## Unit 10: Verbs

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You may have heard of the movie director’s call for “lights, camera, action!” The actions in movies and plays can be named by verbs. If a word expresses action and tells what a subject does, it is an action verb.

An action verb is a word that names an action. An action verb may contain more than one word.

Notice the action verbs in the following sentences.

The director shouts at the members of the cast.
The lights are flashing above the stage.
The audience arrives in time for the performance.
Several singers have memorized the lyrics of a song.

Action verbs can express physical actions, such as shout and arrive. They can also express mental activities, such as memorize and forget.

<table>
<thead>
<tr>
<th>Physical</th>
<th>Mental</th>
</tr>
</thead>
<tbody>
<tr>
<td>shout, flash, arrive, own, talk, hit, applaud, praise</td>
<td>remember, memorize, forget, appreciate</td>
</tr>
</tbody>
</table>

Have, has, and had are action verbs too when they name what the subject owns or holds.

The actors in this play already have their uniforms.
The director has a script in her back pocket.
The theater has a trapdoor.
Rosa had a theater program from 1959.

. . . she remembered her lines.
**Exercise 1  Identifying Action Verbs**

Write each action verb and then write whether it expresses a *physical* or a *mental* action.

1. Eugene O’Neill’s father, an actor, toured the country.
2. O’Neill learned about the theater from his father.
3. O’Neill’s father sent him to Princeton University.
4. Soon O’Neill developed an interest in the sea.
5. He left home for two years of travel.
7. O’Neill knew the value of his own work.
8. He journeyed to Cape Cod for the summer.
9. A group of friends admired this new playwright.
10. They used a stage in their town for theatrical productions.
11. O’Neill also wrote many plays while in Connecticut.
12. He joined a group of performers and writers.
13. The young O’Neill worked long hours.
14. On some days, O’Neill walked along the wharves.
15. Sometimes he met friends along the way.
16. The playwright considered ideas for new plays.
17. In 1936 he received the Nobel Prize for literature.
18. Many theater groups perform his plays each year.
19. Audiences like the dramatic situations.
20. Most of the plays express dark moods.

**Exercise 2  Using Action Verbs**

Write an appropriate action verb for each sentence. Answers will vary.

1. Our drama and history teachers _________ a joint project for our class.
2. First, our history teacher _________ us into four small groups.
3. Then he _________ the new assignment in detail.
4. The whole class _________ to the library every day for a week.
5. In our small groups, we _________ everyday life in colonial times.
6. Then the drama coach _________ us the next part of the assignment.
7. Each group _________ a one-act play set in the colonial period.
8. The coach _________ our plays for an acting workshop.
9. All of us _________ our lines and movements over the weekend.
10. Finally, we _________ our plays for the class and in a competition.
Transitive and Intransitive Verbs

In some sentences, the predicate consists of only a verb.

The actor remembered.

Usually sentences provide more information. The predicate often names who or what received the action of the verb.

The actor remembered **lines** from the play.

In the sentence above, *lines* tells what was remembered. It is the direct object.

- **A direct object** receives the action of a verb. It answers the question *whom?* or *what?* after an action verb.

  Some sentences have a compound direct object. That is, a sentence may have more than one direct object.

  We saw **Maurice** and **Inez** in the audience.

  When an action verb transfers action to a direct object, it is transitive. When an action verb has no direct object, it is intransitive.

- **A transitive verb** has a direct object.

- **An intransitive verb** does not have a direct object.

  Many action verbs can be transitive or intransitive. Such verbs can be labeled transitive or intransitive only by examining their use in a particular sentence.

  The audience **applauds** the actors. [transitive]
  The audience **applauds** loudly. [intransitive]
Exercise 3  Identifying Transitive Verbs

For each sentence, write the action verb. If the verb is transitive, write the direct object.

1. Japanese kabuki theaters present popular scenes from dramas and dances.
2. Kabuki performers often wear very elaborate costumes.
3. Male actors perform all the female roles.
4. Characters make entrances and exits along the “flower way” aisle.
5. Instrumentalists behind a screen on stage provide the music.

Exercise 4  Distinguishing Transitive and Intransitive Verbs

For each sentence, write the action verb. If the verb has a direct object, write T. If it does not, write I.

1. The director remembered this fine old theater from past performances.
2. He loved its air of history and elegance.
3. Day after day, week after week, the cast rehearsed.
4. Finally, the day of the first performance arrived.
5. The director inspected the scenery, costumes, and lights.
6. Many people bought tickets to the new play.
7. The almost-silent audience watched.
8. Nearly all the people liked the music and the drama.
9. At the end of the play, everyone clapped wildly.
10. Some enthusiastic spectators even cheered.
11. The majority of the critics enjoyed the performance.
12. They wrote favorable reviews.
13. The musical show succeeded.
14. In fact, the director won an award for it from a theater guild.
15. At the awards ceremony, the director spoke.
16. The cast and their guests listened carefully.
17. The director thanked the producers.
18. A newspaper reporter asked some questions.
19. The director complimented the stage crew for the scenery.
20. He praised the actors for their performances.
Verbs with Indirect Objects

Words that answer the question whom? or what? after an action verb are called direct objects.

Amalia wears a costume.

Sometimes both a direct object and an indirect object follow an action verb.

An indirect object answers the question to whom? or for whom? an action is done.

Friends sent the actors flowers.

The direct object in the sentence above is flowers. The indirect object is actors. Actors answers the question to whom? after the action verb sent.

Some sentences have a compound indirect object.

The audience gave the cast and the orchestra an ovation.

An indirect object appears only in a sentence that has a direct object. Two easy clues can help you recognize an indirect object. First, an indirect object always comes before a direct object. Second, you can add the preposition to or for before the indirect object and change its position. The sentence will still make sense, although there will no longer be an indirect object.

Friends sent the actors flowers.
[Actors is an indirect object.]
Friends sent flowers to the actors.
[Actors is not an indirect object.]

You know that in the first sentence actors is the indirect object because it comes before the direct object and because it can be placed after the preposition to, as in the second sentence.
Exercise 5  Distinguishing Direct and Indirect Objects

For each sentence, write the direct object. If the sentence contains an indirect object, write it and underline it.

