



Period III

Grammar: Verbs – Part 2

Learning Objectives

Upon completion of this topic, learners will:

1. utilize the perfect tenses of verbs correctly,
2. distinguish between regular and irregular verbs and how they form their past tenses, and
3. write persuasive essays using the relevant mechanics.

1. VERBS – PART 2

We know that the **verb** is a word or group of words that expresses an action (such as *go*), an event (such as *happen*) or a state (such as *exist*).

In the previous unit, we have read about **verb tenses (present, past and future)**. In this unit, we will discuss **verb tenses (present perfect, past perfect and future perfect)**. The **perfect tense** is connected with the form of a **verb** that consists of part of the **verb** *have* with the **past participle** of the **main verb**, used to express actions completed by the present or a particular point in the past or future.

Tenses (Present Perfect, Past Perfect, Future Perfect)

Just have a glance at *verbs* in different *perfect tenses*:

Person & Number	Present Perfect Tense	Past Perfect Tense	Future Perfect Tense
Ist person, singular/plural	I / We have washed my/our clothes.	I/We had gone to the market.	I/We shall have completed my/our homework.
IInd person, singular/plural	You have shut the door.	You had closed the windows.	You shall have crossed the city.

IIIrd person, singular/plural	He/She/It has drunk milk.	He/She/It had moved .	He/She/It shall have slept.
	They have drunk milk.	He/She/They had moved .	They shall have slept.

Present Perfect Tense

(i) In the **present perfect tense** the past participle (III) form of the **verb** is used with *has* or *have*. **Has** is added with third person singular subjects, as—‘he’, ‘she’, ‘it’ and **have** is added with ‘I’, ‘we’, ‘you’, ‘they’ and plural nouns.

(subject + *has/have* + III form of the verb...)

He *has won* a prize.

You *have insulted* me.

I *have taken* the dose of medicine.

(ii) In **interrogative** form **has, have** are placed before the subject.

(*has/have* + subject + III form of the verb...?)

Have they crossed the river?

Where *have you seen* my brother?

(iii) In **negative** form **not** is used between the **main verb** and the **helping verb**.

(subject + *has/have* + *not* + III form of the verb...)

She *has not come* yet.

I *have not received* any information.

Uses of the Present Perfect Tense

The **present perfect tense** is used with the words: *yet, as yet, already, just, just now, so far, since, ever since, presently, once, twice, thrice* etc. and in the following cases:

(a) To express **an action that has been recently completed**; as—

I *have just received* the letter.

We *have won* the match.

He *has chalked out* a program.

(b) To describe **an action the time of which is not given**; as—

She *has gone* to bed.

They *have left* for Australia.

(c) To describe **a past experience**; as—

I *have seen* this picture several times.

Have you been to Buchanan?

(d) To express **an action that began in the past and still continues**; as—

He *has worked* in this school **for** five years. (is still working)

I *have not seen* him **since** Monday last.

REMEMBER...

- We do not use **adverbs of time** denoting the **past tense** in **present perfect tense**.
 - Father *has returned* from Botswana *yesterday*. (*This sentence is wrong*)
 - Father *has returned* from Botswana.
 - Father *has just returned* from Botswana.
- If we aspire to use an **adverb of time** showing **past tense**, we should better frame the sentence in **past indefinite**.
 - Father *returned* from Botswana yesterday.
 - I *passed* my grade IX in the year 2020.

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

1. Where _____ you _____ your purse? (*lose*)
2. _____ she not yet _____ her work? (*finish*)
3. How many sums _____ she _____? (*solve*)
4. My sister _____ from her trip presently. (*return*)
5. Abu _____ Wleh since 1980. (*know*)
6. She _____ never _____ the Sapo National Park. (*see*)
7. _____ you not _____ your bath as yet? (*take*)
8. I _____ not _____ my lesson. (*revise*)
9. We _____ not _____ from Zoe for the last four months. (*hear*)
10. She _____ in Liberia for eight years. (*live*)

BRAINSTORM

- Say the following sentence in **present perfect tense**.
I bought a novel and read it twice.

2 Read the following passage. The root forms of the *verbs* therein are provided. Complete the passage using the *present perfect tense* of those *verbs* and write your answers in your notebook.

Ariana and Othello (be¹) the best of friends since the time they joined the school in the Kindergarten. They (always, do²) things together and there (not, be³) a single day when they (not, meet⁴) up.

