

**Lesson 1**

# What Is a Verb?

## Teaching

A **verb** is a word used to express an action, a condition, or a state of being. The two main kinds of verbs are action verbs and linking verbs. Both kinds can be appear with helping verbs

An **action verb** tells what the subject does. The action may be physical or mental.

She **rides** motorcycles. (physical action)      I **prefer** a bike. (mental action)

A **linking verb** links the subject of the sentence to a word in the predicate. The most common linking verbs are forms of the verb *be*, as in *We **are** late.*

Linking Verbs	Sample Verbs
<b>Forms of be</b>	be, is, am, are, was, were, been, being
<b>Verbs that express condition</b>	look, smell, feel, sound, taste, grow, appear, become, seem

Some verbs may act either as action verbs or as linking verbs.

She **smells** the perfume. (action)      It **smells** flowery. (linking)

Helping verbs help the main verb express action or show time. They are combined with the main verbs to form verb phrases.

He **has planted** the crops. (The helping verb is **has**. The main verb is **planted**.)

A few verbs can serve as either helping verbs or main verbs.

He **has** a tractor. (The main verb is **has**.)

Common Helping Verbs	
<b>Forms of have:</b> has, have, had	<b>Forms of be:</b> be, am, is, are, was, were, been, being
<b>Forms of do:</b> do, does, did	<b>Others:</b> could, should, would, may, might, must, can, shall, will

## Identifying Verbs

Underline the verb or verb phrase in each sentence. On the line to the right, label the verb with **A** for action or **L** for linking.

- The subway travels at fast speeds under the ground. \_\_\_\_\_
- During rush hour, the subway trains become quite crowded. \_\_\_\_\_
- The subway driver controls the trains. \_\_\_\_\_
- Some subways are over the ground. \_\_\_\_\_
- The trains stay on their train tracks at all times. \_\_\_\_\_
- Subways cause less air pollution than do automobiles. \_\_\_\_\_
- However, subways sound very loud to nearby onlookers. \_\_\_\_\_
- I ride the subway often. \_\_\_\_\_

**Lesson 1**

# What Is a Verb?

## More Practice

### A. Identifying Verbs

Underline the verb or verb phrase in each sentence. On the line to the right, label the verb with **A** for action or **L** for linking.

1. Mail travels overseas on airplanes. \_\_\_\_\_
2. Mail also can go overseas by boats. \_\_\_\_\_
3. Boats are slower but less expensive. \_\_\_\_\_
4. Most people send their mail overseas by airplane. \_\_\_\_\_
5. Boats might take weeks for the trip across the ocean. \_\_\_\_\_
6. Boats were once the only form of transportation across the ocean. \_\_\_\_\_
7. The post office can use trucks, trains, and planes to move mail. \_\_\_\_\_
8. In the past, horses have carried mail across the country. \_\_\_\_\_

### B. Identifying Helping Verbs and Main Verbs

In Exercise A, find four sentences that use helping verbs. In each box below, write those sentence numbers and the parts of each verb phrase in the correct columns.

Helping Verb(s)	Main Verb	Helping Verb(s)	Main Verb
# _____	_____	# _____	_____
# _____	_____	# _____	_____

### C. Using Verbs

In each sentence, replace the underlined verb with a more specific verb.

1. A hovercraft stays above the water surface on a layer of blown air.  
\_\_\_\_\_
2. Jumbo jets move at speeds of 550 miles per hour.  
\_\_\_\_\_
3. Animals, such as horses and camels, get people and goods over the land.  
\_\_\_\_\_
4. Robert Fulton made the first efficient steamboat, the *Clermont*.  
\_\_\_\_\_

**Lesson  
1**

# What Is a Verb?

*Application*

## A. Identifying and Replacing Verbs

In each sentence, underline the verb or verb phrase. If the verb is an action verb, rewrite the sentence with another action verb. If the original verb is a linking verb, simply write **Linking**.

1. The Alaskan pipeline transports over two million barrels of oil per day.

\_\_\_\_\_

2. Automobiles are the most popular mode of transportation today.

\_\_\_\_\_

3. Europeans use trains more often than Americans do.

\_\_\_\_\_

4. The rotation of rotor blades moves a helicopter.

\_\_\_\_\_

5. All passengers in cars should wear their seat belts.

\_\_\_\_\_

6. A tow truck has moved the broken-down car.

\_\_\_\_\_

## B. Using Verbs

On each line, write an action verb that makes sense in the sentence and paragraph. Underline every linking verb.

My uncle travels across the country often. He \_\_\_\_\_ different modes of transportation. He \_\_\_\_\_ his car sometimes, but only in good weather. Also, he \_\_\_\_\_ cars when he doesn't want to put too many miles on his own car. Often he \_\_\_\_\_ on airplanes for the longer journeys. However, for variety he \_\_\_\_\_ a ticket for the train. It's a more entertaining way to travel than the plane. Next time, he says, he will \_\_\_\_\_ either by boat or by helicopter.

**Lesson**  
**2**

# Action Verbs and Objects

*Teaching*

Action verbs often require words that complete their meaning. These words are called **complements**. These complements are direct objects and indirect objects.

A **direct object** is a word or words that name the receiver of the action. It answers *what* or *whom* receives the action of the verb.

Larry **tells** stories. (*What* does Larry tell? *stories*)

An **indirect object** tells *to what* or *whom* or *for what* or *whom* an action is done. Verbs that take indirect objects include *bring, give, make, send, show, teach, tell, and write*.

Larry tells **his friends** stories. (*To whom* does Larry tell stories? *his friends*)

Remember that if the preposition *to* appears before a word, that word is not an indirect object.

**Transitive and Intransitive Verbs** An action verb that has a direct object is called a **transitive verb**. An action verb that does not have a direct object is an **intransitive verb**.

Do not be confused when an intransitive verb is followed by an adverb. A direct object tells *what* or *whom*, while an adverb tells *how, when, where, or to what extent*.

Gina **claps** her hands. (*What* does Gina clap? *hands* Here **claps** is transitive.)  
Colby **claps** loudly. (*How* does Colby clap? *loudly* Here **claps** is intransitive.)

## Identifying Direct and Indirect Objects, and Transitive and Intransitive Verbs

In each sentence, underline the verb or verb phrase. Above each boldfaced word write **DO, IO,** or **ADV** for direct object, indirect object, or adverb. On the line to the right, write whether the verb is **Transitive** or **Intransitive**.

