

Lesson 20**Inferring Time and Place****20****Exercise A**

A writer can give you very exact information about the time and place of a story. For example, a writer may begin a story with the following sentences:

I will never forget July 10, 1875. In the middle of the afternoon, the sheriff stopped my husband, my mother, and me on Main Street in Santa Fe to tell us about the noontime robbery of the local bank.

1. Underline the words that tell you the time of the story.
2. Circle the words that tell you the place of the story.

This description of the time and place is very specific and easy to find. Often, however, the time and place are not stated. Instead, the writer leaves it up to the reader to infer the time and place. Read the following selection and look for clues about the time and place.

The beast did not belong here.

That was Ambassador Jerol Telrig's reaction on seeing it. Telrig blinked and looked again. It was still there. Except for it, he was alone, by choice of the planetary government. Around him stretched the spacious boulevards and plantings and fountains and buildings of Boskavel, the capital. The local sun shone warmly overhead; he no longer noticed its slight excess of orange.

The beast had appeared from behind a building, padding softly on six heavily clawed feet. It was the size of a large dog; big overlapping plates covering its body made it look like a reptile. But its eyes burned with a brightness more mammal-like than reptilian, and the rest of its head was, with only slight exaggeration, all teeth.

Possibly—an ambassador from Earth learns to expect surprises on any new world—it was some sort of pet. Nevertheless, Telrig's hand crept to his hidden laser gun—just in case.

3. Where is the story probably taking place—on Earth, on another planet, or on a spaceship?

4. Underline the words in the selection that helped you answer question 6.

5. When does this event take place—in the past, in the present, or in the future?

6. What clues did you use to figure this out?

Exercise B

Read the following selections and look for clues about the time and place of the stories.

(A) He tossed it back, and Bill wound up again. This time the ball came at him as if it had been shot from a cannon, right in the strike zone.

Quacky swung away and again almost fell flat on his face.

"Nice pitch!" he said. In fact, he had never seen such a pitch before.

"Sure was!"

Both Quacky and Bill looked around to see who had said that. It was the mailman, who had stopped to watch while making his rounds.

"Too good to hit." Quacky knew a really good pitch when he saw one.

Bill stared at the mailman and then at Quacky.

"I shouldn't be playing ball," Bill said. "Not on city time. I've got to get back to those hedges."

He dropped the ball and glove at the pitcher's mound and picked up his shears. Quacky couldn't figure him out. One minute he was willing to play; the next he was walking off. He thought it had something to do with the mailman watching, but he didn't know why.

"I'd pitch a few to you, Quacky," said the mailman. "But I'm a little behind this morning."

Quacky gave up. Nobody else was around to pitch to him, and he figured it was almost lunch time anyway. He picked up the bat, ball, and mitt and started for home. . . .

1. Quacky is probably taking his batting practice
 - a. on the field of a major- or minor-league baseball park.
 - b. in an empty lot or neighborhood park.
 - c. in a grade-school or high-school gymnasium.
 - d. None of these.
2. The general time of the selection is probably
 - a. more than ten years ago.
 - b. in the 1980s.
 - c. sometime in the future.
 - d. All of these choices are possible.

(B) Maureen had often regretted leaving Ireland and her mother behind. She could picture Ma standing before the hearth, her face rosy from the glowing coals.

Little sister Rosheen had died in the spring. After that, Ma had grown weaker, and one day she had spoken to Pa about what must be done.

"Sean, take Maureen and the boys to America, before it is too late," she had said. "I will follow when I am able, God willing."

Suddenly the *Star* pitched forward and Maureen gripped the sides of the bunk. She held her breath and waited.

Maureen heard Mrs. Kelly crooning to her son, telling him he'd be well by morning. Maureen shook her head sadly. Timmy had been sick for many days and everyone in the hold knew that he was dying.

Morning came and the storm continued. The rain drummed noisily on the deck overhead while the oil lamps cast their gloomy light into the hold. Maureen sighed. How she dreaded another long day spent in the smelly confines. "At least when I go topside for our rations I can have a breath of air," she told herself, "even if it means getting wet, as well."

3. This selection takes place on the *Star*, (an airplane, a ship, a hot-air balloon), which is probably moving somewhere across (the Pacific Ocean, the Atlantic Ocean, the Gulf of Mexico). Circle the answers.
4. Underline at least four clues in the selection that helped you answer question 3.
5. About when does the story probably take place—before the 1950s, from the 1950s to the present, or in the distant future?

(C) It was almost noon when they heard the first low rumbling sound. It was high above them.

