

Unit 1

Semester: One

Period 1



E11CH1

Grammar: Verb Usage—Part 1

Objectives

Upon completion of this topic, learners will be able to :

- classify and use the six tenses of verb correctly, including the progressive forms
- Use the five forms of verbs correctly
- Write effective book report

1.1 VERB

A verb is a word which is used to denote action. It plays an important part in a sentence.

(i) Mariya **is** an engineer.



Helping verb → shows state of being

(ii) Workers **have** done their work.



Helping verb → helps in the tense formation

Structure of the Unit

1.1	Verb
1.2	Five Forms of Verbs
	Base Form: Start
	s/form: Start
	Ing form: Starting
	Past Tense: Started
	Past participle: Has/have Started
1.3	Using the six Tenses of verb Correctly
1.4	Writing book reports in the context of literature
	Review Exercise

Look at some more examples:

- She **cooks** well — action
- The accident **happened** suddenly — event
- Our teacher **is** very intelligent — state

'verbs' **come in several forms.**

For example, the verb **eat** can be: *eat, ate, eaten, eating or eats.* This is a total of 5 forms of verb.

With the exception of the verb **be**, English main verbs have only 3, 4 or 5 forms. **Be** has 8 forms. Helping verbs have even fewer forms as most of them never change.

Let us understand these forms of verbs by examples:

Look at the following examples:

1. I **start** work at nine.
2. She **has started** her homework.
3. Daniel **starts** doing hard work.
4. We are **starting** our journey from Rwanda.
5. I only **started** this book yesterday.

In the above sentence, the words *start, has started, starts, starting* and *started* are verbs. These words describe the action or state.

1.2 FIVE FORMS OF VERB

There are up to five forms for each verb: root, third-person singular, present participle, past, and past participle.

1.2.1 Base Form of the Verb

The base form of a verb is its simplest form. This form of a verb is the root form of the word. Base form does not include *prefixes* or *suffixes*.

Hence, the base verb is the form of verb without any special ending. It is the form of the verb used in to + verb forms without "to".

For example: *dance, do, cook, sing, play, read,* etc.

Base verbs are used with I, you, we, they, and plural subjects.

- I cook food.
- You dance well.
- You play all the time.

- They do the work.

See more examples given below:

to see – see	to be – be	to wear – wear
to go – go	to eat – eat	to sing – sing
to pray – pray	to hide – hide	to write – write
to climb – climb	to jump – jump	

The base form of a verb is used to create other forms of the verb when conjugated. This is always true with regular verbs, but may not apply with irregular verbs, depending on the tense.

Look at the base form (or root) which is generally the first-person singular of the simple present tense (except in the case of the verb to be):

think	grow	sing
walk	paint	accompany
drop		

The **infinitive form** is a compound verb made up of the preposition to and the basic form:

to think	to grow	to sing
to walk	to paint	to accompany

To form the present participle, the suffix **ing** is generally added to the basic form:

think-ing	grow-ing	sing-ing
walk-ing	paint-ing	accompany-ing
dropp-ing		

Note that the present participle cannot function as a predicate unless it has an auxiliary verb.

For example, the word group '**I walking to the store**' is an incomplete and ungrammatical sentence, while the word group '**I am walking to the store**' is a complete sentence. The present participle is often used as a modifier.

The past tense is a little trickier. If the verb is regular (or weak) add **ed**, **d**, or **t** to the present form.

When a basic form ends in **y**, it is generally changed to **i**. In

many cases the terminal consonant is doubled before adding **ed**.

For example:

thought	grew	sang	walked
painted	accompanied	dropped	

The past participle of regular verbs is usually identical to the past tense, while the past participle of irregular verbs is often different:

thought	grown (past form: grew)
sung (past form: sang)	walked
painted	accompanied
dropped	

Look at the examples:

- I am *going* to school. (base: go)
- What *did* you do yesterday? (base: do)
- The girl *showed* her mother the picture she drew in school. (base: show)
- Eva is *studying*. (base: study)
- He *had eaten* three hamburgers. (base: eat)

So by way of summary, let us bring them together and see how they look for different verbs.

