

Past Tense and Future Tense

A verb in the **past tense** tells what the subject did some time ago. A verb in the **future tense** tells what the subject will do at a time to come.

This chart shows the patterns that many verbs follow to form the past tense.

Add *ed* to most verbs.

jump → jumped

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

smile → smiled

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

hurry → hurried

If a one-syllable verb ends with a consonant-vowel-consonant, double the final consonant and add *ed*.

flip → flipped

To ask a question in the past tense, add the helping verb *did* to most verbs. Put the subject between *did* and the main verb.

Did the cubs **chase** each other yesterday?

To form the future tense, add the helping verb *will*.

Vocabulary Power

zo•ol•o•gist

[zō•ol'ə•jɪst] *n.*

A scientist who studies animal life.

Guided Practice

A. Identify the verb in each sentence. Tell whether it is in the past tense or the future tense.

Example: Tomorrow the games will start again.
will start, future

1. Many animals played games in their younger days.
2. These games will continue into their adult life.
3. The two lion cubs jumped on each other.
4. Did the scientist study the lions?
5. The scientist studied lions in the outdoors.



Independent Practice

B. Write each sentence. Use the verb and the tense given in parentheses. Some sentences have two verbs.

Example: Yesterday the parrots (toss) pebbles into the air. (past)
Yesterday the parrots tossed pebbles into the air.

6. Elephant calves sometimes (charge) at each other. (past)
7. They (use) their trunks in another game. (future)
8. They (need) their trunks to find food. (future)
9. That lamb (play) alone. (past)
10. The lamb (jump) over stones. (past)
11. In the coming weeks these monkeys (grow) larger. (future)
12. That monkey (carry) a ball around for hours. (past)
13. Playful bear cubs (turn) into clever hunters. (future)
14. Some scientists (study) animal behavior. (past)
15. One scientist (spy) a polar bear at play. (past)
16. One polar bear cub (tip) another one over. (past)
17. When these cubs finish swimming, they (rest). (future)
18. Yesterday at the zoo we (watch) the animals. (past)
19. The chimpanzee (look) in the mirror. (past)
20. Then he (drop) it on the ground. (past)

Remember

to form the

past tense of many verbs by adding *ed*.

Form the future

tense by adding the helping verb *will*.



Writing Connection

Writer's Craft: Choosing Tenses Write a paragraph that describes animals playing. You might use some verbs from the Guided Practice and the Independent Practice to tell what they do. Put the verbs in the present tense. Then exchange paragraphs with a partner. Rewrite your partner's paragraph in the past tense. Discuss the difference between the two versions.

Principal Parts of Verbs

The **principal parts** of a verb are forms that help it express time and action. The four principal, or main, parts are called the **present**, the **present participle**, the **past**, and the **past participle**.

Principal Parts of Verbs

Present	Present Participle	Past	Past Participle
climb	(is, are, was, were) climbing	climbed	(have, has, had) climbed
carry	(is, are, was, were) carrying	carried	(have, has, had) carried
live	(is, are, was, were) living	lived	(have, has, had) lived

To form the future tense, use verbs from the Present column with **will** or **shall**. You can use helping verbs with participles to make other tenses. For the present participle, use forms of the helping verb *be*. For the past participle, use forms of *have*.

Examples:

She is **using** her pencil again today. *present participle*

She had **used** her pencil yesterday. *past participle*

Notice that only the helping verb agrees with the subject and shows tense. The participle stays the same.

Guided Practice

A. Identify the principal part used in the verb in each sentence, and tell the kind of part it is. One sentence has two verbs.

Example: The scientist has arrived in the tropical forest.
arrived, past participle

1. She pitched her tent and looked around.
2. Now she observes a band of spider monkeys.
3. They are jumping from tree to tree.
4. They have paused for a snack.
5. They have lived here for many years.

Independent Practice

B. Write each sentence, and underline the verb or verb phrase. Write the kind of principal part used in the verb. Some sentences have two verbs.