1. None of the musicians know the composition.
2. The orchestra leader brings the musicians the music.
3. For several days, the orchestra leader teaches the orchestra a song.
4. The sopranos learn their part first.
5. The audience loves the musical comedy.
6. That famous director frequently gives performers drama lessons.
7. She also gives children lessons in the afternoon.
8. She wrote plays and operas for many years.
9. Now she shows her students her special techniques.
10. The theater offers young people many opportunities.
11. Students ask actors and directors questions about different roles.
12. The expert director and producers bring the show success.
13. The director offers her students advice about their careers.
14. The actors memorize scripts.
15. One young writer sold a producer and a director his screenplay.
16. The theater club offers subscribers a discount.
17. The theater also sends subscribers performance information.
18. Subscribers often buy extra tickets for their friends.
19. Generous patrons give the theater large donations.
20. The theater usually gives generous patrons free tickets.

Exercise 6  Using Indirect Objects

Rewrite each sentence, changing each prepositional phrase into an indirect object.

SAMPLE  The cast members gave interviews to the press.
ANSWER  The cast members gave the press interviews.

1. The playwright gave a special tribute to her mother.
2. The youngest cast member handed a dozen roses to the star.
3. Cast members made a comical top hat for the director.
4. The audience offered thunderous applause to the entire cast.
5. The play’s producer sent fifteen photographs of the event to the local newspaper.
A linking verb connects the subject of a sentence with a noun or adjective in the predicate.

The verb was is a form of the verb be. It links the word director to the subject, telling what the subject is.

A predicate noun is a noun that follows a linking verb. It defines the subject by telling what it is.

A predicate adjective is an adjective that follows a linking verb. It describes the subject by telling what it is like.

A sentence may contain a compound predicate noun or a compound predicate adjective.

The set designer was a carpenter and electrician. [compound predicate noun]

He is stern but kind. [compound predicate adjective]

Some of the more common linking verbs are listed below.

<table>
<thead>
<tr>
<th>Common Linking Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
</tr>
<tr>
<td>become</td>
</tr>
<tr>
<td>seem</td>
</tr>
<tr>
<td>appear</td>
</tr>
<tr>
<td>look</td>
</tr>
<tr>
<td>grow</td>
</tr>
<tr>
<td>turn</td>
</tr>
<tr>
<td>taste</td>
</tr>
<tr>
<td>feel</td>
</tr>
<tr>
<td>smell</td>
</tr>
<tr>
<td>sound</td>
</tr>
</tbody>
</table>

Many of these verbs can be used as action verbs also.

The director grew angry. [linking verb]

The director grew a beard. [action verb]
Exercise 7  Identifying Action and Linking Verbs

Write each verb. Then write whether it is an action verb or a linking verb.

1. Lorraine Hansberry became the first African American woman with a play on Broadway.
2. *A Raisin in the Sun* is the title of that play.
3. Hansberry used a line from a Langston Hughes poem for the title.
4. The play tells the story of an African American Chicago family and the dreams of the different family members.
5. In the course of the play, the family grows stronger and closer.

Exercise 8  Identifying Linking Verbs and Predicate Nouns and Adjectives

Write each verb and label it action or linking. If it is a linking verb, write the predicate word or words and add the label predicate noun or predicate adjective.

1. William Shakespeare was a great playwright and poet.
2. In fact, he is a giant in world literature.
3. Characters in Shakespeare’s plays seem universal.
4. Some of the characters were actually historical figures.
5. Some costumes in Shakespeare’s plays look odd.
6. The styles of earlier times appear strange today.
7. Shakespeare’s language puzzles some modern listeners.
8. In time, however, that language becomes very clear and understandable.
9. Many of Shakespeare’s plots sound exaggerated.
10. His stories thrill audiences all over the world with their power, beauty, and truth.
11. Some of the characters are more popular than others.
12. In *Romeo and Juliet* a character drinks poison.
13. In *Othello* the main character grows jealous.
14. In *The Merchant of Venice* a clever young woman teaches other characters about justice and mercy.
15. Some members of Shakespeare’s original casts were children.
16. The children played women’s roles.
17. Films of Shakespeare’s plays are plentiful and popular.
18. Great actors and actresses perform complex roles.
19. Laurence Olivier and John Barrymore were great Hamlets.
20. More recently Mel Gibson and Kenneth Branagh have played Hamlet.
The verb in a sentence tells what action takes place. It also tells when the action takes place. The form of a verb that shows the time of the action is called the **tense** of the verb.

- The **present tense** of a verb names an action that is occurring now or that occurs regularly. It can also express a general truth.

  A great actor **wins** awards.

  In the present tense, the base form of a verb is used with all subjects except singular nouns and the words *he, she,* and *it.* When the subject is a singular noun or *he, she,* or *it,* -s is usually added to the verb. Remember that a verb in a sentence must agree in number with its subject.

<table>
<thead>
<tr>
<th>Present Tense Forms</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong></td>
<td><strong>walk.</strong></td>
<td><strong>We</strong> walk.</td>
</tr>
<tr>
<td><strong>You</strong></td>
<td><strong>walk.</strong></td>
<td><strong>You</strong> walk.</td>
</tr>
<tr>
<td><strong>He, she,</strong> or <strong>it</strong></td>
<td><strong>walks.</strong></td>
<td><strong>They</strong> walk.</td>
</tr>
</tbody>
</table>

- The **past tense** of a verb names an action that already happened.

  The past tense of many verbs is formed by adding -ed to the verb.

  The actors **practiced** their lines.
Exercise 9  Distinguishing Present and Past

Write the correct form of the verb that is in parentheses. Then write whether it is in the present tense or past tense.

