

Unit 3

Semester: One

Period III



Grammar: Verb Usage—Part 3

Learning Objectives

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

- Use verbs in the past progressive, present simple, and past simple, past continuous, and future tenses.
- Identify the thesis statement of the essay.
- Apply proper mechanics to write sentences effectively

3.1 INTRODUCTION

Tense is the time of a verb's action or its state of being, such as present (something happening now), past (something happened) and future (something will happen).

Read these sentences.

1. I **go** to school every day.
2. I **went** to school yesterday.
3. I **shall go** to school tomorrow.

In sentence 1 expresses an action in the present time and is in the present tense. Sentence

2 expresses an action in the past time and is in the past tense. Sentence 3 expresses an action that is likely to take place in future and is in the future tense.

Let us understand the verb using past continuous, present simple, past simple and past continuous.

Structure of the Unit

3.1	Introduction
3.2	Verb Usage Part -3
A.	Using Past Continuous
B.	Using Present Simple
C.	Past Simple
D.	Using Past Continuous
3.3	Writing Essays
(a)	Selecting Writing Topics
(b)	The Thesis Statement
(c)	The Organization of the Essay
(d)	Unity
(e)	Coherence
(f)	Mechanics

3.2 VERB USAGE — PART 3

A. Using Past Continuous

Read the sentence

The verb is the most important part of a sentence.

Even the shortest of sentences must have a verb;

- He was studying when I called him.

Continuous was/ were + V ₁ + ing	It indicates an action going on at some past time	When I was going on my bicycle, a car struck against it.
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Hence, past continuous tense can be formed in the following way: Subject + Be form (was/were) + 'ing' form of verb.

For example,

“My brother was cooking dinner yesterday.”

Here, the subject is 'my brother', which is used with the 'be' form, i.e. 'was', and with the 'ing' form of the verb, i.e. cooking.



Practice Set 1

Fill in the blanks with past continuous tense.

1. They not (sing) in the class.
2. Sparrows (chirp) in the morning.
3. The peon (ring) the bell.
4. the girl (cook) something?
5. he (take) music lesson

B. Using Present Simple

Subject + V₃ + s/ es + obj. I practise music.

The simple present tense is used:

- To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:
 - I smoke (habit);
 - I work in London (unchanging situation);
 - London is a large city (general truth)
- To give instructions or directions:
 - You walk for two hundred meters, then you turn left.
- To express fixed arrangements, present or future:
 - Your exam starts at 09.00

To express future time, after some conjunctions: after, when, before, as soon as, until:

- He'll give it to you when you come next Saturday.

Examples

For habits

- He drinks tea at breakfast.
- She only eats fish.
- They watch television regularly.
- For repeated actions or events
- We catch the bus every morning.
- It rains every afternoon in the hot season.
- They drive to Monaco every summer.

For general truths

- Water freezes at zero degrees.
- The Earth revolves around the Sun.
- Her mother is Peruvian.

For instructions or directions

- Open the packet and pour the contents into hot water.
- You take the No. 6 bus to Watney and then the No.10 to Bedford.

For fixed arrangements

- His mother arrives tomorrow.
- Our holiday starts on the 26th March

With future constructions

- She'll see you before she leaves.
- We'll give it to her when she arrives.

Affirmative	Interrogative	Negative
I think	Do I think?	I do not think
You think	Do you think?	You do not think
He thinks	Does he think?	He does not think
She thinks	Does she think?	She does not think
It thinks	Does it think?	It does not think
We think	Do we think?	We do not think.
They think	Do they think?	They do not think.

Notes on the simple present, third person singular

- In the third person singular the verb always ends in -s:
 - he wants, she needs, he gives, she thinks.
- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.
 - He wants ice cream.
 - Does he want strawberry?
 - He does not want vanilla.
- Verbs ending in -y: the third person changes the -y to -ies:
 - fly → flies, cry → cries
- Exception: if there is a vowel before the -y:
 - play → plays, pray → prays
- Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:
 - he passes, she catches, he fixes, it pushes



Practice Set 2

Fill in the blanks with suitable forms of the present tense.