Today, the two friends (plan⁵) to go out for a movie which (get⁶) great reviews. Their classmates (already, watch⁷) it and each one of them

(say⁸), that it is indeed a good one. Hence, the two (take⁹) their respective parents' permission to watch it together. Ariana (offer¹⁰) to pay for the tickets while Othello (promise¹¹) to foot the bill at McDonald's. It (always, be¹²) like this with them. They (share and cooperate¹³) like true friends that they are.

Past Perfect Tense

We often make mistakes while using the **past perfect tense**.

I *had gone* to my cousin yesterday.

This sentence should be formed in *simple past*.

I *went* to my cousin yesterday.

Past perfect tense is in reality, the *past* of the *past*. It is used when we say that an action was completed before another action took place. Both the actions are related to each other in some way. Of the two actions the one that took place first is given by **past perfect tense**. The action which takes place later is expressed by **simple past** or **past indefinite tense** as;—

The teacher had come before I reached the class.

The structure of **past perfect** is—

In order to form the **past perfect tense** we use 'had' before the **past participle (III) form of the verb**.

(subject + had + III form of the verb)

(i) In **interrogative** form 'had' is used before the subject.

(had + subject + not + III form of the verb +?)

Had he **left** when you *came*?

Had the doctor **arrived** before the patient *died*?

(ii) In **negative** form 'not' is used after 'had'.

(subject + had + not + III form of the verb +)

I **had not seen** you *before*.

The doctor **had not reached** before the patient *breathed* his last.

Uses of the Past Perfect Tense

(a) The **past perfect tense** is used to *express an action completed before another action took place*; as—

When he *came* to me, I **had posted** the letter.

The match **had begun** before I *reached* the playground.

The rain **had stopped**, when we *entered* the cinema hall.

(b) In a **simple sentence** we never use the **past perfect tense** unless it has in it some such words; as—*still, before, never, already, till, since* etc; as—

The mother **had already cooked** the food.
 She **had never seen** such a terrible sight before.
 She **had not traveled** by an airplane *till* then.
 I **had not written** to her *since* my going abroad.

(c) (i) It is also used to express an unfulfilled action in the past; as—

If she **had worked** hard she would have passed.
 If you **had come** in time we would have taken you with us.

(ii) It is also used to express an unfulfilled wish in the past; as—

I wish I **had won** the election.
 I wish I **had accepted** the job.
 I wish I **had appeared** at the test.

(d) To denote the action or event which has been completed before some point of time; as—

By afternoon he **had completed** much work.
 At 9 P.M. all the members **had come**.
 By sunset, we **had watered** the plants.

Use of Past Indefinite and Past Perfect Tenses in Time Clauses

We can express time by using some 'time-denoting' **adverbs** or through **adverbial clauses of time**. The combination of two past actions depends upon their mutual relevance.

I **had waited** for my friend until he arrived.
 After he **had sailed** many days the mariner reached the coast.
 She **had not been** well since she returned from Kakata.
 I **had taken** a bath when the telephone rang.

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

1. He _____ already _____ his breakfast. (*take*)
2. If she _____ for the examination she would not have failed. (*prepare*)
3. The bell _____ before I reached the school. (*go*)
4. The patient _____ before the doctor arrived. (*die*)
5. She _____ not _____ the place before her husband permitted her. (*leave*)
6. _____ the child _____ before his mother returned from office? (*sleep*)
7. The rain _____ when we stepped out of our house. (*stop*)
8. If you _____ her, she would have got first division. (*help*)

9. The cinema show _____ when I reached the hall. (*start*)
 10. If she _____ a bus, she would have caught the train. (*board*)

BRAINSTORM

- Say the following sentence in **past perfect tense**.
 The police catch the criminals.

4 Fill in the blanks with the *past indefinite* or *past perfect* forms of the *verbs* provided in the brackets and write your answers in your notebook.

