

Unit 3

Grammar More About Verbs

Writing Persuasive Writing

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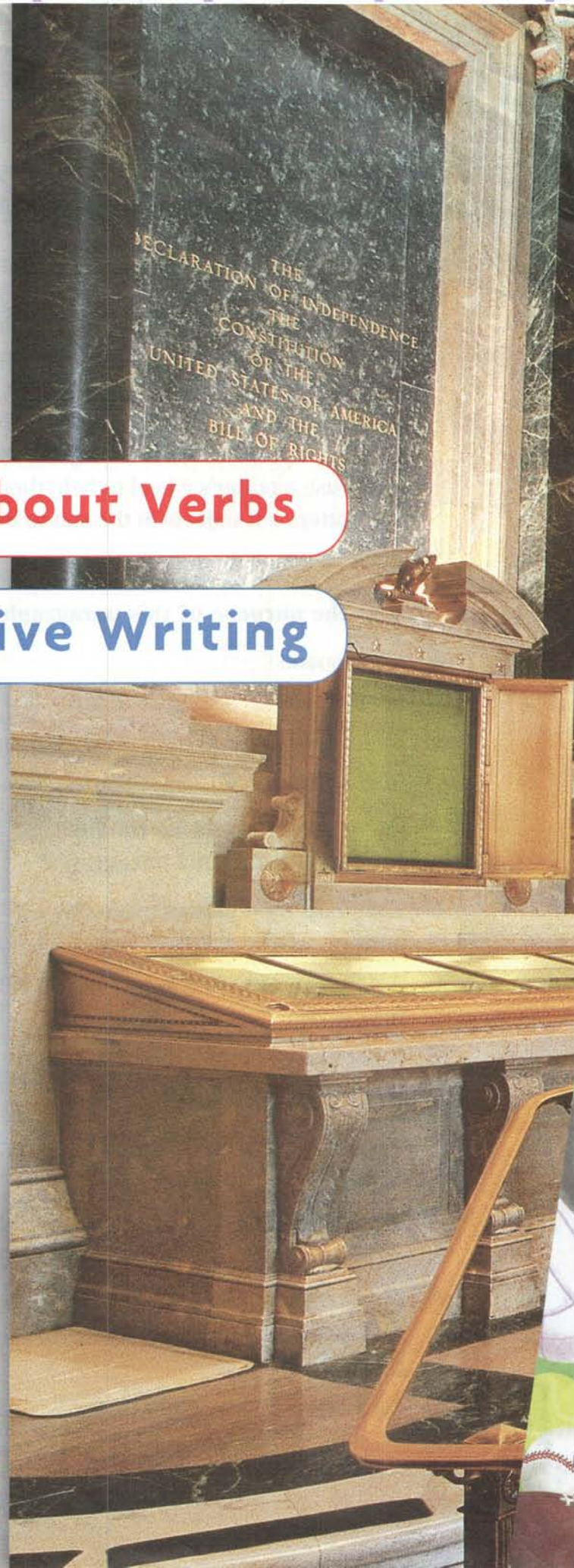
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at Prescott

Dear Dr. Martiney:

Our class would learn many things on a trip to Washington, D.C. There are several reasons why. First of all, Washington, D.C., is home to the Smithsonian

Past, Present, and Future Tense

The **tense** of a verb shows the time of the action or state of being. There are three basic verb tenses: present tense, past tense, and future tense. These are called the **simple tenses**.

A verb in the present tense shows that an action is happening now or that it happens over and over. A verb in the past tense shows that an action happened at a definite time in the past. A verb in the future tense shows that the action will happen at a time yet to come.

Examples:

Present Tense	Water covers much of the earth's surface.
Past Tense	Many changes in the oceans happened over time.
Future Tense	Scientists will study more forms of ocean life in coming years.

Guided Practice

- A. Identify each verb. Tell whether the verb is in the present tense, the past tense, or the future tense. Explain how you know.