1. Mr. John is now (*write*) a book.
2. The water level in Yamuna (*rise*) fast.
3. The teacher (*mark*) the papers since 2 p.m.

- 4. Electricity (*fail*) continually in our town for a month.
- 5. I (*get*) the report but I (*go through*) it yet.
- 6. The teacher (*prepare*) the report.
- 7. Daniel (*have*) two sons.
- 8. I don't know him because we never (*met*).
- 9. I (*never be*) to the U.S.A.
- 10. A meeting (*go on*) in the next room,

C. Past Simple

Past Simple

Past Simple

Example

An action completed in the past.

He left for Delhi yesterday.

A past habit or a routine.

Last year he went to school by bus.

The simple past tense, sometimes called the preterite, is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English.

The time of the action can be in the recent past or the distant past and action duration is not important.

Examples

- John Cabot sailed to America in 1498.
 - My father died last year.
 - He lived in Fiji in 1976.
 - We crossed the Channel yesterday.
- You always use the simple past when you say when something happened, so it is associated with certain past time expressions

Frequency: often, sometimes, always

- I sometimes walked home at lunchtime.
- I often brought my lunch to school.

A definite point in time: last week, when I was a child, yesterday, six weeks ago

- We saw a good film last week.
- Yesterday, I arrived in Geneva.
- She finished her work at seven o'clock
- I went to the theatre last night

An indefinite point in time: the other day, ages ago, a long time ago

- People lived in caves a long time ago.
- 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.

Patterns of simple past tense for regular verbs

Affirmative		
Subject	+ verb + ed	
I	skipped.	
Negative		
Subject	+ did not	+ infinitive without to
They	didn't	go.
Interrogative		
Did	+ subject	+ infinitive without to
Did	she	arrive?
Interrogative negative		
Did not	+ subject	+ infinitive without to
Didn't	you	play?

To Walk

Affirmative	Negative	Interrogative
I walked	I didn't walk	Did I walk?
You walked	You didn't walk	Did you walk?
He walked	He didn't walk	Did he walk?
We walked	We didn't walk	Did we walk?
They walked	They didn't walk	Did they walk?

Simple past tense of to be, to have, to do

Subject	Verb		
	Be	Have	Do
I	was	had	did
You	were	had	did
He/She/It	was	had	did
We	were	had	did
You	were	had	did
They	were	had	did

Affirmative

○ The affirmative of the simple past tense is simple.

- I was in Japan last year
- She had a headache yesterday.
- We did our homework last night.

Negative and interrogative

- For the negative and interrogative simple past form of "to do" as an ordinary verb, use the auxiliary "did",
e.g. We didn't do our homework last night.
- The negative of "have" in the simple past is usually formed using the auxiliary "did", but sometimes by simply adding not or the contraction "n't".
- The interrogative form of "have" in the simple past normally uses the auxiliary "did".

Examples

- They weren't in Rio last summer.
- We didn't have any money.
- We didn't have time to visit the Eiffel Tower.
- We didn't do our exercises this morning.
- Were they in Iceland last January?
- Did you have a bicycle when you were young?
- Did you do much climbing in Switzerland?



Practice Set 3

Fill in the blanks with suitable forms in past tense.

1. We (go) home when we (come across) him.
2. He (waste) his money in gambling and (become) a pauper.
3. Due to his bad luck his horses (fall) into the river.
4. The lawyer (refuse) to admit that he (make) a mistake.
5. By the 3rd of June, the climbers (reach) the summit.
6. We (live) in Delhi before my father (retire).

D. Using Past Continuous Tense

The past continuous tense, also known as the past progressive tense, refers to a continuing action or state that was happening at some point in the past.

The past continuous tense is formed by combining the past tense of to be (i.e., **was/were**) with the verb's present participle (**-ing** word).

- There are many situations in which this verb tense might be used in a sentence. For example, it is often used to describe conditions that existed in the past.
 - The sun was shining every day that summer.
 - As I spoke, the children were laughing at my cleverness.

You have already read in the previous class, let us recap in the following examples;

- It can also be used to describe something that was happening

continuously in the past when another action interrupted it.