1. My friend thanked me for what I _____ for him. (*do*)
2. Did you _____ the letter after you _____ it? (*post, write*)
3. We _____ very far, when we _____ that we _____ our way.
 (*go, realize, lose*)
4. When we _____, the meeting _____ already _____.
 (*arrive, commence*)
5. They _____ (return) home after they _____ their shopping. (*do*)
6. My little sister _____ all the chocolate before I _____ from school. (*finish, return*)
7. When the jaguar _____, the pilot _____ that one of the wings _____ by a shell. (*land, discover, damage*)
8. Just days after I _____ from college, I _____ the services. (*graduate, join*)
9. The innocent child _____ how his ice-cream _____. (*ask, melt*)
10. He jumped up as if he _____. (*sting*)

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

1. _____ you not _____ (*tell*) me that you were quite keen to join the party?
2. Silas _____ barely _____ (*go*) a meter when his vehicle _____ (*break*) down.
3. Her cousins _____ already _____ (*reach*) home when she _____ (*come*) back from school.
4. _____ you _____ (*inform*) me that you _____ (*be*) on your way home, I would have prepared your lunch.
5. The golden goose _____ (*lay*) many golden eggs before the greedy man _____ (*kill*) it for all eggs in one go.
6. The boys _____ (*begin*) practicing before the coach _____ (*reach*) the playground.
7. Why _____ the cat not _____ (*drink*) the milk we _____ (*lay*) out for it?
8. So, _____ she finally _____ (*accept*) that she _____ (*make*) a mistake?

9. Where _____ they _____ (*be*) before they _____ (*call*) on you?
10. The countdown _____ (*begin*) but some of the players _____ not _____ (*put*) on their jerseys till then.

Future Perfect Tense

(*shall/will + have + III form of the Verb*)

(i) The **future perfect tense** expresses an action which is expected to be completed by a certain time in the future; as—

She **will have covered** half of her journey *by* Monday next.

I **shall have revised** my lesson *by* 9 P.M. tomorrow.

The plane **will have landed** *by* the time you reach the airport.

(ii) The **future perfect tense** sometimes expresses the speaker's belief that something has taken place. In such sentences it does not express the future; as—

“In the newspaper you **will have read** about the railway accident that took place today,” said my father.

“You **will have discussed** the plans how to celebrate the function,” said my mother.

(iii) It is also used for an action which at a given future time will be in the past; as—

In two years' time (*i.e.* two years from now) I **shall have** taken my degree.

When we reach Bensenville, we **shall have** completed the major part of our tour.

Note: In a complete sentence we use ‘shall’/‘will’ only in the principal clause.

- I will go to play when I *finish/have finished* my work.

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

1. The picture _____ by the time we reach the hall. (*start*)
2. _____ you _____ your studies by 2015 ? (*finish*)
3. The farmers _____ not _____ the harvest before September (*reap*)
4. I _____ an exercise before the sun rises. (*take*)
5. He _____ his lesson by next week. (*learn*)

BRAINSTORM

- Say in a sentence which work you will have finished by tomorrow 3 P.M.

Common Errors in the Use of Verbs

<i>Incorrect</i>	<i>Correct</i>
1. He <i>is pass</i> in English.	He <i>passes</i> in English.
2. <i>Burn</i> the lamp.	<i>Light</i> the lamp.
3. When will you <i>give the test</i> ?	When will you <i>take the test</i> ?
4. The teacher <i>will take our test</i> in English next week.	The teacher <i>will give us a test</i> in English next week.
5. I <i>am ill</i> for four days.	I <i>have been ill</i> for four days.
6. She <i>spoke</i> a speech.	She <i>made/gave/delivered</i> a speech.
7. Our team <i>made</i> two goals.	Our team <i>scored</i> two goals.
8. I wish I <i>was</i> young again.	I wish I <i>were</i> young again.
9. He talks as if he <i>is</i> mad.	He talks as if he <i>were</i> mad.
10. What <i>make</i> you laugh?	What <i>makes</i> you laugh?
11. I <i>hanged*</i> my coat on the peg.	I <i>hung</i> my coat on the peg.
12. The murderer <i>was hung</i> .	The murderer <i>was hanged.*</i>
13. Two and two <i>makes</i> four.	Two and two <i>make</i> four.
14. They <i>have come</i> this morning.	They <i>came</i> this morning.
15. He was so thirsty that he <i>drunk</i> all the milk.	He was so thirsty that he <i>drank</i> all the milk.
16. I <i>hope</i> he will fail.	I <i>fear</i> he will fail.
17. I <i>saw</i> into the bus, but <i>looked</i> none.	I <i>looked</i> into the bus, but <i>saw</i> none.
18. He works hard lest he <i>should not</i> fail.	He works hard lest** he <i>should fail</i> .
19. Our hen <i>has given</i> ten eggs.	Our hen <i>has laid</i> ten eggs.
20. He fell off the roof and <i>died</i> .	He fell off the roof and was <i>dead</i> .