For convenience, we will illustrate only the third person singular forms (the forms which agree with he/she/it) of each verb. Notice that some verbs have irregular past forms and -ed forms. \

Base/ Infinitive Form	Present Tense Form	Past Tense Form	ing Form	-ed Form
cook	She <i>cooks</i>	She <i>cooked</i>	She is <i>cooking</i>	She has <i>cooked</i>
walk	He <i>walks</i>	He <i>walked</i>	He is <i>walking</i>	He has <i>walked</i>
take	He <i>takes</i>	He <i>took</i>	He is <i>taking</i>	He has <i>taken</i>
bring	She <i>brings</i>	She <i>brought</i>	She is <i>bringing</i>	She has <i>brought</i>
be	he <i>is</i>	He <i>was</i>	He is <i>being</i>	He has <i>been</i>



Practice Set 1

Find the past simple and past participle of the following:

Begin _____ ,	Know _____
Do _____ ,	Show _____
Drive _____ ,	Shrink _____
Fall _____ ,	Walk _____
Give _____ ,	Added _____
See _____ ,	Scolded _____

1.2.2 s/form

The "**S**" form is the form of a verb that ends with "s" or "ies". We often make mistake the "s"form for a plural verb.

A plural verb and a singular verb have the same forms except the present simple tense form that has a third person singular subject

Singular form of verbs can be determined by adding "s" or "es" to the base verb.

For example:

- Ahana cooks food.
- Jolly dances well.
- She plays all the time
- Harry does the work.

Singular form of verbs can be determined by adding "s" or "es" to the base verb.

Third Person Singular Form of a Verb

The third person singular (he/she/it/one) conjugation is the verb form that tends to be different from other conjugations. For regular verbs, this verb form end in -s (or sometimes -es).

Consider the examples below:

He sees.

She watches.

It shrinks.

It rains.

One does.

There are three ways to make the “S form”:

- by adding “s” to the end of a verb (run → runs, sit → sits, see → sees, play → plays)
- by adding “es” to the end of the verb that has a sibilant sound – ss, ch, x, tch, sh, zz (watch → watches, guess → guesses, mix → mixes)
- by changing final “y” to “ies” after a consonant+y (study → studies, party → parties, fly → flies)
- irregular forms

Look at some more examples of verb + s; es, ies

Look at the table below:

In the table you will see the difference between verbs finishing with vowel + y (*stay, play* etc) and verbs finishing with consonant + y (*cry, fly, study, worry* etc)

Spelling rules of third person singular forms in Present Simple Tense				
Most verbs: Add “ s ” to infinitive(1) verbs finishing with a vowel + “y”: add “ s ”	Work	works	Sit	sits
	Stay	stays	See	sees
	Know	knows	Live	lives
Verbs ending with consonant and “y”: Change “y” for “ ies ”	Cry	cries	Hurry	hurries
	Fly	flies	Imply	implies
	Try	tries		
Verbs ending in sibilant sounds –s, -z, -ch, -sh, or -x add “es” to infinitive	Push	pushes	Fix	Fixes
	Catch	catches	Confess	Confesses
	Buzz	buzzes	Finish	Finishes

verbs ending with “o” Verb “have”	Go	goes	Do	Does
	Have	has		

Now you have understand how 's' or 'es' are formed.

Let us see some more examples. S/form of verbs are in italic.

- **Work:** I *work* in Uganda; They *work* in Berlin; He **works** in an office
- **Study:** You *study* English; we *study* geography; she **studies** French
- **Finish:** I *finish* early; you *finish* late; John **finishes** tomorrow
- **Pass:** You *pass* your exams; they *pass* their exams; Lida **passes** her exams
- **Do:** They *do* their homework; we *do* our homework; She **does** her homework
- **Have:** We *have* a nice car; you *have* a big car; Harry **has** a black car
- **Play:** I *play* chess very badly, your sister **plays** very well
- **Mix:** The chef *mixes* the flour with the water

Activity 1



Lets do an activity

Let us play an action verb games.

- Let the learners educate about the base form of verb and s-form of verbs.
- Start by comparing action words to illustrate the difference.
- Select the action verb examples with your learners, it will enhance their understanding and retention.



Practice Set 2

A. Read the following sentences and pick out the verbs.

1. He runs fast.

2. He was happy to see his mother.
3. The squirrel climbs up the tree.
4. The player scores the goal in time.
5. She completes her work in time.

B. Underline the verbs in the following story.

There was a king lived in a kingdom. One day the king asked his courtiers, "What is the thing that travels fastest in the world?" One of the courtiers said "Bullock cart," another said, "Wind," yet another said, "Light."

The king waited for the final courtier sitting in the last row. He spoke, "your majesty! the thoughts in the mind travel the fastest . In a moment you are in this court and in the next moment your thought will take you somewhere else. So , thought is the fastest thing in the world."