1. Each of us told the **group** a **story**. \_\_\_\_\_
2. Andrea narrated a **tale** of terror and bloodshed. \_\_\_\_\_
3. Everyone was listening very **carefully**. \_\_\_\_\_
4. Who wrote "**The Pit and the Pendulum**"? \_\_\_\_\_
5. Marcus gave **us** a **lesson** in pronunciation. \_\_\_\_\_
6. Joe read the **class** a **poem**. \_\_\_\_\_
7. Gordon was writing **Katrina** a long **letter**. \_\_\_\_\_
8. Anna spoke **indistinctly**. \_\_\_\_\_
9. Peter and Al presented a little **skit**. \_\_\_\_\_
10. Peter played the **part** of a policeman. \_\_\_\_\_

**Lesson  
2**

# Action Verbs and Objects

*More Practice*

## A. Identifying Direct and Indirect Objects, and Transitive and Intransitive Verbs

In each sentence, underline the verb or verb phrase. Above each boldfaced word write **DO**, **IO**, or **ADV** for direct object, indirect object, or adverb. On the line at the right, write whether the verb is **Transitive** or **Intransitive**.

1. Louise started that **rumor**. \_\_\_\_\_
2. She told several **classmates** a nasty **story** about her friends. \_\_\_\_\_
3. She was lying **shamelessly**. \_\_\_\_\_
4. Thomas repeated the **tale**. \_\_\_\_\_
5. He told his **friends** a slightly different **version**. \_\_\_\_\_
6. Friends of the victims reacted **angrily**. \_\_\_\_\_
7. They told the **principal everything**. \_\_\_\_\_
8. He has given **Louise and Thomas detention** for a week. \_\_\_\_\_
9. Eloise never repeats **gossip**. \_\_\_\_\_
10. She speaks **truthfully**. \_\_\_\_\_

## B. Completing Transitive Verbs by Adding Direct Objects

Add a direct object to each of these sentences.

1. Public service announcements give listeners \_\_\_\_\_ about various topics.
2. During blizzards, radio stations report \_\_\_\_\_.
3. They must verify their \_\_\_\_\_ before making their announcements.
4. Traffic announcers report \_\_\_\_\_ on the roads.
5. Photographers shoot \_\_\_\_\_ of unusual occurrences.
6. Sportscasters tell viewers \_\_\_\_\_ of the latest games.
7. Sometimes news bulletins interrupt \_\_\_\_\_.
8. During tornado alerts, viewers get \_\_\_\_\_ from local TV and radio stations.
9. A few hours after voting booths close, TV stations tell us \_\_\_\_\_.
10. Yesterday I watched \_\_\_\_\_ on the TV.

**Lesson 2**

# Action Verbs and Objects

*Application*

## A. Changing Intransitive Verbs to Transitive Verbs by Adding Direct Objects

The verb in each sentence below is an intransitive verb, without a direct object. Rewrite the sentence, using the same subject and verb but changing the rest of the sentence to make the verb transitive. Underline both the verb and the direct object that you add.

**EXAMPLE** The clown juggled skillfully.  
*The clown juggled six colored balls at one time.*

1. Elena paints well.  
 \_\_\_\_\_
2. Hans studied for an hour.  
 \_\_\_\_\_
3. Olive practiced earlier today.  
 \_\_\_\_\_
4. The boys will learn quickly.  
 \_\_\_\_\_
5. The late-comers watched from the back of the auditorium.  
 \_\_\_\_\_

## B. Using Direct and Indirect Objects and Transitive and Intransitive Verbs

Write a paragraph about hearing or telling a made-up story or presenting a factual report about true events. In the paragraph, use at least four terms from each box. Use the verbs as either transitive or intransitive verbs. Use the nouns and pronouns as direct or indirect objects. Underline each verb you use as a transitive verb.

Verbs			
told	reported	stated	called
spoke	learned	showed	helped
put	gave	taught	enjoyed

Nouns and Pronouns			
story	report	photo	girl
facts	event	news	boy
her	him	us	them

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Lesson**  
**3**

# Linking Verbs and Predicate Words

*Teaching*

A linking verb connects the subject of a sentence to a word or words in the predicate. This word is called a **subject complement**. The subject complement identifies or describes the subject. Some common linking verbs are *is*, *feel*, *seem*, and *look*.

Costumes **are** clothing. (linking verb: *are*; subject complement: *clothing*)

Some costumes **look** fancy. (linking verb: *look*; subject complement: *fancy*)

There are two kinds of subject complements.

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

Uniforms **are** my favorite costumes. (The predicate noun *costumes* identifies the subject, *uniforms*.)

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

That uniform **looks** really cool. (The predicate adjective *cool* describes the subject, *uniform*.)

## Identifying Linking Verbs and Predicate Words

In each sentence, underline the subject once and the verb twice. Write the predicate word on the line to the right.

1. Flamenco is a traditional dance from southern Spain. \_\_\_\_\_
2. Brightly colored dresses are the costume of female flamenco dancers. \_\_\_\_\_
3. These beautiful dresses look frilly. \_\_\_\_\_
4. The skirts are ruffled. \_\_\_\_\_
5. Flowers are part of the women's costumes. \_\_\_\_\_
6. The dancers' jewelry looks colorful. \_\_\_\_\_
7. Their shoes sound noisy. \_\_\_\_\_
8. The men's bolero jackets seem short. \_\_\_\_\_
9. Do the jackets feel tight? \_\_\_\_\_
10. A key part of the costume is a black hat. \_\_\_\_\_
11. Flamenco dancers seem very energetic. \_\_\_\_\_
12. Are Spanish Gypsies the best flamenco dancers? \_\_\_\_\_

**Lesson 3**

# Linking Verbs and Predicate Words

*More Practice*

## A. Identifying Linking Verbs and Predicate Words

In each sentence, underline the subject once and the verb twice. Write the predicate noun or predicate adjective on the line to the right.

