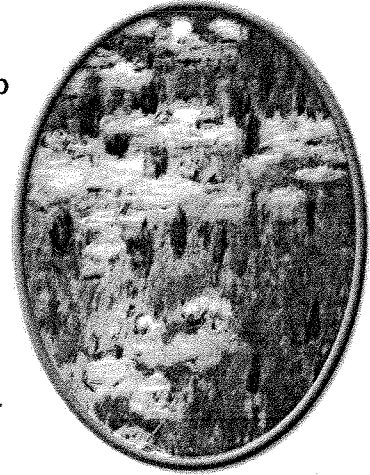
The librarian **was arranging** the books as we entered.

We **were reading** when the books started to fall.

- The **future progressive** form shows ongoing action that will happen in the future. To form the future progressive, use the helping verb *will be* with the *-ing* form of the main verb.

Our class **will be discussing** Impressionism this week.

- Notice the subject-verb agreement in the sentences above.



### PRACTICE



*Underline the progressive form of the verb in each sentence.*

1. We are learning about different forms of art.
2. Our art teacher was showing us different ways to hold a paintbrush when the bell rang.
3. We will be painting our own landscapes this week.
4. I am going to the pond near my house to draw.

**PRACTICE A** *continued*

5. Nick and Luna will be joining me at the pond tomorrow.
6. I was outlining a tree when a duck knocked over my easel.
7. My friends were laughing so hard that no one helped me pick up my painting.
8. Now Luna is sketching a picture of the duck.
9. I am thinking about painting the flowers instead of the trees.
10. Nick will be using the Impressionist style for his landscape.

**B** *Read each sentence. Choose the helping verb in parentheses that correctly completes the sentence. Then write the helping verb on the line.*

1. Jacob and I \_\_\_\_\_ working on a presentation on Claude Monet.  
(is, are)
2. Our librarian \_\_\_\_\_ gathering art books for us to examine. (is, are)
3. I \_\_\_\_\_ researching Monet's life and works of art. (am, is)
4. Jacob \_\_\_\_\_ reading about the start of the Impressionist movement.  
(is, were)
5. Later, we \_\_\_\_\_ creating an Impressionist painting of a garden. (was, will be)
6. We \_\_\_\_\_ preparing a slideshow of Monet's paintings, too.  
(was, will be)
7. Jacob and I \_\_\_\_\_ giving our presentation when the fire alarm sounded. (was, were)
8. I \_\_\_\_\_ walking home when I saw brochure for a Monet exhibit in Paris. (was, were)
9. We \_\_\_\_\_ talking about Monet's beautiful paintings when Dad came home. (is, were)
10. Now I \_\_\_\_\_ dreaming about a trip to Paris, the birthplace of Impressionism. (are, will be)

**C** Here is a report on the Impressionist painter, Claude Monet. Write the correct present, past, or future progressive form of a verb to complete each sentence. Choose a verb from the box, or use a verb of your own.

### Remember



The **progressive forms** of verbs show ongoing action. To decide which helping verb to add, think about when the action began or will begin.

hope   inspire   learn   live   teach   visit

This month in art class, we \_\_\_\_\_ about the Impressionist painter Claude Monet. He is a French painter who lived from 1840 to 1926. While Monet \_\_\_\_\_ the Louvre, a museum in Paris, he saw painters copying famous masterworks, like the Mona Lisa. Unlike them, Monet drew what he saw in his own way.

Monet was not the only one in France to paint like this. Others painted this way, too. All these artists \_\_\_\_\_ in Paris at that time, and they became friends. Instead of sharp clean lines, the Impressionist painters used rapid, blurred brushstrokes. These artists developed a whole new style of art.

Monet is known for his use of color and the way he painted light. Still today, his artwork \_\_\_\_\_ artists to think in new ways. I \_\_\_\_\_ to become an artist like Monet. My dream is that one day, I \_\_\_\_\_ young artists about his work.

