



Verb Practice

Name _____

Exercise 1: Underline the verb(s) in each sentence.

1. Ms. Davis talks a lot.
2. She is talkative.
3. I ran into the door.
4. We read *Sounder*.
5. I enjoyed it.
6. I think about *Sounder* all the time.
7. I hope we get other good books this year.
8. I like all kinds of books.
9. I had a root canal yesterday.
10. The dentist was nice.

Exercise 2: Underline the verb in each sentence. If the verb is an action verb, mark *A* after the sentence, and if it is a linking verb, mark *L* at the end of the sentence.

1. Ms. Oudegeest plays with her computer.
2. She also watches TV.
3. She likes *Friends*.
4. Max looks mad.
5. He spit at the dog.
6. Spitting is gross.
7. The dog seems mad now.
8. Karla looked out ~~the~~ window.
9. She saw her dad.
10. Her dad is her best friend.
11. Cathy Lew asked for our attention on the intercom.
12. We heard her very well.
13. She sounded funny, though.
14. Cathy Lew is really nice.
15. Students and teachers like her.

Auxiliary Verbs

Auxiliary verbs, also called helping verbs, always accompany a main verb. An auxiliary verb helps the main verb to express tense, voice, or mood, but usually has little meaning of its own. Some examples include *be, do, have, can, might, would, may, will,* and *must*. If an auxiliary verb is used alone, it is not an auxiliary verb in that sentence. A combination of two or more verbs is called a verb phrase. Verb phrases contain at least one auxiliary verb. Adverbs may appear in the middle of a verb phrase, but are not part of it.

Examples: We are waiting in a long line.
 I did go with him.
 I would have gone.
 I have been walking.
 I could hardly wait.

Underline the main verb once. Underline the auxiliary verb(s) twice.

1. Elmer has rarely exhibited a bad temper.
2. The county will try the case next month.
3. The man had received no driver's license.
4. I could not complete the task in that length of time.
5. Those girls are known as the Baxter twins.
6. The cat was playing with the drapery cord.
7. The popularity of that product has risen for months.
8. The Empire State Building was used as a set in many famous movies.
9. The Twin Towers is now dominating the New York skyline. ☹️
10. We will begin the long drive early in the morning.
11. I have been jogging with Alex for two years.
12. Do you know the coach?

Linking Verbs

Linking verbs describe conditions instead of actions. They are followed by words that rename or describe the subject. Forms of the verb *to be* are most commonly used as linking verbs. Some other verbs used as linking verbs are *appear, become, feel, grow, look, prove, remain, seem, and turn*. These verbs do not function as linking verbs if they do not describe conditions that are followed by a word that renames or describes the subject.

Examples: Carla is my only sister. (linking)
Carla's friend is running for governor. (auxiliary)
Bob grew sleepy during the long lecture. (linking)
Roger grew beautiful roses in his garden. (action)

Read each sentence. If the verb is linking, write L in the blank. If the verb is not linking, write NL.

- L 1. The roar of the sea was imposing.
- NL 2. The roar of the sea was heard far away.
- L 3. Mandy looks pretty in pink.
- NL 4. Mandy looked behind the sofa for the remote.
- NL 5. Valerie appeared on a local television show last night.
- L 6. Valerie appeared anxious about her exam.
- L 7. Jennifer felt uncomfortable with the new crowd.
- NL 8. Jennifer felt the child's feverish forehead.
- L 9. The wasp nest is near the door.
- L 10. The wasp nest is a scary sight to the child.
- NL 11. Evacuation plans were devised in advance of the hurricane.
- L 12. The evacuation plans were unclear.

Name _____

Verbs

Active and Passive Verbs

A verb is **active** when the subject is the doer of the action. A verb is **passive** when the subject is the receiver of the action.

Examples: The fireman rescued the baby from the burning building. (active)
 The baby was rescued from the burning building. (passive)

Identify each sentence as active (A) or passive (P).

- A 1. Perry believed the tall tale.
- A 2. The small craft sank in the storm.
- A 3. Clothilde waited for the signal.
- P 4. The banana split was devoured by the young child.
- P 5. The short story was written by an eighth grader.
- A 6. The wind damaged the roof of the garage.
- A 7. The honest person returned my wallet.
- P 8. My wallet was returned by the honest person.
- A 9. The son was running the business now.
- P 10. The business was run by the youngest son.
- P 11. The rumor was denied by her classmates.
- A 12. Her classmates denied the rumor.
- P 13. The purse was found in the cloakroom.
- A 14. The janitor found the missing purse.
- A 15. The Red Cross aided the flood victims.

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Active and Passive Verbs

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 The baby was rescued from the burning building. (passive)

Identify each sentence as active (A) or passive (P). If it is active, rewrite it as passive. If it is passive, rewrite it as active.

- P 1. The prescription was filled by the pharmacist.
The pharmacist filled the prescription.
- A 2. The children pitied the stray dog.
The stray dog was pitied by the children.
- P 3. The proceeds from the fundraiser were deposited by the treasurer.
The treasurer deposited the proceeds from the fundraiser.
- A 4. Cedrick left a message on my voice mail.
A message was left on my voicemail by Cedrick.
- A 5. The movie critic reviewed the new release.
The new release was reviewed by the movie critic.
- A 6. My brother ordered salad as an appetizer.
Salad was ordered as an appetizer by my brother.
- A 7. The audience applauded the tenor's solo.
The tenor's solo was applauded by the audience.

Adjective Practice

Name _____

Exercise 1: Underline the adjective(s) in the following sentences. Beside each sentence, write the adjective(s) plus the noun(s) being described.