1. A month ago, our music teacher (introduce) my sister and me to opera.
2. Opera is a form that (combine) music and drama into one production.
3. That combination (suit) my sister and me perfectly.
4. Last week we (attend) a light opera by Gilbert and Sullivan.
5. Every day that week, the show (start) precisely on time.
6. However, we (arrive) late because of bus delays.
7. After the show, we always (purchase) tickets for tomorrow’s opera.
8. Yesterday a reviewer (compare) the lead performer with Caruso.
9. Enrico Caruso (live) at the beginning of the twentieth century.
10. In his lifetime, he (appear) in many operas throughout the world.
11. Caruso (arrive) in America in 1903.
12. Sometimes he (pass) out free tickets to poor people.
13. Caruso (earn) more money than any other singer at the time.
14. He always (maintain) a warm affection for his many fans.
15. Caruso often (play) tricks on his fellow performers.
16. He (possess) a dynamic personality.
17. Today singers still (talk) about his wonderful voice.
18. Now some people (listen) to his original recordings.
19. Some modern singers (copy) the great singer’s style and technique.
20. That great Italian tenor (inspire) singers even today.

Exercise 10  Using Past Tense

For each sentence, write the present tense verb. Then write its past tense form.

1. People in the audience chat with one another before the performance.
2. Several classes of students almost fill the second balcony.
3. The lights blink on and off—once, twice, three times.
4. Members of the audience settle into their seats.
5. Darkness descends on the theater except for the glow of safety lights.
6. Not a sound disturbs the silence.
7. Then a spotlight focuses on the heavy red curtain across the stage.
8. The curtains part and reveal a city street.
9. Suddenly actors and actresses appear on the stage.
10. The magic of theater captivates the audience.
Main Verbs and Helping Verbs

Verbs have four principal parts that are used to form all tenses. Notice how the principal parts of a verb are formed.

<table>
<thead>
<tr>
<th>Principal Parts of Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Form</strong></td>
</tr>
<tr>
<td>act</td>
</tr>
</tbody>
</table>

You can use the base form itself and the past form alone to form the present and past tenses. The present and past participles can be combined with helping verbs to form other tenses.

- A **helping verb** helps the main verb tell about an action or make a statement.
- A **verb phrase** consists of one or more helping verbs followed by a main verb.

They are acting in another play right now.

In the sentence above, the word are is the helping verb, and the present participle acting is the main verb. Together they form a verb phrase.

The most common helping verbs are be, have, and do. Forms of the helping verb be include am, is, and are in the present and was and were in the past. They combine with the present participle of the main verb.

Forms of the helping verb have include has in the present and had in the past. They combine with the past participle form of a verb.

<table>
<thead>
<tr>
<th>Have, Has, Had, and the Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>I have acted.</td>
</tr>
<tr>
<td>You have acted.</td>
</tr>
<tr>
<td>She has acted.</td>
</tr>
</tbody>
</table>
**Exercise 11**  Identifying Helping Verbs and Participles in Verb Phrases

For each sentence, write each verb phrase. Then circle the helping verbs.

1. Stagehands are preparing the scenery.
2. They had started their work before dawn.
3. One young woman is checking on the correct placement of all the props.
4. Earlier she had inspected all the backstage props and equipment.
5. The director had joined the crew later in the day, and now he is conducting his own last-minute check.
6. The star of the show has earned her fame by a number of huge successes.
7. The press and the public are expecting an excellent performance from this famous cast.
8. Theater has remained a popular form of entertainment.
9. People are buying tickets to many different shows.
10. Theater companies are staging plays, musicals, and revivals of older shows.

**Exercise 12**  Using Helping Verbs and Present and Past Participles

For each sentence, choose and write the correct helping verb that is in parentheses. Then write the participle and label it *present participle* or *past participle*.

1. Now groups (are, have) performing dramas on television.
2. As a result, people (are, have) developing a taste for theater.
3. Television audiences (are, had) watching great performances, both comedies and tragedies.
4. Many of these productions (are, have) attracted huge numbers of viewers from all over the country.
5. The best of them (are, have) achieved very high ratings and rave reviews from critics and viewers alike.
6. Emmy awards (are, have) announced each year in the category for drama-comedy specials.
7. The number and success of these productions (are, have) awakened substantial interest in drama.
8. Producers and advertisers (are, have) responding to people’s interest in high-quality television programs.
9. Live theater (is, has) experienced a surge in interest.
10. Both professional companies and community theater groups (are, have) welcoming a new generation of theatergoers.
10.7 Progressive Forms

You know that the present tense of a verb names an action that occurs repeatedly. To describe an action that is taking place at the present time, you use the present progressive form of the verb.

■ The present progressive form of a verb names an action or condition that is continuing in the present.

Althea is finishing her song.

The present progressive form of a verb consists of the present participle of the main verb and a form of be, such as am, are, or is.

<table>
<thead>
<tr>
<th>Present Progressive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>I am leaving.</td>
</tr>
<tr>
<td>You are leaving.</td>
</tr>
<tr>
<td>He, she, or it is leaving.</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>We are leaving.</td>
</tr>
<tr>
<td>You are leaving.</td>
</tr>
<tr>
<td>They are leaving.</td>
</tr>
</tbody>
</table>

The past progressive form names an action that was continuing at some point in the past.

■ The past progressive form of a verb names an action or condition that continued for some time in the past.

The plot was becoming scary.

The past progressive form of a verb consists of the present participle and the helping verb was or were.

<table>
<thead>
<tr>
<th>Past Progressive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>I was following.</td>
</tr>
<tr>
<td>You were following.</td>
</tr>
<tr>
<td>He, she, or it was following.</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>We were following.</td>
</tr>
<tr>
<td>You were following.</td>
</tr>
<tr>
<td>They were following.</td>
</tr>
</tbody>
</table>
**Exercise 13**  Using Present and Past Progressive Forms

For each sentence, write the present progressive or past progressive form of the verb that is in parentheses.

1. This next semester my music class (go) to an opera production every week.
2. We (examine) the difference between nineteenth- and twentieth-century operas.
3. We (compare) German, French, Italian, and American operas.
4. The schedule (tire) for some students.
5. They (fall) behind in their schoolwork.
6. Our teacher (plan) a big party for us later.
7. She (praise) us yesterday for our patience and diligence.
8. At the end of this semester, we (expect) a period of relaxation.
9. Last month we (attend) two productions a week.
10. Together with our other responsibilities, that schedule (overwhelm).
11. Our parents said they (worry) about our lack of time for anything else.
12. Last year we (study) the comic operas of Gilbert and Sullivan.
13. From 1875 to 1895, the two men (collaborate) on a number of light operas.
14. William Gilbert (work) as a lawyer and a journalist.
16. Even today many theater groups (present) Gilbert and Sullivan.
17. Time and again, new audiences (discover) the joys of these lively comedies.
18. Last year the city (prepare) a plan for a Gilbert and Sullivan festival.
19. As part of that festival, next spring we (stage) *The Pirates of Penzance*.
20. Many of us in the music class (hope) for good roles in that production.

