

Regular and Irregular Verbs

Regular verbs end with *ed* in the past and past-participle forms. **Irregular verbs** have past and past-participle forms that are spelled in other ways.

Most of the verbs you have learned about so far have been regular verbs. The irregular verbs you have studied are *be*, *do*, and *see*. The chart below shows how some verbs form their principal parts. The first two verbs are regular verbs. The next five are irregular verbs.

Regular and Irregular Verbs

Present	Past	Past Participle
help	helped	(have, has, had) helped
study	studied	(have, has, had) studied
sit	sat	(have, has, had) sat
know	knew	— (have, has, had) known
come	came	— (have, has, had) come
give	gave	— (have, has, had) given
think	thought	(have, has, had) thought

Guided Practice

A. Identify the verb in each sentence. Include any helping verbs. Then tell whether each main verb is a regular verb or an irregular verb.

Example: William Mitchell had studied the stars for years.
had studied, regular

1. His young daughter, Maria, often helped him.
2. He had encouraged her interest in mathematics and science.
3. As an adult, Maria Mitchell worked as a librarian.
4. Maria was also her father's assistant at his observatory.
5. Few people knew about their librarian's interest in astronomical studies.

Vocabulary Power

as•tro•nom•i•cal

[as'trə•nom'i•kəl] *adj.*

Having to do with astronomy.

Independent Practice

B. Read each sentence. Write each verb. Then write whether the verb is regular or irregular. Some sentences have two verbs.

Example: The father and daughter had seen great things in the night sky. *had seen, irregular*

- The Mitchells' research earned the respect of other scientists.
- One night in 1847, Maria Mitchell had seen something through the telescope.
- She thought it looked like a new comet.
- Scientists agreed, and they gave her credit for the discovery.
- The king of Denmark awarded her a gold medal.
- Soon scientists around the world knew of Mitchell's work.
- She had become the first woman astronomer in the United States.
- Maria Mitchell worked as a professor of astronomy.
- She studied the sun and took photographs of its surface.
- Astronomers respected her and her studies.
- Long ago, people thought that the sun traveled around Earth.
- In 1543 Copernicus proposed that Earth traveled around the sun.
- Galileo studied the stars with a telescope.
- Before 1781 astronomers had known of only six planets.
- Telescopes in orbit around the Earth have given scientists more knowledge.

Remember

that irregular verbs do not end with *ed* in the past or past-participle form.

Writing Connection

Writer's Journal

Writer's Journal: Interesting Quotes Find and copy a quotation about space that includes past or past-participle forms. Look in a book of quotations under a topic related to space. Identify the regular and irregular verbs in the quotation.

More Irregular Verbs

Irregular verbs do not end with *ed* in the past and past-participle forms. Those forms are spelled in other ways.

More Irregular Verbs

Present	Past	Past Participle
bring	brought	(have, has, had) brought
say	said	(have, has, had) said
make	made	(have, has, had) made
go	went	(have, has, had) gone
write	wrote	(have, has, had) written
begin	began	(have, has, had) begun
teach	taught	(have, has, had) taught
take	took	(have, has, had) taken
fly	flew	(have, has, had) flown
ride	rode	(have, has, had) ridden

Examples:

The reporter **writes** about space travel. (present form of irregular verb)

The reporter **wrote** about space travel. (past form of irregular verb)

The reporter **has written** about space travel. (past-participle form of irregular verb)

Guided Practice

A. Name the past form of the verb. Then name the past-participle form.

Example: give

gave, given

- | | | |
|----------|-------------|----------|
| 1. say | <i>said</i> | 6. teach |
| 2. go | <i>went</i> | 7. make |
| 3. take | | 8. write |
| 4. bring | | 9. begin |
| 5. fly | | 10. ride |

Independent Practice

B. Write the correct past or past-participle form of the verb in parentheses.

Example: Juan (make) a wish for a tour of the solar system.
Juan made a wish for a tour of the solar system.

11. The space age (begin) in 1957.
12. That year the first satellite (go) into orbit.
13. Some spacecraft, called probes, (fly) without pilots.
14. They (gather) information to send to Earth.
15. Some (take) photographs of other planets.
16. One United States space probe (fly) to the planet Jupiter.
17. Later, astronauts (ride) in new kinds of spacecraft.
18. President Kennedy (say) the United States would send a person to the moon.
19. U.S. astronauts (go) to the moon in 1969.
20. Astronauts (make) six moon landings.
21. They (bring) back samples from the moon's surface.
22. Engineers (begin) to build space shuttles.
23. Space shuttles have (make) many trips into space.
24. People have (live) in a space station for many months.
25. They had (take) supplies to last a long time.
26. The space station crews have (do) scientific experiments.
27. Trainers (teach) astronauts how to stay fit in space.
28. Crew members have (ride) exercise bikes.
29. They have also (bring) books and computer games with them.
30. Astronauts have (make) life on a space station as normal as possible.