7 I. Correct the following sentences and write your answers in your notebook.

1. He has left for his native village yesterday.
2. I had completed the work.
3. He told me that he has solved all the sums.
4. I informed you about this before.
5. I know you for many years.

* In the past form, 'Hanged' is used in the sense of awarding 'capital punishment' suspending by the neck until dead.

The murderer will be hanged tomorrow.

He took off his coat and *hung* it on a peg.

** 'Not' is included in 'lest'. 'Lest' = *in order that—not*.

6. She had seen a lion in the circus.
7. He is pass in English and is fail in Mathematics.
8. If you help me, I give you a reward.
9. I got up before the milkman came.
10. The patient died before the doctor arrived.
11. He will meet me as soon as he will return.
12. The teacher punished the boys because they are making a noise.

II. Give the *tense of the verbs* in the following sentences and write your answers in your notebook:

1. She is working hard day and night.
2. Water boils at 100°C.
3. They have not yet returned home.
4. You were disturbing her.
5. I shall wait for you outside.
6. The sun rises in the east.
7. I am revising my lesson.
8. She will be knitting my sweater.
9. I got up before the milkman came.
10. I was not making a noise.
11. It is raining.
12. I do not know how to swim.
13. He is cheating you.
14. You did not show your homework.
15. They had finished their syllabus.
16. The poor woman died yesterday.
17. I love swimming.
18. She will have served us tea.

8 Rearrange the jumbled words so as to make meaningful sentences in the *future perfect* tense and write your answers in your notebook.

1. assembled / where / have / will / soldiers / for the / past / march / the?
2. drowning / will / have / people / rescue team / how / the / rescued / the?
3. by noon / Margret / not / washed / cleaned / and / her house / have / will.
4. by / the / next century / will / eradicated / cancer / completely / from the world / scientists / have
5. not / prison / in / the / prisoner / lived / have / for twenty years / by 2025 / will
6. lit / sunset / who / have / will / the lamp / before?
7. have / will / achieved / father / your / what / next / in / years / the / five?
8. done / sunrise / villagers / have / will / what / the / before?
9. recognized / as / the / next decade / in / the / whom / we / shall / have / of the / nation / leader?
10. have / delivered / the postman / by when / will / the post / colony / in / your?

9 *Caroline has some goals that she plans to achieve in a few years. Complete the following sentences that state, which of those goals she will have finally achieved, using the future perfect tense of the verbs provided in brackets. Write your answers in your notebook.*

1. Caroline (*do*) her parents as well as her school proud.
2. She (*teach*) some of the poor children who do not go to schools to read and write.
3. She (*give up*) most of her bad habits.
4. She (*improve*) her grades in all subjects.
5. She (*attain*) a good level of proficiency in the third language.
6. She (*contribute*) meaningfully to the social welfare activities undertaken by her school.
7. She (*learn*) how to help her mother in the kitchen.
8. She (*overcome*) her inhibitions to a considerable extent.
9. She (*read*) books by at least two new authors.
10. She (*inculcate*) the virtues of patience and tolerance in herself.

10 *Choose the most appropriate option from the brackets to complete the following passage. Write the answers in your notebook against the correct blank number.*

1. Angel a young dancer (a) _____ (*force/forced/was forced/to force*) to give up dancing when both her kidneys (b) _____ (*fail/failing/failed/had failed*) many years ago. This (c) _____ (*happen/happened/was happening/had happened*) when she (d) _____ (*go/went/had gone/will go*) to a hill station on a holiday. All of a sudden she (e) _____ (*begin/began/was beginning/had begun*) to have some severe pain. She (f) _____ (*has/have/had/will have*) to be admitted to the hospital. Her mother (g) _____ (*donate/donated/was donating/had donated*) one of her kidneys and then all (h) _____ (*is/was/am/are*) well for about ten years.
2. Yesterday an argument (a) _____ (*take/took/taken/was taking*) place between two groups of students. It (b) _____ (*result/results/resulted/had resulted*) in a shoot out inside the school during recess. The assailants (c) _____ (*fly/flew/flown/had flown*) from the spot in cars. The incident (d) _____ (*confirm/confirmed/confirming/was confirmed*) by the school authorities but they (e) _____ (*state/stated/had stated/stating*) that they (f) _____ (*did not have/not had had/not have had/not having*) more details of the case. The police (g) _____ (*say/saying/said/had said*) that the victims (h) _____ (*identify/identified/will identify/had identified*) four of the assailants.
3. Many years ago when Martin Luther King (a) _____ (*address/addressed/was addressing/had addressed*) a public meeting, someone (b) _____ (*throw/threw/thrown/had thrown*) a shoe at

him. There (c) _____ (*is/was/were/been*) a deep silence. King (d) _____ (*pick/picking/picked/had picked*) up the shoe and (e) _____ (*tell/telling/told/had told*) the gathering that some kind gentleman, knowing that he (f) _____ (*can/could/may/might*) not afford shoes (g) _____ (*throw/threw/thrown/had thrown*) one for him. He (h) _____ (*request/requested/requesting/had requested*) the gentleman to throw him the other one too.