### Proofreading Marks

- ^ Add
- Period
- ✓ Take out
- Capital letter
- / Small letter





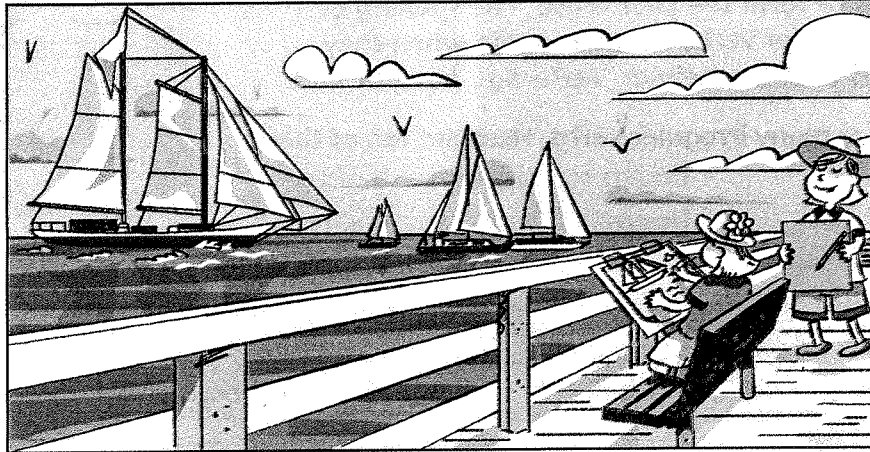
## WRITE



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)



Look at the picture below. Using the progressive forms of verbs, write a story based on the picture. Include at least four different progressive forms. Use a dictionary to help with spelling.



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### Proofreading Checklist ☒

- ☐ Did you use **am**, **is**, and **are** for present progressive forms?
- ☐ Did you use **was** or **were** for past progressive forms?
- ☐ Did you use **will be** for future progressive forms?

## Lesson 21: Irregular Verbs

### LEARN

- **Irregular verbs** do not add *-ed* to show the past tense. Instead, the spelling of an irregular verb changes to form the past tense. The spelling of many irregular verbs changes again when they are used with the helping verbs *has*, *have*, or *had*.
- There are many irregular verbs. Here are ten of them.

PRESENT

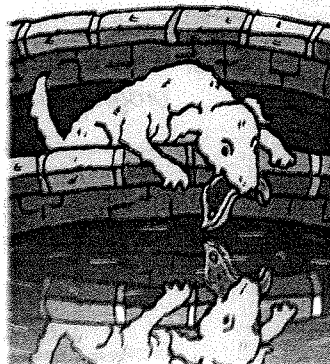
I **begin** to read Aesop's fables.

PAST

I **began** to read Aesop's fables.

PAST WITH HAVE

I **have begun** to read Aesop's fables.



Present	Past	Past with <i>has, have, or had</i>
begin	began	has, have, or had begun
bring	brought	has, have, or had brought
come	came	has, have, or had come
do	did	has, have, or had done
eat	ate	has, have, or had eaten
give	gave	has, have, or had given
grow	grew	has, have, or had grown
make	made	has, have, or had made
say	said	has, have, or had said
swim	swam	has, have, or had swum

### PRACTICE



Write the verb in parentheses that correctly completes each sentence.

1. A kind butcher had \_\_\_\_\_ a hungry dog some meat. (gave, given)
2. The dog \_\_\_\_\_ the meat to a bridge over a river. (bring, brought)
3. Before he \_\_\_\_\_ to eat, the dog looked down. (began, begun)

**PRACTICE A** *continued*

4. In the water below the bridge, another dog \_\_\_\_\_ into view.  
(swam, swum)
5. This dog had \_\_\_\_\_ to the river with meat, too. (came, come)
6. He stopped and slowly \_\_\_\_\_ his meat. (ate, eaten)
7. The dog on the bridge \_\_\_\_\_ greedy. (grew, grown)
8. He \_\_\_\_\_ a sudden move toward the meat reflected  
in the water. (make, made)
9. As soon as he had \_\_\_\_\_ that, the real meat dropped  
into the river. (did, done)
10. The hungry dog \_\_\_\_\_ nothing that night. (ate, eaten)