**Exercise 14**  Using Progressive Forms

In each sentence, if the verb is in the present tense, change it to the present progressive form. If the verb is in the past tense, change it to the past progressive form.

1. The new theater season begins soon.
2. Local playwrights submitted their entries over a two-week period.
3. A committee reads the scripts.
4. Committee members hoped for a play with a large cast.
5. Last season this company attracted large audiences to its productions.
6. This year the members dream of an equally successful season.
7. One new play caused much excitement among the entries.
8. In this play, a brother and sister investigate the story of a treasure.
9. Meanwhile, the children’s parents organize a search for them.
10. Near the end of the play, everyone rushes to the same hilltop.
The present perfect tense of a verb names an action that happened at an indefinite time in the past. It also tells about an action that happened in the past and is still happening now.

The actor has rehearsed for many hours.
Nick and Maria have seen Guys and Dolls five times.
He has played in the band for three years.

The present perfect tense consists of the helping verb *have* or *has* and the past participle of the main verb.

<table>
<thead>
<tr>
<th>Present Perfect Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>I have performed.</td>
</tr>
<tr>
<td>You have performed.</td>
</tr>
<tr>
<td>He, she, or it has performed.</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>We have performed.</td>
</tr>
<tr>
<td>You have performed.</td>
</tr>
<tr>
<td>They have performed.</td>
</tr>
</tbody>
</table>

The past perfect tense of a verb names an action that took place before another action or event in the past.

The past perfect tense is often used in sentences that contain a past tense verb in another part of the sentence.

We had just arrived when the play began.
The play had been rewritten several times before it opened.

The past perfect tense of a verb consists of the helping verb *had* and the past participle of the main verb.

<table>
<thead>
<tr>
<th>Past Perfect Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>I had started.</td>
</tr>
<tr>
<td>You had started.</td>
</tr>
<tr>
<td>He, she, or it had started.</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>We had started.</td>
</tr>
<tr>
<td>You had started.</td>
</tr>
<tr>
<td>They had started.</td>
</tr>
</tbody>
</table>
Exercise 15  Identifying Present Perfect and Past Perfect Tenses

For each sentence, write the verb phrase. Then write whether it is in the present perfect or the past perfect tense.

1. My favorite television show has earned six Emmy nominations this year.
2. Before this year, it had collected three major Emmies: for best drama, best actor, and best actress.
3. The actress had appeared in several other shows before this one.
4. All of her shows have challenged the boundaries of television.
5. This new one, however, has proved itself the best of all.

Exercise 16  Using Present Perfect Tense

For each sentence, write the present perfect tense of the verb that is in parentheses.

1. That actress (perform) in several award-winning plays.
2. Her drama coach (help) her a great deal.
3. The cast (learn) discipline and craft.
4. Our drama club (wait) for the opening of the opera season.
5. The members (plan) weekly theater parties.
6. Some new students (join) the club this year.
7. The club (elect) Tanya president.
8. She (appear) in most of our club’s productions.
9. She (contribute) time and energy to every one of them.
10. All of us (benefit) from her work and good nature.

Exercise 17  Using the Past Perfect Tense

For each sentence, write the past perfect tense of the verb that is in parentheses.

1. Before the show began, the cast (rehearse) for weeks.
2. Artists (create) the scenery before the opening.
3. The costume designers (locate) boxes and boxes of Roaring Twenties clothes.
4. Before the first rehearsal, our teacher (talk) to us.
5. She (warn) us of the hard work ahead.
6. Also, however, she (predict) an enjoyable, worthwhile activity for us.
7. Before opening night, the cast (suffer) from stage fright.
8. We (present) only one show before last year.
9. Until last week, every member of the cast (attend) every rehearsal.
10. The director (demonstrate) many valuable techniques.
Expressing Future Time

The future tense of a verb is formed by using the helping verb will before the main verb. The helping verb shall is sometimes used when the subject is I or we (or with you or they to express determination).

There are other ways to show that an action will happen in the future. Tomorrow, next year, and later are all words that express a future time. These words are called time words, and they are used with the present tense to express future time. Read the sentences below.

Our show opens next week.
   Tomorrow we design scenery and rehearse.

The present progressive form can also be used with time words to express future actions.

Next Friday our show is opening.
   Soon we are ending rehearsals.

Another way to talk about the future is with the future perfect tense.

The future perfect tense of a verb names an action that will be completed before another future event begins.

The future perfect tense is formed by adding will have or shall have before the past participle of the verb.

Thursday I shall have performed six times.
   By next week the production will have closed.
Exercise 18  Using the Perfect Tense

For each sentence, change the underlined verb to the future perfect tense.

1. Until the show, we shall practice every day.
2. Tomorrow I will learn my part by heart.
3. I give my first performance next Saturday.
4. By the time the show closes, I shall perform “Some Enchanted Evening” fifteen times.
5. My presence on stage will startle many skeptical people.

Exercise 19  Identifying Verb Tenses

For each sentence, write the verb or verb phrase, and write whether it is in the present, future, present progressive, or future perfect tense.

1. All the dancers are practicing tomorrow morning.
2. That afternoon we will have our final dress rehearsal.
3. Tomorrow evening we are giving our first benefit performance for senior citizens.
4. By then Adam will have organized the ticket booth.
5. The O’Leary twins go today for another make-up lesson.
6. Tomorrow they demonstrate their techniques on the rest of us.
7. The day after tomorrow, my new costume arrives.
8. Until then I am wearing a costume from last year’s production.
9. Our official first night will come on Saturday.
10. By then we will have ironed out all the problems.
11. In the next few weeks, we will stage six performances of our show.
12. Then, next month, we are going to the state drama competition.
13. At the state competition, we present our play in front of a panel of expert judges.
14. They will have observed four other clubs before us.
15. Judges will score us on the basis of action, dialogue, and pace.
16. On the last day, we shall learn the names of the winners.
17. We will cross our fingers very tightly.
18. After the competition, we are changing our schedule completely.
19. Next year we are focusing on musical theater.
20. We will have gained considerable stage experience by then.
Active and Passive Voice

- A sentence is in the **active voice** when the subject performs the action of the verb.
  