Everyone was very surprised at the courtier's answer. The king was proud of the courtier's wisdom and rewarded him suitably.

C. Rewrite the given passage using s-form of verbs of the verb given in brackets.

My class teacher (be) Mrs Daniel. Her first duty in the morning (be) to call the rolls. She (maintain) the attendance register. She (ensure) that students (follow) proper discipline. She (teach) us English and History. (She (take) surprise tests and (evaluate) our understanding of concepts. She (prepare) the report cards and during the Parent Teacher Meeting, she (tell) our parents about our performance and behavior in class. She (be strict but I (like) her.

1.2.3 ing/form

A verb ending in **-ing** is either a present participle or a gerund. These two forms look identical. The difference is in their functions in a sentence.

A. Present participles

A present participle is most commonly used as part of the continuous form of a verb, after verbs of perception, after verbs of movement, or as an adjective.

- Present participles as part of the continuous form of a verb
- Present participles are an element in all continuous verb forms (past, present, future, conditional, etc.).
- The helping verb will indicate the tense, while the present participle remains unchanging.

Look at the examples

- She is painting.
- We are waiting.
- They will be coming.
- We would be staying.
- I would have been leaving.
- Daniel is studying English.
- July is watching TV.
- We are having lunch at the moment.

B. Present participles after verbs of perception

Present participles can be used after verbs of perception in the pattern verb + object + present participle to indicate the action being perceived.

For examples

- They saw me swimming across the pond.
- I watched her painting July's portrait.
- I cannot hear her singing because of the noise.
- I would like to see her knitting sometime.

C. Present participles after verbs of movement, action, or position, to indicate parallel activity.

For examples

- Rozy sat looking at the sea.
- She walks reading her newspaper.
- I cook listening to the radio.
- Sally lay listening to the bugs in the grass.

D. Present participles as adjectives

For examples

- Did Daniel read that amazing book?
- This movie is so exciting!
- Her economics class is boring.

Read more about using present participles.

E. Gerunds

The gerund always has the same function as a noun, although it looks like a verb. It can be used in the same way as a noun.

A gerund is used as the subject of the sentence

For examples

- Eating in the open place is wrong.
- Driving too fast is dangerous.
- Walking is good for your health.
- Your knitting is beautiful.

F. A gerund after prepositions

For examples

- Can you sneeze without opening your mouth?
- She is good at painting.
- I was the fastest at climbing the rope.
- She learns music by listening to the chords.

G. A gerund after certain specific verbs

For examples

- I like cooking.
- He enjoys walking.
- They hate milking cows.
- I can imagine drifting away in a balloon.

H. A gerund in compound nouns

For examples

- I took her to her *driving* lessons.
- We are *going* to visit the zoo.
- My uncle does a lot of *bird-watching*.
- I found this pie by *dumpster-diving*.

G. Use The -ING Form after common Verbs In English

- finish: I finally finished **cleaning** the house at midnight.
- can't stand: I can't stand **going** to parties where I don't know anyone.
- don't mind: We don't mind **working** overtime.
- look forward to: I look forward to **seeing** you next week.
- admit: The politician admitted **stealing** millions of dollars.
- avoid : You should avoid **eating** after 11 PM.
- consider: Have you considered **buying** a laptop?
- enjoy: I enjoy **surfing** and **playing** tennis.
- keep (continue): My ex-boyfriend keeps **calling** me even though I've told him I don't want to talk to him!
- practice: I need to practice **writing** in English.
- spend (time): My roommate spends hours **watching** TV.
- stop: He stopped **smoking** ten years ago.
- suggest/ recommend:

I suggest **taking** some time off.

The doctor recommended **getting** more rest.

The verbs **start, like, and love** can be used with the infinitive or **-ing**. Both are correct!

- The baby started to cry. → The baby started crying.
- I like to run. → I like running.
- We love reading. → We love to read.



Practice Set 3

Re-write these sentences by using the ing- form of the verb. Make other changes also, if required.

1. Ahana helps the poor.
2. Mihir reaches school on time.
3. John and Daniel talk in class.

4. The learners stand in a queue.
5. Eva carries the water bottle in a bag.
6. They sing very well.
7. He watches cartoon after his studies.
8. We read stories everyday.

1.2.4 Past Tense

Read the following sentences:

1. I **went** to the fair yesterday.
2. We usually **studied** in the library before exams.
3. They **met** Mrs John at the station.