**B** *Write the past form of the verb in parentheses to correctly  
complete each sentence.*

1. A tired, hungry wolf had just \_\_\_\_\_ across a river. (swim)
2. A farmer's dog \_\_\_\_\_ barking at the wolf. (begin)
3. "I have \_\_\_\_\_ a long way," growled the wolf. (come)
4. "I have \_\_\_\_\_ nothing for days," he said. (eat)
5. The kind dog \_\_\_\_\_ the wolf some food. (bring)
6. "You must like it here," the wolf \_\_\_\_\_. (say)
7. "The farmer has \_\_\_\_\_ a lot for me," replied the dog. (do)
8. "What has \_\_\_\_\_ that mark on your neck?" the wolf  
asked next. (make)
9. "I have \_\_\_\_\_ so fat that my chain is too tight,"  
explained the dog. (grow)
10. "I would never have \_\_\_\_\_ up my freedom for a chain,"  
the wolf said. (give)



Evan wrote this version of an old fable called "The Fox and the Goat." He made seven mistakes with the past forms of irregular verbs. Use the proofreading marks in the box to correct the errors.

### Remember



The spelling of an irregular verb changes in the past tense or when used with *has*, *have*, or *had*.

Fox had fallen into a well. He swum around for a while, but he couldn't get out.

After a while, Goat came along. He had brung a bucket to get some water. "What are you doing down there, Fox?" Goat asked.

Fox looked serious. "Haven't you heard about the drought?" he asked.

Goat gived a shrug. "What drought?" he asked.

"The water shortage has growed really bad all over the country," Fox said. "In fact, this may be the last water left anywhere. If I were you, Goat, I'd jump in!"

Well, the foolish goat done just that. As soon as Goat was in the well, Fox jumped on his back. Then he climbed up onto Goat's horns and out of the well.

"I'm so glad you come along," Fox called down to Goat. "You have maked my day! But next time, look before you leap!"

### Proofreading Marks

- ^ Add
- Period
- ~ Take out
- Capital letter
- / Small letter



Did you correct seven mistakes with irregular verbs?







## WRITE

**D** Complete the sentences in the fable below with past forms of irregular verbs. Use forms of the verbs in the chart on page 96. Then write a few sentences of your own to finish the fable. Use past forms of irregular verbs in some of your sentences.



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)



The ants were hard workers. All summer long, they had \_\_\_\_\_ grain and vegetables in their large garden. Once fall came, they \_\_\_\_\_ the food inside and stored it. They had \_\_\_\_\_ everything possible to prepare for the cold months of winter.

Grasshopper, on the other hand, \_\_\_\_\_ very little all summer and fall. When the weather was hot, he \_\_\_\_\_ in the pond. When he was hungry, he \_\_\_\_\_ fresh berries off the bushes.

Winter \_\_\_\_\_ early that year, and Grasshopper \_\_\_\_\_ to worry. No berries \_\_\_\_\_ on the bushes now, and he had no food in his house. With his stomach growling, Grasshopper paid a visit to the ants.

"What has \_\_\_\_\_ you here today, Grasshopper?" asked one of the ants.

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### Proofreading Checklist ☒

- ☐ Did you use the correct past forms of the irregular verbs?

## Lesson 22: More Irregular Verbs

### LEARN

- **Irregular verbs** do not form the past tense by adding *-ed*. Instead, the spelling of an irregular verb changes when the past tense is formed. The spelling may change again when the irregular verb is used with the helping verbs *has*, *have*, or *had*.

PRESENT

People **write** tall tales today.

PAST

People **wrote** tall tales in the past.

PAST WITH HAVE

People **have written** tall tales for a long time.



Present	Past	Past with <i>has, have, or had</i>
break	broke	has, have, or had broken
draw	drew	has, have, or had drawn
drive	drove	has, have, or had driven
fly	flew	has, have, or had flown
ride	rode	has, have, or had ridden
sing	sang	has, have, or had sung
take	took	has, have, or had taken
tell	told	has, have, or had told
throw	threw	has, have, or had thrown
write	wrote	has, have, or had written

### PRACTICE



Write the verb in parentheses that correctly completes each sentence.