Joby stopped in his tracks to listen. His eyes grew wide. "What was that?"

Reese had stopped, too. His heart was pounding. John had told him about that sound. He knew what it was. "Come on," he said to Joby.

Quickly he reached for the rope. He tied one end around Joby's waist and wrapped the other end around his own hand. "If that sound means what I think it does, we want to keep some distance between us. We do not want to be in the same place. Try to keep a full rope's length between us, okay?"

Joby blinked his eyes hard. "I will try," he said tightly.

The heavy fog hid the sun. Often Reese could not see Joby behind him. Only the tugging on the rope let him know that they were still tied together.

Their progress was slow but steady. Reese had not heard the rumbling sound again. Two hours later, he was beginning to believe they would make it.

Then he felt the earth tremble under him. It was a slow rumble at first. Then it became a loud, grumbling roar high on the slope above. The danger that he had feared would not pass them this time.

He turned to call a warning to Joby.

"Avalanche!" he yelled over the roar of falling, tumbling snow.
"Avalanche!"

6. Is this selection taking place on a mountain, on a frozen river, or in a snow-covered forest?

7. Underline at least two clues in the selection that helped you answer question 6.

Lesson 39

Transitive and Intransitive Verbs

Action verbs with direct objects are transitive. Action verbs without direct objects are intransitive, as are linking verbs.

Some verbs are followed by **direct objects**—nouns or pronouns that complete a verb's meaning. When an action verb is used with a direct object, the verb is said to be **transitive**. Look at the following examples.

V	DO		V	DO
Kiku	played	the piano for hours.	Gene	baked a cake today.

Piano is the direct object of the verb *played*, and *cake* is the direct object of the verb *baked*. The objects receive the action expressed by the transitive verbs. To locate the object of the action, ask *what* or *who* receives the action expressed by the verb.

An action verb is called **intransitive** when it does not need an object to complete its meaning.

Kiku	played	for hours.	Gene	baked	today.
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The verb in the first sentence is *played*. Because there is no direct object, *played* is intransitive.

As you can see, action verbs like *play* and *bake* can be either transitive or intransitive. It depends on whether they have a direct object.

Linking verbs are always intransitive. They never have objects.

Maynard is a good actor.	The play seemed a bit dull.
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Exercise A

Write **T** if the verb is transitive or **I** if it is intransitive.

- Dino plays first base for the Scooters. _____
- He is a good hitter. _____
- He also runs well. _____
- His team won their last three games. _____
- They play the Cyclones tomorrow. _____

Exercise B

Label each verb **V** and each direct object **DO**.

Example: Jockeys ride thoroughbred horses.

V DO

Answer: Jockeys ride thoroughbred horses.

- Cortés first brought horses to America.
- Native Americans had never seen animals like horses before.

3. Some of the horses escaped their owners.
4. They roamed the West in wild herds.
5. Native Americans later captured these horses.
6. In time, Native Americans tamed their horses.
7. Herds of horses represented wealth.
8. They rode horses on buffalo-hunting trips.
9. Besides food, the buffalo provided hides for clothing.
10. Horses gave a new way of life to Native Americans.

Exercise C

Underline the verbs in the sentences and write **T** if they are transitive or **I** if they are intransitive.

Example: Texas has a proud history.

Answer: Texas has a proud history. —**T**

1. Today four-lane highways cross old cattle trails. _____
2. The state seems both old-fashioned and modern. _____
3. Ranch hands still herd cattle on the range. _____
4. Skyscrapers form the skylines of Dallas and Houston. _____
5. Tourists find numerous attractions in Texas. _____
6. The state continually expands its many cultural attractions. _____
7. The Lyndon Johnson Library stores presidential papers. _____
8. Visitors flock to the Alamo in San Antonio. _____
9. Texas was an independent republic for almost ten years. _____
10. It eventually became a state in 1845. _____

Lesson 40

Principal Parts of Irregular Verbs

The past and past participle forms of irregular verbs do not end in *-ed*.

All verbs have four principle parts. They are the present, the present participle, the past, and the past participle. The past and past participle forms of regular verbs end in *-ed*—for example, *followed*, *have followed*, and *prepared*, *have prepared*.

The past and past participle of irregular verbs are not formed in the same way. The chart below shows principal parts of common irregular verbs.

Present	Present Participle	Past	Past Participle
run	(is) running	ran	(has, have, had) run
come	(is) coming	came	(has, have, had) come
become	(is) becoming	became	(has, have, had) become
go	(is) going	went	(has, have, had) gone
begin	(is) beginning	began	(has, have, had) begun
see	(is) seeing	saw	(has, have, had) seen

Two guidelines will help you use the past and past participle forms of irregular verbs correctly.