  George Bernard Shaw **wrote** that play.

- A sentence is in the **passive voice** when the subject receives the action of the verb.
  
  That play **was written** by George Bernard Shaw.

In the first sentence above, the author, George Bernard Shaw, seems more important because *George Bernard Shaw* is the subject of the sentence. In the second sentence, *play* seems more important than the name of the author because *play* is the subject of the sentence.

Notice that verbs in the passive voice consist of a form of *be* with the past participle. Often a phrase beginning with *by* follows the verb in passive voice construction.

Plays are performed **by actors**.

The active voice is usually a stronger, more direct way of expressing ideas. Use the passive voice only if you want to emphasize the receiver of the action or to de-emphasize the performer of the action or if you do not know who the performer is.

*The Tempest* **was performed**.  
[You may want to emphasize the play.]

The curtain **was drawn**.  
[You may not want to say who did it.]

The theater **was burned**.  
[You may not know who did it.]
Exercise 20  Distinguishing Active and Passive Voice

For each sentence, write whether the sentence is in the active or passive voice. For passive voice sentences, write the word that names the receiver of the action.

1. *Pygmalion* was written by George Bernard Shaw.
2. Shaw’s play is based on an ancient Greek myth.
3. Many people saw the play at the theater.
4. A show at the playhouse was criticized by many in the audience.
5. Critics gave it poor reviews in the newspapers.
6. The script was written by a brilliant playwright.
7. She created strange and unusual characters.
8. The director did his very best with the material.
9. The director was praised by several critics.
10. The scenery was designed by the playwright’s relatives.
11. Costumes were created by the cast members.
12. The show was produced by members of a local drama club.
13. Most people predicted a short run for the show.
14. The public was surprised by the show’s long run.
15. The cast used the criticism as a source for improvement.
16. Many people liked the show.
17. They told their friends about it.
18. Critics reconsidered their reviews.
19. The show was awarded a prize.
20. Now it is performed everywhere.

Exercise 21  Using Active Voice

Rewrite each sentence, changing the verb from the passive to the active voice. Some modifiers can be placed in more than one position.

1. In 1861 a church in Washington, D.C., was leased by John T. Ford.
2. The building was managed by Ford as a music hall.
3. It was destroyed by fire in 1862.
4. An architectural gem was built on the site by Ford.
5. On April 14, 1865, the theater was attended by President Abraham Lincoln.
6. That night *Our American Cousin* was performed by the theater company.
7. During the performance, Lincoln was assassinated by John Wilkes Booth.
8. In 1866 the building was bought by the federal government for office space.
9. It was restored to its original function by the government in 1968.
10. Today Ford’s Theater and its museum are visited by many tourists.
## Irregular Verbs

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Base Form</th>
<th>Past Form</th>
<th>Past Participle (have, had)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One vowel changes to form the past and the past participle.</strong></td>
<td>begin, drink, ring, shrink, sing, spring, swim</td>
<td>began, drank, rang, shrank or shrunken, sang, sprang or sprung, swam</td>
<td>begun, drunk, rung, shrunken, sung, sprung, swum</td>
</tr>
<tr>
<td><strong>The past form and past participle are the same.</strong></td>
<td>bring, buy, catch, creep, feel, get, keep, lay, lead, leave, lend, lie, lose, make, pay, say, seek, sell, sit, sleep, swing, teach, think, win</td>
<td>brought, bought, caught, crept, felt, got, kept, laid, led, left, lent, lay, lost, made, paid, said, sought, sold, sat, slept, swung, taught, thought, won</td>
<td>brought, bought, caught, crept, felt, got or gotten, kept, laid, led, left, lent, lain, lost, made, paid, said, sought, sold, sat, slept, swung, taught, thought, won</td>
</tr>
</tbody>
</table>
Exercise 22  Identifying the Past and Past Participle of Irregular Verbs

For each sentence, write the verb or verb phrase. Then write whether it uses the *past form* or the *past participle*.

1. We had thought the old theater a good home for our production.
2. However, problems began with our first rehearsal there.
3. We had paid good money for renovation of the curtains.
4. Somehow, in the process, they shrank.
5. A number of us caught the habit of carelessness too.
6. Before, we had kept our props and costumes in a member’s barn.
7. A week after our arrival at the old theater, however, someone lost them.
8. We had made an examination of the electrical system some time ago.
9. We had sought out every possible problem.
10. Then bells in the sound system rang at odd moments.

Exercise 23  Using the Past and Past Participle of Irregular Verbs

Write the correct form (either *past form* or *past participle*) of the verb that is in parentheses.

1. Earlier the first performance had (begin).
2. I had (lose) my way to the new theater.
3. The star had (sing) two songs before my arrival.
4. I already had (pay), but I could not find the ticket.
5. I have (sit) in the theater for a long time.
6. Unfortunately the manager (leave) for a few minutes.
7. He has (keep) me waiting for ten minutes.
8. Luckily I (bring) a book with me.
9. I finally have (catch) my breath by sitting quietly.
10. One of my friends (bring) me a copy of the program.
11. Finally I (get) in.
12. I (think) the show was superb.
13. A famous teacher had (teach) the performers well.
14. At the show’s end, the members of the audience (spring) to their feet.
15. The leading actor had (win) our hearts.
16. I (feel) happy and sad at the same time.
17. After the performance, we (seek) autographs.
18. The shy star (shrink) from the crowd.
19. At last she (creep) away.
20. She (say) she wanted to rest.
## 10.12 More Irregular Verbs