- The audience was applauding until he fell off the stage.
 - I was making dinner when she arrived.
- The past continuous can shed light on what was happening at a precise time in the past.
- At 6 o'clock, I was eating dinner.
- It can also refer to a habitual action in the past.
- She was talking constantly in class in those days.
- One final caution: Though the irregularities are few, not every verb is suited to describing a continuous action. Certain verbs can't be used in the past continuous tense. One common example is the verb to arrive.
- At noon, he was arriving.
 - At noon, he arrived .



Practice Set 4

Fill in the blanks with past continuous tense.

1. They not (sing) in the class.
2. Sparrows (chirp) in the morning.
3. The peon (ring) the bell.
4. the girl (cook) something?
5. he (take) music lesson

3.3 WRITING ESSAYS

The main objective of this unit is to introduce students about the methods of essay writing.

Introduction

Of all areas of studying and learning, the most challenging is writing. The reason why writing is especially demanding is that

it forces a very deep and powerful type of learning to take place. When making the effort to use the ideas of the subject that you are studying and saying something for yourself, then it may be said that you are learning. The ideas only become a functioning part of your thought processes when you can call on them in expressing yourself to other people.

What is an essay?

You are no longer in high school, so most study at a tertiary level requires an analytical, not a descriptive, approach. Written work must present an argument. Essays are generally answers to questions which ask whether or not you agree with a certain statement, or which ask you to discuss something critically, to assess a statement, or to make a choice. University essays are therefore arguments for or against certain propositions.

An argument is a series of generalizations or propositions, supported by evidence or reasoning and connected in a logical manner, that lead to a justified conclusion. You must sustain your argument by giving evidence and reasons.

Assertions do not constitute an argument. You must support your opinions with good evidence and valid reasoning. What counts as good evidence and valid reasoning you will learn by experience, and by consulting your lecturers. Being critical may mean determining whether or not the evidence available justifies the conclusions that are drawn from it; or it may mean uncovering and questioning the assumptions which underlie theories.

Essays give you a chance to show what you can do: that you understand the question asked; that you understand the issues involved; that you have done the appropriate amount of reading. Having got that far, you must then show that you can communicate your understanding to others.

For writing a good essay, one needs discipline of mind and regimentation of thought. It requires the framework within which an essay should be written.

It has often been observed that many good speakers find it difficult to put down their thoughts on paper. The reason is, they have never practised the craft of writing. They have never

analysed, synthesised, or organised their thoughts to express them in writing.

a. Selecting Writing Topics

Selecting a topic that can be reasonably addressed in the essay length that you are writing. If your topic is too broad, you will not be able to address it in a thorough or interesting manner. If your topic is too narrow, you may not have enough to write about and may have difficulty finding research resources. Look at the following points:

- Evaluate the potential topic you have found. Does this topic interest you? Many scholars have found the more interest they have in a topic, the easier it is to research and write about it.
- Are you writing a short five page paper, or a paper for a 4th year research project paper?
- Choose a topic that can be reasonably addressed in the essay length that you are writing.
- If your topic is too broad, you will not be able to address it in a thorough or interesting manner. If your topic is too narrow, you may not have enough to write about and may have difficulty finding research resources.
- Finally, consider the goal of your essay. Are you supposed to write an essay that describes, compares and contrasts, analyzes, or argues an issue? This will affect the way in which you approach the topic.

b. The thesis Statement

A thesis statement is a sentence that sums up the central point of your essay. It usually comes near the end of your introduction. Your thesis will look a bit different depending on the type of essay you're writing. But the thesis statement should always clearly state the main idea you want to get across.

c. The organization of the essay

A well-organized essay helps your reader follow your ideas easily. Good writers learn how to use organization to guide their readers' understanding, rather than simply leaving the ideas on the page

in the order in which they first occurred to the writer.

The genre you are working with will help determine your organizational structure. These five basic organizational models (sequence, description, cause and effect, compare and contrast, and problem and solution) may help you consider how to organize your essay or story.