1. Cowboys have \_\_\_\_\_ tall tales about Pecos Bill. (tell, told)
2. They have \_\_\_\_\_ about how he was raised. (sang, sung)
3. The coyotes \_\_\_\_\_ Bill to the Texas plains. (took, taken)

**PRACTICE A** *continued*

4. Bill \_\_\_\_\_ faster than any other cowboy. (rode, ridden)
5. He \_\_\_\_\_ the biggest cattle to market. (drove, driven)
6. No cowboy had ever \_\_\_\_\_ a lasso so well! (threw, thrown)
7. One tale has \_\_\_\_\_ of a terrible drought. (tell, told)
8. Pecos Bill had \_\_\_\_\_ up into the sky on his horse. (rode, ridden)
9. He had \_\_\_\_\_ some storm clouds over to Texas. (drove, driven)
10. He \_\_\_\_\_ them open so the rain would fall. (broke, broken)

**B** *Write the past form of the verb in parentheses to correctly complete each sentence.*

1. Almost everyone \_\_\_\_\_ railroads in the early 1900s. (ride)
2. People \_\_\_\_\_ songs and tall tales about John Henry. (write)
3. Many tales have \_\_\_\_\_ about his incredible strength. (tell)
4. Henry \_\_\_\_\_ spikes into the wooden boards that hold down railroad tracks. (drive)
5. His huge sledgehammer \_\_\_\_\_ through the air. (fly)
6. Some people have \_\_\_\_\_ that Henry could swing two hammers at once! (write)
7. A folksinger \_\_\_\_\_ about Henry's contest with a new power drill. (sing)
8. Henry's boss had \_\_\_\_\_ the drill to the work site. (take)
9. The amazing contest \_\_\_\_\_ a large crowd. (draw)
10. Even after the power drill had \_\_\_\_\_, John Henry was still working. (break)



**C** Sam wrote this story about Paul Bunyan, another hero of many tall tales. Sam made eight mistakes with the past forms of irregular verbs. Use the proofreading marks in the box to correct the errors.

### Remember

The spelling of an irregular verb changes in the past tense or when used with *has*, *have*, or *had*.






Paul Bunyan throwed down his ax. Then he taked a deep breath. "What a job!" he said. It had took a week, but the giant logger and his big blue ox Babe were finally done. They had cleared the trees out of the Great Forests. People would now call this area the Great Plains.

"To float these logs down to my sawmill in Louisiana," Paul said, "we need a river." Paul hitched a plow to Babe and drove her and the plow down to New Orleans. Believe it or not, that's how the Mississippi River got started!

"Step more lightly," Paul telled Babe. Every so often, her heavy hoofs breaked through the rocky ground, and streams of oil flyed up. Those were the first oil wells.

How do I know these things? Babe told me about them herself, and I have wrote down everything she said.

### Proofreading Marks

- |   |                |
|---|----------------|
|  | Add            |
|  | Period         |
|  | Take out       |
|  | Capital letter |
|  | Small letter   |



Did you correct eight mistakes with irregular verbs?





## WRITE



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)

**D** The tall tale below tells what Paul Bunyan might do in today's world. Complete the sentences in the story with past forms of irregular verbs. Use forms of the verbs in the chart on page 100. Then write a few sentences of your own to complete the story. Use past forms of irregular verbs in your sentences.

### Paul Bunyan and the Trees

Last year, Paul Bunyan \_\_\_\_\_ across the country in a supersized truck. He \_\_\_\_\_ over other areas of the world in a jumbo jet. Along the way, Paul \_\_\_\_\_ a long, hard look at the places he passed. What he saw almost \_\_\_\_\_ his heart!