1. Don't use the participle form without an auxiliary verb such as *have*, *has*, or *had*.

Ian **has become** an expert on whales. (Not: Ian become)

We **have seen** the whales out at sea. (Not: We seen)

2. Don't use the past form with an auxiliary verb.

Ian **began** a book about whales. (Not: Ian has began)

He **went** to the science museum. (Not: He had went)

Some irregular verbs can be grouped according to the patterns by which they change. Try to learn these patterns. Note that the past participle is always used with a helping verb like *has*, *have*, or *had*. (Since the present participle presents no problem it is not included in the chart.)

Present	Past	Past Participle
grow	grew	(has, have, had) grown
know	knew	(has, have, had) known
throw	threw	(has, have, had) thrown
blow	blew	(has, have, had) blown
fly	flew	(has, have, had) flown
draw	drew	(has, have, had) drawn
wear	wore	(has, have, had) worn

Present	Past	Past Participle
tear	tore	(has, have, had) torn
swear	swore	(has, have, had) sworn
ring	rang	(has, have, had) rung
sing	sang, sung	(has, have, had) sung
sink	sank, sunk	(has, have, had) sunk
swim	swam	(has, have, had) swum
spring	sprang, sprung	(has, have, had) sprung
drink	drank	(has, have, had) drunk
shrink	shrank, shrunk	(has, have, had) shrunk

Exercise A

Complete each sentence with either the past or past participle form of the verb in parentheses.

1. Yesterday Ian _____ a blue whale for the first time. (see)
2. It had _____ near his boat. (swim)
3. I have _____ interested in studying whales. (grow)
4. I had _____ to the marine museum one day. (go)
5. There Ian and I _____ into each other. (run)
6. Ian _____ many facts about whales. (know)
7. He had _____ a wonderful picture of a whale. (draw)

Exercise B

Complete each sentence with the correct past or past participle form of the verb in parentheses.

Example: Track has _____ a very popular sport. (become)

Answer: Track has become a very popular sport.

1. Sharon had _____ to one track meet. (go)
2. A week later she _____ to another one. (go)
3. She _____ someone who was a runner. (know)
4. She had _____ this person in both races. (see)
5. Soon Sharon _____ a runner herself. (become)
6. She _____ herself into the activity. (throw)
7. She had _____ to get stronger and faster. (begin)
8. The day of the race _____ near. (draw)
9. Finally, the big day had _____. (come)

10. Before the race, everyone _____ the national anthem.
(sing)
11. The starting bell had _____ loudly. (ring)
12. Sharon _____ forward ahead of the other runners.
(spring)
13. The coach had never _____ her run so well. (see)
14. That day she _____ the 220-meter race and won. (run)
15. Her team _____ to the national meet in Idaho. (fly)

Exercise C

Circle the correct past or past participle form of the verb.

Example: The players (drank, drunk) water during the time-out.

Answer: drank

1. The referee had (blew, blown) the whistle.
2. The quarterback dropped back and (threw, thrown) a pass.
3. He had (threw, thrown) the ball to the receiver.
4. The receiver (ran, run) to catch the ball.
5. The receiver had (sprang, sprung) high in the air but still missed the ball.
6. The audience (began, begun) to shout and boo the players.
7. Clearly the crowd had (became, become) upset.
8. The team (drew, drawn) into a close huddle.
9. In the huddle the quarterback had (sank, sunk) to his knees.
10. At first he had not (knew, known) what play to call.
11. An idea (grew, grown) in his mind while he knelt there.
12. The players (went, gone) back to their positions.
13. The quarterback had (began, begun) to give signals.
14. He had (sang, sung) out the signals loudly and clearly.
15. A cry of disappointment (rang, rung) out from the crowd.
16. The quarterback had (threw, thrown) the ball to a running back.
17. The running back had not (saw, seen) a tackler behind him.
18. Both players had (went, gone) down.
19. The ball had (flew, flown) out of the running back's hands.
20. Everyone had (knew, known) it would be a close game.

Exercise D

Rewrite each sentence to make the verb correct.

Example: The tire had sprang a leak.

Answer: The tire had sprung a leak.

1. I had grow to love my old car.

2. I had swore never to get rid of it.

3. At one time it flown over the highways.

4. Now its engine has wore out somewhat.

5. It has blow many tires.

6. The muffler has sink closer to the ground.

7. The seat belt buzzer has rang its last warning.

8. Among my friends I have sang its praises.