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Base Form</th>
<th>Past Form</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The base form and the past participle forms are the same.</td>
<td>become</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td></td>
<td>come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td></td>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>The past form ends in <em>-ew</em>, and the past participle ends in <em>-wn</em>.</td>
<td>blow</td>
<td>blew</td>
<td>blown</td>
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<td></td>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
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<td></td>
<td>fly</td>
<td>flew</td>
<td>flown</td>
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<td></td>
<td>grow</td>
<td>grew</td>
<td>grown</td>
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<td></td>
<td>know</td>
<td>knew</td>
<td>known</td>
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<tr>
<td></td>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>The past participle ends in <em>-en</em>.</td>
<td>bite</td>
<td>bit</td>
<td>bitten</td>
</tr>
<tr>
<td></td>
<td>break</td>
<td>broke</td>
<td>broken</td>
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<td></td>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
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<td></td>
<td>drive</td>
<td>drove</td>
<td>driven</td>
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<td></td>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
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<td></td>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
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<td></td>
<td>give</td>
<td>gave</td>
<td>given</td>
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<td></td>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
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<td></td>
<td>rise</td>
<td>rose</td>
<td>risen</td>
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<td></td>
<td>see</td>
<td>saw</td>
<td>seen</td>
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<td></td>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
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<td></td>
<td>steal</td>
<td>stole</td>
<td>stolen</td>
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<td></td>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td></td>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
<tr>
<td>The past form and the past participle do not follow any pattern.</td>
<td>am, are, is</td>
<td>was, were</td>
<td>been</td>
</tr>
<tr>
<td></td>
<td>do</td>
<td>did</td>
<td>done</td>
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<td></td>
<td>go</td>
<td>went</td>
<td>gone</td>
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<td></td>
<td>tear</td>
<td>tore</td>
<td>torn</td>
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<tr>
<td></td>
<td>wear</td>
<td>wore</td>
<td>worn</td>
</tr>
<tr>
<td>The base form, past form, and past participle are the same.</td>
<td>cut</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td></td>
<td>let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td></td>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
</tbody>
</table>
Exercise 24  Identifying the Past and Past Participles of Irregular Verbs

For each sentence, write the verb or verb phrase. Then write whether it uses the past form or the past participle.

1. Our class went on a field trip to Broadway in New York City.
2. For a long time, Broadway has been a symbol of American theater.
3. The name came from the Dutch Brede Weg, broad way.
4. The midtown section of the street is known as the Great White Way.
5. The many theaters in the area have run thousands of productions over the years.
6. The winds of fortune blew one way and then another over these theaters.
7. Over the years, some have fallen into disrepair.
8. Others rose to glory, elegance, and prominence.
9. Through Broadway’s influence, the theater bug has bitten many young people.
10. Broadway has done a great deal for theater professionals and audiences.

Exercise 25  Using the Past and Past Participle of Irregular Verbs

Write the correct form (past or past participle) of the verb in parentheses.

1. A prominent actress has (write) about her experiences with stage fright.
2. One night onstage she (become) immobile.
3. Before her appearance on stage, she had (know) her lines by heart.
4. She (take) several slow, deep breaths.
5. She regained her confidence and (throw) herself into the part.
6. Her drama coach had (give) her good advice about stage fright.
7. The actress eventually (come) through with a fine performance.
8. She (draw) on her knowledge of the character’s personality.
9. The actress (grow) into the part.
10. She (see) through her character’s eyes.
11. She even (wear) similar clothes.
12. By the end of the play, the actress (speak) her lines flawlessly.
13. A majority of theater critics have (choose) her for an award.
14. They say she has (steal) the show.
15. She has (grow) more confident.
16. Awareness of her experiences has (drive) me to try again.
17. I have (let) the director assign me to a speaking role.
18. Before that I had (draw) away from any public performance.
19. I had (run) away from opportunities for personal growth.
20. Now with this new determination, I have (break) away from the old me.
UNIT 10  Grammar Review

VERBS

The play Our Town by Thornton Wilder focuses on the fictional New England town of Grover’s Corners, New Hampshire. The play consists of three acts, each with a single theme. These themes are a typical day in the town, love and marriage, and death. Each act is introduced by the stage manager, who also breaks into the action now and then to explain something about the town or its inhabitants. In the excerpt presented here, the stage manager sets the stage for the second act. The passage has been annotated to show examples of the kinds of verbs covered in this unit.

STAGE MANAGER: Three years have gone by. Yes, the sun’s come up over a thousand times. Summers and winters have cracked the mountains a little bit more and the rains have brought down some of the dirt. Some babies that weren’t even born before have begun talking regular sentences already; and a number of people who thought they were right young and spry have noticed that they can’t bound up a flight of stairs like they used to, without their heart fluttering a little. All that can happen in a thousand days. Nature’s been pushing and contriving in other ways, too: a number of young people fell in love and got married. Yes, the mountain got bit away a few fractions of an inch; millions of gallons of water went by the mill; and here and there a new home was set up under one roof.

Literature Model

from Our Town
by Thornton Wilder

Present perfect tense of an irregular verb
Action verb followed by a direct object
Past tense of an irregular verb
Passive voice
Identifying Action Verbs and Direct Objects

For each sentence, write the action verb. Then write and circle each direct object.

**SAMPLE**  This semester we read Thornton Wilder’s play.
**ANSWER**  read (play)

1. Thornton Wilder used unconventional forms in his plays.
2. For example, any production of *Our Town* requires very few props.
3. Wilder’s words and the audience’s imagination provide the scenery.
4. This technique emphasizes the characters in the play.
5. The Henry Miller Theater hosted the first New York performance in 1938.
6. Thornton Wilder won the Pulitzer Prize for drama that year.
7. He wrote other successful plays and novels, too.
8. In 1965 he received the first National Medal for literature.
9. Both critics and ordinary people enjoy his books.
10. Thornton Wilder truly deserves his high position in American literature.

Distinguishing Transitive and Intransitive Verbs

For each sentence, write the action verb. Then write any direct objects. Write whether the verb is *transitive* or *intransitive*.

**SAMPLE**  This edition of the play gives stage directions in italics.
**ANSWER**  gives, directions — transitive

1. Thornton Wilder includes few stage directions in the script of *Our Town*.
2. The audience arrives to a stage with nothing on it.
3. The stage manager brings tables, chairs, and a bench on stage.
4. Then he leans against a pillar on the left of the stage.
5. At that moment the theater darkens.
6. Now the stage manager speaks into the darkness.
7. He provides a verbal map of Grover’s Corners.
8. He also introduces the major characters to the audience.
9. The tables and chairs remain on stage for act 2.
10. In this act the stage manager talks about the passage of time.
Review: Exercise 3  Distinguishing Direct and Indirect Objects

For each sentence, write the direct object. If the sentence contains an indirect object, write it and then underline it.