1. The red car has a flat tire. red car, flat tire
2. Sherry is an early bird. early bird
3. The sheep went into their empty shed. empty shed
4. Our old car needs new brakes. old car, new brakes
5. Max cooked a hot, peppery sauce. hot, peppery sauce
6. The fat, laughing clown led the parade. fat, laughing clown
7. Black soot coated the fireplace. black soot
8. The Dutch windmill made a screechy sound. Dutch windmill, screechy sound
9. A young otter splashed in the small pond. young otter, small pond
10. The dynamic speaker excited the large crowd. dynamic speaker, large crowd

Exercise 2: Rewrite the following sentences, adding at least one adjective to each. Underline the adjectives you add.

1. I brought a car. _____
2. Suzy is my friend. _____
3. Ms. Rouse is our teacher. _____
4. I ate my lunch. _____
5. I read that book. _____
6. Dogs are running after us! _____
7. You are a football player. _____
8. The 49ers beat the Rams. _____
9. My sister threw the ball. _____
10. That is my cat. _____

Modifier Practice

Name _____

Adjectives and adverbs are called *modifiers* because they are the describing words. They modify or describe other words. **Adverbs and adjectives add to other words.**

As we know, adjectives can only describe nouns and pronouns.

Fran is nice. (*nice* describes the noun *Fran*)

That is an ugly car. (*ugly* describes the noun *car*)

I got a good grade. (*good* describes the noun *grade*)

She is smart. (*smart* describes the pronoun *she*)

Adverbs describe verbs, adjectives, and other adverbs. When they do this, they are always answering one of these questions about the words they are describing: How? When? Where?

Here are some adverbs describing verbs:

John eats noisily. (*noisily* describes **how** John eats—*eats* is a verb)

Cindy ran upstairs. (*upstairs* describes **where** she ran—*ran* is a verb)

Our team won yesterday. (*yesterday* describes **when** they won—*won* is a verb)

As we know, adverbs also describe adjectives and other adverbs. In other words, adverbs describe describing words. Any describing word we can think of can be described some more by an adverb.

I got a really good grade. (*really* describes **how** good the grade ~~was~~—*good* is an adjective describing the noun *grade*, so *really* is an adverb describing an adjective)

John eats extremely noisily. (*extremely* describes **how** noisily John eats—*noisily* is an adverb describing the verb *eats*, so *extremely* is an adverb describing an adverb)

Exercise 1: Underline the adjectives and adverbs in the following sentences. Label them, and then draw a line to the word each is describing.

adv adj

Example A: You're quite silly.

1. That's a very nice car you have.

2. She writes very well.

3. Dina sings really badly.

adj.

Example B: I can hear the noisy stereo.

4. This paper is barely readable.

5. Karla really likes crispy cookies.

Exercise 2: On the other side of this paper, write five sentences in which adverbs are used to describe adjectives. Label each.

adv adj

Bob has a really nice car.

Name _____

Adverbs

Intensifiers

Adverbs usually modify the verb by telling *where*, *when*, *how*, *to what degree*, and *under what conditions*. Adjectives modify or describe nouns and pronouns. Adverbs that modify other adverbs or adjectives are called **intensifiers**.

Examples: Matt fell very awkwardly to the ground.
She is a really pretty girl.

Underline the intensifier. If it modifies an adverb, write ADV in the blank. If it modifies an adjective, write ADJ.

- ADJ 1. Scarlet O'Hara's waist was exceptionally small. ^{ADJ}
- ADV 2. The phone rang most frequently between five and six. ^{ADV}
- ADJ 3. The message sounded extremely urgent. ^{ADJ}
- ADJ 4. Curry is a spice quite commonly found in Indian food. ^{ADJ}
- ADJ 5. The very tired runner collapsed. ^{ADJ}
- ADJ 6. Virginia had a really suspicious look on her face. ^{ADJ}
- ADV 7. His mood changed too quickly. ^{ADV}
- ADJ 8. The winner acted rather conceited. ^{ADJ}
- ADJ 9. The storyteller always told completely unbelievable tales. ^{ADJ}
- ADJ 10. The speech was exceedingly tedious. ^{ADJ}
- ADJ 11. The beach was extraordinarily hot. ^{ADJ}
- ADJ 12. I can come almost any time. ^{ADJ}
- ADJ 13. She is somewhat smarter in trigonometry than Ralph. ^{ADJ}
- ADJ 14. The situation grew increasingly desperate. ^{ADJ}
- ADJ 15. Jeff complained about the absolutely awful movie. ^{ADJ}

Adverbs

An **adverb** is a word used to modify a verb, adjective, or another adverb. Some adverbs are formed from adjectives and simply add *-ly*, but many do not. Adverbs answer a variety of questions about the word they modify including *How*, *How often*, *To what degree*, *When*, and *Where*. An adverb can be a single word, a phrase, or a clause.

Examples: The volunteers worked selflessly. (how)
 I return to my hometown occasionally. (how often)
 She seemed very knowledgeable. (to what degree)
 You can go tomorrow. (when)
 He travels everywhere. (where)

A simple adverb is underlined in each sentence. Circle the word it modifies. Identify the word it modifies as a verb (V), adjective (ADJ), or another adverb (ADV).

- ADV 1. Playing the guitar was much too difficult for the five year old.
- V 2. That scheming opportunist was once my friend.
- ADJ 3. Please give a very generous donation to the fundraiser for Children's Hospital.
- ADJ 4. A unicycle has only one wheel.
- V 5. The students from Washington Junior High visit the library regularly.
- V 6. I saw him once, and it was unforgettable.
- V 7. Vinnie always jogs in Central Park on the weekend.
- ADJ 8. The national debt is becoming increasingly important to the electorate.
- V 9. The hot dogs burned quickly on the barbecue pit.
- V 10. The snow goose flew east.