



Period II

Grammar: Verbs – Part 1**Learning Objectives**

Upon completion of this topic, learners will:

1. write sentences using verbs correctly,
2. distinguish between visible and mental action verbs,
3. distinguish between transitive and intransitive verbs,
4. identify helping verbs and how they are used, and
5. use the different tenses of verbs correctly.

1. VERBS – PART 1

In previous grades, we have read about **action verbs** and **linking verbs**. In the current chapter, we will review them and read about some more new **verbs**.

We know that **verbs** express an action or state.

1. Theresa watches pretty birds in the garden.
2. The water has churned and boiled over the hot flame.
3. The fireworks exploded in the night sky.
4. The cat drinks milk.
5. Alpha looks sweet.

As you can make out,

- **verbs** in sentences are *watches, churned, boiled, exploded, drinks*, expressing actions and *looks* expressing state. Thus first five **verbs** are **action verbs** and the sixth **verb** is a **linking verb**.

1 Read the following sentences and identify the *verbs*, and write your answers in your notebook.

1. He drinks coffee.
2. The coffee tastes good.
3. She is the President.
4. He felt hot.

5. She felt along the wall for the light's switch.
6. The dog smelled bad.
7. The dog smelled the man's boots.
8. I am turning pages.
9. The milk turned blue.
10. He is groaning with pain.

Let us discuss **action verbs**.

(a) Action Verbs

Verbs can express different kinds of actions. Some actions are visible and easily noticeable. Some are mental actions and not easily noticeable.

Examples: play, wash, eat, etc. (**visible**)
know, think, remember, etc. (**mental**)

2 Read the following text and underline the *visible action words* once and *mental action verbs* twice. Then write them in your notebook.

In the winter time, when deep snow lay on the ground, a poor boy was forced to go out on a sledge to fetch wood. When he had gathered it together, and packed it, he wished, as he was so frozen with cold, not to go home at once, but to light a fire and warm himself a little. So he scraped away the snow, and as he was thus clearing the ground, he found a tiny golden key. Hereupon he thought that where the key was, the lock must be also, and dug in the ground and found an iron chest. 'If the key does but fit it!' thought he; no doubt there are precious things in that little box. He searched, but no keyhole was there. At last he discovered one, but so small that it was hardly visible. He tried it, and the key fitted it exactly. Then he turned it once round, and now we must wait until he has quite unlocked it and opened the lid, and then we shall learn what wonderful things were lying in that box.

THE BROTHERS GRIMM

ACTIVITY 1

TARGETED COMPETENCIES: Teamwork, Grammar and Speaking Skills

Let the class be divided in three groups A, B, C. Group A will assign words to Group B to make sentences using **action verbs**. Group C will point out the **verb**, whether **visible** or **mental**, in their discussion. (**Teacher's Note:** The teacher should supervise the activity.)

An **action verb** can be studied in terms of its object—whether it has an object or it does not have any. On this basis, **action verbs** can be categorized as:

(i) Transitive Verbs

(ii) Intransitive Verbs

1. She *smiled* on seeing him.
2. He *has been working* overtime to make ends meet.
3. The room is dark as electricity *has failed*.
4. The sun *is shining* brightly.

We realize that none of the preceding sentences satisfies the question for *object*—**what/whom**, which means that the respective **verbs** lack object. So, the **verbs** in the above sentences—*smiled*, *has been working*, *has failed* and *is shining*—are **intransitive**.

KEEP IN MIND...

- ♦ **Intransitive verbs** cannot satisfy the question—*what/whom*.
- ♦ **Transitive** or **intransitive** status of the **verb** is subject to its usage in the sentence.
- ♦ Sentences bearing **intransitive verbs** cannot be transformed into **passive voice**.

3 Analyse the underlined verbs in the following passage as transitive or intransitive and write your answers in your notebook.

1. This book tells us that the people, who believe in religion as an experience of truth, will never quarrel about the names which they assign (to) God. 2. They will tell us that God is there in our hearts; He is the truth behind our being; He is the lord of our inner chamber—our soul. 3. There, He resides in a hidden state; we can see Him, if we have the sense to see that He dwells there. 4. Because we have so many other interests and pursuits in life, He stays there unrecognized. 5. If we can perceive this sacred truth, we can see Him face to face. 6. It is at this juncture that we realise that God has possessed us. 7. It is this notion that has given our culture a wider vision.

4 Underline the action (visible/mental) verbs and identify them as transitive or intransitive, and write your answers in your notebook.

“Yes, it’s unusual to stay in space for six months on a first flight. And yes, it’s a little shift that you’re going to be locked in a can with a couple of guys. But I embraced the idea. I mean, I prepared for almost eight years! All the training was definitely beneficial for living up there. And with my Navy background, I’d gone on deployments before, so I wasn’t worried about leaving home for six months. The cosmonauts were very professional, and we all had mutual respect and understanding.”

ACTIVITY 2

TARGETED COMPETENCIES: Teamwork, Grammar and Speaking Skills

Let the class be divided into small groups. Learners will identify **transitive** or **intransitive** verbs in sentences. They will also identify the **object** that receives the **action** of the **verb**. If the verb is **intransitive**, they will emphasize that the sentence lacks the **direct object**.

(**Teacher’s note:** The teacher should write the sentences on the board and explain the absence/presence of the **direct object** in the sentence.)

(b) Linking Verbs

We know that a **linking verb** links (connects) the subject of the sentence to some information about the subject. **Linking verbs** don’t describe action.

1. Abdullah is a shopaholic.

2. During the afternoon, my cats are content to nap on the couch.

As you can make out,

- ‘is’ connects the **subject** *Abdullah* to an additional information about him, and
- ‘one’ connects the **subject** *cats* to something said about them.

So ‘is’ and ‘are’ are **linking verbs**.

The **verbs** in any form of the **verb** *be* (‘am’, ‘is’, ‘are’, ‘was’, ‘were’, ‘been’, ‘being’), ‘become’, ‘seem’, etc. are true **linking verbs**.

To understand the *action verbs* and *linking verbs* more clearly, read the following sentences. The *verbs* in bold are *action verbs* and those in italics are *linking verbs*.

1. He *is* a cannibal with a taste for finger food. (He = cannibal)
2. She *is* angry. (She = angry)
3. I *was* the last surfer to leave the water when the tidal wave approached. (I = the last surfer)
4. That man *seemed* threatening. (man = threatening)
5. Such a severe punishment *appears* harsh. (punishment = harsh)
6. Father **slapped** the son.
7. The penalty for making a grammar error *remains* unfair. (error = unfair)
8. This dish *smells* disgusting. (dish = disgusting)
9. The beggar **looks** for food.
10. The monkey *looked* hungry. (monkey = hungry)
11. He *became* the first President of the country. (He = the first President)
12. I was *calm* yesterday. (I = calm)

13. He *grew* tired of walking. (He = tired)
 14. Mother *appeared* happy. (Mother = happy)
 15. She **appeared** in the room.
 16. Tama **moves** fast.

If we can replace the **linking verb** with a giant equal sign =, and a correct meaning is achieved, the **verb** is a **linking verb**.

In sentences 6., 9., 15., and 16., the **verb** expresses an **action** each and so it is an **action verb**. While in the rest of the sentences, the **verb** expresses a **state of being** each. It connects the **subject** to the **complement**, so it is a **linking verb**.

REMEMBER...

- An **action verb** expresses an action. It can be **visible** or **mental**.
- An **action verb** is of two types: **transitive** and **intransitive**.
- A **linking verb** connects the subject to the complement, without expressing an action.
- A **helping verb** can be used as a **linking verb**, for example

(1)	(2)
Helping verb	Linking verb
He <i>is</i> watching a movie.	He <i>is</i> a gentleman.
We <i>are</i> playing.	We <i>are</i> hungry.
She <i>was</i> eating.	She <i>was</i> nice to us.
They <i>were</i> singing.	They <i>were</i> rude to you.

Verbs Sometimes Used as Linking Verbs

- Given below are some verbs sometimes used as **linking verbs**.
 feel, taste, look, smell, appear, grow, remain, stay, turn,
 seem, sound, become, get, prove

5 Identify the *verbs* in the following sentences, write them in your notebook and classify them into *action* or *linking verbs*.

1. My father appeared tired.
2. The ghost appeared in the doorway.
3. John became the president of the Student Council.
4. The cloth on the table felt soft and fuzzy.
5. Confidence grows taller every day.
6. The tree grows every day.
7. They felt sick after lunch.
8. The leftover food from the dinner smelled rotten.
9. You tasted the soup.
10. The soup tasted sweet.
11. I am a student.

12. Is it very hot there?
13. The kitten is going to die.
14. They are flying kites.
15. The sky is cloudy. It seems it will rain.
16. What are you doing?
17. Are you stupid?
18. Are your friends coming in the party?
19. I have been thirsty for an hour.
20. I have cracked a joke.

ACTIVITY 3

TARGETED COMPETENCIES: Grammar and Speaking Skills

Let the class be divided into two groups. One group will say a **verb**. The other group will identify the **verb** and frame a sentence citing the reason for the type of the **verb**.

Example:

Group 1

prove

Group 2

The test **proved** difficult for the students.
(test = difficult; linking/intransitive verb)

Helping and Modal Auxiliaries

Helping verbs or **auxiliaries** are words which, in association with **main verbs**, provide a unique sense and identity (**tense**) to a sentence.

1. I **do** not *like* chocolates, but I **do** *like* ice-creams.
2. The ship **was** *heading* towards the seaport.
3. The child **is** *playing* with its toys.
4. My father **can** *deliver* an impressive speech.
5. I **am** *taking* medicines regularly to recover from my illness.
6. The gardener **will** *maintain* the beauty of the garden.
7. Some people **have been** *cheated* of lakhs by a fake company.
8. The cruel master's slaves **would** *do* chores for him without wages.