Writing Connection

Writer's Craft: Giving Reasons What reasons might an astronaut give to encourage people to travel into space? Imagine that you are the astronaut. Write two sentences about your past experiences in space, using some irregular verbs. Then write one reason why others should try space travel. With a partner, take turns reading your sentences aloud.

Remember
that irregular verbs
have special
spellings for their
principal parts.



Commonly Misused Verbs

Avoid confusing the following verb pairs: *sit/set*, *lie/lay*, *can/may*, *teach/learn*, *rise/raise*, and *let/leave*.

Some verb pairs are easy to confuse. These verbs are similar in meaning but are not quite the same. Knowing the exact meanings of these verbs can help you use them correctly.

Examples

Students **sit** on benches in the classroom. (*rest*)

The teacher **sets** the benches in rows. (*puts*)

Don't **lie** in the sun too long. (*rest*)

Lay your towel under the umbrella. (*put*)

Verb Pairs

<i>sit</i>	"to rest, as in a chair"	<i>set</i>	"to put or place something"
<i>lie</i>	"to rest, as on a bed"	<i>lay</i>	"to put or place something"
<i>can</i>	"to be able to do some thing"	<i>may</i>	"to be allowed to do something"
<i>teach</i>	"to give instruction"	<i>learn</i>	"to receive instruction"
<i>rise</i>	"to go upward; to get up"	<i>raise</i>	"to lift up"
<i>let</i>	"to permit or allow"	<i>leave</i>	"to go away from; to let stay in place"

Guided Practice

A. Identify the word in parentheses that completes each sentence correctly. Explain your choice.

Example: A new student (teaches, learns) her classmates about astronomy. *teaches*

1. A star map (lies, lays) on that shelf.
2. I will look at the map and then (lie, lay) it back in its place.
3. The teacher (lets, leaves) us alone to work on our star maps.
4. My teacher (can, may) let us look through the telescope.
5. We look at the stars after the moon (rises, raises).

Independent Practice

B. Write the verb choice that correctly completes each sentence.

Example: “(Teach, Learn) us about gravity today,” the students say.
Teach

6. Some science textbooks (teach, learn) students about planet Earth.
7. The students (teach, learn) the difference between planets and stars.
8. The sun is a star that (rises, raises) every morning.
9. The student (lies, lays) a star map on his desk.
10. The students (let, leave) the telescope in the classroom.
11. New telescopes (let, leave) scientists see objects in more detail.
12. Computer printouts (lie, lay) near the telescope.
13. Astronomers (lie, lay) their books aside to study the sky.
14. They can (teach, learn) much by observation.
15. Astronauts (can, may) float in space because there is no gravity.
16. On Earth special trainers (teach, learn) them about this natural force.
17. NASA does not (let, leave) untrained people fly into space.
18. Powerful engines (rise, raise) the spacecraft off the launch pad.
19. Astronauts (sit, set) when the spacecraft takes off.
20. Astronauts (can, may) not leave the spacecraft without a good reason.



Remember

to avoid confusing one verb with another verb that seems similar.



Writing Connection

Real-Life Writing: Safety Rules Write two safety rules for conducting a science experiment. Use some verbs from the commonly confused verb pairs to state what students should or should not do. Exchange your rules with a partner and check each other's verbs.



Extra Practice

A. Write each sentence. Underline each verb. Then write whether the verb is a regular verb or an irregular verb. Some sentences have two verbs.

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Example: I have seen several planets through my telescope.

I have seen several planets through my telescope. irregular

1. Last month I studied the planets with my classmates.
2. I taught my classmates about Mars.
3. The name of the planet came from Roman mythology.
4. The Romans gave Mars its name to honor their god of war.
5. They thought that the planet's reddish color looked like blood.
6. Last night I saw the planet Venus near the moon.
7. I looked at the moon's craters.
8. People have seen animal shapes in the moon's shadows.
9. Some astronauts traveled to the moon.
10. They came back to Earth with moon rocks.
11. Many comets have moved through our solar system.
12. People have seen comets more clearly through telescopes.
13. Halley's Comet came near Earth again in 1986.
14. One comet collided with the planet Jupiter in 1994.
15. Have you ever wondered about the craters on the moon?
16. We made a model of the moon.
17. Our teacher had brought photographs of the moon.
18. We used clay and shaped it into craters.
19. I learned the names of some of the craters.
20. I already knew the names of all the planets.