4. Two persons including a four-year-old boy (a) _____ (*died/dying/died/had died*) and five persons (b) _____ (*injure/were injured/injuring/had injured*) in an accident yesterday evening. The boy (c) _____ (*crush/crushing/crushed/was crushed*) to death by a jeep. The accident (d) _____ (*take/took/taken/had taken*) place at about 7 P.M. The boy (e) _____ (*play/played/playing/was playing*) on the roadside near his house when a speeding jeep (f) _____ (*come/came/coming/had come*) from the other side and (g) _____ (*hit/hitting/was hitting/was hit*) him. The boy (h) _____ (*die/died/dying/had died*) on the spot.
5. A forty-year-old man (a) _____ (*kill/killed/was killed/had killed*), and six others (b) _____ (*injure/was injured/injured/had injured*) when the van in which they (c) _____ (*travel/traveling/traveled/were traveling*) overturned after colliding with a truck early morning. Soon after the incident a huge crowd (d) _____ (*gather/gathering/had gathered/will gather*) on the spot and (e) _____ (*start/starting/started/had started*) beating the driver of the truck. They also (f) _____ (*damage/damaged/will damage/had damaged*) the other vehicles. It (g) _____ (*is/am/are/was*) only after the arrival of the police that the situation (h) _____ (*bring/bringing/was brought/had brought*) under control.

REMEMBER...

- The **present perfect tense** expresses an action or state in the past (yet) linked with the present.
- The **past perfect tense** expresses progression of an action that started at some remote point in the past and was observed to be continuing by some later point of time, that too in the past.
- The **future perfect tense** expresses an action that is likely to begin in future and be completed by some point of time in future.

ACTIVITY 1

TARGETED COMPETENCIES: Grammar and Speaking Skills

Explain and demonstrate the **tense** with examples.

(Teacher's Note: Assign the **perfect tenses** one by one to the learners and encourage them to speak up. Point out the errors.)

ACTIVITY 2

TARGETED COMPETENCY: Grammar Skills

Let the learners be divided in groups. Construct sentences using all three **perfect tenses**.

(**Teacher’s Note:** Divide the class in three groups and assign each group to construct sentences using all three **perfect tenses**. Ask the groups to review the sentences of one another. After the work is complete, ask them to submit to you.)

Irregular/Regular Verbs

On the basis of consistency or inconsistency of form, **verbs** can be divided into two categories: **strong verbs/irregular verbs**, and **weak verbs/regular verbs**.

In the previous grades, we have read about them. Let us revise by identifying the **regular/irregular verbs** in the following sentences.

1. He has finished his work before time.
2. She breathed deeply before speaking again.
3. You have read two novels so far.
4. I went there twice today.

As you can make out,

- ‘finished’ and ‘breathed’ are **regular verbs** as they take *-ed* and *-d* **respectively** to form their past tense and past participle, and ‘read’ and ‘went’ are **irregular** as they don’t follow a fixed pattern to form their past tense and past participle.

Strong Verbs/Irregular Verbs

Strong verbs are those verbs whose **past** and **past participles** show irregularity of vowel sound.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
come	came	come	steal	stole	stolen
shake	shook	shaken	drive	drove	driven
mistake	mistook	mistaken	write	wrote	written

There are some **strong verbs** whose past and past participle are formed by changing the vowel in the present participle.

There are some **strong verbs** whose past form is formed by a change in the vowel of present form, whereas their past participle is formed by suffixing the present or past form with *-ne* or *-n*.

Weak Verbs/Regular Verbs

Contrary to the **strong verbs**, **weak verbs** are those verbs whose all the three forms — present, past and past participle — exhibit regularity of the vowel sound.