Example: I visited a huge saltwater aquarium.
visited, past

1. Tomorrow my teacher will talk about dolphins.
2. Coastal dolphins stay in shallow waters.
3. One dolphin weighed five hundred pounds.
4. A dolphin sleeps about eight hours each day.
5. A newborn dolphin will spend the next three to six years with its mother.

Vocabulary Power

a•quar•i•um

[ə•kwâr'ē•əm] *n.*

A building where a collection of water animals and plants is displayed.

Independent Practice

B. Write each sentence. Underline each verb and write its tense.

Example: The tides will carry food to some fish.

The tides will carry food to some fish. future

- High tide will return tomorrow.
- Many interesting creatures live in the ocean.
- Clams dwell on the ocean floor.
- Clams filter tiny bits of food from the water.
- This manta ray grew to a large size.
- Water flows into the mouth of a manta ray.
- Soon the water will pour out through slits.
- The slits in the ray's head serve a special purpose.
- Sharks swim at high speeds.
- That shark hunted in shallow water.

C. Write each sentence. Use the verb and tense given.

Example: Explorers first ____ penguins in 1497. (*see*, past)

Explorers first saw penguins in 1497.

- Eighteen kinds of penguins ____ in the Southern Hemisphere. (*live*, present)
- Sailors once ____ penguins for food. (*hunt*, past)
- The emperor penguin ____ almost four feet tall. (*stand*, present)
- Many penguins ____ squid and fish. (*eat*, present)
- Next year, scientists ____ the life cycle of the king penguin. (*study*, future)



Remember

that the tense of a verb tells you the time of its action—present, past, or future.

Writing Connection



Writer's Journal: Amazing Facts Find an encyclopedia article on a form of ocean life. Look at how the present and past tenses are used in the article. Find interesting facts in the article, and write them in your Writer's Journal. (Be sure to include the source.) Identify the tenses in the sentences you wrote, and explain why you used these tenses.



Present Tense

A **present tense verb** shows that an action is happening now or that it happens over and over.

When the subject of a present tense verb is *I*, *you*, or a plural word, the verb needs no ending:

Examples:

I **enjoy** my aquarium.

Many people **enjoy** aquariums.

The following chart shows how to form the present tense when the subject of the verb is singular and is not *I* or *you*.

Add <i>s</i> to most verbs.	work—works	
For verbs ending in <i>s</i> , <i>ch</i> , <i>sh</i> , <i>x</i> , or <i>z</i> , add <i>es</i> .	guess—guesses catch—catches push—pushes	fix—fixes buzz—buzzes
For verbs ending in a consonant and <i>y</i> , change the <i>y</i> to an <i>i</i> and add <i>es</i> .	try—tries apply—applies	

Remember that the verb *be* has special forms in the present tense.

Guided Practice

A. Tell which of the present tense verbs in parentheses () correctly completes each sentence, and explain your choice.

Example: Some scientists (explore, explores) the quality of ocean water. *explore*

1. Marine biologists (collect, collects) seawater in bottles.
2. The scientist and her assistant (empty, empties) the contents into test tubes.
3. They (watch, watches) for uncommon results.
4. These scientists (look, looks) for dangerous substances in the seawater.
5. Many tiny animals (is, are) in the water.

Present Tense Forms of *Be*

Singular	Plural
I am	we are
you are	you are
he, she, it is	they are

Independent Practice

B. Write each sentence. Use the correct present tense form of the verb in parentheses ().

Example: A student ____ different kinds of ocean life.
(classify)

A student classifies different kinds of ocean life.

6. The ocean ____ food for fish and people. (provide)
7. Fishers ____ trout for sale in stores. (catch)
8. Scientists ____ the ocean as a farm. (use)
9. A scientist sometimes ____ information into a notebook. (copy)
10. One kind of marine snail ____ a medicine for muscles. (produce)
11. Doctors and nurses ____ this medicine to sick patients. (give)
12. Fish farmers ____ shellfish in the ocean. (harvest)
13. The ocean also ____ us with minerals. (supply)
14. Scientists ____ energy from ocean tides. (harness)
15. The moon ____ ocean tides. (affect)

C. Write the paragraph. In each sentence, fill in the proper form of a present tense verb. Choose from the following list of verbs. Use each only once.