The words printed in bold are verbs and they are in the **simple past tense**. They tell us about actions that took place at sometime in the past.

The simple past tense tells us about actions which took place at sometime in the past or talks about past habitual action.

For example: I **went** to the fair yesterday.

They also tell us about some past habitual actions.

For example: We usually **studied** in the library before exams.

So you have seen that the past participle and the past tense of irregular verbs are not generally formed by adding **(e)d** or **t**. For example, the past tense of the verb **break** is **broke** and the past participle is **broken**.

- (i) I **went** to the fair yesterday.

↓
past tense of the verb 'go'

- (ii) We usually **studied** in the library before exams.

↓
past tense of the verb 'study'

A. Verbs form their past tenses

The following verbs form their past tenses (past and past participle) irregularly:

Verb	Past tense	Past participle
arise	arose	arisen
awake	awoke (or awaked)	awaked (or awoken)
awaken	awakened	awakened
bear (to carry)	bore	borne
bear (to give birth)	bore	born
beat	beat	beaten (or beat)
become	became	become
begin	began	begun
bet	bet	bet
bid (to offer)	bid	bid
bid (to order, invite)	bade	bidden
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
choose	chose	chosen
cling	clung	clung
come	came	come
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken

freeze	froze	frozen
get	got	got (or gotten)
give	gave	given
go	went	gone
keep	kept	kept
kneel	knelt (or kneeled)	knelt (or kneeled)
knit	knitted (or knit)	knitted (or knit)
know	knew	known
lay	laid	laid
lead	led	led
leap	leaped (or leapt)	leaped (or leapt)
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted (or lit)	lighted (or lit)
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
overcome	overcame	overcome
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shoot	shot	shot
shrink	shrank (or shrunk)	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk

sit	sat	sat
spin	spun	spun
spit	spit (or spat)	spit (or spat)
split	split	split
spread	spread	spread
spring	sprang (or sprung)	sprung
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	throve (or thrived)	throve (or thriven)
throw	threw	thrown
thrust	thrust	thrust
wake	woke (or waked)	waked (or woken)
weep	wept	wept
win	won	won
wind	wound	wound
wring	wring	wrung
write	wrote	written



Practice Set 4

A. Fill in the blanks with past tense forms of the verbs in brackets.

- I _____ the answer to that question. (know)
- The African team _____ the match (lose)
- We _____ the sharp objects away from the baby's reach. (keep)
- The fisherman _____ his boat. (row)
- The bird _____ over the tree. (fly)

B. Rewrite the passage. Change the highlighted verbs to the simple past |

tense.

Every day I **wake** up at 6 am. I **do** exercise. Then I **take** shower and **get** ready for school. I **eat** breakfast and wait for the school bus. My friends **greet** me when I **get** into the bus. We **talk** during our journey and **reach** out school gate at 8.00 am. We **enter** our classrooms, **keep** our bags and then **leave** for the assembly. We **say** our prayers and **return** to our classrooms afterwards.

B. Verbs with the same form

Present	Past	Past Participle	Present	Past	Past Participle
bet	bet	bet	hit	hit	hit
cast	cast	cast	put	put	put
cost	cost	cost	let	let	let

So we have learned that the sentence pattern for the past tense is the same as the present tense in English.

Subject + verb...

However, the verb is different. When talking about the past, we need to use past tense verbs.

We add "**-ed**" to the base form of a verb to make the past tense. Sometimes, if the last letter of the verb is "e", then we just add "-d". We call these regular verbs.

Look at a few examples.

clean → cleaned finish → finished use → used
 paint → painted play → played bake → baked
 turn → turned ask → asked plead → pleaded
 like → liked hate → hated need → needed

Now, look at the difference between the present tense and the past tense.

Present Tense

Past Tense

1. I clean my house every Saturday. I cleaned my house last Saturday.

- | | |
|--|---|
| 2. <i>She paints very well.</i> | <i>She painted this picture.</i> |
| 3. <i>Don't turn the TV on.</i> | <i>He turned on the TV an hour ago.</i> |
| 4. <i>I can't finish.</i> | <i>I finished yesterday.</i> |
| 5. <i>We play baseball every Sunday.</i> | <i>We played baseball last Sunday.</i> |
| 6. <i>I ask Jully many questions in class.</i> | <i>I asked Jully many questions.</i> |
| 7. <i>She bakes cakes for a living.</i> | <i>She baked a cake for the party.</i> |
| 8. <i>They beg for help.</i> | <i>They begged for help.</i> |
| 9. <i>I like you.</i> | <i>I liked it when I was young.</i> |
| 10. <i>They hate action movies.</i> | <i>They hated that action movie.</i> |
| 11. <i>I need help.</i> | <i>I needed help yesterday.</i> |

Note: If a word ends in a consonant (letters that are not a, e, i, o, u) and "y", then we add "-ied" to make the verb into past tense form. If a word ends in a vowel (a, e, i, o, u) then add "-ed".

carry → carried stay → stayed marry → married
study → studied hurry → hurried cry → cried

There are some verbs that end in "y" that are irregular. They do not follow the rules above.