1. In the first scene of *Our Town*, the audience sees morning activities.
2. Young Joe Crowell hands Dr. Gibbs a newspaper.
3. The stage manager shows the audience Joe’s future.
4. Mrs. Webb serves her family a hearty breakfast.
5. Mrs. Webb and Mrs. Gibbs both scold their children for their misbehavior.
6. George Gibbs asks his mother for a larger allowance.
7. Mrs. Gibbs sends Rebecca’s teacher her congratulations.
8. Mrs. Gibbs and Mrs. Webb discuss antiques and beans.
9. The stage manager tells the audience the history of Grover’s Corners.
10. A woman in the balcony asks Mr. Webb a question.

Review: Exercise 4  Identifying Action Verbs and Linking Verbs

For each sentence, write each verb and write whether it is an *action verb* or a *linking verb*. Then write whether each underlined word is a *predicate noun*, *predicate adjective*, *direct object*, or *indirect object*.

**SAMPLE**  Organist Simon Stimson directs the church *choir.*
**ANSWER**  directs, action verb; direct object

1. Joe Crowell’s knee predicts the day’s *weather*.
2. Howie Newsome delivers *milk* to local families.
3. Banker Cartwright is very *wealthy*.
4. Rebecca Gibbs loves *money* most of all.
5. A second-hand furniture man offers *Mrs. Gibbs* money for her highboy.
7. Professor Willard became an *expert* on the history of Grover’s Corners.
8. Charles Webb edits the local *newspaper*, the *Sentinel*.
9. In Mr. Webb’s opinion, Grover’s Corners seems very *ordinary*.
10. Emily Webb and George Gibbs are very good *friends*.
Distinguishing Past and Present Tenses

Write the correct form of the verb in parentheses. Then write whether it is in the *present* or *past* tense.

**SAMPLE**  For eight years in childhood, Thornton Wilder \((\text{live})\) in China.
**ANSWER**  lived, past

1. Thornton Wilder was born in 1897 and \((\text{die})\) in 1975.
2. At the announcement of a new Wilder novel, buyers \((\text{line})\) up at bookstores.
3. Critics today still \((\text{applaud})\) Wilder’s emphasis on ordinary people.
4. That emphasis \((\text{make})\) his work very appealing to us today.
5. Many new readers \((\text{comment})\) on Wilder’s compassion.
6. Probably his most famous novel \((\text{remain})\) *The Bridge of San Luis Rey*.
7. He \((\text{publish})\) this book in 1927.
8. This story \((\text{explore})\) the lives of five people who die in a bridge collapse.
9. In 1944 Hollywood \((\text{release})\) a film version of *The Bridge of San Luis Rey*.
10. This movie \((\text{fail})\) at the box office.

Using Present and Past Progressive Forms

For each sentence, write the verb form indicated in italics.

**SAMPLE**  I \((\text{join})\) the community theater. *present progressive*
**ANSWER**  am joining

1. Our theater \((\text{consider})\) a production of *Our Town*. *present progressive*
2. Committee members \((\text{debate})\) between that play and *The Glass Menagerie* by Tennessee Williams. *present progressive*
3. At first they \((\text{lean})\) toward a musical production. *past progressive*
4. Then they \((\text{worry})\) about the cost of a musical. *past progressive*
5. Now they \((\text{look})\) for a regular drama. *present progressive*
6. I \((\text{hope})\) that they choose *Our Town*. *present progressive*
7. If so, I \((\text{try})\) out for the role of Emily. *present progressive*
8. My sister \((\text{tell})\) me about her experiences with the play. *past progressive*
9. Last year she and her friends \((\text{aim})\) for a production. *past progressive*
10. That project, however, \((\text{interfere})\) with other plans. *past progressive*
**Review: Exercise 7**  Identifying Future Tenses

For each sentence, write the verb and whether it is in the *future* or *future perfect* tense.

**SAMPLE**  By act 2, we will have met the important characters.
**ANSWER**  will have met, future perfect

1. Mr. Cartwright will buy the first automobile in Grover’s Corners in 1906.
2. By 6:00 A.M., Shorty Hawkins will have flagged the train to Boston.
3. Folks in town will wake up shortly.
4. Miss Foster will marry a man from Concord sometime soon.
5. According to the stage manager, Joe Crowell will earn a scholarship.
6. By the time of his college graduation, a world war will have broken out.
7. By ten o’clock, Wally will have his head full of information about Canada.
8. Because of her sore throat, Mrs. Webb will skip choir this evening.
9. Mrs. Webb will have canned forty quarts of beans over the next few weeks.
10. In her dreams, Mrs. Gibbs will travel to Paris, France, someday.

**Review: Exercise 8**  Using Active Voice

Rewrite each sentence, changing the sentence from the passive voice to the active voice.

**SAMPLE**  The factory is owned by Banker Cartwright.
**ANSWER**  Banker Cartwright owns the factory.

1. *Our Town* was written by Thornton Wilder.
2. Each act is introduced by the stage manager.
3. The baby was delivered by Doc Gibbs.
4. The newspaper is published by Charles Webb.
5. The choir is directed by Simon Stimson.
6. The dead are remembered by the living.
7. The kitchen stove is filled with wood by Mrs. Webb.
8. Part of her allowance was saved by Rebecca Gibbs.
9. Fossils were found by archaeologists in Silas Peckham’s cow pasture.
10. A hundred years ago, the area of Grover’s Corners was settled by the English.
Review: Exercise 9  Using the Past and Past Participle of Irregular Verbs

For each sentence, write the appropriate form of the verb in parentheses.