As you can make out,

- in the above sentences, the words in bold—**do, was, is, can, am, will, have been** and **would**—are helping in the completion of the sense of their respective **main (action) verbs**—*like, heading, playing, deliver, taking, maintain, cheated* and *do*. They are also showing the **tense** of their respective sentences. Thus, they are **auxiliaries** in these sentences.

REMEMBER...

- **Auxiliaries** do not have any individual meaning of their own—they only help to complete the sense of the **main verbs**.
- **Auxiliaries** are of two kinds: **primary** and **modal**.

6 Read the following and identify the *main verbs* and the *auxiliaries* in each sentence. Write your answers in your notebook.

1. Generally, men and women are not warriors. 2. They are busy bothering about two square meals, children and other allied problems. 3. But there does come a time when the whole nation awakens to a noble cause. 4. On such occasions, common and simple men and women become warriors and a new and revolutionary episode of history sets in. 5. Great leaders have the same element in their personality which spurs them to inspire a whole nation and sometimes the whole world.

7 Fill in the blanks with the correct *auxiliaries* from the given choices and write your answers in your notebook.

- _____ your brother passed the test? (Was/Has)
- When _____ you leave for school every day? (does/do/will)
- I _____ currently enjoying a comedy show on TV. (is/am/has)
- _____ you solve this problem for me? (Has/Do/Can)
- They _____ been singing and dancing on stage for some time. (has/have)
- It _____ not raining then. (was/were)
- You _____ not be cruel to animals. (did/should)
- Nelson Mandela, the second Gandhi, _____ left a legacy of non-violence for his followers. (will have/had/has)
- The broken-down bus _____ replaced with a new one. (is/has/had)
- The teacher _____ asked their students to write all the answers in their notebooks. (had/need/was)

Auxiliaries (Primary-Modal)

Auxiliaries (commonly known as **helping verbs**) are the words which, in association with the **main (action) verbs**, provide a specific sense and identity (**mood** or **tense**) to a sentence.

Read the following sentences carefully.

1. I **am** *drafting* an official letter.
2. He **does** not *listen* to what his father has to tell him.
3. They **have** *reached* the winning post.
4. We **shall** *overcome* all the odds of life courageously.
5. **Do** you *believe* in ghosts?

6. The old couple **had** *employed* a maid to cook food for them.
7. The British **would** *force* our countrymen *for* servitude to them.
8. My grandparents **used to** *get* their room *organised* only by me.

Do you think the words (in bold) in the sentences 1.–8. have any meaning of their own?

No, they have no meaning of their own, rather they just provide support to their respective **main verbs**—*drafting, listen, reached, overcome, believe, employed, force* and *get*—in the completion of their meaning/sense. In other words, these **helping verbs** *help in completing the sense of the main verbs*.

Being in use with the **main verbs**, as can be observed above, they also *establish the tense of the sentences* they are used in.

Thus, we can safely infer that there are two main characteristics of **helping verbs** or **auxiliaries**:

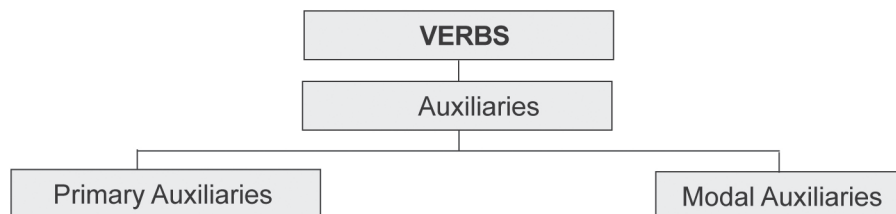
- They are meaningless, but they complete the sense of the **action verbs**; and
- They are indicative of the **tense** of a **verb**.

8 In the following paragraph, identify the various **auxiliaries** used and write your answers in your notebook.

1. At last, in August, 1947, the dream of getting rid of the two-century-long servitude came true. 2. But it had not been easy to achieve independence. 3. Lakhs of patriots, and common people alike, had sacrificed their lives for the sake of the freedom of our motherland from the stifling clutches of the British rule. 4. It is only due to their untiring efforts that we are breathing in the unrestrained air of freedom today. 5. However, along with freedom, myriad complications had also intruded the Indian land. 6. Several of them are lingering on. 7. Gradually, for the progress and development of the nation, five-year plans were formulated and executed. 8. State-wise planning was initiated to combat the problems that kept arising. 9. Since then, we have opened many educational institutions of repute. 10. In the field of agriculture and foodgrain, we have become self-reliant. 11. And we are also exporting wheat and sugar to many countries. 12. Many dams have been constructed which generate and supply power to the whole nation. 13. In the sphere of medical science, we have progressed tremendously. 14. Death rate has been brought under control. 15. There has been a complete uplift of the nation.

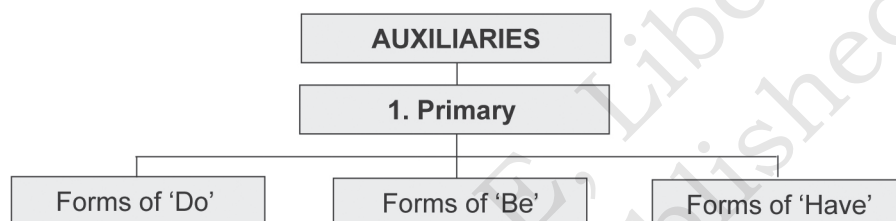
Kinds of Auxiliaries

On the basis of their nature and functions, **auxiliaries** are grouped under two heads as follows:



1. Primary Auxiliaries

The different forms of the **main verbs**—*do*, *be* and *have*—when used with other **main verbs** to complete their meanings, are termed as **primary auxiliaries**.



Therefore, different forms of **do**—*do*, *does*, *did*; different forms of **be**—*is*, *am*, *are*, *was*, *were*; different forms of **have**—*has*, *have*, *had*; and some compound forms created with the help of forms of **be** and **have**—*has been*, *have been*, *had been*—are collectively termed as **primary auxiliaries**.

Each of these **primary auxiliaries** is indicative of for a particular tense and subject (number and person).

*Read the following examples to observe the use of **primary auxiliaries** which indicate different subjects and tenses.*

- (i) An ostrich **does** not fly like other birds do.
(**does** with singular subject, in the *simple present tense*)
- (ii) These days, *most of the movies* **do** not convey good messages to the society.
(**do** with plural subject, in the *simple present tense*)
- (iii) She **is** decorating her room for the new-year celebrations.
(**is** with singular subject, in the *present continuous tense*)
- (iv) The newly appointed ministers of the government **are** taking an oath of office.
(**are** with plural subject, in the *present continuous tense*)
- (v) I **am** waiting for a suitable opportunity to serve the nation.
(**am** with its exclusive subject I, in the *present continuous tense*)
- (vi) The flight **did** not land at the right time due to foggy weather.
(**did** with any subject, in the *past indefinite tense*)

- (vii) *The horse* **was** neighing gladly to see green grass.
(**was** with singular subject, in the *past continuous tense*)
- (viii) *Flies* **were** humming over the uncovered sweets.
(**were** with plural subject, in the *past continuous tense*)
- (ix) *The President* **has** imposed President's Rule in the politically-unstable state.
(**has** with singular subject, in the *present perfect tense*)
- (x) *The judges* **have** declared him the winner of the competition.
(**have** with plural subject, in the *present perfect tense*)
- (xi) *The soldiers* **had** arrested the traitor from his hiding place.
(**had** with any subject, in the *past perfect tense*)
- (xii) *It* **has been** drizzling for some hours.
(**has been** with singular subject, in the *present perfect continuous tense*)
- (xiii) *Prices of essential commodities* **have been** rising drastically since the year 2000.
(**have been** with plural subject, in the *present perfect continuous tense*)
- (xiv) On the new-year eve, *they* **had been** singing and dancing around the bonfire since 8 P.M.
(**had been** with any subject, in the *past perfect continuous tense*)

MARK THIS...

- The **future tenses** are indicated by the **compound auxiliaries**—*shall/will be, will/shall have* and *will/shall have been*—which are combinations of **primary auxiliaries** and **modal auxiliaries**.

You can learn the combination of **primary auxiliaries** and the **main-verb** forms from the following table:

Primary Auxiliaries	Action Verbs
Do, Does, Did	Verb (I)
Is, Am, Are, Was, Were	Verb+ing/Verb (III)
Has, Have, Had	Verb (III)
Has been, Have been, Had been	Verb (III)/Verb+ing
Shall/Will	Verb (I)
Shall/Will be	Verb+ing/Verb III
Shall/Will have	Verb III
Shall/Will have been	Verb+ing/Verb III

REMEMBER...

- When the **primary auxiliaries** are not associated with other **action verbs**, they themselves are the **main verbs** having their individual meanings.
- A **primary auxiliary** cannot be used in more than one tense.

9 Fill in the blanks with the correct auxiliaries from the brackets and write your answers in your notebook.

1. The intruders _____ not make any noise while breaking into the house last night. (do/does/did)
2. Sam's family _____ not live here. (do/does/did)
3. _____ the professional singers practice singing every day? (Do/Does)
4. "Currently, I _____ weeding my crop," said the farmer. (am/was)
5. The gardener _____ not watered the plants of our garden for some days. (has/have)
6. They _____, then, discussing an important issue. (are/were)
7. My brother _____ not like to bathe in cold water. (do/does)
8. _____ you ever tasted such a dish? (Have/Has)
9. _____ the bird carrying some grain or worm in its beak? (Am/Is)
10. We _____ been listening to news for last twenty minutes. (has/have)

2. Modal auxiliaries

Modal Auxiliaries are those auxiliaries which specify various modes, moods or contexts of the **main (action) verbs** they are associated with.