Sequence uses time or spatial order as the organizing structure. Memoir, autobiography, fairytales, folktales, fantasy, and science fiction often use a sequential organization. The most basic sequence includes an initiating event, complicating actions that build to a high point, and a resolution.

Example:

Cinderella was a poor sister who was treated badly [initiating event]. Went to a ball that transformed her [complicating actions]. Her foot fit in the slipper [high point]. She lived happily ever after [resolution].

Description enumerates the characteristic features and events of a specific subject. Good descriptive writing appeals to the senses with imagery and relate specific details. It can be helpful to organize a description according to the reporter's questions "Who, what when, where, how, and why?"

Example: A profile of a cherished friend or a remembrance of a childhood event.

Cause and Effect shows causal relationships between events. Authors often use this organization to assert and explain arguments about how things are and how they got that way.

Example: The future of gorillas in the wild is at risk [argument]. Gorilla meat is a dietary staple for 12 million people in Africa [cause]. Scientists predict that at the present rate of decline, in 30 years all of the world's wild gorillas will be gone [effect].

Compare and Contrast explains how two or more objects or events are similar or different. In preparation for writing a Compare and Contrast essay, it is often useful to create graphic organizers, such as venn diagrams, compare/contrast lists, and data matrices, to compare features

across different categories.

Examples: A personal or expository essay on vacationing on the beach vs. in the mountains. Comparative profiles of two leaders or countries.

Problem and Solution describes a problem and proposes a solution. It often debates the relative merits of multiple solutions before arguing in favor of the best solution.

Example: There has been a recent increase in bullying at the middle school [problem].

Several policies have been proposed to punish offenders [debate]. The middle school should implement x solution for y reasons [solution]

d. Unity: In composition, unity is the quality of oneness in an essay that results when all the words and sentences contribute to a single effect or main idea; also called wholeness.

e. Coherence: Coherence describes the way that the elements in our sentences and paragraphs hang together to produce meaning.

f. Mechanics: Writing mechanics are the established rules that should be followed when writing sentences.

Remember the Important Points

Look at the following points that are relevant to all kinds of essays and should be kept in mind while writing an essay.

- (1) An essay is divided into Introduction, Body and Conclusion. It is essential to build a background to the essay in the Introduction, because otherwise, the starting of the essay will be rather abrupt. Introduction to an essay can be compared to the face of an individual. A striking Introduction favourably disposes the reader towards the whole essay.

The Body of an essay contains all the relevant information about the topic under discussion. Arguments, for and against a topic, different viewpoints, pros and cons of an issue form the Body of the essay.

In the Conclusion, the discussion started in the Body of the essay is rounded up. The concluding paragraph caps the discussion with a conclusive statement which is the result of well-reasoned arguments put forward in the Body.

- (2) Being precise and to the point brings about clarity which is the hallmark of a good essay. This can be done, if the points are noted down before the actual composition of the essay. These points should then be developed into thoughts.
- (3) It is necessary that there should be a logical development of the arguments. Each paragraph should be related to the other by logic. A well-reasoned essay is like a clear picture which leaves an impact on the reader.
- (4) Examples, illustrations and data should be used to support the arguments. If the arguments are not substantiated, then they, may appear as subjective ideas. Furthermore, the writer of an essay is expected to be aware of the relevant data and information about a given topic. Therefore, if an essay is to reflect the writer's knowledge of events and developments in a particular field, it ought to contain all the relevant facts and figures.
- (5) Use of appropriate words is the criterion of a good essay. Choosing difficult and high sounding words for their own sake is not advisable. Exact meaning can be conveyed by the right words. However, English not being our mother tongue, at times, the writer may not be able to think of an appropriate word. In that case, a simple substitute should be used. Short sentences should be preferred to long ones. The emphasis should be on conveying the point only.
- (6) Single-sentence-paragraphs should not be written. Grammar and punctuation should be kept in mind. Slang and colloquial words should be avoided. headings should be used in the Body of the essay.

Types of Essays

- (i) Descriptive Essays require precise knowledge on the part of the writer. Essays on Scientific, Educational, Political, Economic and Current topics should contain relevant facts and figures.