Present	Past	Past Participle	Present	Past	Past Participle
cut	cut	cut	put	put	put
read	read	read	create	created	created
work	worked	worked	follow	followed	followed

In case of **weak verbs**, past and past participle are formed by suffixing their present form with *-d*, *-ed* or *-t*.

11 Identify the given *verbs* as *strong* or *weak*, and write their *past tense* and *past participle*. Write your answers in your notebook.

1. arise
2. clean
3. throw
4. know
5. forbid
6. choose
7. forget
8. weave
9. abuse
10. steal
11. dream
12. believe
13. bathe
14. swear
15. fly
16. bid
17. bear
18. beat
19. grow
20. build

REMEMBER...

- **Regular verbs** also known as **weak verbs**, take *-ed*, *-d*, or *-t* to form their past tense and past participle.
- **Irregular verbs** also known as **strong verbs**, have no regular pattern.

ACTIVITY 3

TARGETED COMPETENCY: Grammar Skills

List **regular/irregular verbs** and form their **past tense**. Also make sentences in **past simple** and **perfect tenses**.

ACTIVITY 4

TARGETED COMPETENCY: Grammar Skills

Let the learners be divided in three groups. Some **verbs** are written on the board. All three groups will construct sentences using those **verbs** in **present** and **past tenses** in their notebooks. The group with the highest number of correct sentences will be the winner.

(**Teacher's Note:** You can write some **verbs** on the board with an example sentence.)

2. COMPARATIVE AND SUPERLATIVE FORMS

In previous grades, we have read about the **comparative** and **superlative forms** of **adjectives** and **adverbs**. Let us revise by looking at the following.

1. I am faster than my sister. (comparative adjective)
2. I work faster than my sister. (comparative adverb)

3. I am the fastest of all. (superlative adjective)

4. I work fastest of all. (superlative adverb)

As you can make out,

- here **comparative/superlative adjectives/adverbs** are similar though they perform different functions.

Let us learn about their formation.

A. Adjectives and Adverbs of one and some of more than one syllable

Look at the tables and fill in the blanks.

(a)

Positive	Comparative	Superlative
clean (<i>adj.</i>)	.....	cleanest
cleanly (<i>adv.</i>)	more cleanly	most cleanly
cheap (<i>adj.</i>)	cheaper	.....
cheaply (<i>adv.</i>)	.....	most cheaply

- In **adjectives** having one syllable and some of more than one, we use *-er/-est* as you see above. In **adverbs** we add *more* and *most*.

(b)

Positive	Comparative	Superlative
brave (<i>adj.</i>)	braver	.....
bravely (<i>adv.</i>)	more bravely	most bravely
fine (<i>adj.</i>)	.....	finest
finely (<i>adv.</i>)	more finely	most finely
white (<i>adj.</i>)	whiter	whitest
large (<i>adj.</i>)	larger	largest
largely (<i>adv.</i>)	more largely	.....

- In **adjectives** having one syllable ending in *e*, we add *-r* and *-st* as you see above. In **adverbs** we add *more* and *most*.

(c)

Positive	Comparative	Superlative
happy (<i>adj.</i>)	.....	happiest
happily (<i>adv.</i>)	more happily	most happily
easy (<i>adj.</i>)	easier	.....
easily (<i>adv.</i>)	more easily	most easily
heavy (<i>adj.</i>)	heavier	heaviest
heavily (<i>adv.</i>)	more heavily	most heavily
wealthy (<i>adj.</i>)	wealthier	wealthiest
wealthily (<i>adv.</i>)	.....	most wealthily

- In **adjectives** ending in a single consonant and preceded by a single consonant, we add *-er* and *-iest* as you see above. In **adverbs** we add *more* and *most*.

(d)

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
red (<i>adj.</i>)	redder	.....
big (<i>adj.</i>)	bigger	biggest
hot (<i>adj.</i>)	.....	hottest
hotly (<i>adv.</i>)	.....	most hotly
thin (<i>adj.</i>)	thinner	thinnest
thinly (<i>adv.</i>)	more thinly	.....

- In **adjectives** ending in a single consonant and preceded by a short vowel, we double this consonant and add *-er* and *-est* as you see above. In **adverbs** we add *more* and *most*.

B. Adjectives and Adverbs of more than two syllables

Look at the tables and fill in the blanks.