The words—*can, could, may, might, shall, should, must, ought to, will, would, need, dare* and *used to*—are recognized as **modal auxiliaries**.

They exhibit different moods/modes with respect to *ability, capacity, promise, possibility, determination, advise, threat, courage*, etc. as follows:

- (i) I **can** solve ten sums in an hour. (ability)
- (ii) It **can** snow in the hills today. (possibility)
- (iii) He **would** not listen to his parents at all. (past habit)
- (iv) You **must** take medicine immediately if you are not feeling well. (advice)
- (v) Children **should** be attentive in the class. (obligation)
- (vi) The winner of the contest **shall** have a cash prize and a participation certificate. (promise)
- (vii) A superfast train **can** easily cover 200 km per hour. (capability)
- (viii) **Would** you lend me a helping hand, please? (request)
- (ix) Since your task is complete, you **may** go home now. (permission)
- (x) As a child, my daughter **used to** play with dolls. (past habit)

In these examples, the highlighted **auxiliaries** establish the modes/moods of their respective **main (action)** verbs with respect to *ability, possibility, past habit, advice, obligation, promise, capability, request* and *permission*. Therefore, these auxiliaries are **modal auxiliaries**.

MARK THIS...

- ♦ Unlike **primary auxiliaries**, a **modal** can be used in more than one tense.

Uses of Modals

Let us now discuss all the **modal auxiliaries** one by one.

1. Can expresses:

(a) Ability

- (i) This leader **can** infuse new zeal into the common man to fight against social evils.
- (ii) Nicolis, the seven-year-old wonder-kid, **can** solve any puzzle in a split second.
- (iii) Peter **cannot** understand French.
- (iv) **Can** he score 90 per cent marks without adequate preparation?

(b) Capacity/Capability

- (i) This new model of Maruti **can** give a mileage of 20 km.
- (ii) The plastic tank installed on our roof **can** hold 1000 liters of water.
- (iii) Steam engines **can** no longer cater to our needs.
- (iv) **Can** this obsolete electric meter measure electricity consumption efficiently?

(c) Power

- (i) Sometimes, a tiny ant **can** be a major irritant for a mighty elephant.
- (ii) A truck **can** carry tons of load.
- (iii) A child **cannot** compete with an adult under normal circumstances.

(d) Permission

- (i) It is getting darker by the second, you **can** go home now.
- (ii) **Can** I disturb you for a while?
- (iii) He **cannot** meet me today.

(e) Strong Possibility/Probability

- (i) Dark clouds have accumulated in the sky, it **can** rain any time.

- (ii) There **can** be no water in this part of the desert.
 - (iii) My friend has been out of town for quite some time; he **can** return soon.
- (f) *Theoretical Probability*
- (i) Everyone **can** learn from mistakes.
 - (ii) Two and two **cannot** make five.
 - (iii) Tap water **can** freeze in extreme cold weather.
 - (iv) God **cannot** be cruel to any creature.

2. Could expresses:

- (a) *Past Ability*
- (i) When my sister was just two years old, she **could** recite poems in English as well as in Hindi.
 - (ii) The just magistrate **could** identify the real offender merely by looking at his face.
 - (iii) Maria was feeling sleepy and **could not** remain awake for the late-night party.
- (b) *Past Capacity*
- (i) The poor farmer **could not** provide proper food and clothes to his children.
 - (ii) The old car **could not** complete the scheduled journey.
 - (iii) The sprawling canopy **could** accommodate more than two hundred people attending the wedding.
- (c) *Past Power/ Strength*
- (i) This camel, when it was younger, **could** cross the vast desert in no time.
 - (ii) The famous boxer **could not** defeat his challenger in his last bout.
- (d) *Past Possibility/ Probability*
- (i) My uncle **could** attend the event were he in town.
 - (ii) The officer **could** have finished his project by the deadline had he valued time.
- (e) *Past Permission*
- (i) The peon **could** remain on leave after informing his officer.
 - (ii) The boys **could** not go out of their hostel after six in the evening.
- (f) *Polite Request in the Present*
- (i) **Could** you do me a little favor?
 - (ii) **Could** you fetch me a glass of water, please?

(g) *Possibility in the Present*

- (i) Be careful while walking on the road in the dark, there **could** be excavations.
- (ii) He is in a formal dress, he **could** go to attend a meeting.

3. May expresses:

(a) *Formal Permission*

- (i) **May** I leave the class now, sir?
- (ii) **May** I have the pleasure of your company?
- (iii) You **may** use my scooter till the time you purchase your own.

(b) *Possibility*

- (i) Mr Robinson **may** be our new boss.
- (ii) My friend **may** come to see us today.
- (iii) He **may** not start his journey tomorrow.

(c) *Blessing/ Curse/ Good wishes*

- (i) **May** you succeed in your endeavor!
- (ii) **May** God bless you with whatever you desire!
- (iii) **May** you suffer exactly as you caused me to!

(d) *Purpose*

- (i) Walk cautiously so that you **may** reach your destination safe.
- (ii) We eat so that we **may** remain alive and healthy.

(e) *Guess*

- (i) This is an important topic and questions based on it **may** be asked in the examination.
- (ii) His extemporaneous speech was very impressive, he **may** be declared the winner.

4. Might expresses the following modes/moods:

(a) *Past Tense of May*

- (i) Looking at the sky, the old man said, “It **may** rain any time now.”
Looking at the sky, the old man guessed that it **might** rain any time then.
- (ii) The teacher said to the students, “You **may** not always find the going easy.”
The teacher cautioned the students that they **might** not always find the going easy.

- (b) *Hesitant Request*
- (i) **Might** I draw your attention for a second?
 - (ii) **Might** I borrow your laptop for today?
- (c) *Past Possibility*
- (i) Rocky **might** have become an electrical engineer.
 - (ii) He **might** have remained aloof from the rest of the world had he so wished.
- (d) *Past Purpose*
- (i) Our parents toiled hard so that we **might** live comfortably.
 - (ii) She showed courage so that she **might** fight injustice.
- (e) *Remote Possibility in the Present*
- (i) Fog has begun to set in now, we **might** not drive so fast.
 - (ii) If the investigations yield result, the corrupt **might** be sent behind bars.

5. Will expresses:

- (a) *Simple Future (with II and III person subjects)*
- (i) You **will** see a change in my personality when I start earning my own bread.
 - (ii) He **will** tell you the truth behind these rumors.
 - (iii) They **will** not help you if you do not behave responsibly.
 - (iv) A puff of air **will** scatter the bits of paper around, so do not litter here.
- (b) *General Instruction*
- (i) All the students **will** compulsorily attend the morning assembly.
 - (ii) None of you **will** be seen gossiping in the corridor.
- (c) *Request (mostly with II person subjects)*
- (i) **Will** you help me do it?
 - (ii) **Will** you not (**Won't** you) dine with me?
- (d) *Possibility (all subjects except I person)*
- (i) My father **will** be the next Commissioner of Police.
 - (ii) She **will** be a lecturer soon.
- (e) *Habit*
- (i) Yasin **will** talk of nothing but his riches.
 - (ii) They **will** do anything to avoid working.
- (f) *Command*
- (i) **Will** you listen to me calmly?
 - (ii) **Will** you not maintain silence here?

- (g) *Persistence/Obstinacy/Refusal (all subjects except I person)*
- (i) The spoilt boy **will** abuse anyone.
 - (ii) This child **will** not stop hitting his playmates.
 - (iii) She **will** keep on biting her nails as she works.
- (h) *General Theory/Truth (all subjects except I person)*
- (i) Temperature **will** fall by 1°C with the increase of 165 meters in altitude.
 - (ii) Smoke **will** rise from where there is fire.
- (i) *Result (in conditional sentences)*
- (i) If they accept our proposal, we **will** immediately launch the business venture.
 - (ii) The soccer captain **will** play in the forward position if the situation so demands.
- *When used with I person, **will** conveys:*
- (a) *Promise*
- (i) I **will** feed every hungry mouth.
 - (ii) We **will** prove ourselves the true children of our motherland.
- (b) *Determination*
- (i) I **will** show how a girl contributes in the progress of the society and the nation.
 - (ii) We **will** strive to uproot all evils from the society.
- (c) *Threat/Warning*
- (i) I **will** turn you out of the house if you do not mend your ways.
 - (ii) We **will** sever our ties with you if you continue with your wicked actions.
- (d) *Intention/Willingness*
- (i) I **will** bring a cup of steaming hot tea for everyone.
 - (ii) We **will** work to uplift the condition of the poor slum-dwellers.

6. Would expresses the following moods/modes:

- (a) *Past Tense of Will*
- (i) Joy said to his friend, “I **will** never forget you.”
Joy promised his friend that he **would** never forget him.
 - (ii) The mother said to the son, “I **will** not tolerate your moral degradation.”
The mother warned the son that she **would** not tolerate his moral degradation.

(b) *Preference*

- (i) I **would** rather stay at home than waste time outdoors.
- (ii) We **would** rather remain quiet than get into baseless arguments.

(c) *Polite Request*

- (i) **Would** you drop me at the office, please?
- (ii) **Would** you mind if I sit beside you on this bench?

(d) *Past Habits*

- (i) As a child, I **would** sometimes become emotional over petty issues.
- (ii) Today, they are honoring the man they **would** not even look at, some years back.

(e) *Invitation/ Offers*

- (i) **Would** you like to accompany us to the new monument?
- (ii) **Would** you join me at lunch?