Note: If you know the past tense form of the verb, then it is easy to make a past tense sentence. It is essential that you know and are able to use it well.

For examples

- Daniel hurried to work because he was late.
- She baked a cake for me.
- You skated very well in the competition.
- Harry and I talked about politics all night.
- Dan wanted to see a movie last night, but he was busy.
- The boy cried because he was sick.
- It snowed a lot last winter.

C. Past Tense - Negative Sentences with Verbs

Use "**did not**" to make a negative past tense sentence in English. "Did not" goes with every subject. Use the following pattern.

Subject + did not + verb....

Compare some present tense and past tense sentences.

Present Tense

- (1) I do not like it.
- (2) Harry does not look happy today.
- (3) He does not need it.
- (4) She does not want to go.
- (5) It does not work now.
- (6) They do not know.
- (7) We do not talk these days.

Past Tense

- I did not like it when I was young.
- Harry did not look happy yesterday.
- He did not need it last week.
- She did not want to go.
- It did not work before.
- They did not know.
- We did not talk last month.

Some more example sentences

- I did not eat breakfast this morning.
- You did not ruin it.
- You didn't do a good job.
- He didn't finish in 1st place.
- Chris didn't like the hotel.
- She did not sing with everybody else.

Below are used often so you must know the past tense form.

see → saw	run → ran	catch → caught
buy → bought	eat → ate	drink → drank
come → came	go → went	get → got
forget → forgot	have → had	meet → met

English Conversation 1



Look at the following examples, Jolly and Joe are talking on the phone.

Jolly: Did you see the snowstorm last night?

Joe: No, I didn't. I was asleep.

Jolly: Oh man! It was crazy. It snowed for over 5 hours.

Joe: There is so much snow in my yard. I don't think I can go to work.



Practice Set 5

A. Fill in the blanks

- She _____ college last year.
(a) was leaving (b) left (c) had left
- Our team _____ them yesterday.
(a) had defeated (b) defeated (c) was defeating
- I _____ TV when dad arrived.
(a) watched (b) was watching (c) had watched
- After she _____ her breakfast, she went to work.
(a) ate (b) had eaten (c) was eating
- He _____ home late when the accident occurred.
(a) drove (b) was driving (c) had driven

B. Underline the verb in the following sentences.

- I saw a deer in my yard.
- He saw his friend at the store yesterday.
- They saw their mother on TV.
- Bill saw many animals in Africa.
- I ran in the park yesterday morning.
- She ran on the beach at sunset.

English Conversation 2



A. Look at the following examples, Jolly and Joe are talking on the phone.

Jolly: My mother had to go to the hospital last night.

Joe: Oh no! What happened?

Jolly: She had a bad pain in her side.

Joe: Is she okay?

Jolly: She is fine now, but she needed to stay overnight in the hospital.

B. Look at the following examples, Jolly and Joe are talking on the phone.

Jolly: I saw you at the park yesterday. Who were you with?

Joe: I took a walk and had a picnic with my new boyfriend.

Jolly: How cool! When did you meet him?

Joe: I met him at the library last week.

1.2.5 Past Participle

In a regular verb, the past participle is formed by adding "**-ed**".

A participle is a type of word derived from a verb that is used for a variety of purposes, such as an **adjective** or to construct **verb** tenses. For example, the verb **laugh** can be turned into the participles **laughed** and **laughing**.

Definition: A past participle is a word that:

- is formed from s verb
- is used as an adjective or for verb tense
- probably ends **—ed, —d, —t, —en or —n**

For example:

adjective (from " to paint")

He **painted** skin.



I have **forgotten** my lines.



verb tense (from " to forget")

A. Three Main uses for Past Participle

In general, there are three major uses for past participles:

1. **Adjectives:** Past participle is used as an *adjective* to modify a noun (or noun equivalent).

Children were **exhausted** after cleaning up the shed.