Actually, it was the lack of trees that almost \_\_\_\_\_ Paul crazy. "People have always \_\_\_\_\_ tall tales about my logging," he moaned. "They have even \_\_\_\_\_ songs about me and Babe working together. Maybe we have \_\_\_\_\_ this logging business too seriously. Now it's time to plant some trees!"

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Proofreading Checklist ☒

- ☐ Did you use the correct past forms of irregular verbs?
- ☐ Did you use the correct form of the verb with **has**, **have**, and **had**?

## Lesson 23: Contractions with *Not*

### LEARN

A **contraction** is made by joining two words together. An apostrophe (') takes the place of any letters that are left out. Some contractions are formed by joining a verb with the word *not*.

are + not = **aren't**

Some common beliefs about health **aren't** true.

will + not = **won't**

Carrots **won't** improve your eyesight.



Notice that the spelling of the verb *will* changes when it is combined with *not* to form the contraction *won't*

Contractions with <i>not</i>			
is not	<b>isn't</b>	do not	<b>don't</b>
are not	<b>aren't</b>	does not	<b>doesn't</b>
was not	<b>wasn't</b>	did not	<b>didn't</b>
were not	<b>weren't</b>	cannot	<b>can't</b>
has not	<b>hasn't</b>	could not	<b>couldn't</b>
have not	<b>haven't</b>	should not	<b>shouldn't</b>
had not	<b>hadn't</b>	would not	<b>wouldn't</b>
will not	<b>won't</b>		

### PRACTICE



Write the contraction for each pair of words.

1. was not \_\_\_\_\_

2. cannot \_\_\_\_\_

3. does not \_\_\_\_\_

4. is not \_\_\_\_\_

5. are not \_\_\_\_\_

6. were not \_\_\_\_\_

**PRACTICE A** *continued*

7. did not \_\_\_\_\_

9. could not \_\_\_\_\_

8. had not \_\_\_\_\_

10. will not \_\_\_\_\_

**B** *Write a contraction for the word or words in parentheses to complete each sentence.*

1. Eating lots of carrots \_\_\_\_\_ turn your skin orange.  
(will not)

2. Worrying \_\_\_\_\_ turn a person's hair gray.  
(does not)

3. Too much chocolate \_\_\_\_\_ the cause of pimples.  
(is not)

4. Foods \_\_\_\_\_ cause all skin problems. (do not)

5. Colds \_\_\_\_\_ caused by bad weather. (are not)

6. You \_\_\_\_\_ get the flu unless you are exposed to a virus.  
(cannot)

7. Staying in bed \_\_\_\_\_ help you get over a cold faster.  
(will not)

8. Standing on your head \_\_\_\_\_ ever cured the hiccups.  
(has not)


9. Touching a frog \_\_\_\_\_ cause warts. (does not)

10. Scientists \_\_\_\_\_ found any evidence for this idea.  
(have not)

11. Everyone wishes you \_\_\_\_\_ crack your knuckles.  
(would not)

12. We \_\_\_\_\_ believe every health and diet tip we hear!  
(should not)

**C** Dana and Ian wrote this fact sheet listing other untrue ideas about diet and health. In it, they made eight mistakes with contractions. Use the proofreading marks in the box to correct the errors.

**Remember**   
When you join two words in a contraction, an apostrophe takes the place of any letters that are left out.

## The Truth About Diet and Health

- Drinking coffee won't stunt your growth. Even so, caffeine shouldnt be part of a young person's diet.
- Eating carrots doesnt' improve your eyesight. However, the vitamin A in carrots does help eyes stay healthy.
- Going outside with wet hair wont make you catch a cold. Colds are'nt caused by wet hair or windy weather. They are caused by viruses.
- Watching TV doesnt damage your eyes. However, people who spend too much time watching TV probably dont get enough exercise.
- Reading in dim light isnt a cause of bad eyesight. Good lighting, however, makes reading much easier!
- Crossing your eyes cant' make you permanently cross-eyed. But why do it? It's hard to see that way!

### Proofreading Marks

^	Add
○	Period
~	Take out
≡	Capital letter
/	Small letter



Did you correct eight mistakes with contractions?