Example: The zoologist had stayed in the tropical forest.
The zoologist had stayed in the tropical forest.
past participle

6. She prepared for her return to North America.
7. "The animals here have amazed me," she noted in her journal.
8. She has taken some beautiful photographs.
9. She has recorded information in her journal.
10. "Now, a different forest awaits me."
11. Soon she will sketch raccoons at a pond.
12. The zoologist has photographed otters.
13. Three otters are playing by the river.
14. "Have they encountered humans before?" she wondered.
15. Soon she will publish a wildlife book.

C. Rewrite each sentence. Use the correct form of the verb in parentheses. Some sentences have two verbs.

Example: The zoologist is ___ animals in their habitats. (study)
The zoologist is studying animals in their habitats.

16. The zoologist is ___ two bears. (watch)
17. They have ___ very close to the river. (walk)
18. Tomorrow they ___ somewhere else. (hunt)
19. Yesterday the zoologist had ___ owls. (observe)
20. She has ___ valuable information. (gather)

Remember

that every verb form comes from a principal part. Four principal parts are the present, the present participle, the past, and the past participle.



Writing Connection

Technology: Compare Websites Find two websites about wild animals. Is one more appealing than the other? Write some information about the two sites for a classmate. Tell the classmate whether or not to visit the sites. Check the forms of your verbs.

Using *Do* and *See* Correctly

Use the forms of *do* and *see* that correctly express your meaning.

This chart shows the special ways that *do* and *see* form their principal parts.

Present	Present Participle	Past	Past Participle
do	(is, are, was, were) doing	did	(have, has, had) done
see	(is, are, was, were) seeing	saw	(have, has, had) seen

Incorrect: Jessica **done** a report about animals.
Correct: Jessica **did** a report about animals.
 Jessica **has done** a report about animals.

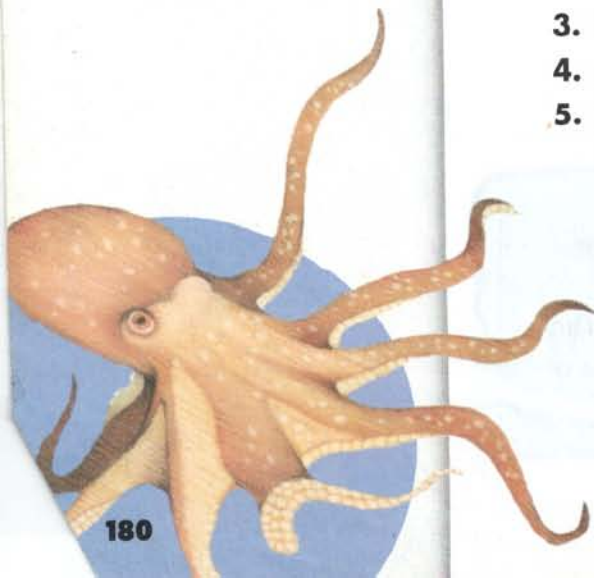
Incorrect: We **seen** amazing pictures in her presentation.
Correct: We **saw** amazing pictures in her presentation.
 We **have seen** amazing pictures in her presentation.

Guided Practice

A. Tell which verb form in parentheses is correct.

Example: Tia once (seed, saw) a chameleon change color.
saw

1. The chameleon (did, done) that to hide.
2. Animals (do, does) many things to stay safe.
3. Perhaps you have (seen, saw) rabbits running away.
4. A shark (sawed, saw) an octopus and went after it.
5. The octopus has (seen, saw) the shark and squirted an inky cloud.



Independent Practice



Remember

to use *done* and *seen* with *have* or *had*.

- B. Write each sentence using the correct verb form of the two in parentheses.

Example: The opossum played dead when it (saw, seen) a dog.
The opossum played dead when it saw a dog.

- Paul has (seed, seen) a moth whose wings look like eyes.
- That moth is (doing, doing) nothing to hide because mimicry will protect it.
- If you (see, sees) a twig, it might be an insect called a walking stick.
- Mimicry has (doed, done) a good job of protecting viceroy butterflies.
- Birds that have (seen, saw) viceroy usually have left them alone.