2. **Participle phrases:** Past participle is used as **adjectival phrase** that uses a participle and other parts of speech to modify a noun (or noun equivalent).

Disgusted by the terrible smell, Harry put the stinky shoes outside.

3. **Perfect verb tenses:** Past participles are used to form the six perfect verb tenses. The perfect tenses use the helping verb have and a past participle, and the perfect continuous tenses also use the past participle of the verb be (been).

- *Present perfect tense:* The monkey have **jumped** over the fence.
- *Past perfect tense:* The monkey had already **jumped** over the fence.
- *Future perfect tense:* The monkey will have **jumped** over the fence by the time we arrive.
- *Present perfect continuous tense:* These monkeys have been jumping over that fence since I started working here.
- *Past perfect continuous tense:* The monkey had been jumping over the fence for years before we built a bigger fence.
- *Future perfect continuous tense:* The monkey will have been jumping over that fence for hours by the time I fall asleep.

Hence, a participle is used in in the formation of perfect tenses in the active voice and of all tenses in the passive voice. In brief, a past participle is a word with the following three traits:

- It is formed from a verb.
- It is used as an adjective or to form verb tense.
- It probably ends "-ed," "-d," "-t," "-en," or "-n."

For example:

The verbs "**broken**" in "***the window has been broken***" and

“**raised**” in “*many hands were raised*” are past participles.

Let's look at the past participle of the verb **to whisper**:

- Here's the past participle: **whispered**
- it is used as an adjective: The **whispered** word
- it is used to form a verb tense: She had **whispered** him the answer.

B. Forming the Past Participle (Regular Verbs)

If it's a regular verb, the past participle is the same as the simple past tense. In other words, it is formed like this:

Add "ed" to most verbs:

- jump → jumped
- paint → painted

If a verb of one syllable ends (consonant-vowel-consonant), double the final consonant and add "ed":

- chat → chatted
- stop → stopped

If the final consonant is "w," "x," or "y," don't double it:

- sew → sewed
- play → played
- fix → fixed

If last syllable of a longer verb is stressed and ends (consonant-vowel-consonant), double the last consonant and add "ed":

- incur → incurred
- prefer → preferred

If the first syllable of a longer verb is stressed and the verb ends (consonant-vowel-consonant)], just add "ed":

- open → opened
- enter → entered
- swallow → swallowed

If the verb ends "e," just add "d":

- thrive → thrived
- guzzle → guzzled

If the verb ends (consonant + "y"), change the "y" to an "i" and add "ed":

- cry > cried
- fry > fried

Activity 2



Lets do an activity

- Amanda forms a group. Each group create a story in the past tense, using lesson-relevant vocabulary and/or pictures.
- Divide students into groups of 4 or 5, or begin the activity in a whole group setting.
- Hand out a list of vocabulary words and/or a sheet of paper with content-relevant pictures.
- Explain to learners they are to create a story in the past tense, beginning with 'One time, ____.'
- You can have learners in the group play round-robin style by each contributing a sentence, or you can have each student create a story of his/her own.
- To ensure learners understand the activity, tell an example story, while emphasizing the past tense version of all verbs being used.



Practice Set 6

A. Fill in the blanks with past participle verb form of the verb given in the bracket.

1. He has _____ his own companion for the journey. (select)
2. He would have _____ his speech after the break but the chairperson didn't permit him. (resume)
3. Has the problem _____ solved? (be)
4. The accused _____ the jury's verdict with anxiety. (await)
5. My watch was _____ by a boy. (steal)

1.3 THE SIX TENSES ARE

The six tenses are:

- Simple present.
- Present perfect.
- Simple past.
- Past perfect.
- Future.
- Future perfect.

1. Simple present

- Simple verb tenses describe an action occurring in the chosen time frame. While simple present tense describes an action happening now, in the present.

For example, they write

- Simple past: describes an action that occurred and finished in the past.

For example, they wrote

- Simple future: describes an action that will occur in the future

For example, they will write

2. Present perfect.

Perfect verb tenses describe an action that started in the past and either still continues or the effect of the action still continues.

- Present perfect describes an action that started in the past and is still continuing

For example, they have spoken for 2 hours

- Past perfect describes an action that started in the past and was complete when another action started; includes "had" and the past participle.

For example, they had spoken before they made a decision

- Future perfect describes an action will be complete by a certain point in time

For example, they will have spoken by 5:00 p.m. on Tuesday.