(a)

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
beautiful (<i>adj.</i>)	more beautiful	.....
beautifully (<i>adv.</i>)	more beautifully	most beautifully
laborious (<i>adj.</i>)	.....	most laborious
laboriously (<i>adv.</i>)	more laboriously	most laboriously
courageous (<i>adj.</i>)	more courageous	most courageous
courageously (<i>adv.</i>)	more courageously	.....
intelligent (<i>adj.</i>)	more intelligent	most intelligent
intelligently (<i>adv.</i>)	.....	most intelligently

- In **adjectives** and **adverbs** having more than two syllables as you see above, we add *more* and *most*.

(b)

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
polite (<i>adj.</i>)	politer / more polite	politest / most polite
politely (<i>adv.</i>)	more politely	.....
simple (<i>adj.</i>)	simpler / more simple	simplest / most simple
simply (<i>adv.</i>)	.....	most simply
feeble (<i>adj.</i>)	feebler / more feeble	feeblest / most feeble
feebly (<i>adv.</i>)	more feebly	most feebly
gentle (<i>adj.</i>)	gentler / more gentle	gentlest / most gentle
gently (<i>adv.</i>)	more gently	.....
clever (<i>adj.</i>)	.....	cleverest / most clever
cleverly (<i>adv.</i>)	more cleverly	most cleverly

common (<i>adj.</i>)	commoner/ more common	commonest/ most common
commonly (<i>adv.</i>)	more commonly	most commonly

(c)

Positive	Comparative	Superlative
likely (<i>adj.</i>)	likelier/ more likely	likeliest/ most likely
likely (<i>adv.</i>)	more likely	most likely
pleasant (<i>adj.</i>)	pleasanter/ more pleasant	pleasantest/ most pleasant
pleasantly (<i>adv.</i>)	more pleasantly	.....
quiet (<i>adj.</i>)	quieter/ more quiet	quietest/ most quiet
quietly (<i>adv.</i>)	more quietly	most quietly
stupid (<i>adj.</i>)	.....	stupidest/ most stupid
stupidly (<i>adv.</i>)	more stupidly	most stupidly
subtle (<i>adj.</i>)	subtler/ more subtle	subtlest/ most subtle
subtly (<i>adv.</i>)	more subtly	most subtly
sure (<i>adj.</i>)	surer/ more sure	surest/ most sure
surely (<i>adv.</i>)	more surely	most surely

- Some **adjectives** have **two** possible **forms** of comparison (-er/-est and more/most) as you see above.

C. Irregular Adjectives/Adverbs

Look at the table.

Positive	Comparative	Superlative	Comment/Example
good, well (<i>adj.</i>)	better	best	She is a <i>good</i> girl.
well (<i>adv.</i>)			Are you <i>well</i> ?
bad, evil, ill (<i>adj.</i>)	worse	worst	When <i>ill</i> is used predicatively, it means <i>bad health</i> .
badly, ill (<i>adv.</i>)			When <i>ill</i> is used attributively before a noun, it means <i>bad</i> .
much (<i>adj.</i>)	more	most (qty.)	uncountable nouns More money has been wasted.
much (<i>adv.</i>)			He is <i>much</i> taller. She works <i>more</i> than you do.

Positive	Comparative	Superlative	Comment/Example
many (<i>adj.</i>)	more	most (no.)	countable nouns <i>Many</i> guests are present here.
little (<i>adj.</i>)	smaller less, lesser	smallest least	There is a <i>little</i> hope of her recovery.
little (<i>adv.</i>)	less	least	We meet <i>little</i> .
late (<i>adj.</i>)	later latter ×	latest × last	I have heard the <i>latest</i> news. She is <i>later</i> than expected. Out of two, the <i>latter</i> story is exciting. The <i>last</i> chapter is confusing.
late (<i>adv.</i>)	later	×	Come <i>later</i> .

- The comparatives and superlatives of the above **adjectives** and **adverbs** are not formed from the positive.

12 Fill in the blanks with the correct forms of the *adjectives/adverbs* given in parentheses.

- The ocean is _____ than the sea. (*big*)
- Monrovia is the _____ city in Liberia. (*large*)
- The rose is the _____ flower of all. (*beautiful*)
- Make _____ attempts to succeed. (*far*)
- No other metal is _____ than diamond. (*expensive*)
- Prayer is my _____ sister. (*old*)
- This is the _____ school in this area. (*old*)
- He is my _____ friend. (*near*)
- I live in the _____ building. (*next*)
- The Venus is the _____ planet in the Solar System. (*bright*)
- He sang _____ in the party. (*good*)
- She spoke her dialogues _____ (*nice*) in the drama.
- God has given him _____ than he requires. (*much*)
- The sun shines _____ (*bright*)
- There were ten girls in the group. But she acted _____ of all.
(*nervous*)
- Walk _____ or you will miss the bus. (*fast*)
- He is the _____ runner of all. (*fast*)
- Don't eat _____ (*hungry*)
- When I talked to him about my money, he grew violent and behaved _____ than ever. (*bad*)
- You are an _____ student. But did you behave _____ in the morning? (*intelligent*)

ACTIVITY 5

TARGETED COMPETENCY: Grammar Skills

Write **comparative** and **superlative** forms of **adjectives/adverbs** and make sentences using these forms.