- C. Find the verb form in the box that correctly completes each sentence. Write the completed sentence.

saw seen did done

- I have ____ pictures of the snowshoe rabbit, which turns white in the winter.
- The lion ____ a herd of zebras.
- Because the zebras looked like swirling stripes, the lion ____ nothing.
- Zoologists have ____ much research about how animals protect themselves.
- What have people ____ to protect animals?

Writing Connection

Real-Life Writing: Classified Ad In newspapers, many brief ads are grouped (or *classified*) on a few pages. These ads invite people to apply for jobs, find lost pets, and buy used furniture and other items. Read a classified ad in a newspaper. Then write a classified ad of your own. Use at least one form of *do* and one form of *see* in the ad. Be sure to use the forms correctly.



Extra Practice

A. Write each sentence. Use the verb and the tense in parentheses. *pages 176–177*

Example: President Theodore Roosevelt ____ more than fifty bird refuges. (create, past tense)
President Theodore Roosevelt created more than fifty bird refuges.

1. Some refuges ____ endangered animals and plants. (protect, present tense)
2. American bison almost _____. (disappear, past tense)
3. Conservation efforts ____ them. (help, past tense)
4. Today, they ____ on refuges in the Great Plains. (prosper, present tense)
5. Visitors ____ seeing the bison. (enjoy, future tense)

B. Write each sentence. Underline the verb or verb phrase. Then write the kind of principal part used in the verb (present, present participle, past, or past participle). *pages 176–179*

Example: Roosevelt created this nation's first bird sanctuary.
Roosevelt created this nation's first bird sanctuary.
past

6. This sanctuary protected pelicans.
7. Roosevelt's idea has developed into the National Wildlife Refuge System.
8. Today, more than 500 wildlife refuges exist.
9. Refuges are protecting many wild animals.
10. The United States Fish and Wildlife Service runs many of these refuges.
11. Private groups have started other refuges.
12. Refuges have protected bald eagles, whooping cranes, and trumpeter swans.
13. In the future, refuges will play an important part in conservation.
14. Other countries have joined efforts to conserve wildlife.
15. These refuges are saving some species.



Remember

that a verb in the past tense tells what the subject did some time ago. A verb in the future tense tells what the subject will do at a time to come. Four principal parts of a verb are the present, the present participle, the past, and the past participle.



For activities with the simple tenses, visit
The Learning Site:

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C. Each sentence contains an error in verb use.

Write each sentence, correcting the error. *pages 176–181*

Example: The duck has see a fox.
The duck has seen a fox.

16. At the wildlife refuge, visitors seen and learned about some rare birds.
17. These snow geese flies south for the winter.
18. When does they return?
19. Bird-watchers have seed these geese fly in a V-formation.
20. The birds flaped their large wings.
21. These geese have travel far this year.
22. During the winter these emperor penguins will remains in Antarctica.
23. They have live on this icy continent for centuries.
24. These birds have did a lot of swimming every day.
25. Penguins' thick fat will protects them during the freezing winter.

D. Write a sentence with each verb form. *pages 180–181*

26. saw 27. seen 28. did 29. done 30. doing
seen saw done did do

Writing Connection



Writer's Journal: Stating an Opinion Read the letters to the editor in a magazine or newspaper. Find examples of sentences that state the writer's opinion. Choose one that you think is especially effective, and copy it. Then think of an opinion of your own. State it two different ways, and tell which you think would be better for a letter to the editor. Make sure you use correct verb forms and spelling.



Remember

the principal parts of *do* and *see* are *do*, *doing*, *did*, *done*; *see*, *seeing*, *saw*, *seen*.



DID YOU KNOW?
The San Diego Zoo is home to more than 1,600 mammals, 1,700 birds, and 850 reptiles and amphibians.