~~collect~~ come explore be sell

- 16-20. Many companies 16 the ocean. In South Africa, a miner 17 diamonds on the ocean floor. Companies 18 these diamonds all over the world. The oceans 19 full of many natural resources. Even household sponges 20 from the ocean.

Writing Connection

Science Why is it important for people to know about the oceans and ocean life? Using present tense verbs, state at least two reasons as clearly as you can. Then compare your reasons with those of a partner. Work with your partner to write a paragraph that tells why learning about the ocean is important.



Remember

If the subject is singular and is not *I* or *you*, form the present tense by adding *s*, adding *es*, or changing *y* after a consonant to *i* and adding *es*.



Independent Practice

B. Decide whether each verb agrees with the subject. If the subject and verb do not agree, write the sentence correctly.

Example: Whales lives in a mysterious watery world.
Whales live in a mysterious watery world.

11. A female humpback whale weighs more than 40 tons.
12. A humpback defend itself in various ways.
13. That whale lash at an enemy with its tail.
14. One whale spurts clouds of bubbles.
15. This tourist rush for her camera.
16. Baby humpbacks come up to the surface for air.
17. That mother humpback hurry to her calf.
18. These whales produces milk for their babies.
19. Some baby whales gains more than 100 pounds a day.
20. A whale's ribs and backbone is similar to those of other mammals.

C. Write each sentence. Use the correct present tense form of the verb in parentheses ().

Example: Many whales / ___ just off the coast. (live)
Many whales live just off the coast.

21. One of the whales ___ beside the boat. (swim)
22. The killer whale's body ___ up to 30 feet. (stretch)
23. These whales ___ prey with their teeth. (capture)
24. Most whales with teeth ___ fish or squid. (eat)
25. Thick blubber ___ whales warm and helps them float. (keep)

Writing Connection

Writer's Craft: Concise Captions Captions—words that identify or explain an image—are often placed beneath photographs or pictures. Captions should be brief, correct, and interesting. Find an action picture, and write a caption for it. Describe the action; if possible, tell where or when the picture was taken. Check carefully for subject-verb agreement.

Remember

that a verb changes to show whether its subject is singular or plural. When a subject and verb work together correctly, they agree.



Extra Practice

A. Write each sentence. Underline each verb. Then write whether the verb is in the present tense, the past tense, or the future tense. *pages 166–167*

Example: Florida adopted the sailfish as the official state saltwater fish in 1975.

Florida adopted the sailfish as the official state saltwater fish in 1975. past

1. We use the ocean for recreation.
2. Vacationers will crowd the beaches next summer.
3. Many tourists visit beaches in Florida, California, and Texas every year.
4. Some lighthouses welcome visitors.
5. The National Park Service moved the Cape Hatteras Lighthouse farther away from the shore in July 1999.
6. This North Carolina lighthouse traveled 950 yards inland.
7. This surfer swims very well.
8. Many surfers enjoy the waves in Hawaii.
9. The beaches on this island are beautiful.
10. Waikiki Beach is a favorite spot with many surfers.
11. Tomorrow the lifeguards will watch the surfers.
12. The waves rolled across the water.
13. The largest waves are as high as tall buildings.
14. Some wave-riders plunge fifty feet.
15. Surfers often tie their boards to their ankles.
16. Soon these surfers will paddle into a giant wave.
17. Easky, Ireland, held a surfing contest in April 1984.
18. Newcastle, Australia, hosted a contest in March 2000.
19. A sailboat docks at a marina.
20. Stormy seas kept the sailors on shore yesterday.

 Remember

that the tense of a verb shows the time of the action or state of being—past, present, or future. Remember, too, that a verb must agree with its subject in number.



DID YOU KNOW?

The America's Cup is one of the world's greatest boat races. The trophy the winner receives is the oldest of any sport. The trophy was first given in 1851.