## WRITE



Additional Resources at  
[grammarworkshop.com](http://grammarworkshop.com)

**D** Read each sentence. Then rewrite it, using one or more contractions formed with **not**. Make any other changes that are necessary for the new sentence to make sense. The first two are done for you.

1. If you do exercise regularly, you will get in shape. \_\_\_\_\_  
*If you don't exercise regularly, you won't get in shape.* \_\_\_\_\_
2. Your scrape has healed because you have taken care of it. \_\_\_\_\_  
*Your scrape hasn't healed because you haven't taken care of it.* \_\_\_\_\_
3. My muscles have gotten stronger because I have exercised. \_\_\_\_\_  
\_\_\_\_\_
4. If you do get eight hours of sleep, you will feel rested tomorrow. \_\_\_\_\_  
\_\_\_\_\_
5. If you have eaten breakfast, you will have the energy you need. \_\_\_\_\_  
\_\_\_\_\_
6. Sue did get enough vitamins because she did eat fresh fruit and vegetables. \_\_\_\_\_  
\_\_\_\_\_
7. If you had acted recklessly, you would have gotten hurt. \_\_\_\_\_  
\_\_\_\_\_
8. If you get caught in the rain, you will need an umbrella. \_\_\_\_\_  
\_\_\_\_\_

### Proofreading Checklist ☒

- ☐ Did you use one or more contractions with **not** in each sentence you wrote?
- ☐ Did you use an apostrophe in place of letters that are left out?

## Unit 3 Review

### Lessons 12–23

**Action Verbs** (pp. 60–63) *Underline the action verb in each sentence.*

1. Musicians play many different instruments in orchestras.
2. A conductor leads the orchestra.
3. Orchestras entertain people.

**Present-Tense Verbs** (pp. 64–71) *Write the present tense of the verb in parentheses to correctly complete each sentence.*

4. Ellen (tighten) the strings of her violin. \_\_\_\_\_
5. The clarinet player (remove) his instrument from its case. \_\_\_\_\_
6. The conductor (discuss) the music with the orchestra. \_\_\_\_\_
7. Each musician (study) the music carefully. \_\_\_\_\_
8. The ushers (guide) people to their seats. \_\_\_\_\_
9. My sister (reach) her seat just in time. \_\_\_\_\_

**Past-Tense Verbs** (pp. 72–75) *Write the past tense of the verb in parentheses to correctly complete each sentence.*

10. Early orchestras (accompany) singers. \_\_\_\_\_
11. Composers (plan) music for more and more instruments. \_\_\_\_\_
12. Some early orchestras (include) more than 100 musicians. \_\_\_\_\_

**Future-Tense Verbs** (pp. 76–79) *Write the future tense of the verb in parentheses to correctly complete each sentence.*

13. We (go) to a concert next Friday night. \_\_\_\_\_
14. The musicians (play) works by Mozart. \_\_\_\_\_
15. A large crowd (attend) this performance. \_\_\_\_\_

**Linking Verbs** (pp. 80–83) *Underline the linking verb that agrees with the subject of the sentence.*

16. Drums (is, are) percussion instruments.
17. Another percussion instrument (is, are) the xylophone.
18. I (am, is) a trombone player.

**Main Verbs and Helping Verbs** (pp. 84–91) *Underline the helping verb in each sentence.*

19. Jamie should distribute the sheet music.
20. The musicians are turning the pages.
21. The conductor will answer our questions.

**Progressive Forms of Verbs** (pp. 92–95) *Underline the progressive form of the verb in each sentence. Then write it on the line.*

22. Members of the orchestra are playing their scales. \_\_\_\_\_
23. Reilly and Marvin were talking about classical music. \_\_\_\_\_
24. The store will be delivering new music stands. \_\_\_\_\_

**Irregular Verbs** (pp. 96–103) *Underline the correct verb in parentheses to complete each sentence.*

25. Our orchestra (began, begun) today's practice at two o'clock.
26. All the members have (took, taken) their seats.
27. Jesse had (wrote, written) one of the songs we will perform.