3. Simple past.

The simple past tense is used to talk about a completed action in a time before now. The simple past is the basic form of past tense. The time of the action can be in the recent past or the distant past and action duration is not important.

For examples

- She wrote a letter.
- My father died last year.
- He lived in Rawanda.
- We crossed this turbulent river yesterday.

We always use the simple past when we say when something happened, so it is associated with certain past time expressions

- frequency: often, sometimes, always
 1. I sometimes walked home at lunchtime.
 2. I often brought my lunch to school.
- a definite point in time: last week, when I was a child, yesterday, six weeks ago
 1. We saw a good film last week.
 2. Yesterday, I arrived in Geneva.
 3. She finished her work at seven o'clock
 4. I went to the theatre last night
- an indefinite point in time: the other day, ages ago, a long time ago
 1. People lived in caves a long time ago.
 2. She played the piano when she was a child.

Note: the word **ago** is a useful way of expressing the distance into the past. It is placed after the period of time:

a week ago, three years ago, a minute ago.

To Walk

Affirmative

I walked

You walked

He walked

We walked

Negative

I didn't walk

You didn't walk

He didn't walk

We didn't walk

Interrogative

Did I walk?

Did you walk?

Did he walk?

Did we walk?

They walked They didn't walk Did they walk?

4. Past perfect.

The Past Perfect tense is quite an easy tense to understand and to use. This tense talks about the "past in the past".

Let us look at the structure and use of the Past Perfect tense.

The structure of the Past Perfect tense is:

subject + **auxiliary have** + **main verb**

had past participle

The auxiliary verb (have) is changed in the Past Simple: **had**

The main verb is invariable in past participle form: -ed (or irregular)

For negative sentences we insert **not** between the auxiliary verb and the main verb.

Look at these example sentences with the Past Perfect tense:

subject	auxiliary verb	main verb	
I	had	<i>finished</i>	my work.
You	had	<i>stopped</i>	before me.
She	had	not <i>gone</i>	to school.
We	had	not <i>left.</i>	
Had	you	<i>arrived?</i>	
Had	they	<i>eaten</i>	dinner?

Contraction with Past Perfect

When we use the Past Perfect in speaking, we often contract the subject and the auxiliary verb. We also sometimes do this in informal writing:

I had	I'd
you had	you'd
he had	he'd
she had	she'd
it had	it'd

we had	we'd
they had	they'd

In negative sentences, we may contract the auxiliary verb and "not":

- I hadn't **finished** my meal.
- John hadn't **had** a day off for months.

The '**d** contraction is also used for the auxiliary verb **would**.

For example, *we'd can mean: We had, OR We would*

But usually the main verb is in a different form, for example:

We had arrived (past participle)

We would arrive (base)

It is always clear from the context.

The Past Perfect tense expresses action in the past before another action in the past. This is the past in the past.

For example:

The train left at 6 am. We arrived at 6:15 am. When we arrived, the train had left.

For example, imagine that you arrive at the station at 6:15 am. The stationmaster says to you:

"You are too late. The train has left."

Later, you tell your friends:

"We were too late. The train had left."

We often use the Past Perfect in reported speech after verbs like: said, told, asked, thought, wondered

Look at these examples:

- He told us that the train had left.
- I thought I had met her before, but I was wrong.
- He explained that he had closed the window because of the rain.

- I wondered if I had been there before.
- I asked them why they had not finished.

5. Future Tense

The future tense is a verb tense used for a future activity or a future state of being.

For example:

- She will jump in the lake. (This is a future activity.)
- He will be happy.

Examples

The future tense is categorized further depending on whether the action will be in progress or will be completed (called the aspect of a verb).

The four future tenses are:

(i) Simple future tense

I will go.

- Riya will celebrate her anniversary by flying to Ghana.

The simple future tense is used for an action that will occur in the future.

(ii) Future progressive tense

I will be going.

- The Uganda State Circus will be performing in Kigali for the next 3 weeks.

The future progressive tense is used for an ongoing action that will occur in the future.

(iii) Future perfect tense

I will have gone.

- By the time you arrive, we will have finished the meal and the speeches.

The future perfect tense is used to describe an action that will have been completed at some point in the future.

(iv) Future perfect progressive

I will have been going.

- In July next year, you will have been studying for three years.

The future perfect progressive tense is used for an ongoing action that will be completed at some specified time in the future.

More about the Simple Future Tense

Examples of the Simple Future Tense

"will" + [base form of the verb]

- Sujana will play after breakfast.
- Daniel will not go to Kigali.