Chapter Review

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

Have you ever (1) a white bullfrog or a white kangaroo? Occasionally a naturally colorful animal is born all white or with very pale markings. Scientists (2) studies on this kind of unusual animal. They (3) these animals *albinos*. White rabbits and white mice are albinos.

In general, albino parents (4) their unusual coloring on to their children. This baby mouse, for example, (5) white hair and red eyes. If the mother has more children, she (6) these coloring patterns to all of her offspring.

STANDARDIZED
TEST PREP

TIP Read all directions very carefully before you start the test.

- 1 A seed
B saw
C see
D seen

- 2 F have done
G doing
H does
J done

- 3 A is calling
B call
C will call
D had called

- 4 F has passed
G passing
H pass
J passes

- 5 A is developing
B develop
C will developed
D is developed

- 6 F passing
G pass
H has passed
J will pass



For additional test preparation, visit
The Learning Site:

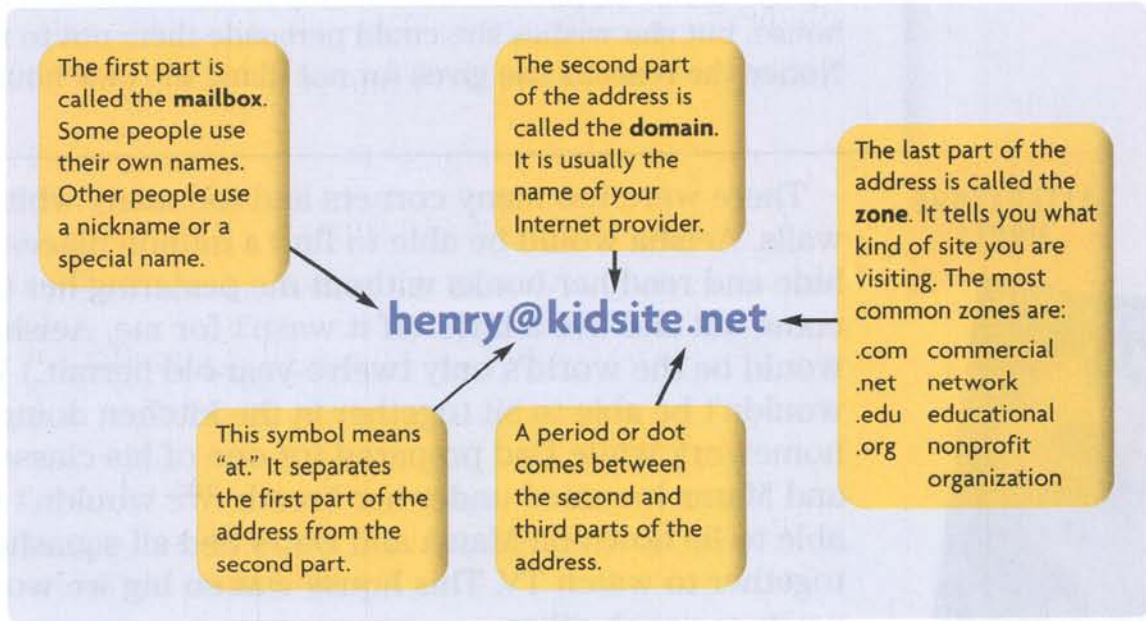
www.harcourtschool.com

Using E-mail

E-mail is short for “electronic mail.” E-mail is as fast as making a phone call, but it costs less. You can send the same message to several people at the same time.

Your E-mail Address

An e-mail address is similar to a postal address. Every e-mail address has three parts:



E-mail Safety

When you e-mail to a company or a person that you do not know, be careful. Remember these rules.

- *Do not give personal information* about yourself or your family.
- *Do not agree to meet anyone.*
- *Do not reply to scary or upsetting messages.* Tell your parents or teacher about them.

YOUR TURN

Read an article in a newspaper or magazine about a recent event. Write an e-mail message to a partner. In your message, tell about the article and give an opinion about the event. Send your e-mail message to your partner. When you receive an e-mail from your partner, read the message and write a reply.