1. A traditional Japanese garment is a kimono. \_\_\_\_\_
2. A kimono is a robe like a wraparound for the body. \_\_\_\_\_
3. Today, kimonos are clothing for special occasions only. \_\_\_\_\_
4. An obi is a sash around a kimono. \_\_\_\_\_
5. Zori are thong sandals. \_\_\_\_\_
6. Pink kimonos seem popular with young girls. \_\_\_\_\_
7. Black is the color of a formal kimono for married women. \_\_\_\_\_
8. The silk kimono with the floral design seems expensive. \_\_\_\_\_
9. This cotton kimono feels comfortable. \_\_\_\_\_
10. The wedding kimono with the crane design looks beautiful. \_\_\_\_\_

## B. Using Predicate Words

Complete each sentence by writing a predicate complement in the blank. In the parentheses following the sentence, write **PN** if you added a predicate noun or **PA** if you added a predicate adjective.

1. The brown cowboy boots with the pointy toes look \_\_\_\_\_. (\_\_\_\_)
2. My favorite shoes are my \_\_\_\_\_. (\_\_\_\_)
3. For us, the favorite costume day is \_\_\_\_\_. (\_\_\_\_)
4. At New Year's Eve, people are usually \_\_\_\_\_ about a new beginning. (\_\_\_\_)
5. The clothing of party-goers seems particularly \_\_\_\_\_. (\_\_\_\_)
6. Their noise-makers sound especially \_\_\_\_\_ at midnight. (\_\_\_\_)
7. The uniforms of sports teams are, in a sense, a \_\_\_\_\_. (\_\_\_\_)
8. This bicycle helmet feels \_\_\_\_\_. (\_\_\_\_)
9. Those flippers worn by scuba divers are \_\_\_\_\_. (\_\_\_\_)
10. Snowshoes appear \_\_\_\_\_, but they are effective. (\_\_\_\_)

**Lesson**  
**3**

# Linking Verbs and Predicate Words

*Application*

## A. Identifying Linking Verbs and Predicate Words

In each sentence, underline the subject once and the verb twice. Write the predicate word on the line to the right. After the predicate word, identify it by writing **PN** for predicate noun or **PA** for predicate adjective.

**EXAMPLE** Many knights of the king were soldiers in armor. *soldiers, PN*

1. For many centuries, the costume of a rich soldier was armor. \_\_\_\_\_
2. Mail armor is rings of iron in a linked pattern. \_\_\_\_\_
3. Suits of armor appear very uncomfortable. \_\_\_\_\_
4. Plate armor from the 15th century is solid metal. \_\_\_\_\_
5. A gauntlet is plate armor for a knight's hand and wrist. \_\_\_\_\_
6. A suit of armor felt hot in the sun. \_\_\_\_\_
7. The fasteners for a knight's armor were leather straps. \_\_\_\_\_
8. Did walking knights sound creaky? \_\_\_\_\_

## B. Using Linking Verbs and Predicate Words

Change the predicate word for each sentence in Exercise A. When possible, replace predicate nouns with predicate adjectives, and predicate adjectives with predicate nouns. Add other words in the predicate as needed.

**EXAMPLE** Many knights of the king were *loyal followers. OR*  
Many knights of the king were *courageous.*

1. For many centuries, the costume of a rich soldier was \_\_\_\_\_
2. Mail armor is \_\_\_\_\_
3. Suits of armor appear \_\_\_\_\_
4. Plate armor from the 15th century is \_\_\_\_\_
5. A gauntlet is \_\_\_\_\_
6. A suit of armor felt \_\_\_\_\_
7. The fasteners for a knight's armor were \_\_\_\_\_
8. Did walking knights sound \_\_\_\_\_?

**Lesson**  
**4**

# Principal Parts of Verbs

*Teaching*

Every verb has four basic forms called its **principal parts**: the present, the present participle, the past, and the past participle. With helping verbs, these four parts make all the tenses and forms of the verb.

- I **enjoy** Mozart's music. (Present)
- I **am enjoying** this performance. (Present participle)
- I **enjoyed** past concerts. (Past)
- I **have enjoyed** his works for years. (Past participle)

The Four Principal Parts of a Verb			
Present	Present Participle	Past	Past Participle
enjoy	(is) enjoying	enjoyed	(has) enjoyed
listen	(is) listening	listened	(has) listened

There are two kinds of verbs: regular and irregular.

A **regular verb** is a verb whose past and past participle are formed by adding *-ed* or *-d* to the present. The present participle is formed by adding *-ing* to the present. Spelling changes are needed in some words, for example, *carry-carried*.

Regular Verbs			
Present	Present Participle	Past	Past Participle
enjoy	(is) enjoy + <b>ing</b>	enjoy + <b>ed</b>	(has) enjoy + <b>ed</b>

**Irregular verbs** are discussed in the next lesson.

## Identifying Forms of Regular Verbs

Identify each underlined principal part of the verb. Write **Pres.**, **Pres. Part.**, **Past**, or **Past Part.** on the line to identify the present, present participle, past, or past participle form.

**EXAMPLE** The conductor has chosen the music for the concert. *Past Part.*

1. Wolfgang Amadeus Mozart composed more than 600 works. \_\_\_\_\_
2. The orchestra has performed dozens of them. \_\_\_\_\_
3. Tonight they are playing the *Haffner Symphony*. \_\_\_\_\_
4. They often present his piano sonatas. \_\_\_\_\_
5. His operas feature great characterizations. \_\_\_\_\_
6. Mozart died at age 35. \_\_\_\_\_
7. He was buried in a pauper's grave. \_\_\_\_\_
8. It is not known who commissioned Mozart's *Requiem*. \_\_\_\_\_
9. Some people have suggested that Mozart wrote it for himself. \_\_\_\_\_
10. The college choral group is presenting the *Requiem* at tonight's concert. \_\_\_\_\_

**Lesson**  
**4**

# Principal Parts of Verbs

*More Practice*

## A. Identifying Forms of Regular Verbs

Identify each underlined principal part of the verb. Write **Pres.**, **Pres. Part.**, **Past**, or **Past Part.** to identify the present, present participle, past, or past participle form.

1. Rita's forgetting the book caused a delay. \_\_\_\_\_
2. The sleepy baby is making a fuss over his missing blanket. \_\_\_\_\_
3. When is the bus stopping here? \_\_\_\_\_
4. We are attempting to work the problem now. \_\_\_\_\_
5. Who in this room likes radishes? \_\_\_\_\_
6. Martha considered her schedule before making plans. \_\_\_\_\_
7. Henry played his heart out, but his team lost anyway. \_\_\_\_\_
8. We have wondered about the ending of that story. \_\_\_\_\_
9. I agree to your compromise. \_\_\_\_\_
10. They are forming a new governing board now. \_\_\_\_\_

## B. Writing the Correct Forms of Verbs

Decide which form of the verb given in parentheses is needed. Write the correct form on the line.