**Contractions with Not** (pp. 104–107) *Read each sentence. Write the words in **boldface** as a contraction.*

28. Some of the instruments **are not** in tune. \_\_\_\_\_
29. We **do not** get discouraged. \_\_\_\_\_
30. Our performance **will not** be perfect until we practice more. \_\_\_\_\_

## Unit 3 Test

**DIRECTIONS** Fill in the circle next to the sentence that spells and uses verbs or contractions correctly.

1. ☐ Rain clouds has formed in the sky.  
☐ The wind began to blow harder.  
☐ Suddenly, the rain splashes down on the sidewalk.  
☐ A boy hurrys home.
2. ☐ The storm has driven everyone indoors.  
☐ Heavy rain drumed down on our roof.  
☐ Mom and I didnt close our windows in time.  
☐ The raindrops varied in size.
3. ☐ The rain has stoped now.  
☐ The sky have cleared suddenly.  
☐ A rainbow appear in the sky.  
☐ Our neighbors may come outside to see it.
4. ☐ The rain has provideed the trees and plants with water.  
☐ It washes the sidewalks, too.  
☐ Some rain rushes off into streams and rivers.  
☐ The sun's heat evaporate the rest of it.
5. ☐ The clouds have growed dark again.  
☐ The heavy rain poures down once more.  
☐ The neighbors has scurried indoors again.  
☐ We don't like these heavy rainstorms.
6. ☐ Snow were falling all night.  
☐ Snowflakes begun to fall.  
☐ The snowstorm isnt over yet.  
☐ The children are throwing snowballs in the air.
7. ☐ The roads was icy yesterday.  
☐ People was driving carefully.  
☐ My grandmother watch the weather report.  
☐ We must play indoors today.
8. ☐ Our class will made a rain gauge.  
☐ A rain gauge is a weather tool.  
☐ It measure the amount of rainfall.  
☐ Kit has bring a coffee can for the project.

**DIRECTIONS** Read the paragraph, and look carefully at each underlined part. Fill in the circle next to the answer choice that shows the correct spelling and use of verbs or contractions. If the underlined part is already correct, fill in the circle for "Correct as is."

The water cycle supplies Earth with its water. In the cycle, moist air rises  
(9)  
from the ground. The moisture takes the form of water vapor, and the vapor  
is carried high into the sky. Here the air was cooler. The cool air can't hold  
(10) (11)  
as much water as the warmer air below. The water vapor changes from vapor  
(12)  
into droplets. These tiny droplets forms clouds. Eventually, this moisture  
(13) (14)  
will falls to Earth as rain. Snow will fall instead if the temperature has  
(14)  
dropped low enough.

- |  |   |
|--|---|
| <p><b>9.</b> <input type="radio"/> The water cycle supply<br/><input type="radio"/> The water cycle supplys<br/><input type="radio"/> The water cycle have supplied<br/><input type="radio"/> Correct as is</p> <p><b>10.</b> <input type="radio"/> the air is cooler<br/><input type="radio"/> the air are cooler<br/><input type="radio"/> the air were cooler<br/><input type="radio"/> Correct as is</p> <p><b>11.</b> <input type="radio"/> cool air cant hold<br/><input type="radio"/> cool air can't hold<br/><input type="radio"/> cool air can'nt hold<br/><input type="radio"/> Correct as is</p> | <p><b>12.</b> <input type="radio"/> The water vapor change<br/><input type="radio"/> The water vapor changees<br/><input type="radio"/> The water vapor changies<br/><input type="radio"/> Correct as is</p> <p><b>13.</b> <input type="radio"/> These tiny droplets form<br/><input type="radio"/> These tiny droplets has formed<br/><input type="radio"/> These tiny droplets formes<br/><input type="radio"/> Correct as is</p> <p><b>14.</b> <input type="radio"/> this moisture fall<br/><input type="radio"/> this moisture had fall<br/><input type="radio"/> this moisture will fall<br/><input type="radio"/> Correct as is</p> |
|--|---|