

## Verb Tenses

### **RULES**

The tense of a verb tells whether an action already happened in the **past**, is happening now in the **present**, or will happen in the **future**.

**Present Tense:** *A geologist explains how caves form.*

**Past Tense:** *A geologist explained how caves form.*

**Future Tense:** *Tomorrow, a geologist will explain how caves form.*

Underline the verb in each sentence. Then identify the verb tense by writing *present, past, or future*.

1. The Mammoth Cave in Kentucky formed many years ago. \_\_\_\_\_
2. The cave consists of limestone rock. \_\_\_\_\_
3. Groundwater eroded the rock. \_\_\_\_\_
4. Groundwater moves slowly underground. \_\_\_\_\_
5. The groundwater will dissolve minerals in rock. \_\_\_\_\_
6. Eventually, the rock will disappear. \_\_\_\_\_
7. Dissolved rock created chambers. \_\_\_\_\_
8. Dissolved minerals drip from the chamber ceilings. \_\_\_\_\_
9. That is how stalactites appeared on cave ceilings. \_\_\_\_\_
10. Stalagmites will grow on the ground. \_\_\_\_\_

## Subject-Verb Agreement

### RULES

- Subjects and verbs must agree, or match, in number.
- A singular subject needs a singular verb, and a plural subject needs a plural verb.
- In the present tense, add *s* to most verbs if the subject is **singular**. Don't add *s* to the verb if the subject is **plural**.

**Singular Subject and Verb:** *A Japanese poet writes Haiku verses.*

**Plural Subject and Verb:** *Japanese poets write Haiku verses.*

Read each sentence. Circle the verb in parentheses that agrees with the subject and correctly completes the sentence.

1. Japanese poems \_\_\_\_\_ the culture of its people. (reflect, reflects)
2. Many people \_\_\_\_\_ their attention to nature. (appreciate, appreciates)
3. Traditions \_\_\_\_\_ in Japanese literature. (exist, exists)
4. Haiku verses \_\_\_\_\_ a particular number of syllables. (contain, contains)
5. You \_\_\_\_\_ a subtle rhythm in a Haiku poem. (hear, hears)
6. Most Haiku subjects \_\_\_\_\_ with nature. (deal, deals)
7. Japanese writing \_\_\_\_\_ from our alphabet. (differ, differs)
8. Writers \_\_\_\_\_ heavy and light lines on paper. (brush, brushes)
9. The writer \_\_\_\_\_ at the top of the page. (start, starts)
10. He \_\_\_\_\_ downward from the top. (work, works)

## Spelling Present-and Past-Tense Verbs

### RULES

Form most **present-tense** singular verbs by adding *-s*.

*play* → *plays*

*stop* → *stops*

• When a verb ends in *s*, *ss*, *ch*, *sh*, *x*, or *z*, add *-es*.

*miss* → *misses*

*crunch* → *crunches*

*wish* → *wishes*

*tax* → *taxes*

*buzz* → *buzzes*

• For verbs ending in a consonant and *y*, change the *y* to *i* before adding *-es*.

*try* → *tries*

Form most **past-tense** verbs by adding *-ed*.

*dent* → *dented*

• Usually, double the final consonant before adding *-ed*.

*drop* → *dropped*

• Add *-d* when a verb ends in *e*.

*like* → *liked*

• For verbs ending in a consonant and *y*, change the *y* to *i* before adding *-ed*.

*cry* → *cried*

Underline the correct verb that completes each sentence.

1. Native American culture \_\_\_\_\_ dance ceremonies.

includs

includdes

includes

2. Men of the Sioux tribe \_\_\_\_\_ their courage in the Sun Dance.

demonstrated

demonstratd

demonstrateed

3. The Hopi tribe \_\_\_\_\_ to bring good luck for their crops.

danced

danced

dansed

4. Ghost Dancers \_\_\_\_\_ that they could communicate with the dead.

believeed

believes

believed

5. Tribal members \_\_\_\_\_ the drums in most of the ceremonies.

plaid

played

plaid

**Pronouns**

**RULES**

- A pronoun takes the place of one or more nouns.
- There are singular pronouns and plural pronouns.
- A pronoun has to match the noun or nouns it takes the place of.

*Ashley wrote a report about cowhands.*

*Cowhands wear special clothing.*

*She wrote a report about cowhands.*

*They wear special clothing.*

← singular

← plural

Underline the pronoun in each sentence. Circle the word that tells whether the pronoun is **singular** or **plural**.

- |   |          |        |
|---|----------|--------|
| 1. Ashley read her report to the class.                   | singular | plural |
| 2. It was a history report about cowhands.                | singular | plural |
| 3. She described the clothing cowhands wore.              | singular | plural |
| 4. Ashley discussed the bandanna and how it was used.     | singular | plural |
| 5. Ashley said all cowhands wore them on the trail.       | singular | plural |
| 6. They used the bandanna in many ways.                   | singular | plural |
| 7. A cowhand would use it as a sweatband.                 | singular | plural |
| 8. A bandanna dipped in a stream would help him cool off. | singular | plural |
| 9. He might get hurt and use a bandanna as a bandage.     | singular | plural |
| 10. It kept dust from a cowhand's nose and mouth.         | singular | plural |
| 11. Ashley said she had some photos of cowhands.          | singular | plural |
| 12. They were old-time photos of the American West.       | singular | plural |
| 13. I thought Ashley's report was very interesting.       | singular | plural |
| 14. My friend said he learned a lot about cowhands.       | singular | plural |
| 15. When Ashley finished, we asked a lot of questions.    | singular | plural |

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