**EXAMPLE** Mozart had (compose) several sonatas by age 12. *composed*

1. Critics have (praise) Mozart for his taste and technique. \_\_\_\_\_
2. We particularly (respond) to his melodies. \_\_\_\_\_
3. Mozart was (compose) music when he was five. \_\_\_\_\_
4. He first (perform) in concert from about age seven. \_\_\_\_\_
5. I am (learn) to play a song from *The Marriage of Figaro* on the piano. \_\_\_\_\_
6. I have (like) that tune since the first time I heard it. \_\_\_\_\_
7. The first audiences (love) the comedy of *Figaro* as well as the music. \_\_\_\_\_
8. The local opera company is (present) the opera this weekend. \_\_\_\_\_
9. My cousin will be (play) the part of Cherubino. \_\_\_\_\_
10. Musicians ever since Mozart's time have (imitate) him. \_\_\_\_\_

**Lesson**  
**4**

**Principal Parts of Verbs**

*Application*

**B. Writing the Correct Forms of Verbs**

Decide which form of the verb given in parentheses is needed. Write the correct form on the line. Then identify which form you have used. Write **Pres.**, **Pres. Part.**, **Past**, or **Past Part.** to identify the present, present participle, past, or past participle form.

**EXAMPLE** The traffic has (stop) at the light. stopped, Past Part.

- 1. The police are (question) the suspect. \_\_\_\_\_
- 2. The queen had (assign) the knights a difficult task. \_\_\_\_\_
- 3. We (paint) the house last summer. \_\_\_\_\_
- 4. The paint had (start) to peel. \_\_\_\_\_
- 5. All summer, the painters (work) on it. \_\_\_\_\_
- 6. Harriet was (clean) her room. \_\_\_\_\_
- 7. I (clean) the garage every week. \_\_\_\_\_
- 8. Mom (serve) tuna fish salad yesterday. \_\_\_\_\_
- 9. The team has (play) twice this year and has lost both times. \_\_\_\_\_
- 10. Who will be (face) us in the playoffs? \_\_\_\_\_

**B. Supplying Verbs in the Correct Forms**

Almost all the verbs other than helping verbs are missing from this paragraph. Choose the verb from the box that best completes each sentence. Be sure to use the correct verb form.

play	include	tap
die	compose	listen
travel	force	direct

Have you ever \_\_\_\_\_ to *A Little Night Music* by Wolfgang Amadeus Mozart? It \_\_\_\_\_ several lively melodies. The music is so cheerful that it \_\_\_\_\_ you to hum or whistle along. If you can't carry a tune, you will be \_\_\_\_\_ time to the music. The young man who \_\_\_\_\_ the music was a musical prodigy. He \_\_\_\_\_ violin and harpsichord almost as an infant, and was a composer by the age of five. As a child, he \_\_\_\_\_ all over Europe with his father and sister, giving concerts. In his teens he was \_\_\_\_\_ orchestras. Unfortunately, he \_\_\_\_\_ young, at the age of 35.

Copyright © McDougal Littell Inc.

**Lesson 5** **Irregular Verbs**

*Teaching*

**Irregular verbs** are verbs whose past and past participle are not formed by adding *-ed* or *-d* to the present. The five sections of this chart show different patterns used to form the past and past participles of many irregular verbs.

	Present	Past	Past Participle		Present	Past	Past Participle
<b>Group 1</b> The forms of the present, past, & past participle are same	burst	burst	(have) burst	<b>Group 4</b> The past participle is formed from the present, often adding <i>-n</i> , <i>-en</i> , or <i>-ne</i> .	do	did	(have) done
	cost	cost	(have) cost		eat	ate	(have) eaten
	hurt	hurt	(have) hurt		fall	fell	(have) fallen
	let	let	(have) let		five	gave	(have) given
	put	put	(have) put		go	went	(have) gone
set	set	(have) set	know		knew	(have) known	
shut	shut	(have) shut	run		ran	(have) run	
<b>Group 2</b> The forms of past & past participle are same	bring	brought	(has) brought		see	saw	(have) seen
	catch	caught	(has) caught		take	took	(have) taken
	get	got	(has) got		throw	threw	(have) thrown
	lead	led	(has) led	<b>Group 5</b> The last vowel changes from <i>i</i> in the present to <i>a</i> in the past, to <i>u</i> in the past participle.	begin	began	(have) begun
sit	sat	(has) sat	drink		drank	(have) drunk	
<b>Group 3</b> The past participle is formed by adding <i>-n</i> or <i>-en</i> to the past.	break	broke	(have) broken		ring	rang	(have) rung
	choose	chose	(have) chosen		sing	sang	(have) sung
	freeze	froze	(have) frozen		sink	sunk	(have) sunk
	lie	lay	(have) lain	swim	swam	(have) swum	
lie	spoke	(have) spoken					
wear	wore	(have) worn					

The different forms of the verb *be* do not follow any pattern.

Present	Past	Past Participle
am, is, are	was, were	(have) been

**Using the Correct Forms of Irregular Verbs**

Underline the correct verb form of the two in parentheses.

- The judges have (chose, chosen) the finalists.
- Our mayor has not (broke, broken) any promises.
- Everyone (drank, drunk) milk with the sandwiches.
- Soccer fans (began, begun) to fill the stands an hour before the game.
- Have you (brung, brought) your application with you?
- We (did, done) an experiment showing the effects of global warming.
- Rabbits (ate, eaten) most of the lettuce in our garden.
- I haven't (gave, given) my poetry reading yet.
- My summer vacation certainly (went, gone) quickly.
- Very few people (knew, known) about the secret room.
- Grapes have (grew, grown) in this valley for years.
- The last of the marathon entrants has (run, ran) past the finish line.

**Lesson**  
**5**

# Irregular Verbs

## More Practice

### A. Using the Correct Forms of Irregular Verbs

Underline the correct verb form of the two in parentheses.