(f) *Intention*

- (i) I **would** happily sacrifice my life if my motherland so needs.
- (ii) I **would** never accept bribe for doing my duty.

(g) *Guess/ Inference*

- (i) He **would** be in a celebratory mood whenever he returned unusually early.
- (ii) The child **would** be playing outdoors when not visible.

(h) *Result in Unfulfilled Condition*

- (i) If anyone tormented him, he **would** not take it lying down.
- (ii) If she came to wish him a happy new year, he **would** reciprocate.

7. Shall expresses:

• *Simple Future Plan or Programme (with I and we)*

- (i) I **shall** board a sight-seeing bus to go round the heritage city.
- (ii) We **shall** arrange an inter-class quiz competition next Sunday.

• When used with subjects other than **I** and **we**, **shall** expresses:

(a) *Promise*

- (i) You **shall** have full cooperation from me in all your endeavors.
- (ii) She **shall** accept your proposal of marriage.

- (b) *Threat*
- (i) Don't park here, or tyres **shall** be deflated.
 - (ii) Those who commit sins **shall** perish.
- (c) *Command/ Order*
- (i) Romeo **shall** offer service at the church to atone for his sin.
 - (ii) No stranger **shall** stand here.
- (d) *Legal/ Official Regulation*
- (i) The newly-elected members of the state assembly **shall** take the oath of office on the appointed day.
 - (ii) People possessing more than one voter card **shall** be tried under law.
- (e) *Proposal/ Offer*
- (i) **Shall** we go to watch the newly-released movie?
 - (ii) **Shall** I prepare dinner for you?

8. Should expresses:

- (a) *Past Tense of Shall*
- (i) He **should** have done what was required.
 - (ii) You **should** have been more careful.
- (b) *Advice/ Suggestion*
- (i) Children **should** not remain awake till late at night.
 - (ii) You **should** keep your doors closed for safety against thieves and burglars.
- (c) *Moral Obligation/ Duty*
- (i) You belong to a well-to-do family, you **should** provide some help to the poor.
 - (ii) His parents are very old now, he **should** serve them and take good care of them.
 - (iii) Falsehood maligns character, no one **should** tell lies.
- (d) *Condition*
- (i) **Should** you get to know anything about it, please let me know, too.
 - (ii) **Should** you ever happen to be in town, do pay us a visit.
- (e) *Purpose with Lest*
- (i) Look before you leap lest you **should** fall flat on your face.
 - (ii) Do not spit on the walls lest you **should** be made to clean them up.

IN THE BACKDROP...

- ♦ *Shall* and *will* are the **auxiliaries** of the **simple future tense**.
- ♦ **Compound auxiliaries** formed with the help of *shall/will* and various forms of *be* and *have* are used to indicate the **future progressive, future perfect** and **future perfect continuous** tenses.

9. Must expresses the following modes:

- (a) *Compulsion/ Necessity/ Obligation*
- (i) Your elbow is bleeding, you **must** get first-aid immediately.
 - (ii) The function is about to start, all the invitees **must** be seated beforehand.
 - (iii) You **must** have a passport if you wish to fly abroad.
 - (iv) Students **must** not be late for the examination.
- (b) *Inference/ Conclusion/ Deduction*
- (i) My father left for his office in the morning, he **must** still be there.
 - (ii) That brightly illuminated body in the sky **must** be the pole star.
 - (iii) He started his journey at 10 A.M.; by now, he **must** be half way through.
- (c) *Strong Possibility*
- (i) There is a loud thunder, it **must** rain rather heavily.
 - (ii) Your neighbor has a big car, he **must** be very rich.
- (d) *Prohibition*
- (i) This is a silence zone, motorists **must** not honk here.
 - (ii) You **must** not smoke in public.

10. Ought to expresses:

Moral duty/ Obligation

- (i) You **ought to** rush the injured to the hospital for immediate medical care.
- (ii) She **ought to** help her mother in the kitchen.

11. Dare expresses *courage*

- (i) How **dare** you interrupt me?
- (ii) The child **dare** not go near the tiger's cage.
- (iii) **Dare** the prince defeat the demon?

12. Need

expresses *necessity* or *requirement* (mostly) when used in negative and interrogative sentences

- (i) I am okay, you **need** not worry about me.
 (ii) **Need** you not (**Needn't** you) do it immediately?

13. Used to

expresses a *past habit* that no longer exists

- (i) When I was a child, my grandmother **used to** relate to me the Jones stories.
 (ii) Before coming to Liberia, he **used to** run a business in London.

IN THE BACKDROP...

- ♦ 'Dare', 'Need' and 'Used to' are termed as semi-**modals** since they represent single use and are also used as **main verbs**.

10 Fill in the blanks with the appropriate modals from the brackets and write your answers in your notebook.

- When I was young, I _____ run ten miles every morning.
(need/used to/should)
- If you have to appear in a competitive examination, you _____ bear a permission letter from the concerned authority.
(should/must/would)
- He has the hope that they _____ approve his proposal readily.
(could/should/might)
- I was not in the best of health, hence I _____ not take part in the marathon.
(can/could/may)
- _____ you shine in the world like the sun!
(Might/May/Ought to)
- He, the renowned singer, _____ sing any kind of song.
(would/can/could)
- _____ you help me get down the bus? There is a plaster cast on my leg.
(Could/Would/Should)
- Since the earthen pitcher was broken, it _____ not hold any water.
(would/will/could)
- Robert said that he _____ go to Monrovia the following morning.
(shall/should/can)
- All of you _____ put on clean clothes.
(must/should not/will)
- To remain healthy, we _____ take exercise in the fresh air of the morning.
(ought to/used to/should)
- Ruskin _____ be selected in the national football team as his final performance was not convincing.
(cannot/could not/would not)

13. We _____ be struck by a disastrous typhoon tonight.
(*could/would/may*)
14. She already has dozens of suits, she _____ buy any more.
(*dare not/need not/should not*)
15. _____ you like to have another cup of coffee?
(*Could/Would/Can*)

11 Replace the highlighted parts (*phrases*) in the following sentences with appropriate *modal auxiliaries* and write your answers in your notebook.

1. You **are advised to** pay attention to your work.
2. **Perhaps** the next Tuesday **will** be a half-working day.
3. Anny **has permission to** leave the class early.
4. You **have the strength to** climb rocks without much effort.
5. **There is much likelihood of** the prices of petroleum products rising soon.
6. She **has promised to** meet me at home.
7. You **are requested to** inform her relatives.
8. Children **are prohibited to** pluck flowers.
9. It **is essential for him to** see his boss immediately.
10. I **am determined** not to move an inch from here.

12 Story Time!

Complete the following story by supplying the missing *auxiliaries* and write your answers in your notebook.

Once, a wolf, that _____ feeling very hungry sneaked close to a flock of sheep that _____ grazing on the hills. The wolf _____ noticed that the shepherd _____ guarding his flock quite intently. He _____ chase the wolf away every time it drew closer to the flock. But the wolf _____ not give up. It _____ decided that it _____ certainly have its kill. But it also realized, that it _____ have to plan its move carefully.

It _____ seen sheepskin being sold down there at the village market. So, the wolf bounded down to the spot, and tugging one sheepskin away, leapt up the hill back to the flock of sheep. Hiding behind the rock close by, the wolf put on the sheepskin and stealthily mingled with the flock. By then, the shepherd _____ decided to drive his flock downhill. The wolf saw that the sheep _____ started bleating as the shepherd _____ prodding them. 'I _____ bleat or the shepherd _____ detect me easily,' thought the wolf. It opened its mouth wide like the other sheep, trying hard to bleat, but out came a loud wolfish howl.

The shepherd turned around with a start and began thrashing the wolf wildly with his prod. The wolf _____ smarting and trying to escape but the shepherd _____ not stop until he _____ made his kill.

ACTIVITY 4

TARGETED COMPETENCY: Grammar Skills

Differentiate between the **main** and the **helping verbs** in the passage.
(**Teacher's Note:** The teacher should give a passage to the learners.)

(d) Tenses of Verbs (*Present, Past and Future*)

In previous grades, we have read about **conjugation** of **verbs** in **present, past** and **future tenses**.

In the current unit, we will discuss the **tenses of verbs (present, past and future)**.

Verb Tenses

Verb tenses tell us when the action takes place. The action could be in the **past, present, or future**.

Now Let us discuss the above **verb tenses** in detail.

Read the following sentences carefully:

1. Birds **fly** in the air.
2. My brother **flew** to England last week.
3. I **shall fly** a kite on Sunday.

In the first sentence the verb **fly** refers to the *present* time, in the second sentence the verb **flew** refers to the action in the *past*, while the Verb in the third sentence **shall fly** refers to the *future*.

The **tense of a verb** shows the time when an action takes place.

There are three tenses: I. Present Tense II. Past Tense III. Future Tense

To show at what stage an action is, each of the three tenses has been sub-divided into four heads. These sub-divisions are—

<i>Tense</i>	<i>Indefinite</i>	<i>Continuous or Progressive</i>	<i>Perfect</i>	<i>Perfect Continuous</i>
Present	I play	I am playing	I have played	I have been playing
Past	I played	I was playing	I had played	I had been playing
Future	I shall play	I shall be playing	I shall have played	I shall have been playing

Thus, the *tense* of a *verb* does not show the time of an *action* or *event* alone. Rather it shows the *state* of that action also.

I. THE PRESENT TENSE

(with Extension)

A. THE PRESENT INDEFINITE TENSE

(First Form of the Verb)

(a) In the **present indefinite (simple present) tense** the *first form* of the *verb* is used; as—

I **learn** my lesson. We **pray** to God daily.