1. Grover’s Corners has (see) the comings and goings of many generations.
2. Not many young people (leave) Grover’s Corners after graduation.
3. The stage manager has not (know) any remarkable people to come out of Grover’s Corners.
4. Dr. Gibbs (bring) the Goruslawksi twins into the world—and most of the other babies in town too.
5. The folks in town (sleep) later in the morning than those out on the farms.
6. The residents of Grover’s Corners had (begin) their morning routine.
7. Rebecca Gibbs (wear) her blue gingham dress to school.
8. George Gibbs (eat) his breakfast with his geography book on the table.
9. Before her marriage, Miss Foster (teach) Joe Crowell’s grade-school class.
10. Mrs. Webb has (grow) enough beans to feed her family for the winter.
11. She (bite) into one to see whether it was sweet and ripe.
12. That day Emily had (spoke) to her class about the Louisiana Purchase.
13. Despite criticism, George has again (throw) his ball into the air.
14. George had (break) one of his father’s rules.
15. Dr. Gibbs had (take) his biannual trip to the Civil War battlefields.
16. By now he has (seek) out almost all of them.
17. The church bell (ring) out over the town of Grover’s Corners.
18. Despite her poor voice, Mrs. Gibbs (sing) in the church choir.
19. According to the ladies in the choir, Mr. Stimson had (drink) too much before practice.
20. Dr. Gibbs worried that Mrs. Gibbs had (catch) cold on her way home from choir practice.
21. The Cartwright family has just (lay) the foundation for a new bank in Grover’s Corners.
22. From her window, Emily (give) George hints about his algebra homework.
23. Professor Willard had (come) over from the university for his lecture on the history of Grover’s Corners.
24. As editor of the town newspaper, Mr. Webb had (become) the town’s unofficial spokesperson.
25. A woman in the balcony had (rise) to her feet to ask Mr. Webb a question.
Proofreading

The following passage is about artist Roger Brown, whose work appears below. Rewrite the passage, correcting the errors in spelling, grammar, and usage. Add any missing punctuation. There are ten errors.

Roger Brown

The painting below was did by Chicago artist Roger Brown. This work show a row of houses backed by sand dunes and palm trees. The ocean and the setting sun lies beyond the dunes and trees. The dunes rigid mounds of sand, seem to be carved out of stone.

The characters in this work have shrank to silhouettes. They are either sitting seperately in their homes or walking alone along the sidewalk. The walkers are moving fast; perhaps they will think they are late. They are the only things moveing in the picture. The ocean looks as if no one has ever swam there. Even the sun, cutted in half by the horizon, looks motionless.
For each numbered item, write the appropriate form of the word requested. Be sure that your completed sentences make sense.

The title of the play *Our Town* *(action verb, present tense)* a strong clue to the story’s theme. Even though the action *(keep—present tense, passive voice)* in one small New Hampshire town, author Thornton Wilder is really giving *(indirect object)* the whole world. Other clues *(linking verb, present tense)* obvious too. In act 1, Rebecca notices that the same moon *(intransitive verb, present tense)* down on other countries. Later in the act, she *(tell—future tense)* her brother the story of a letter addressed to Jane Crofut, Grover’s Corners, the Universe.

Wilder once wrote that he deliberately *(emphasize—past tense)* big numbers such as *thousands* and *millions*. By doing so he *(suggest—present progressive tense)* that the big and the small *(linking verb, present tense)* one. The stage manager is one *(predicate noun)* who comments on the big picture and the small.

Many universal events *(intransitive verb, present tense)*. In act 1, twin babies *(deliver—present tense, passive voice)* by Dr. Webb. In act 2, Emily Webb and George Gibbs *(get—present progressive tense)* married, just as millions of people *(do—present perfect tense)* in the past and millions *(do—future tense)* in the future. Some characters in the play *(intransitive verb, present tense)* and are buried in the town cemetery.

Many scenes in the play emphasize ordinary *(direct object)*. Families *(transitive verb, present tense)* meals together in every act. Children *(intransitive verb, present tense)* to school, and adults do chores. Wilder also stresses small daily *(direct object)*, such as the sound of birds, the scent of flowers, the smell of food, or the feel of newly ironed clothes. These joys, he suggests, are the real *(predicate noun)* of life. In act 3, Emily *(learn—present tense)* anew to appreciate such joys. Dead people in the cemetery give *(indirect object)* advice about achieving peace and harmony. She *(learn—present perfect tense)* not to take life for granted.

By the end of the play, the audience *(catch—future perfect tense)* a glimpse of their own lives.
Writing Application

Verbs in Writing
As you read this passage from *Lyddie*, notice Katherine Paterson’s precise verbs and how verb forms convey the sounds and actions of Lyddie’s first day in the factory. Study the passage, focusing on the italicized words.

His little red mouth *pursed*, he *stepped* up on a stool and *pulled* out his pocket watch. At the same moment, the bell in the tower above the roof *began* to *ring*. He *yanked* the cord, the wide leather belt above *shifted* from a loose to a tight pulley, and suddenly all the hundred or so silent looms, in raucous concert, *shuddered* and *groaned* into fearsome life. Lyddie’s first full day as a factory girl *had begun*.

Techniques with Verbs
Try to apply some of Katherine Paterson’s writing techniques when you write and revise your own work.

1. Whenever possible, replace vague and common verbs with vivid and specific verbs. Compare the following:

   **VAGUE COMMON VERBS** moved into fearsome life  
   **PATerson’S VERSION** shuddered and groaned into fearsome life

2. Keep the timing of your characters’ actions clear by correctly forming the tenses of irregular verbs:

   **INCORRECT VERB TENSE** Lyddie’s first full day as a factory girl had began.  
   **PATerson’S VERSION** Lyddie’s first full day as a factory girl had begun.

Practice
Practice these techniques by revising the following passage, using a separate sheet of paper. Pay particular attention to the underlined words.

Park and Noah walked slowly along the sidewalk, deep in conversation. They took no notice of their surroundings, not noticing the hustle and bustle of busy commuters and the noise of cars driving by on the street. An occasional pedestrian made a glance at the two friends, but neither boy noticed. After several blocks, Park finally touched Noah’s shoulder and turned him towards a small coffee shop. “Let’s take a bite. I haven’t eaten since breakfast!” Then they started their conversation again, heads close together.

For more about the writing process, see *TIME Facing the Blank Page*, pp. 97-107.