Examples of the Future Progressive Tense

"will be" + [present participle]

- I will be playing for an hour.
- Will I be spending too much money if I buy the newer model?
- He will be fighting his way to the boxing championship.
- Always be nice to those younger than you because they are the ones who will be writing about you.
- In September, we will be enjoying all the fruit we planted last March.

6. Future perfect.

Examples of the Future Perfect Tense

"will have" + [past participle]

- I will have played by breakfast.
- By September, Rozy will have taken over that role.
- Will you have graduated by this time next year?
- I hope that, when I leave this planet, I will have touched a few people in a positive way. (Actor Will Rothhaar)
- The rain will not have stopped before the competition starts.
- You won't have sold a single car by tomorrow if you stay here.

(Won't is a contraction of will not.)

Read more about the future perfect tense.

Examples of the Future Perfect Progressive Tense

"will have been" + [present participle]

- If it rains again tomorrow, then it will have been raining for three days.
- He will be agitated when he arrives because he will have been working for ten hours.
- When you are promoted next year, how long will you have been working on the factory floor?
- You will not have been waiting for over an hour when the taxi arrives. That's not true.
- I will have been playing for 2 hours by breakfast.
- By the time the boat arrives, they will have been living without proper food for two weeks.
- They will have been driving for ten hours by the time they arrive in Scotland.



Practice Set 7

Read the following sentences given below and identify the type of future tense.

1. I will go to my sister's house tomorrow.
2. Amy will deliver a lecture on neutrons.
4. The flight will arrive at 3:30 A.M.
5. When I reach home, my dog will be waiting for me on the porch.

1.4 WRITING A BOOK REPORT

A book report summarize the plot of a book, discuss the characters and their development and give the writer's opinion of the book.

While writing a book report you need to have clear introduction, body and conclusion to fulfill basic report-writing standards.

Here are the steps you need to follow while writing a book report.

- Choose an appropriate book for your book report.
- Learners require to choose a book they haven't read before, so do some research and background reading to

find a book that appeals to you and would be interesting to write about.

- Ask your local librarian for books that are a good for a reader. Keep a list of the characters and note the major plot points as you read.
- Re-read the book, if you have time, to make sure you fully understand the arc of the story and the development of the characters.
- Write introduction by telling your reader the title of the book, the author and the date it was published.
- Include information like when and where the story occurs and what type of narration the author uses (first-person, second-person, third-person omniscient, etc.).
- Summarize the book and characters in the body of the report. Write a detailed description of the plot and talk about the changes the characters go through during the story.
- Stick to the main plot points you recorded when you were taking notes on the book as you read. Identify the set up, climax and conclusion of the story, and any of literary themes you specifically learned about in class.
- Conclude your paper by talking about your reactions to the story and your thoughts about the book.

Review Exercise

A. Write down 'ing' form of the following verbs.

- | | | | |
|---------|----------|----------|----------|
| 1. send | 2. write | 3. carry | 4. watch |
| 5. blow | 6. hide | 7. fly | 8. drink |

B. Circle the correct verb from the brackets to complete these sentences.

1. The guard realized that the car had been _____ (stolen, stole).

2. The birds have _____(flow, flown) to different areas.
3. She thought her friends had _____ (forgot, forgotten) her birthday.
4. Do you know how _____ (lighted, lit) this area will become?
5. The principal reminded the children what he had _____ (spoken, spoke) about charity.

C. Use the correct form of future tense from the given options.

1. The teacher ___ shortly. (will arrive/ arrives)
2. The program ___ for some time now. (will continue/continues)
3. The cat ___ meowing a lot after the vaccine. (will be/ will have been)
4. We ___ our bedroom next month. (will paint/paints)
5. My brother ___ for me. (will be waiting/ waited)

C. Supply suitable forms of the verbs from the brackets.

1. Next week when I (*visit*) Delhi, I would like to (*see*) the Red Fort. Red Fort (*witnessed*) India's struggle for independence for decades. Even today it (*stand*) as the symbol of pride of India. Every year on the Independence Day, the National Flag (*unfurl*) at the Red Fort only. From there itself, the Prime Minister (*address*) the people.
2. Often we (*miss*) out the importance of discipline. Discipline (*be*) not self negation. It is self control. It (*imply*) proper time management, punctuality. A disciplined person.....(*follow*) all norms to have a tension free work schedule. When all work (*complete*) on time we (*remain*) stress free. This is the value of discipline.