1. The barbershop quartet (sang, sung) in close harmony.
2. I (saw, seen) a hilarious sitcom on television last night.
3. My teacher must have (spoke, spoken) to the coach.
4. The soprano (took, taken) an extra breath for her high notes.
5. The seal (swam, swum) to the rocky island.
6. Two players were (threw, thrown) out of the game.
7. A burgler has (stole, stolen) the diamond jewelry.
8. Jane (wrote, written) several papers on the computer last week.
9. The milk must have (froze, frozen) on the porch.
10. A baby robin has (fell, fallen) out of the nest.
11. The principal (rang, rung) the fire alarm.
12. We have (shook, shaken) the tree to get some apples to fall.

### B. Writing the Correct Forms of Verbs

Decide which form is needed: the present participle, the past, or the past participle of each verb given in parentheses. Write the correct form on the line.

**EXAMPLE** The squirrels have (steal) the birdfeed. *stolen*

1. Amiko (choose) her library books yesterday. \_\_\_\_\_
2. My favorite jeans have (begin) to wear out. \_\_\_\_\_
3. Someone (break) that valuable Chinese vase. \_\_\_\_\_
4. Why didn't you (bring) your skateboard? \_\_\_\_\_
5. The cattle have (eat) the corn and oats. \_\_\_\_\_
6. Patty has (do) twice as much research as Ron. \_\_\_\_\_
7. No, I have never (drink) coconut milk. \_\_\_\_\_
8. Another spacecraft (go) into orbit around the moon. \_\_\_\_\_
9. My father has (give) me a new pair of skates. \_\_\_\_\_
10. My hair (grow) two inches during the vacation. \_\_\_\_\_

**Lesson**  
**5**

# Irregular Verbs

## Application

### A. Writing the Correct Forms of Verbs

Decide which form of the verb given in parentheses is needed. Write the correct form on the line. Identify the form you used by writing **Present**, **Past**, or **PP** for *past participle*.

**EXAMPLE** The horse (spring) into action at Roy's call. *sprang, Past*

1. Currently, the police (know) of no motive for the crime. \_\_\_\_\_
2. Have you (speak) to anyone about your vacation plans? \_\_\_\_\_
3. Who (see) your solar calculator last? \_\_\_\_\_
4. The senior choir has (sing) a medley of show tunes. \_\_\_\_\_
5. Our lawn mower (run) out of gas before I finished the lawn. \_\_\_\_\_
6. Who could have (steal) such a heavy statue? \_\_\_\_\_
7. I have (write) several poems for the school newspaper. \_\_\_\_\_
8. The team (swim) warm-up laps before the meet. \_\_\_\_\_
9. Who has (take) the schedule off the bulletin board? \_\_\_\_\_
10. The skittish pony (throw) everyone who tries to ride it. \_\_\_\_\_

### B. Proofreading for the Correct Forms of Verbs

Draw a line through each incorrect verb form in this paragraph. Draw this proofreading symbol ↗ next to the error and, in the spaces between lines of type, write the correct form of the verb.

**EXAMPLE** In the past, Dad has ~~went~~<sup>gone</sup> ice fishing with my uncle.

Last weekend I went ice-fishing for the first time with my dad and nearly froze to death. I weared two pairs of wool socks, but needed about four. For six hours, we sitted in this little hut and fished through a hole in the ice, but the fish weren't biting. After a while, I begun to get hungry. When I told my dad, he opened a can of cold sardines, and we eat them with some stale crackers.

**Lesson 6**

# Simple Tenses

## Teaching

A **tense** is a verb form that shows the time of an action or condition. Verbs have three **simple tenses**: the present, the past, and the future. The **present tense** shows an action or condition that occurs now. The **past tense** shows an action or condition that was completed in the past. The **future tense** shows an action or condition that will occur in the future.

- Present** Rain **aids** plant growth. Rain **is** helpful.
- Past** Rain **aided** plant growth. Rain **was** helpful.
- Future** Rain **will aid** plant growth. Rain **will be** helpful.

The progressive form of a verb shows an action or condition that is in progress. The progressive forms of the three simple tenses are used to show that actions are, were, or will be in progress.

- Present Progressive** Rain **is aiding** plant growth.
- Past Progressive** Rain **was aiding** plant growth.
- Future Progressive** Rain **will be aiding** plant growth.

The **present tense** is the present principal part of the verb. The **past tense** is the past principal part. To form the **future tense**, add *will* to the present principal part.

Tense	Singular	Plural
<b>Present</b>	I aid / you aid / he, she, it aids	we aid / you aid / they aid
<b>Past</b>	I aided / you aided / he, she, it aided	we aided / you aided / they aided
<b>Future</b>	I will aid / you will aid / he, she, it will aid	we will aid / you will aid / they will aid

Form the present, past, and future progressive by using the forms of the verb *be* with the present participle of the verb, as in *I am talking*, *I was talking*, and *I will be talking*.

## Recognizing the Simple Tenses

Identify the tense of each underlined verb. On the line, label the tense: **Present**, **Past**, **Future**, or **Present P**, **Past P**, or **Future P**. for *present*, *past*, or *future progressive*.

1. The sun is chasing the clouds away. \_\_\_\_\_
2. It rained yesterday. \_\_\_\_\_
3. It will be snowing before long. \_\_\_\_\_
4. Clouds were darkening the sky to the west. \_\_\_\_\_
5. The sun warms the earth. \_\_\_\_\_
6. The warm night air will dry the puddles. \_\_\_\_\_
7. The rain is spoiling our picnic plan. \_\_\_\_\_
8. Rain promises future growth. \_\_\_\_\_
9. Three months ago, snow was falling every day. \_\_\_\_\_
10. In the morning, I will be rising early for our hike. \_\_\_\_\_

**Lesson  
6**

# Simple Tenses

*More Practice*

## A. Recognizing the Simple Tenses

Identify the tense of each underlined verb. On the line, label the tense: **Present, Past, Future**, or **Present P, Past P**, or **Future P**. for *present, past, or future progressive*.

1. Are you planning a picnic? \_\_\_\_\_
2. We will be organizing a baseball game. \_\_\_\_\_
3. If it rains, we won't be able to play baseball. \_\_\_\_\_
4. It rained last year, and we played baseball anyway. \_\_\_\_\_
5. If it's windy, we will be flying kites. \_\_\_\_\_
6. Last year I was paddling a canoe when it started raining. \_\_\_\_\_
7. I paddled back to the boathouse in a hurry. \_\_\_\_\_
8. We will barbecue again, won't we? \_\_\_\_\_
9. I was hoping for a balloon-toss contest with water-filled balloons. \_\_\_\_\_
10. I am looking forward to the event already. \_\_\_\_\_

## B. Using the Simple Tenses

In each item, provide the form of the verb requested in parentheses.