(b) If the **subject** is of the **third person** and **singular in number**, we add 's' or 'es' to the first form of the verb; as—

Sam **tells** a lie. She **speaks** the truth.

Sylvia **goes** to school. He **teaches** us English.

Note: (i) we add 'es' to the **verbs** which end in 'o', 's', 'ss', 'sh', 'ch' or 'x'.

(ii) If some **verb** has 'y' after a consonant, change 'y' into 'i' and add 'es' to it; as—'carry—carries'. However, this rule does not apply in the condition if 'y' follows a vowel in the **verb** 'destroy—destroys'; 'pray—prays' etc.

(c) 'Do' or 'does' is used in **interrogative, negative and emphatic sentences**.

(i) Interrogative Sentences

['Do'/'Does' is placed before the subject and the first form of the **verb** is placed after the subject, *e.g.*]

(Do/Does + subject + 1st form of the verb + ?)

Do you *like* your new school?

Does he *know* you well?

When **does** he get up?

(ii) Negative Sentences

If the subject of a sentence happens to be 'I', 'we', 'you', 'they' or plural nouns, put *do not* with them.

Similarly, if the subject is anyone of 'he', 'she', 'it' or any other III person singular noun, *does not* will be used with them. Begin the sentence with '*Do not*' in imperative sentences; as—

(subject + do/does + not + 1st form of the verb)

I do not *tell* a lie.

Do not *sit* here.

Rocky **does not** *learn* his lesson.

Exception—He never **takes** tea.
(Here the sentence means—He does not ever take tea.)

(iii) **Emphatic Sentences**

You **do** *smoke* but do not confess.

He **does** *go* to the movie; but on Sundays.

Note. Only the *first form of the verb* is used with ‘do’ and ‘does’.

Uses of the Simple Present Tense

The **simple present tense** is used with the words—*always, every day, every week, every month, once a week, twice a week, frequently, generally, sometimes, usually, quite often* etc. and in the following cases—

(a) to express a **habitual action, daily routine** or **custom**; as—

I *go* out for a walk daily.

My father always *reaches* the office in time.

(b) to express certain **general/universal, permanent** truth; as—

Ice *melts* at 0° centigrade.

The earth *moves* round the sun.

(c) (i) to express certain *fact* that is true at the time of speaking; as—

Our school *opens* at 10 AM these days.

Here *comes* my uncle.

(ii) In exclamatory sentences beginning with *here* and *there* to express what is actually taking place at the time of speaking; as—

There she *hides*!

(d) to express a **situation** or a **fact** that is permanent; as—

Verona *stands* on the Adige River in Veneto, Italy.

This road *leads* to my house.

(e) (i) to narrate different **actions** taking place at the time of speaking; as—

She *starts* singing.

She *sings* beautifully and *wins* the contest.

(ii) to describe activities in progress when there is stress on the succession of happenings, *e.g.* in broadcasting commentaries or sporting events; as—

James *carries* the ball. He *hits* it hard and scores a goal.

(f) to narrate a **past event** through a dramatic narrative for the sake of vividness; as—

The king now *draws* his sword and *attacks* the enemy.
When the curtain *rises*, the king is *seen* sitting on his throne.

(g) to express a **planned future action**; as—

His marriage *comes off* next week.
The train *steams* off at 11 o'clock.
I *leave* for Rwanda tomorrow.

(h) to express a **subordinate clause of time and condition** introduced by 'if', 'till' or 'when' in a conditional sentence; as—

If you *run* fast, you will catch the train.
When you *reach* there, send me an e-mail.
I shall stay here till you *get* ready.

(i) to begin **imperative sentences**; as—

Obey your teachers.
Always *speak* the truth.

(j) to **quote someone**; as—

Shakespeare says, "Beauty is in the eye of the beholder."
Shelley says, "If winter comes, can spring be far behind?"

Note. (i) The **present indefinite tense** generally contains such **adverbs** and **adverb phrases**; as—

- *always, frequently, daily, generally, often, sometimes, usually etc.*
- *every day, every week, every now and then, every month, once a week, thrice a week etc.*

(ii) Such phrases as 'at the moment,' 'at present' etc. are not used in this tense.

(iii) This tense can be used in place of **present continuous tense** with the (those) **verbs** which cannot be used in *continuous form*. For example—

1. **Verbs of appearing**, *e.g.* appear, look, seem.
2. **Verbs of thinking**, *e.g.* agree, believe, consider, deem, forget, know, imagine, mean, mind, remember, think, suppose, understand.
3. **Verbs of emotion**, *e.g.* desire, feel, hate, hope, like, prefer, love, refuse, want, wish.
4. **Verbs of perception**, *e.g.* hear, notice, recognize, see, smell.

5. Verbs of possession, e.g. belong, contain, consist of, own, possess.

Wrong

He **is loving** me.

I **am thinking** you are in the wrong.

She **is looking** sad.

He **is having** a Maruti car.

These grapes **are**

tasting sour.

Right

He **loves** me.

I **think** you are in the wrong.

She **looks** sad.

He **has** a Maruti car.

These grapes **taste** sour.

Exceptions: The **verbs** listed above convey a changed meaning if they are used in the **present continuous tense**, e.g.

She **is thinking** of going abroad. (has the idea of)

They **are having** lunch. (busy in taking)

She **is feeling** better now. (has become)

13 Fill in the blanks with correct *tense* of the *verbs* given in brackets and write your answers in your notebook.

- I _____ here and my friend, Sam, also _____ here. (*live*)
- My mother _____ water, and I _____ rice every morning. (*boil*)
- My father _____ to his office and we _____ to our schools at 8 A.M. (*go*)
- I _____ what my sister _____. (*eat*)
- _____ you _____ in the same school in which Juliet _____? (*read*)
- The sun _____ in the day and the stars _____ at night. (*shine*)
- Beauty _____ no ornaments as you _____ them. (*need*)
- Momolu _____ his fields in the same manner as other farmers _____ their fields. (*plough*)
- Prayer _____ on the bed but her sisters _____ on the floor. (*sleep*)
- Mary _____ as sweet as Erin and Congalic _____. (*sing*).

14 Use the following information to make meaningful sentences in the *present indefinite tense* and write your answers in your notebook.

- teacher, shape, personality, of the student _____ (*thought*)
- Faith, whole family, care, take, of, without any complaints _____
(*nature*)
- blow, wind, from, high pressure, low pressure, area _____ (*fact*)
- moist wood, catch, fire, easily _____ (*negative fact*)
- we, divide, hundred, twenty five, when, by, we, get, four _____
(*rule*)
- all, rich people, share, joys and sorrows, of, the poor. _____
(*interrogative sentence starting with an auxiliary*)

7. dust, bits of paper, and, from, remove, here _____
(imperative sentence)
8. mother, my, never, approves, my, behaviour, reckless _____
(habit/nature)
9. a judge, decide, case, every, impartially _____ (indirect order)
10. store, farmers, their surplus, foodgrain _____
(question starting with 'Where')

15 Change the following sentences as directed and write your answers in your notebook.

1. Does sound not echo in hills? (affirmative)
2. They like this Chinese dish very much.
(interrogative starting with an auxiliary)
3. A brave soldier comes here. (exclamatory starting with 'here')
4. Lotus blooms in mud. (interrogative for place)
5. Do Siberian birds/cranes migrate in the summer months?
(interrogative-negative)
6. You are to finish your work on time. (direct order)
7. She sings sweetly. (question for manner)
8. Answer the questions briefly. (indirect order)
9. He has all these things for his comfort.
(question starting with 'For what')
10. She works with a law firm in Washington D.C.
(question for place)

B. PRESENT CONTINUOUS TENSE

(is/am/are + Verb + ing)

(i) In order to form the **present continuous tense**, we add **present participle** to *is*, *am* or *are*. The **present participle** is formed by adding 'ing' to the *first form* of the **verb**.

'Is' is used with *he*, *she*, *it* or third person singular noun, 'am' is used with 'I' and 'are' is used with *we*, *you*, *they* and plural nouns.

- She *is singing* a song.
- Birds *are flying* in the sky.

(ii) In **interrogative** form, the **helping verb** is used before the subject.

[Is/am/are + subject + (verb + ing)..... ?]

- Are you going home?
- Is it hailing?

(iii) In **negative** form, we add 'not' between the **principal verb** and the **operative helping verb**.

[subject + is/am/are + not + (verb + ing) ...]

She is not *weeping*.

I *am not appearing* in the test.

Uses of the Present Continuous Tense

The **present continuous tense** is used with the words—*at this time, at present, at the moment, now, nowadays, still* etc. and in the following cases:

- (a) To describe **an action in progress** and/or **the continuity of the action**; as—
 The girls *are singing* a chorus.
 The ducks *are swimming* in the pond.
- (b) To describe **an action in progress, but not necessarily at the time of speaking**; as—
 Which country is *exporting* onions to the Middle East?
 What *are you writing* these days?
 I *am writing* a book on Mathematics.
- (c) To express **an action definitely planned for the near future**; as—
 I *am not going* to Rwanda tomorrow.
 Is she *inviting* you to the feast?
- (d) To express **an action that has become a habit for doing it over and over again**; as—
 Norteen *is always asking* questions.
 She *is always borrowing* money.

Note. The following words are seldom used in the **present continuous tense**.

- (a) hear, notice, see, smell
 (b) admire, adore, care, desire, forgive, hate, like, refuse, want, wish, know and forget etc.
 (c) own, owe, belong, possess

The above words can however be used in the **continuous tenses**.

In that case, they convey a changed meaning, *e.g.*

Lucrezia *is tasting* the soup to confirm if it needs more salt.

(She *is tasting* the flavor of the soup.)

She *is thinking* of visiting my house.