Remember

that regular verbs end with *ed* in the past and past-participle forms. Irregular verbs have past and past-participle forms that are spelled in other ways.

B. Write each sentence. Use the correct past or past-participle form of the verb in parentheses.

pages 194–197

Example: I have (think) about space travel for a long time.
I have thought about space travel for a long time.

21. Last night I dreamed that I (go) to visit a space station.
22. I had (ride) a space shuttle to get there.
23. The builders had (make) the space station look like a city.
24. A tour guide (give) me a tour.
25. Soon I (fly) out of my dream and back home.

C. Write each sentence, using the correct verb or verb form of the two in parentheses. One sentence has two verbs. pages 198–199

Example: I have (thought, think) a lot about Mars lately.
I have thought a lot about Mars lately.

26. (Raise, Rise) the telescope, and you will see Mars.
27. (Can, May) I tell you about Earth's nearest neighbor?
28. (Let, Leave) me (learn, teach) you some interesting facts.
29. Ice caps (set, sit) on the northern and southern poles of Mars.
30. Does water (lay, lie) beneath the Martian soil?



Remember

to avoid confusing one verb with another verb that seems similar.



DID YOU KNOW?

In 1998, seventy-seven-year-old John Glenn became the oldest person ever to go into space. He was on the crew of the space shuttle *Discovery*.

Writing Connection

Technology: Website On the Internet, find NASA's website for kids. You can use *NASA* and *kids* as search words. Find out about a topic that interests you. Then write two sentences to answer each of these questions: What did you see on the site? What did you know about the topic before? What did you learn? Be sure to use the correct forms of irregular verbs.

For more activities with irregular verbs, visit

The Learning Site:

www.harcourtschool.com



Chapter Review

Read each sentence. Look at the underlined word or words. There may be a mistake in verb usage. If you find a mistake, choose the answer that is the best way to write the underlined section of the sentence. If there is no mistake, choose *Correct as is*.

- 1 Let's lay on the quilt and watch for shooting stars.
 A lie
 B laid
 C lying
 D Correct as is
- 2 Many people have written about the moon.
 F has written
 G have writed
 H have wrote
 J Correct as is
- 3 Neil Armstrong sit foot on the moon on July 20, 1969.
 A sitted
 B sat
 C set
 D Correct as is
- 4 Astronauts bringed back samples of soil and rock from the moon.
 F brings
 G brought
 H has brought
 J Correct as is
- 5 People once thinked that parts of the moon were covered with water.
 A thought
 B have thought
 C thinks
 D Correct as is
- 6 Now we knowed that there is no water there.
 F knew
 G know
 H have known
 J Correct as is
- 7 Last week we beginned to read about other planets.
 A had began
 B begin
 C began
 D Correct as is
- 8 My friend gave me a book about astronomy.
 F gived
 G had gave
 H gives
 J Correct as is

**STANDARDIZED
TEST PREP**

TIP Before beginning, think of one verb. Use it as an example to review the principal parts.



For additional test preparation, visit *The Learning Site*:

www.harcourtschool.com

Listening for Facts and Opinions

Speakers try to persuade by using both facts and opinions. Listening carefully to hear the difference can help you make good decisions.

A fact is information that can be proved. You may already know a fact to be true, or you may know where to research to find out. Speakers sometimes include supporting information to prove their facts. An opinion, however, cannot be proved. Statements of opinion often begin with words like *I believe*, *I think*, or *personally*. Opinions can also include emotional words like *terrific*, *terrible*, or *best*.

News stories use facts to tell about people and events. Advertisements often use emotional words to convince listeners, but facts are also included. Here are some active listening steps to decide whether a statement is a fact or an opinion.

- Give careful attention to the speaker.
- Listen for key words and phrases.
- Listen for supporting information.
- Take brief notes, but continue to listen.
- Note words that are used with opinions.
- Ask yourself, "Can this statement be proved?"

YOUR TURN

WRITE AN ADVERTISEMENT In a small group, work together to write the words for a television advertisement. Imagine a product that you are trying to sell. You may want to listen to advertisements for similar products to practice telling fact from opinion. First, list some facts about the product. Make sure that the facts are statements that could be proved. Next, write several opinion statements about the product. Use emotional words and words that introduce opinions. Then, decide on the most persuasive order for the statements. Be creative!

LISTENING
AND
SPEAKING