(**Teacher’s Note:** Give some **adjectives/adverbs** to the learners.)

REMEMBER...

- **Comparative** and **superlative adjectives** compare **nouns/pronouns** while **comparative** and **superlative adverbs** compare actions.

Persuasive Essay

An essay is a short piece of writing by a student as part of a course of study. In the previous grades, we have read about the kinds of essays. In the current unit, we will discuss the **persuasive essay**. The **persuasive essay** aims to convince the reader to come to a common agreement or on a controversial topic such as “Junk Food should be Avoided.”

Example:

Junk food is a term describing food that is perceived to be unhealthy or having poor nutritional value, according to Food Standard Agency. The term is believed to have been coined by Michael Jacobson, Director of the Center for Science in the public interest, in 1972. The term has since become common usage.

Junk food typically contains high level of fat, salt or sugar and numerous food additives such as monosodium glutamate and tartrazine; at the same time it is lacking in proteins, vitamins and fiber, among others. It is popular among suppliers because it is relatively cheap to manufacture, has a long shelf life and may not require refrigeration. It is popular as it has lots of consumers because it is easy to purchase, requires little or no preparation, convenient to consume and has lots of flavors. Consumption of junk food is associated with obesity, heart disease, Type 2 Diabetes and dental cavities. There is also concern about the targeting of the marketing at children.

The words underlined are **adjectives/adverbs**. Copy them in your notebook and write their **comparative/superlative forms**. If the **adjective/adverb** has no **comparative/superlative** form, put a × in front of that **adjective/adverb**.

13 Choose a topic and write a **persuasive essay** but ensure that the topic you choose, is worth to be persuaded, for example “Smoking is Injurious to Health” or “Education Illuminates Lives.” Also use **comparative/superlatives adjectives/adverbs** in your essay.

ACTIVITY 6

TARGETED COMPETENCIES: Teamwork, Grammar and Writing Skills

Work in pairs. Choose a topic and write a **persuasive essay**. Review each other’s essay. Check for grammatical/spelling errors, and finally submit to the teacher.

SPEAKING

TARGETED COMPETENCY: Speaking Skills

Following are given some sentences. Identify the tense and say a sentence in that tense.

1. Have you watched that new movie?
Example: Present perfect tense; Has your father left for the office?
2. She had come to my house after I left.
3. You would have reached your village by tomorrow evening.
4. He has won the debate.
5. I have taught in this school for six years.
6. She has chalked out a program.
7. Have they crossed the river?
8. Has she got her missing pet?
9. My mother has cooked a new dish for the guests.
10. Our teacher has just left.

LISTENING

TARGETED COMPETENCIES: Listening and Grammar Skills

Draw the following table in your notebook. Your teacher will say ten sentences having comparatives/superlatives one by one. Listen to him/her carefully and identify the comparative/superlative adjectives/adverbs, and write down in your notebook.

- Examples:*
1. I am faster than my brother.
 2. I work faster than my brother.

<i>Comparative Adj.</i>	<i>Superlative Adj.</i>	<i>Comparative Adv.</i>	<i>Superlative Adv.</i>
1. faster			
2.		faster	
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

(Teacher’s Note: The listening transcript has been given in the **Teacher’s Guide.**)

GROUP DISCUSSION

TARGETED COMPETENCIES: Speaking and Innovative Skills

Discuss a *persuasive topic* in groups. The best speaker will be the winner.

WRITING CONTEST

TARGETED COMPETENCY: Writing Skills

Learners will write a *persuasive essay* each on the given topics, accompanied by some value points so that they can easily expand the essay. The best essay will be awarded.

PROJECT

TARGETED COMPETENCIES: Creative and Grammar Skills

Make a collage on different *perfect tenses*, highlighting the main points. The best collage will be put on the classroom wall.