(*thinking of* means planning.)

They are *having* rest.

(*Having* means taking.)

REMEMBER...

- ♦ In this tense, the *-ing* form of the following groups of verbs cannot be used as **verb**:
 - (i) **Verbs of appearance**, such as *look, seem, sound, appear, etc.*
 - (ii) **Verbs of emotions**, such as *love, feel, desire, hope, want, wish, hate, refuse, etc.*

- (iii) **Verbs of perception**, such as *recognise, identify, see, hear, smell*, etc.
- (iv) **Verbs of thought**, such as *hold, agree, suppose, presume, mean, think*, etc.
- (v) **Verbs of possession**, such as *comprise, consist of, belong to, possess, own, keep, contain*, etc.

16 Fill in the blanks with correct *tense* of the *verbs* given in brackets and write your answers in your notebook.

1. Look! the sun _____. (*rise*)
2. Why _____ you _____ so fast? (*run*)
3. The children _____ in the park. (*play*)
4. Angel _____ a novel now. (*read*)
5. Water _____ from the running tap. (*flow*)
6. _____ it _____ outside now? (*rain*)
7. What _____ your sister _____ these days? (*do*)
8. I _____ tonight. (*return*)
9. They _____ for Rwanda tomorrow. (*leave*)
10. Why _____ you _____ a noise? (*make*)

17 Fill in the blanks with the correct forms of the *verbs* provided in the brackets and write your answers in your notebook.

1. I _____ closer to my destination every moment. (*inch*)
2. Children _____ video games on the computer. (*play*)
3. The son _____ to the mother. (*not listen*)
4. Who _____ towards that desolate house in the dark? (*advance*)
5. From where _____ you _____ such rumors? (*get*)
6. A strong and cold wind _____ from the west. (*blow*)
7. _____ the man _____ in pain? (*not, groan*)
8. When _____ the helicopter _____ on the helipad? (*land*)
9. The sun _____ the farmers ploughing their fields at noon. (*scorch*)
10. How _____ you _____ while your examination is on? (*talk*)

18 Fill in the blanks with the correct form of the *verbs* given in brackets and write your answers in your notebook.

1. At this moment, I _____ an exercise on tenses. (*do*)
2. If you _____ for your mobile phone, it is here. (*look*)
3. Be careful, an old man _____ the road at the zebra crossing. (*cross*)
4. The cow _____ perhaps to call her calf. (*moo*)
5. In which direction _____ the soldiers _____? (*march*)

II. THE PAST TENSE

A. THE PAST INDEFINITE TENSE

(*Subject + II form of the Verb...*)

In the **simple past (past indefinite) tense** the **second form** of the **verb** is used; as—

He **came** here yesterday.

They **killed** a lion.

You **wrote** a letter.

‘Did’ is used in the **interrogative** and **negative** sentences. ‘Did’ is also used to lay **emphasis**. Only the **first form** of the **verb** is used with ‘did’.

(i) In **interrogative** sentences ‘did’ is placed before the **subject** and **verb** in first form after it; as—

(*Did + subject + I form of the verb...?*)

Did you *show* me your homework?

Did she *give* you the message?

(ii) In **negative** sentences ‘did not’ is put after the subject and first form of the **verb** is used thereafter: as—

(*subject + did + not + I form of the verb...*)

I **did** not *apply* for leave.

You **did** not *attend* the class.

Exception—I *never* **told** a lie.

(This sentence means—I did not ever tell a lie)

(iii) **To lay emphasis**

I **did** *try* to solve the question but was not able to solve it.

She **did** *sing*, but not with a will.

Uses of the Past Indefinite Tense

The **past indefinite (simple past) tense** is used:

(a) To express **an action completed in the past with reference to the time of speaking**; as—

I *saw* many birds in the zoo.

You *reached* the school late (on) that day.

An accident *took place* in front of our house.

(b) To express **habitual or regular action in the past**; as—

Gandhi always *spoke* the truth.

I *went* out for a walk daily in the morning last year.

In those days my mother *gave* me some pocket money every day.

The **habitual past** can also be expressed by using *used to*; as—

When I was a student I *used to* keep late hours.

He *used to* read a few chapters of the Bible every day.

But ‘used to’ means that it happened in the past, now it does not happen.

He *used to* smoke a lot.

(c) To express **an event which occurred at a particular point in the past**; as—

She *walked* very slowly.

My father *came back* home yesterday.

(d) To express **an action which occupied a period of time in the past, which is now ended**; as—

We *lived* in this house for ten years. (*do not live now*)

I *stayed* at the Green Hotel for two months.

(*not staying now*)

(e) To express **an action where some word, showing past action (yesterday, ago, last, etc.) is given in the sentence**; as—

He *received* your message yesterday.

I *passed* Olympiad exam last year.

We *got* freedom over five decades ago.

(f) To express **two actions taking place simultaneously (at the same time)**; as—

While I *sipped* coffee, I *revised* my lesson.

While Oneisha *sang*, Joy *danced*.

She *watched* the TV as well as *knitted* the sweater.

(g) To express **two actions, where the first action leads instantly to the second action**; as—

When he *called* her a flirt, she *hit* him.

When the show *ended*, the spectators *stepped* out.

When I *opened* the window, the bird *flew* out.

(h) **When ‘when’ or ‘while’ is used in simple past tense, it indicates that both the actions took place in the same duration of time**; as—

I played chess while he slept.

When we *lived* there, we often *traveled* by bus.

When I *went* to bed, the light *went* out.

(i) **When** ‘till’, ‘until’, ‘as soon as’, ‘before’ **are used in simple past tense, they indicate that one action follows the other;** as—

She *waited* for her mother till/until it *got* dark.

As soon as we *bolted* the door, some guests *arrived*.

(j) **Verbs of** ‘knowing,’ ‘understanding’ **etc. are generally used in simple past tense in time clauses;** as—

As soon as he *understood* his mistake he *begged* for excuse.

When he *perceived* his brother’s indifference, he *left* his house.

Mark the correct use of the **past indefinite tense** in the following sentences.

Incorrect	Correct
1. He <i>has passed</i> the School Examination in 1978.	He <i>passed</i> the School Examination in 1978.
2. They <i>have left</i> for Rwanda yesterday.	They <i>left</i> for Rwanda yesterday.
3. She <i>has written</i> a letter to her father last evening.	She <i>wrote</i> a letter to her father last evening.
4. Sundiata Keita <i>has founded</i> the Mall Empire.	Sundiata Keita <i>founded</i> the Mall Empire.

Note: The difference in the meaning of the following sentences:

(i) He *has worked* in this office for five years.

(*He is still working here.*)

(ii) He *worked* in this office for five years.

(*He is no longer working here.*)

MARK THIS...

- Same of the uses of the **past indefinite tense** are also expressed using the **simple present tenses**.

19 Fill in the following blanks with correct *tense* of the *verbs* given in brackets and write your answers in your notebook.

1. I _____ your letter this morning. (*receive*)
2. How many deer _____ you _____ in the zoo? (*see*)
3. My father _____ a new house last month. (*buy*)
4. Prices _____ by forty percent last year. (*rise*)
5. Columbus _____ America. (*discover*)

6. Thousands of people _____ their lives in the earthquake. (*lose*)
7. John _____ ten rupees from me. (*borrow*)
8. When _____ you _____ from Rwanda? (*return*)
9. I _____ to her house on foot. (*go*)
10. A thief _____ into our garage last night. (*break*)

20 Fill in the blanks with the *simple past forms of the verbs* provided in brackets and write your answers in your notebook.

1. Last spring, yellow roses _____ in my garden. (*bloom*)
2. Mr Smith _____ to see my father last week. (*come*)
3. Why _____ you _____ to my letters? (*not reply*)
4. Till some years ago, this bus _____ daily. (*ply*)
5. _____ there any monkeys on the branches of the tree? (*be*)
6. Who _____ the captain of your football team last year? (*be*)
7. How _____ the burglars _____ the lonely house? (*enter*)
8. What _____ he _____ for his future? (*plan*)
9. How much time _____ you _____ to complete that project? (*need*)
10. Whose shirt _____ Johnson _____ when his own was torn? (*put on*)

21 Fill in the blanks with the *simple past forms of the verbs* provided in brackets and write your answers in your notebook.

1. The great scientist, Newton, _____ us the law of motion. (*give*)
2. She did not _____ anyone in the party. (*insult*)
3. Did you _____ what you had done? (*realize*)
4. Before coming to the national capital, the wrestler _____ struck in Senegal where he had negligible support. (*be*)
5. Did the wind _____ away rooftops? (*blow*)
6. Did people of all ages _____ kites on Independence Day that year? (*fly*)
7. Where _____ the ship when it _____ against a huge rock in the sea? (*be, strike*)
8. Why did the Principal _____ the student for playing during the recess? (*scold*)
9. Did your father _____ you to wait for him there? (*ask*)
10. Which color did Nancy _____ most? (*like*)

B. THE PAST CONTINUOUS TENSE

(*Subject + was/were + I form of the Verb + ing...*)

(i) The **past continuous tense** denotes an action going on in the past. In order to form **past continuous tense** we add **present participle** to *was* or *were*; as—

It *was running* heavily.

The boys *were taking* a test in English.

(ii) In **negative** form 'not' is placed between the **helping verb** and the **principal verb**; as—

(*subject + was/were + not + verb + ing...*)

She *was not weeping*.

You *were not solving* the sums.

(iii) In **interrogative** form the **helping verb** is placed before the subject; as—

(*was/were + subject + verb + ing + ...?*)

Were the sheep *grazing* in the field?

Was the gardener *plucking* flowers?