- (ii) Biographical Essays involve knowledge of the major events in the life of the person whose biography is being described. In addition to that, the essay should mention the qualities or character of the 'hero', his achievements, his struggles and his principles.
- (iii) Narrative Essays can be presented in the form of a story. Chronological arrangement of events is needed to write such essays. Also the narration should be made as interesting as possible by making use of episodes which fit in the context of the narrative.
- (iv) Reflective Essays require deep thinking on the part of the writer. These essays are abstract in nature and demand imagination and capacity to express ideas in concrete terms.
- (v) Idiomatic Essays need elaboration of an idiom. While writing an idiomatic essay, care should be taken to understand the meaning of the idiom, otherwise the whole essay will be wrong.

Modal of Essays

1. Impact of Science on Man

To the primitive man, the earth was like a platter. He did not dare to venture to places unknown to him, lest he should fall off the edges. The sun, the moon and the stars amazed him. These heavenly bodies were held in great reverence. He was helpless and at the mercy of nature. Hence, he worshipped its forces. The invention of the wheel and the discovery of fire were the achievements of primitive man. The initiation into the scientific arena was 'a small step for man, but a giant leap for mankind'.

The advent of science has altered the life of man. With his intellect, man has proved his superiority over the other beings in nature. Man ventured on sea and discovered new lands. He also discovered that the earth is round and it revolves around the sun. The laws of gravitation were discovered. Later, he discovered electricity, invented telephone, telex and felt elated. These inventions shrunk the world and man felt well-connected with far off places. Aeroplanes, trains, cars, buses and two-wheelers became his mode of transportation.

With the advancements of science, man invented objects which eased his work, provided him comfort and recreation. Television, radio, air-conditioner, geyser, oven, room-heater, etc. provided for his needs. Man conquered the earth, and wanted to conquer the space. After a series of attempts, man was successful in launching spacecrafts. Later on, manned spacecrafts were launched and, in 1969, man landed on moon.

The successive discoveries and inventions, in the fields of medical science, have provided relief to mankind. It has led to low mortality rate and has increased life-expectancy. Penicillin was discovered. The causes of smallpox, malaria, tuberculosis were identified and their remedies worked upon. Smallpox, polio, plague and cholera have been almost eradicated from the face of the earth. The human body can be operated upon for removal of cancer and an open-heart surgery can be conducted. The discoveries of antibiotics and drugs have also reduced the sufferings of mankind.

With the technological advancements in space research, artificial satellites were launched to promote communications. These satellites have helped in broadcasting, weather forecasting, etc. Invention of mobile phones, internet, fax and e-mail have further shrunken the size of the globe.

Technological changes such as the Bluetooth wireless service would revolutionise communication. This would establish connections between mobile computers, mobile phones, portable handheld devices and provide connectivity to the Internet. Interface and synchronised exchange are possible. This would completely change the look of the office. Wireless technology would undoubtedly contribute to the trend towards remote teleworking. Working from home would become a viable option.

Agriculture too, has benefitted from scientific advances. Improved methods of irrigation, better quality seeds and use of fertilizers have increased crop yield. New hybrid seeds and drought resistant seeds have also helped to increase the yield. New tools and implements, tractors and harvesters have benefitted the farmers. Science has enabled man to identify the diseases in crops and find out remedies.

Atomic energy when harnessed by man, for peaceful purposes, yields good results. Isotopes of some radioactive materials are used to cure diseases. Atomic energy is used to run reactors to produce electricity. It has proved to be a viable alternative to the fossil fuels. The isotopes are also used to sterilise crops and vegetables to keep them free from diseases. Carbon-14 is used by archaeologists to find the exact age of an organic fossil.

While science has been a boon to mankind, it has also proved to be a banc. It is because, man does not use his foresight. In his pursuit of excellence, man ignores nature. In an attempt to civilise, he tampers with nature and causes immeasurable damage to it. Indiscriminate industrialisation and urbanisation have resulted in alarming levels of pollution. Man chokes the rivers with sewage, industrial wastes and filth. The modes of transport have contributed to further deterioration of the planet and now pose a threat to the very existence of the flora and fauna.