For more activities with present tense verbs, visit *The Learning Site:*

www.harcourtschool.com

B. Write each sentence. Use the correct form of the present tense verb in parentheses. *pages 168–169*

Example: A surfer ____ a great deal of time on the beach.
(spend)

A surfer spends a great deal of time on the beach.

21. Surfers and tourists ____ to California and Hawaii.
(flock)
22. The North Shore of Oahu, Hawaii, ____ many surfers every year. (attract)
23. People ____ on beaches all over the world. (surf)
24. A surfer ____ exact timing and good reflexes. (need)
25. Strong waves ____ across the ocean. (hurry)
26. One wave ____ over a surfer. (crash)
27. A surfer and his surfboard ____ under a giant wave.
(fall)
28. The wave ____ the surfboard into two pieces. (split)
29. Sometimes surfers ____ on the surfboard. (sit)
30. This surfer ____ on the board. (stand)

C. Write whether the subject in each sentence is singular or plural. Then write the form of the verb in parentheses that agrees with the subject. *pages 170–171*

Example: Scientists ____ the ocean. (explore)
plural, explore

31. Ocean exploration ____ today. (continue)
32. Satellites ____ the earth. (circle)
33. They ____ data about the oceans. (collect)
34. Several nations ____ a research station in Antarctica.
(operate)
35. These countries ____ researchers to Antarctica. (send)

Writing Connection

Real-Life Writing: Advertisements Find a magazine advertisement that contains an ad with a picture of the ocean. Write about how the picture adds to the message of the words. Tell how the ad tries to make people feel. Check your writing for appropriate verb tenses and for subject-verb agreement.



Chapter Review

Read the passage and choose the word or group of words that belongs in each space. Write the letter for your answer.

We rarely (1) about the world's smallest ocean, the Arctic. I (2) to find out more about it. I learned that in the winter, ice (3) nearly all of the Arctic Ocean. The ice (4) about 160 feet thick at the North Pole. Few plants (5) in the Arctic Ocean, because of the cold and the lack of sunlight. However, many seals, whales, and fish (6) there.

Researchers (7) to study the Arctic Ocean. Airplanes, submarines, research stations, and satellites help them gather information. Hopefully, this research (8) to better conservation programs for the north polar region.

1 A heard

B will hear

C hear

D hears

2 F will decide

G decided

H decides

J deciding

3 A covered

B will cover

C cover

D covers

4 F is

G was

H will be

J are

5 A grow

B grew

C grows

D will grow

6 F lives

G will live

H lived

J live

7 A continues

B will continue

C continued

D continuing

8 F lead

G leads

H will lead

J led

STANDARDIZED
TEST PREP

TIP Read and think about all of the answers before choosing one of them.



For additional test preparation, visit
The Learning Site:

www.harcourtschool.com

Analyzing Advertisements

VIEWING

Literacy is the ability to read and write. If you are literate, you can look at the words in a sentence and understand the writer's message.

The images in a picture are like the words in a sentence. We can put these images together to understand the artist's message. We call the ability to understand the artist's message **visual literacy**.

As you view a picture, ask yourself questions like these: What is the setting of the picture? Are there any people in it? What is happening? How do the people feel about what is happening? What objects are in the picture? What do these objects tell me? Use the words and definitions in the Viewing Vocabulary to help explain your answers.

My Favorite Snack!



Fruits Are Delicious and Nutritious



Great-tasting fruits are chock-full of vitamins and minerals. They keep you looking and feeling your best.

Have you eaten fruit today?

YOUR TURN

TALK ABOUT OR WRITE your answers to these questions:

What is the center of interest in Advertisement 1? How do you know this?

In what way does Advertisement 2 look different from Advertisement 1?

How do the advertisements use highlighting, emphasis, or symbols in their messages?

Who is the audience for each advertisement?

Which advertisement is more likely to persuade you to buy fruit? Why?

TIP Hint:
Create a two-column chart with the headings *Ad 1* and *Ad 2*.