1. (*predict*, present progressive) The meteorologists \_\_\_\_\_ gradual cooling.
2. (*snow*, future) I'm sure it \_\_\_\_\_ well before Christmas.
3. (*skate*, future progressive) We \_\_\_\_\_ on the park lake before long.
4. (*sled*, past) Last year we \_\_\_\_\_ in the park until the end of March.
5. (*skate*, present) Helen \_\_\_\_\_ but prefers skiing.
6. (*play*, past) Ali \_\_\_\_\_ hockey when she was younger.
7. (*play*, past progressive) She \_\_\_\_\_ goalie when she got a broken arm.
8. (*wait*, present progressive) My dogs \_\_\_\_\_ to go on a walk.
9. (*travel*, future progressive) Soon Eddie \_\_\_\_\_ to Florida for a vacation.
10. (*enjoy*, past progressive) People there \_\_\_\_\_ sunshine while we had snow storms.

Lesson 6

# Simple Tenses

## Application

### A. Correcting Simple Tenses of Verbs

Although the times referred to in this paragraph vary from past to future, all of its verbs are in the present tense. Rewrite the paragraph, correcting verb tenses as needed. Use progressive tenses if the action is, was, or will be in progress. Underline every verb.

Today the sun shines brightly. Until the end of the week we enjoy warm weather. This contrasts with the weather last year. Last year at this time snow covers the ground. Ice causes trouble for vehicles and pedestrians. Personally, I prefer the unseasonably warm weather. I hope that next year the warm temperatures return.

---

---

---

---

---

---

---

---

### B. Using Verb Forms Correctly

For each verb on the list, write the form requested in parentheses. Then write a paragraph about a topic of your choice that uses at least four of the phrases. Make sure all verb forms are used correctly.

(*find*, present) I \_\_\_\_\_ (*measure*, future) I \_\_\_\_\_

(*listen*, past) I \_\_\_\_\_ (*compare*, future progressive) I \_\_\_\_\_

(*watch*, present progressive) I \_\_\_\_\_ (*observe*, past progressive) I \_\_\_\_\_

---

---

---

---

---

---

---

---

**Lesson**  
**7**

# Perfect Tenses

*Teaching*

The **present perfect tense** shows an action or condition that began in the past and continues into the present.

**Present Perfect** Dan **has called** every day this week.

The past perfect tense shows an action or condition in the past that came before another action or condition in the past.

**Past Perfect** Dan **had called** before Ellen arrived.

The future perfect tense shows an action or condition in the future that will occur before another action or condition in the future.

**Future Perfect** Dan **will have called** before Ellen arrives.

To form the **present perfect, past perfect, and future perfect tenses**, add *has, have, had, or will have* to the past participle.

Tense	Singular	Plural
<b>Present Perfect</b> has or have + past participle	I have called you have called he, she, it has called	we have called you have called they have called
<b>Past Perfect</b> had + past participle	I had called you had called he, she, it had called	we had called you had called they had called
<b>Future Perfect</b> will + have + past participle	I will have called you will have called he, she, it will have called	we will have called you will have called they will have called

## Recognizing the Perfect Tenses

Underline the verb in each sentence. On the blank, write the tense of the verb.

- The film house has not developed the pictures yet. \_\_\_\_\_
- Fred will have left before Erin's arrival. \_\_\_\_\_
- Florence has been a vary gracious hostess. \_\_\_\_\_
- Andi had lost her transfer by the end of the bus ride. \_\_\_\_\_
- By tonight, I will have finished my assignment. \_\_\_\_\_
- Before the discovery of the buried chest, Joe had not believed in buried treasure. \_\_\_\_\_
- We have worked over an hour on one math problem. \_\_\_\_\_
- Until his college years, Carl had not decided on his career. \_\_\_\_\_
- The snow plows had cleared our street before the really heavy snowstorm. \_\_\_\_\_
- Have the Ortons found their dog yet? \_\_\_\_\_

**Lesson**  
**7**

**Perfect Tenses**

*More Practice*

**A. Recognizing the Perfect Tenses**

Underline the verb in each sentence. On the blank, write the tense of the verb.

1. Olga had figured out the answer before her teacher’s explanation. \_\_\_\_\_
2. I have walked every day now for a month. \_\_\_\_\_
3. Vickie had liked Nels until their argument. \_\_\_\_\_
4. Alf will have jogged 70 miles by the end of next week. \_\_\_\_\_
5. By lunch time, Rusty had started cooking dinner. \_\_\_\_\_
6. Ira has practiced piano every day for a week. \_\_\_\_\_
7. At this rate, we will not have finished the 30 chapters by June. \_\_\_\_\_
8. Our HMO has added a number of new physicians to the staff. \_\_\_\_\_
9. The ice on the lake will have melted long before the weekend. \_\_\_\_\_
10. The window had cracked before the wind storm. \_\_\_\_\_

**B. Forming the Perfect Tenses**

Complete each sentence by writing the form of the verb indicated in parentheses.

1. (*finish*, past perfect) We \_\_\_\_\_ our game before the Meteors started theirs.
2. (*graduate*, future perfect) Margie \_\_\_\_\_ before the spring semester.
3. (*vote*, past perfect) Union members \_\_\_\_\_ before they saw the contract.
4. (*exercise*, present perfect) We \_\_\_\_\_ three times this week.
5. (*talk*, past perfect) The manager \_\_\_\_\_ to the pitcher twice by that time.
6. (*clean*, future perfect) I \_\_\_\_\_ the whole kitchen by the time Mom returns.
7. (*offer*, present perfect) Angelica frequently \_\_\_\_\_ to help.
8. (*produce*, future perfect) By the end of this writing course, you \_\_\_\_\_ a plot outline and at least four chapters of your novel.
9. (*picked*, past perfect) He \_\_\_\_\_ ten bushels before the truck showed up.
10. (*search*, present perfect) The rescuers \_\_\_\_\_ the area for hours.

**Lesson  
7**

**Perfect Tenses**

*Application*

**A. Using Verb Tenses**

The following is a journal entry of a girl of the mid-1800s in a wagon train heading for California. Supply verbs to the narrative in the tenses indicated in parentheses. Use verbs from the list below.