The destructive potential of atomic energy was witnessed in August 1945, when the United States dropped atom bombs in the Japanese cities of Hiroshima and Nagasaki. Those who survived the nuclear bombing are still suffering from its aftermath. Man has, since then, discovered weapons which are more sophisticated and destructive than their earlier versions. The use of any of these bombs can annihilate the whole of mankind. Apart from atomic weapons, man has also started stockpiling biological and chemical weapons. Biosciences, meant for the betterment of mankind is now used to make disease germs which can be used in the battlefield. Chemical weapons are also extremely dangerous.

The earth being a unique planet, because of its life-supporting features, maintains a delicate equilibrium among its different components. The atmosphere acts as a blanket, shielding us from the harmful ultraviolet rays of the sun and maintains the right intensity of heat. It keeps the planet warm enough for the sustenance of life. The harmful chemical emissions released into the atmosphere cause gradual depletion of the ozone layer in the atmosphere. Continual emission can damage the blanket further and result in the rise in global temperature, melting of ice caps and the flooding of low-lying coastal areas.

Man, by thoughtless acts, has caused irreparable damage to himself as well as to the environment. Now, he should use science with a good conscience and prudence.

Science has made man civilised, but in the process he has ignored nature. He should believe in 'live and let live'. If man learns to use science scrupulously, it will make a positive impact on him.

Glossary

1. platter—a large flat plate 2. reverence—feeling of high respect 3. advent—arrival 4. altered—changed 5. recreation—amusement 6. eradicated—got rid of, removed 7. interface—a common boundary between two parts of an electronic system 8. synchronise—be simultaneous 9. viable—able to succeed in operation 10. flora and fauna—vegetation and wild life 11. aftermath—aftereffect 12. annihilate—destroy 13. prudence—wisdom

Points to Remember :

1. Primitive man held nature in great reverence.
2. Various discoveries and inventions have altered his life.
3. Modes of recreation found out and conquest of the moon accomplished.
4. Science has helped in the eradication and prevention of various diseases.
5. Artificial satellites have helped in communication.
6. Concept of wireless office.
7. Agricultural advancements through science.
8. Atomic energy benefits man, when harnessed for peaceful purposes.
9. Man, by using science, has brought about unfavourable conditions on the earth.
10. Destructive uses of the atom bomb.
11. Effect of machines and computers on the job market.
12. Man must use his prudence and conscience for the betterment of mankind and the environment.



Practice Set 5

Write an essay on the following topics:

1. Population
2. Addiction to Drug
3. Unity in diversity
4. Ghost Story.
5. Ghost World.

Review Exercise

A. Tick (✓) the right option to find the suitable answer.

1. I do not when he will come.
 (a) know (b) knows
 (c) knowing (d) have known
2. She since morning today. She is still working.
 (a) had been working (b) has been working
 (c) is working (d) has worked.
3. I did not know what you
 (a) wants (b) want
 (c) wanted (d) wanting
4. Did he you about his accident?
 (a) informed (b) informs
 (c) inform (d) informing
5. Where the apples?
 (a) have (b) is
 (c) had (d) are

B. Fill in the blanks with simple Past form of the verbs.

1. The boy into the lake. (jump)
2. I my uncle yesterday. (meet)
3. They not anything to eat. (find)
4. The servant my letters. (post)
5. the ship in the sea? (sink)

C. Fill in the blanks with Past Continuous Tense.

1. The child soundly. (sleep)

- | | | |
|-------------|---------------------------|---------|
| 2. He | a tree. | (plant) |
| 3. It | yesterday. | (rain) |
| 4. | you at the old man? | (laugh) |
| 5. We..... | on the flute then. | (play) |



Now it is your turn.

Write essays on the following to pics:

1. Will Power
2. Love is the Basis of a Happy Life
3. Poverty
4. Corruption
5. Terrorism
6. The West Asian crisis and the role of the US.
7. Israel-Palestine conflict and its impact.
8. Major terrorist outfits.

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