Uses of the Past Continuous Tense

(i) The **past continuous tense** is used to *express an action that was happening in the past at the time of speaking*. The time of the action may or may not be mentioned; as—

The old lady *was crying* at the top of her voice.

They *were not making* a noise.

Were the milkmen *milking* the cows?

(ii) The use of this tense with **simple past tense** denotes *that the previous action was going on when the latter action took place*; as—

My mother *was cooking* the food when I **reached** home.

I *was ironing* my clothes when my friend **telephoned** to me.

James *was taking* tea when I **visited** his house.

22 Fill in the following blanks with correct *tense* of the *verbs* given in brackets and write your answers in your notebook.

1. The baby _____ in the room. (*play*)
2. Children _____ a noise in the class. (*make*)
3. Why _____ you _____ at her? (*look*)
4. We saw the airplane while it _____. (*take off*)
5. The students _____ their morning prayer when I reached their school. (*say*)
6. I _____ my beard when the telephone bell rang. (*shave*)
7. My mother _____ when I returned home. (*sleep*)
8. The old lady _____ the Bible when the guests arrived. (*read*)
9. Mother _____ tea for us when the school bus horned. (*prepare*)
10. She found that the baby _____ bitterly. (*cry*)

23 I. Rewrite the following sentences changing the verbs into the past tense and write your answers in your notebook.

1. Our hen lays one egg daily.
2. Whenever my mother comes, she brings toys for me.
3. She knows that your brother turns with a tide.
4. Anyone who travels by railway through India can see that the country is well supplied with natural wealth.
5. He behaves nicely at tables, talks gently, remains cheerful, thinks of others, keeps an eye on the company and tries to be pleasant and polite in every way.

II. Rewrite the following sentences changing the verbs into the present tense and write your answers in your notebook.

1. No one knew what was in store for him.
2. Work, not worth, shall rule mankind.
3. Why did he abuse you?
4. Fortunately the fighting was over soon.
5. Meanwhile President Kennedy's father fell ill.
6. A school bus accident killed scores of children.

III. THE FUTURE TENSE

A. THE SIMPLE FUTURE/FUTURE INDEFINITE TENSE

(*shall/will + Verb*)

The **future indefinite tense** is used to express the *action* or *event* which is likely to happen in **future**. In this tense we use 'shall'/'will' between the subject and the first form of the **verb**. Normally we use 'shall' with **pronouns of first person** (*I, we*). In the same way, we use 'will' with the pronouns of **second person** (*you*) and **third person** (*he, she, it, they*).

(i) In **negative** sentences 'not' is added after 'shall'/'will' as the case may be; as—

We shall not see the picture today.

They will not come here soon.

(ii) In **interrogative** sentences 'will'/'shall' is placed before the subject and first form of the **verb** after it; as—

Will you go to college today?

Shall we play now?

Uses of the Simple Future/Future Indefinite Tense

There are several ways of expressing **future time** in English. We can express future actions/events in the following ways.

In these sentences the **present indefinite tense** expresses the work planned for the near future:

(a) **by using present indefinite tense**

Our party *leaves* for Rwanda tomorrow morning.

We *stay* there for two days.

We *enjoy* the beauty of the Taj on the full moonlit night and *return* the next day.

In the sentences given above, planned activities for the near future have been expressed by **present indefinite tense**.

(b) **by using present continuous tense**

I *am leaving* for Rwanda next week.

Are you coming on Monday?

She *is not inviting* you to her marriage.

(c) **by using 'going to'**

I *am going to* buy a new pen.

If you don't admit your mistake, I *am not going to* pardon you.

On using 'going to' the structure of the sentence will be—

Form. (subject + is/ am/ are + going to + verb)

In both the sentences given above the speaker is certain about the occurrence of the action. But mostly we use 'going to' when we know that the decision of getting an action done has been taken. Probably some steps have been taken towards it and the action is certain to be completed; as—

My uncle has bought a plot of land in the capital, he *is going to build* a house next year.

I have come back from the office, I *am going to attend* a wedding.

The sky is overcast with dark clouds. It *is going to* rain.

Shaw has broken the window pane. He *is going to* be fined.

(d) **by using 'be + to + verb'**; as—

I *am to reach* school at 7 AM.

The President *is to broadcast* his speech today.

(e) **by denoting the Principal Clause of a conditional sentence;**

as—

If she works hard, she *will get* a scholarship.

If we hire a taxi, we *shall catch* the train.

If you run fast, you *will win* the race.

24 Fill in the blanks with correct *tense* of the *verbs* given in brackets and write your answers in your notebook.

1. We _____ not _____ to the market, in case it rains. (*go*)
2. She _____ here till I do not return. (*stay*)
3. You _____ me next week. (*see*)
4. If I work hard, I _____ the examination. (*pass*)
5. If she hires a scooter, she _____ the train. (*catch*)
6. She hopes you _____ her. (*help*)
7. If George works hard, he _____ the class. (*top*)
8. She _____ my house next Monday if she comes to Liberia. (*visit*)
9. Now that her husband is here, she _____ indoors. (*keep*)
10. No one _____ my room. (*enter*)

25 Fill in the blanks with the correct *forms* of the *verbs* provided in brackets and write your answers in your notebook.

1. Joseph _____ us for a walk in the moonlight tonight. (*join*)
2. Indo-Pak foreign secretaries _____ a bilateral talk next year.
(*have*)
3. I _____ no stone unturned to achieve my goal. (*leave*)
4. I _____ to you later. (*speak*)
5. You _____ your head one day, you absent-minded fellow! (*lose*)
6. If she _____ hard, she _____ good marks. (*work, get*)
7. They _____ to Jos Plateau in Nigeria as soon as college _____.
(*go, break*)
8. _____ they _____ the sorrow of the grief-stricken family?
(*not share*)
9. What _____ you _____ to maintain the dignity and glory of your country?
(*do*)
10. How _____ he _____ this task all alone?
(*complete*)

26 Rewrite the following sentences in your notebook using 'going to' form of the *future indefinite tense*.

1. I am visiting my uncle next month.
2. We will not spare any person responsible for this shameful crime.
3. Are you inviting me to your wedding?
4. Who is playing the drums in the musical concert tonight?
5. Which movie are they watching this weekend?

B. THE FUTURE CONTINUOUS TENSE

(*will/shall + be + Verb + ing*)

The **future continuous tense** is used to *express an event that is expected to take place in the normal course or at some time in the future*; as—

1. We *shall be playing* a football match on Sunday.

2. The new edition of this book *will be coming out* shortly.
3. When I reach my place, it *will be raining* heavily there.
4. *Will you be taking part* in the debate ? (*Interrogative*)
5. The farmers *will not be watering* the plants at this time.
(*Negative*)

MARK THIS...

- ♦ **Verb forms of present progressive, past progressive and future progressive tenses** differ from one another just in terms of the **auxiliaries**.

27 Fill in the blanks with correct *tense* of the *verbs* given in the brackets (*future tense*) and write your answers in your notebook.

1. Tom _____ for us at the appointed time. (*wait*)
2. When Simmy calls on me, I _____ my clothes. (*iron*)
3. The gardener _____ the plants next month. (*water*)
4. John _____ his lesson tomorrow at this time. (*revise*)
5. Maria _____ tea when you enter her room. (*make*)
6. The patient _____ rest when the doctor arrives. (*take*)
7. The peon _____ the bell by the time I reach the school. (*ring*)
8. Elizabeth _____ for her place by this time tomorrow. (*leave*)
9. We _____ our courses by the end of January. (*complete*)

28 Fill in the blanks with *future continuous forms* of the *verbs* provided in brackets and write your answers in your notebook.

1. The irrigation department _____ a bridge over the soon. (*build*)
2. The hawker _____ newspapers and magazines in the morning.
(*hawk*)
3. They _____ their promises due to some reasons. (*not, fulfill*)
4. _____ you _____ her to dinner tomorrow? (*invite*)
5. _____ the rich man _____ the poor humanely? (*not, treat*)
6. I am sure, these gamblers _____ at a lonely place. (*gamble*)
7. What _____ the farmer _____ his cows with? (*feed*)
8. Where _____ they _____ the flag? (*hoist*)
9. How _____ John _____ the needs of his family? (*meet*)
10. Who _____ the criminals according to the law? (*punish*)

ACTIVITY 5

TARGETED COMPETENCY: Grammar Skills

Make sentences using the three **verb tenses**.

REMEMBER...

- **Tense** refers to any forms of a **verb** that may be used to show the time of the action or state expressed by the **verb**.

2. PROGRESSIVE FORMS OF VERBS

We have read above about the progressing forms of **verbs**. We have also read about the *descriptive writings*.

Descriptive Writing

Let us revise it by looking at the following paragraph:

Vorobyov Village, Ukarine (formerly USSR)

“It happened on April the 26th 1986. I remember the date because it was my mother’s birthday. We heard the explosion early in the morning. We didn’t worry, because there had been explosions before from Chernobyl. But this one was bigger. Everyone stopped what they **were doing** and listened. Then we ran out into the garden. We could see a cloud of white smoke **coming** from the nuclear reactor.” Natasha Revenko wiped her hands nervously on her apron. Tears came to the corners of her eyes, and slid slowly down her pinched, pale cheeks.

“It was a Saturday,” she went on, still **wiping** her hands on her apron. “It was a lovely warm day, and the children played outside all weekend. Even when the dust began to fall, they still played outside. They picked up handfuls of it and threw it at each other, **laughing**. It was Wednesday before the loudspeaker van came to the village, **telling** us to keep our children indoors and not to touch the radioactive dust. They also told us to wash down our houses and roads with water. A week later the children began to vomit. Their hair fell out. They couldn’t eat. They grew so thin, and sores appeared all over their little bodies. Two weeks after that, all three died – all three on the same day.” She broke down now and cried quietly, as she had done so many times before. “They’re buried over there.” She pointed to the church graveyard. “Lots of village children are. And adults.”