**be, expect, walk, insist, pack, lose**

The first month on the trail (present perfect) \_\_\_\_\_  
 challenging. Before we set out, I (past perfect) \_\_\_\_\_  
 that I would ride the wagon, but instead I (present perfect)  
 \_\_\_\_\_ miles every day. Mother (present perfect)  
 \_\_\_\_\_ that I always wear a bonnet because of the sun. It's  
 a good thing that we (past perfect) \_\_\_\_\_ so many  
 bonnets, because the wind keeps blowing them off my head and across the  
 prairie! I think I (future perfect) \_\_\_\_\_ all my bonnets  
 before we arrive in California.

**B. Using Verb Tenses**

Choose a trip you have made or would like to make. Write sentences about the trip using the following verbs in the tenses indicated.

1. see (future) \_\_\_\_\_  
 \_\_\_\_\_
2. pack (present perfect) \_\_\_\_\_  
 \_\_\_\_\_
3. hope (past progressive) \_\_\_\_\_  
 \_\_\_\_\_
4. visit (future perfect) \_\_\_\_\_  
 \_\_\_\_\_
5. be (past perfect) \_\_\_\_\_  
 \_\_\_\_\_
6. learn (past progressive) \_\_\_\_\_  
 \_\_\_\_\_
7. try (future perfect) \_\_\_\_\_  
 \_\_\_\_\_

**Lesson**  
**8**

# Using Verb Tenses

## Teaching

In writing and speaking, you use the tenses of verbs to indicate when events happen. Changing tenses indicates a change in time. If you do not need to indicate a change in time between two actions, keep the tenses of verbs the same.

**The Present Tenses** These tenses show events occurring in the present time:

<b>Present</b>	Action occurs in the present.	count, counts
<b>Present perfect</b>	Action began in past and continues in present.	has counted, have counted
<b>Present progressive</b>	Action is in progress now.	is counting, are counting

**The Past Tenses** These tenses show events occurring in a past time:

<b>Past</b>	Action began and ended in the past.	counted
<b>Past perfect</b>	Action began and ended before another event in the past.	had counted
<b>Past progressive</b>	Action in the past was ongoing.	was counting

**The Future Tenses** These tenses show events occurring in a future time:

<b>Future</b>	Action will occur in the future.	will count
<b>Future perfect</b>	Action will occur in the future before another action in the future.	will have counted
<b>Future progressive</b>	Action in the future will be ongoing.	will be counting

## Using Verb Tenses

Underline the verb form in parentheses that correctly completes each sentence.

- In normal activities, we usually (use, had used) ten as our base for counting.
- Last night, whoever (counted, will count) sheep did so on a base ten system.
- Tomorrow, children (have used, will use) their fingers to find answers to math facts.
- Long ago, our counting system (developed, develops) with the base of ten.
- Obviously, using ten (came, will be coming) easily because of our ten fingers.
- Some of the oldest writings still in existence (had shown, show) counting by ten.
- Over 2,000 years ago, Romans (were using, will be using) ten-based numerals.
- Since the founding of the country, the U.S. government (has produced, will produce) coins and bills based on a decimal system.
- Yet a ten-based system is not the only one you (have used, had used) today.
- A clock (has counted, counts) to twelve and then starts over.
- Before an hour passed, sixty minutes (had passed, are passing).
- A week (consisted, consists) of seven days, not ten.

**Lesson**  
**8**

# Using Verb Tenses

## More Practice

### A. Using Verb Tenses

Underline the verb form in parentheses that correctly completes each sentence.

1. For thousands of years, people (have recognized, are recognizing) the need for standard measurements.
2. What would happen if different construction crews at the same site (were using, will use) rulers of different lengths?
3. For many centuries, such problems (were occurring, are occurring) frequently.
4. Today, we (were avoiding, avoid) problems by using standardized measurements.
5. In the past, each carpenter (measured, measures) a foot according to his own foot.
6. Over time, each country (set, will be setting) standards of weights and measures.
7. At last, many scientists (will agree, agreed) on a common set of standards.
8. The metric system (had related, relates) measures of length, weight, heat, force, and other quantities.
9. By 1950, almost all countries (had adopted, are adopting) the metric system.
10. In the future, even the United States (has adopted, will adopt) the metric system.

### B. Correcting Sentence Order

The sentences of this story are out of order. Read the story. Use the verb tenses and context to determine the correct order. Then rewrite the story in paragraph form below, with the sentences in correct order.

Before my parents took their first cruise, my family had traveled together.  
 All of us will see glaciers and the midnight sun.  
 Now they are planning a cruise for the whole family.  
 They really enjoyed the cruise.  
 This time they want to go to Alaska.  
 For example, we had traveled to the Grand Canyon.  
 Then my parents took a cruise to the Caribbean.

---

---

---

---

---

---

---

---

---

---

Lesson 8

# Using Verb Tenses

## Application

### A. Correcting Verb Tenses

Each underlined verb is in an incorrect tense. Write a correct form of the verb on the line.

- 1. Next June, my parents have been married for fifteen years. \_\_\_\_\_
- 2. After the old tapestry had been cleaned, the museum staff hangs it carefully. \_\_\_\_\_
- 3. When the sun came out, the children's snowman will melt. \_\_\_\_\_
- 4. A penny had been worth one-tenth of a dime and one-hundredth of a dollar. \_\_\_\_\_
- 5. For this past week, the train will be arriving on time. \_\_\_\_\_
- 6. When we lost our electric power, we are watching my favorite sitcom. \_\_\_\_\_
- 7. Before Maizie won a race, she is competing in several races unsuccessfully. \_\_\_\_\_
- 8. Danita kept forgetting her lines while she is acting in the play. \_\_\_\_\_
- 9. I had checked the price of this coat in several stores before I am buying it. \_\_\_\_\_
- 10. While Dave mows the lawn, his sister washed the windows. \_\_\_\_\_

### B. Correcting Sentence Order

Some of the verbs in this paragraph are in the wrong tense. Decide which verbs must be changed. Write the numbers of these sentences below. Then rewrite those sentences, correcting those verbs. Underline the verbs you have changed.

(1) For my grandparents' 50th wedding anniversary, my parents, aunts, and uncles bought them tickets for a cruise. (2) They said it was a small payback for all my grandparents are doing for them through the years. (3) And it's something they remember for the rest of their lives. (4) By the time my grandparents return, they will have been gone almost three weeks. (5) By then they will visit Barbados, St. Thomas, and other islands. (6) I hope they were enjoying the cruise now. (7) With luck, they have a great time.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Lesson**  
**9**

# Troublesome Verb Pairs

*Teaching*

Do not confuse these pairs of verbs. Read how they differ, and study the chart.

