

# Principal Parts of Irregular Verbs

Usually you add *-ed* to a verb to show past tense. **Irregular verbs** do not follow this rule. Instead of having *-ed* forms to show past tense, irregular verbs usually change to other words.

<b>Present Tense</b>	We <u>see</u> a model dinosaur.
<b>Present Participle</b>	We <u>are seeing</u> a model dinosaur.
<b>Present Perfect Tense</b>	We <u>have seen</u> a model dinosaur.
<b>Past Tense</b>	We <u>saw</u> a model dinosaur.
<b>Past Participle</b>	We <u>have seen</u> a model dinosaur.
<b>Past Perfect Tense</b>	We <u>had seen</u> a model dinosaur.

Remember present perfect tense uses *have* with the past participle (*have made*). Past perfect tense uses *had* with the past participle (*had gone*).

Present Tense	Present Participle	Past Tense	Past Participle
become	( <i>am, is, are</i> ) becoming	became	( <i>has, have, had</i> ) become
begin	( <i>am, is, are</i> ) beginning	began	( <i>has, have, had</i> ) begun
buy	( <i>am, is, are</i> ) buying	bought	( <i>has, have, had</i> ) bought
do	( <i>am, is, are</i> ) doing	did	( <i>has, have, had</i> ) done
freeze	( <i>am, is, are</i> ) freezing	froze	( <i>has, have, had</i> ) frozen
go	( <i>am, is, are</i> ) going	went	( <i>has, have, had</i> ) gone
am/is/are	( <i>am, is, are</i> ) being	was/were	( <i>has, have, had</i> ) been
know	( <i>am, is, are</i> ) knowing	knew	( <i>has, have, had</i> ) known
make	( <i>am, is, are</i> ) making	made	( <i>has, have, had</i> ) made
see	( <i>am, is, are</i> ) seeing	saw	( <i>has, have, had</i> ) seen
think	( <i>am, is, are</i> ) thinking	thought	( <i>has, have, had</i> ) thought
write	( <i>am, is, are</i> ) writing	wrote	( <i>has, have, had</i> ) written

**Directions** Write *present*, *present participle*, *past*, or *past participle* to identify the principal part of the underlined verb.

1. We are seeing enormous models of *T. rex*. \_\_\_\_\_
2. The models freeze them in time and space. \_\_\_\_\_
3. Suddenly, the models began moving! \_\_\_\_\_

**Directions** Write each sentence using the tense of the underlined verb indicated in ( ).

4. Dinosaurs are popular with children for years. (present perfect)  
\_\_\_\_\_
5. Many children make dinosaur models. (past perfect)  
\_\_\_\_\_

## Principal Parts of Irregular Verbs

Usually you add *-ed* to a verb to show past tense. **Irregular verbs** do not follow this rule. Instead of having *-ed* forms to show past tense, irregular verbs usually change to other words.

- Present Tense**            The king sees the Crystal Palace.  
**Present Participle**    The king is seeing the Crystal Palace.  
**Past Tense**                The king saw the Crystal Palace.  
**Past Participle**         The king has seen the Crystal Palace.

Present Tense	Present Participle	Past Tense	Past Participle
bring	(am, is, are) bringing	brought	(has, have, had) brought
build	(am, is, are) building	built	(has, have, had) built
choose	(am, is, are) choosing	chose	(has, have, had) chosen
come	(am, is, are) coming	came	(has, have, had) come
draw	(am, is, are) drawing	drew	(has, have, had) drawn
eat	(am, is, are) eating	ate	(has, have, had) eaten
find	(am, is, are) finding	found	(has, have, had) found
grow	(am, is, are) growing	grew	(has, have, had) grown
run	(am, is, are) running	ran	(has, have, had) run
set	(am, is, are) setting	set	(has, have, had) set
speak	(am, is, are) speaking	spoke	(has, have, had) spoken
tell	(am, is, are) telling	told	(has, have, had) told

**Directions** Underline the verb in each sentence. Write *present*, *present participle*, *past*, or *past participle* to identify the principal part of the verb.

1. He built a studio in Manhattan. \_\_\_\_\_
2. Hawkins had chosen Central Park for his display. \_\_\_\_\_

**Directions** Write the sentence using the principal part of the underlined verb indicated in ( ).

3. Archaeologists find many more dinosaur bones. (past participle)

\_\_\_\_\_

4. Today dinosaur exhibits draw huge crowds. (present participle)

\_\_\_\_\_



**Home Activity** Your child learned about principal parts of irregular verbs. Ask your child to write the principal parts of *tell* and *write* and then use each part in a sentence telling what he or she could communicate about dinosaurs.