I touched her gently on the shoulder, **leaving** her to her bitter-sweet memories, and walked on through the silence. It was a ghost town. No one lived there any more. They had either died or been forcibly evacuated. The fields were barren.

In the above paragraph, the narrator describes an incident that took place on his mother’s birthday and gives the detailed description of a sad event with all relevant information about it. Thus it is a **descriptive paragraph**.

A **descriptive paragraph** is a piece of writing in which we describe an event, an experience, a person, or an object in detail. Each relevant information is elaborated in a straightforward way. While writing a **descriptive paragraph**:

1. take care of the sequence of tenses,

2. use only the past tense in describing personal experiences and previous events,
3. take care of accurate expression, fluency and accuracy,
4. use simple words,
5. maintain fluency,
6. avoid jargons,
7. describe the events in a proper sequence,
8. use phrases and appropriate connectors and pronouns to link ideas,
9. explain all significant details,
10. use punctuation marks correctly, and
11. use describing words and imagery.

Given below are two more **descriptive paragraphs** of a person and an object with highlighted **progressive forms of verbs**.

My Grandmother

My grandmother loved me a lot but today she is no more. Time had snatched her from my hands some years ago, **leaving** me to fight with her memories or my helplessness to have a glance of hers.

When my parents shifted to a new place, they left me with my grandmother. She was everything for me, mother, father, and a best friend. She brought me up with love and care. She was very strict and disciplined regarding my studies. But she never imposed anything on me. Rather she tried to imbibe good habits in my character with a logical explanation.

She looked a statuette of stability and serenity. I never saw her lose the temper. Even at the age of seventy, she was very agile. She was a matriculate but she sounded very brilliant academically. She used to teach me literature. She was fond of reading. Once she fell ill, and never recovered. Every moment took her close to the abode of peace. Finally she flew. A long time has passed when she departed but I still miss her.

A Calendar

The English word *calendar* is derived from the Latin word *kalendae*, which was the Latin name of the first day of every month. A calendar is a system of **listing** days and dates. It is a very useful object. Without a calendar a room sounds empty. Every wall appears as an object of ridicule. Even if a room is well furnished and decorated, but has no calendar, the room produces a sense of vacuum. A calendar for a room is as necessary as fragrance in a flower, water in a river, or breath in a body. A calendar displays the days and dates of a year, holidays, and festivals. We can plan our schedule for the future easily with the

help of a calendar. We can encircle the particular days like birthdays, anniversaries, or those of social engagements. A calendar is also a piece of decoration. If a calendar has a colorful picture, it provides beauty to the place, and is also a feast to the eye. Its presence reflects that the residents of the place are well organized.

29 Now look at the following description and identify the *progressive forms*. Then write your answers in your notebook.

After Pam Melroy flew the shuttle into a tricky backflip within 600 feet of the space station to photograph the belly of the craft for damage, she then performed the pinpoint-precision feat of docking it with the station. The retired Air Force test pilot (and combat veteran) and her crew came on board to shouts and hugs from Whiston and her crew. It was a historic moment: the first time two women were in charge of two spacecraft at the same time.

Melroy's mettle as commander was tested when, during deployment of a solar wing at the station, a guide wire snapped, tearing the wing and keeping it from providing full power. The world watched as fellow astronaut Scott Parazynski, MD, rode a boom for an hour and a half to reach the damaged area. He then performed a kind of delicate surgery for seven hours to cut the snagged wire and fix the torn parts. It worked.

On managing a crisis: "The night before the space walk to repair the solar wing, we were all gathered to go over the final list of issues. The whole crew was giving their input, and everyone was firing on all cylinders. I realized I didn't need to say anything. I kind of floated away and observed them. They were doling what they were supposed to do, pulling together, without needing to be guided in any way. That was the best moment for me."

30 Do as directed.

1. Describe one of your favorite sportsmen, using all the guidelines above. Collect the necessary information from magazines or net.
2. Did you attend any wedding recently? Describe the event with all relevant information.
3. Describe one of the modern gadgets, highlighting its advantages/disadvantages.

ACTIVITY 6

TARGETED COMPETENCIES: Writing and Grammar Skills

The learners will develop some topics written on the board into **descriptive paragraphs**.

(Teacher's Note: You can write some topics on the board.)

(b) Narrative Writing

In the previous unit, we have read about the **narrative writing**. We read about narrating autobiographies and stories. Stories are written either in the first person; or, as a third person account with or without dialogues as follows:

- **First Person Account:** One day, I was going.
- **Third Person Account:** Carol had her home...
- **Story with Dialogues:** One fine morning, a man said to the Tiger, “Where is the golden bracelet you speak of?”...
- Sometimes hints one provided for writing a story. Such hints can be in the form of:
 - an outline or a few pointers pertaining to the plot;
 - words, phrases, slogans, proverbs, idioms, etc., which need to be included in the story; or
 - the beginning or ending of the story you would be constructing.

Example:

Pointers:

- A tiger gets caught in a cage.
- A kind traveler releases it.
- Tiger pounces on the man.
- The man pleads for mercy.
- Tiger allows him three chances to seek help.
- The man pleads with a tree—the tree says men are selfish.
- The man seeks the pathway’s help—it declines to help, calls people ungrateful.
- A jackal comes by, the man calls for help.
- The jackal asks the tiger how he had got caught.
- The tiger enters the cage to show just that and the jackal latches the cage.

Now observe how these pointers can be developed into an interesting story. Also focus on the **progressive forms of the verb**.

The Clever Jackal

Once, a tiger got trapped in a cage. A kind traveler took pity on it and released it. The tiger immediately pounced on the man to kill him. The man pleaded for mercy and was allowed three chances to seek help. First, the man pleaded with a tree which said, “Why should I help a man? I give men so much and they still cut me down.”

Then, the man called out to the pathway for help. It said, “Men are ungrateful creatures. I show them the way and they, in turn, trample on me.”

The man then sought the help of a jackal that **was passing** by. The jackal asked the tiger, “I wonder how you got trapped in the first place!” The tiger readily went into the cage to show how. The jackal quickly latched the cage and went off **smiling** along with the grateful traveler.

Some more examples

- “The road was deserted and I was all alone. Suddenly I spotted something that looked like an enormous bushy beast **lying** sprawled across the road. I was half inclined to turn and go back. But as I came closer I saw that it was a fallen tree, with its dry branches spread out...”
- “I **was studying** in the junior class at that time, and **was watching** the whole drama from the rooftop. I don’t know what came over me suddenly. I grabbed a cane from the hands of one of the teachers and ran down the stairs and into the open. The elephant grunted and menacingly swung a branch of a tree which it held in its trunk. It stamped its feet, **kicking up** a lot of mud and dust. It looked **frightening**. But I moved slowly towards it, stick in hand. People were watching the scene hypnotized from nearby housetops. The elephant looked at me red-eyed, ready to rush towards me. It lifted its trunk and trumpeted loudly. At that moment I moved forward and, **mustering** all my force, whacked its third toenail on the quick. The beast looked stunned for a moment; then it shivered from head to foot—and collapsed. Well, a veterinary doctor was summoned to revive the animal. Two days later it was led away by its mahout to the jungle.”

Note how the narrator has made his accounts interesting and mysterious. Also focus on the **progressive forms of the verbs**.

REMEMBER...

- ♦ A **descriptive writing** refers to the description of a person, place, event, experience or an object.
- ♦ A **narrative writing** refers to the story, in the first person or the third person account, without/with dialogues. The story can also be expanded using the pointers given.
- ♦ Both can have the **progressive forms of the verbs**, which sometimes act as **adjectives**.

31 Do as directed.

1. *You are on a holiday by the sea-side when suddenly the sea seems to heave and swell. The waves begin to appear more like huge walls. It was the fearsome Tsunami.* Write a heartrending narrative of the initial shock followed by the struggle for survival. Recount the devastation caused.

Brainstorming:

- How was it that you were by the sea-side? • Recreate the setting and the characters around you. • What were the things first sighted by you? • Recount the struggle to stay afloat. • Try to give an interesting end to your story.

2. Write a dialogue-based story between a cat and a mouse. *The mouse is trying to explain why the cat shouldn't eat it.* Try to come up with a humorous story.
3. *One day, while returning home from office your pocket was picked by a thief; you ran after the thief and then a chain of events followed which were completely bizarre. It is meant to be a thrilling experience.* So, include anecdotes wherever befitting.
4. Write a first person account of an incident where a fire broke out. Incorporate the given words and phrases in your narrative.

a car; scorching heat of the sun; traffic snarl; charred; cell phone; hospital; ambulance

5. Construct a narrative that would justify the proverb—'As you sow, so you reap'.
6. Relate a story for which the beginning has been provided below. (200 words)

The rains came splattering on the windowpanes. He looked up....

ACTIVITY 7

TARGETED COMPETENCY: Grammar Skills

Distinguish between the given topics whether **narrative** or **descriptive**, and expand the topics, using the **progressive forms of verbs**.

(**Teacher's Note:** Give certain topics to the learners.)

DISCUSSION QUESTIONS

TARGETED COMPETENCIES: Communication and Grammar Skills

1. Discuss whether the given **verbs** are **mental/visible action** ones.
2. Discuss whether the given **verbs** are **helping** or **main**.
3. Discuss whether the given **tense** is **present, past** or **future**.
4. Discuss whether the given topic is **descriptive** or **narrative**.

(**Teacher's Note:** Give certain **verbs**, topics and sentences to the learners.)