**lie/lay** *Lie* means “to rest or recline.” It does not take an object.  
*Lay* means “to put or place something.” It does take an object.

**set/sit** *Sit* means “to be in a seat” or “to rest.” It does not take an object.  
*Set* means “to put or place something.” It does take an object.

**rise/raise** *Rise* means “to move upward” or “to get up.” It does not take an object.  
*Raise* means “to lift (something) up.” It usually takes an object.

**leave/let** *Leave* means “to depart” or “to allow something to remain where it is.”  
*Let* means “to allow” or “permit.” Both *leave* and *let* may take objects.

	Present	Past	Past Participle
<b>Lie / Lay</b>	<b>lie</b> My sister lies in a crib.	<b>lay</b> I lay down for a nap.	<b>lain</b> Others have lain there.
	<b>lay</b> Al lays a book here.	<b>laid</b> He laid a book there.	<b>laid</b> He has laid two books down.
<b>Sit / Set</b>	<b>sit</b> Jeff sits there.	<b>sat</b> Jeff sat there before.	<b>sat</b> Jeff has sat there often.
	<b>set</b> Ann sets her hair.	<b>set</b> Ann set it last night.	<b>set</b> She has set it nightly.
<b>Rise / Raise</b>	<b>rise</b> We rise at 8 A.M.	<b>rose</b> We rose early.	<b>risen</b> You have risen early.
	<b>raise</b> Fay raises the flag.	<b>raised</b> I raised it before.	<b>raised</b> Fay has raised it.
<b>Leave / Let</b>	<b>leave</b> Leave the bike here.	<b>left</b> You left your dog here.	<b>left</b> You have left a cat too.
	<b>let</b> Let me ride your bike.	<b>let</b> I let the dog come in.	<b>let</b> I have let the cat go out.

## Using Troublesome Verbs Correctly

Underline the correct verb in parentheses.

1. That school (lets, leaves) both boys and girls try out for the baseball team.
2. Don't (let, leave) your camera in a hot place for too long.
3. You had better (let, leave) the traffic clear before you try to cross this highway.
4. No one may (sit, set) in the bleachers during band practice.
5. We usually (sit, set) on the porch steps and talk about the news of the day.
6. The cat (lay, laid) in front of the fire all afternoon.
7. I think you have (laid, lain) in the sun too long.
8. I (rose, raised) at 5:00 this morning because I couldn't sleep.
9. The ship's owners hope to be able to (rise, raise) the sunken ship.
10. (Let, Leave) the lasagna bake in the oven for forty-five minutes.
11. To avoid accidents, (sit, set) that vase in the center of the table.
12. Who (lay, laid) this rake on the ground with its tines up?

**Lesson 9**

# Troublesome Verb Pairs

## More Practice

### A. Using Troublesome Verbs Correctly

Underline the correct verb in parentheses.

1. Meg (sat, set) her science project on the teacher’s desk.
2. Someone (let, left) the car windows open.
3. The dog is (setting, sitting) under the tree enjoying the shade.
4. The patient must (lie, lay) perfectly still during the X-ray.
5. The family won’t (let, leave) the occasion pass without a celebration.
6. The divers had (raised, risen) to the surface.
7. The platypus at the zoo (lay, laid) an egg yesterday.
8. The curtain (rose, raised) on the last act of the class play.
9. We (let, left) our car at the airport when we flew to visit our grandparents.
10. Sam (set, sit) the mysterious brown package on the table.

### B. Correcting Troublesome Verbs

Examine the boldfaced verb in each of the following sentences. If the verb is not correct, write the proper verb on the line. If the verb is correct, write **Correct**.

1. We **laid** our towels on the beach before running into the water. \_\_\_\_\_
2. Will the police **leave** us go through the barricade? \_\_\_\_\_
3. If you do not **raise** an objection, the motion may pass. \_\_\_\_\_
4. Help me **lie** these ceramic tiles in place. \_\_\_\_\_
5. Sometimes it’s hard for babies to **set** long enough to have their picture taken. \_\_\_\_\_
6. Tomorrow, I shall **lay** in the sun and relax. \_\_\_\_\_
7. The bread should **raise** if the yeast is good. \_\_\_\_\_
8. **Set** aside any doubts you may have. \_\_\_\_\_
9. Steve has **left** his car run out of gas. \_\_\_\_\_
10. The tools were **lying** in that metal box. \_\_\_\_\_
11. Did your sister **sit** the cover over the cake after she took some? \_\_\_\_\_
12. Larry fell asleep two minutes after he had **laid** down. \_\_\_\_\_

**Lesson  
9**

# Troublesome Verb Pairs

*Application*

## A. Correcting Troublesome Verbs

Examine the boldfaced verb in each of the following sentences. If the verb is not correct, write the proper verb on the line. If the verb is correct, write **Correct**.

1. Throughout the game, we had to **set** in the bleachers. \_\_\_\_\_
2. Before the parade started, Rose and George **rose** the banner. \_\_\_\_\_
3. The guards waited for the shoplifter to **leave** the store. \_\_\_\_\_
4. Why don't you **lay** down until your headache goes away. \_\_\_\_\_
5. The newspaper **set** on the doorstep waiting to be picked up. \_\_\_\_\_
6. This new race car will **leave** the rest of them in the dust. \_\_\_\_\_
7. The firemen **set** the old house on fire as a training exercise for their new firefighters. \_\_\_\_\_
8. You'd better not **leave** your dog out of your sight. \_\_\_\_\_
9. John is working very hard to **raise** enough money to buy a new TV. \_\_\_\_\_
10. Thea **lay** out all the things to pack before putting them in the suitcase. \_\_\_\_\_

## B. Using Troublesome Verbs Correctly

The following sentences contain five incorrectly used verbs. Rewrite the paragraph below, correcting all five errors.

Every year, right about this time, the same idea raises in my mind. The idea is that I'm working too hard. I sit here thinking that I need a vacation. Let the rest of the world raise at the crack of dawn. I need to lay in bed another hour or two or three. I need to just set and read all day. "Leave me alone," I want to tell the whole world. "Leave me rest."

---

---

---

---

---

---

---

---

---

---