

Semester: One

Period: II



Unit 2

Grammar: Poem, Prose, Drama, Speech Writing and Review of Verb Usage

Objectives

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

- Create an original work of art such as a poem, a story, or a drama
- Demonstrate effective speech writing skills
- Recognize different kinds of speeches
- Compose and present speeches

2.1 INTRODUCTION

We have already read about essay writing. Let us review again.

An essay is a written composition. We may write it to describe an event, a person or any idea. There are few steps which you need to follow before **writing an essay**.

- first read the topic of the essay carefully.
- Write down all that comes to your mind, regarding the topic, on a rough paper.
- Organise the ideas and prepare an outline
- On the basis of this outline, write the essay.

Essays are of various kinds. They can be descriptive, narrative, reflective and argumentative.

Structure of the Unit

2.1	Introduction
2.2	Review Essay Writing
2.3	Creative Writing
2.4	Review Verb Usage
2.5	Five Forms/ Principal Parts of a Verb
2.6	Present Simple
	Past Simple
	Future Simple
	Present Perfect
	Past Perfect
	Future Perfect
	Review Exercise

2.2 REVIEW ESSAY WRITING

Start the essay with an interesting statement on the topic. The opening paragraph should introduce the main subject or theme of the essay. The next two or three paragraphs should provide details on the topic. In the last paragraph, summarise the main idea of the essay.

On writing the review...

- Reviews should include concise statements of the subject matter, problems, or issues to which the books are directed.
- Essays should include brief summaries of the authors' major arguments and conclusions and a discussion of the manner in which they developed their conclusions.
- Reviews should also include a discussion, with explanations, of the books' strengths and weaknesses.
- Finally, no review would be complete without a discussion and explanation of the extent to which each book contributes to our knowledge and understanding of History.

Learning how to write an essay doesn't have to involve so much trial and error. Lets know some steps of writing an essay:

1. **Research:** Begin the essay writing process by researching your topic, making yourself an expert. Utilize the internet, the academic databases, and the library. Take notes and immerse yourself in the words of great thinkers.
2. **Analysis:** Now that you have a good knowledge base, start analyzing the arguments of the essays you're reading. Clearly define the claims, write out the reasons, the evidence. Look for weaknesses of logic, and also strengths. Learning how to write an essay begins by learning how to analyze essays written by others.
3. **Brainstorming:** Your essay will require insight of your own, genuine essay-writing brilliance. Ask yourself a dozen questions and answer them. Meditate with a pen in your hand. Take walks and think and think until you come up with original insights to write about.
4. **Thesis:** Pick your best idea and pin it down in a clear assertion that you can write your entire essay around. Your thesis is your main point, summed up in a concise sentence that lets the reader know where you're going, and why. It's practically

impossible to write a good essay without a clear thesis.

5. **Outline:** Sketch out your essay before straightway writing it out. Use one-line sentences to describe paragraphs, and bullet points to describe what each paragraph will contain. Play with the essay's order. Map out the structure of your argument, and make sure each paragraph is unified.

6. **Introduction:** Now sit down and write the essay. The introduction should grab the reader's attention, set up the issue, and lead in to your thesis. Your intro is merely a buildup of the issue, a stage of bringing your reader into the essay's argument.

The title and first paragraph are probably the most important elements in your essay. This is an essay-writing point that doesn't always sink in within the context of the classroom. In the first paragraph you either hook the reader's interest or lose it. Of course your teacher, who's getting paid to teach you how to write an essay, will read the essay you've written regardless, but in the real world, readers make up their minds about whether or not to read your essay by glancing at the title alone.

7. **Paragraphs:** Each individual paragraph should be focused on a single idea that supports your thesis. Begin paragraphs with topic sentences, support assertions with evidence, and expound your ideas in the clearest, most sensible way you can. Speak to your reader as if he or she were sitting in front of you. In other words, instead of writing the essay, try talking the essay.

8. **Conclusion:** Gracefully exit your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action. Is there something you want the reader to walk away and do? Let him or her know exactly what.

9. **MLA Style:** Format your essay according to the correct guidelines for citation. All borrowed ideas and quotations should be correctly cited in the body of your text, followed up with a Works Cited (references) page listing the details of your sources.

10. **Language:** You're not done writing your essay until you've polished your language by correcting the grammar, making

sentences flow, incorporating rhythm, emphasis, adjusting the formality, giving it a level-headed tone, and making other intuitive edits. Proofread until it reads just how you want it to sound. Writing an essay can be tedious, but you don't want to bungle the hours of conceptual work you've put into writing your essay by leaving a few sloppy misppallings and pourly worded phrazies..

Now it's time to really begin. Assuming you've been given a topic, or have narrowed it sufficiently down, your first task is to research this topic. You will not be able to write intelligently about a topic you know nothing about. To discover worthwhile insights, you'll have to do some patient reading.

- (i) **Read light sources, then thorough**—When you conduct research, move from light to thorough resources to make sure you're moving in the right direction. Begin by doing searches on the Internet about your topic to familiarize yourself with the basic issues; then move to more thorough research on the Academic Databases; finally, probe the depths of the issue by burying yourself in the library. Make sure that despite beginning on the Internet, you don't simply end there. A research paper using only Internet sources is a weak paper, and puts you at a disadvantage for not utilizing better information from more academic sources.
- (ii) **Write down quotations**—As you read about your topic, keep a piece of paper and pen handy to write down interesting quotations you find. Make sure you write down the source and transcribe quotations accurately. I recommend handwriting the quotations to ensure that you don't overuse them, because if you have to handwrite the quotations, you'll probably only use quotations sparingly, as you should.
- (iii) **Take a little from a lot**—You'll need to read widely in order to gather sources on your topic. As you integrate research, take a little from a lot — that is, quote briefly from a wide variety of sources. This is the best advice there is about researching. Too many quotations from one source, however reliable the source, will make your essay seem unoriginal and borrowed. Too few sources and you may come off sounding inexperienced. When you have a lot of small quotations from numerous sources, you will seem — if not be — well-read, knowledgeable, and credible as you write about your topic.

Examples

I. Global Warming: Causes, Effects and Remedies

Global warming is the greatest challenge facing our planet. It is, in fact, the increase in the temperature of the earth's near-surface air. It is one of the most current and widely discussed factors. It has far-reaching impact on biodiversity and climatic conditions of the planet. Several current trends clearly demonstrate that global warming is directly impacting on rising sea levels, the melting of ice caps and significant worldwide climate changes. In short, global warming represents a fundamental threat to all living things on earth.

Global average temperature rose significantly during the past century. The prevailing scientific view is that most of the temperature increases since mid-20th century has been caused by increases in atmospheric greenhouse gas concentrations produced by human activity. Most scientists agree that planet's temperature has risen 0.5 degree Celsius since 1900 and will continue to increase at an increasing rate. As a result, the world is getting warmer. The year 1990 was the hottest year in the last century.

Together with 1991, the years of 1983, 1987, 1988 and 1989 have been measured to be the warmest six years in the last hundred years. The year 1991 was the second warmest year of the past century. The consequences of the rise in temperature is being felt all over the globe the findings of scientific research done in this field reveal that the temperature of the earth is likely to rise from 1.4°C to 5.8°C within a period of 100 years.

Unfortunately, the imbalance which we have created between our life and earth is already showing the signs disasters in the form of flood, cyclones, landslides, tsunamis, drought, etc. If the imbalance continues to rise, one day this will pose a question mark on the existence of this planet. Carbon dioxide (CO₂) which is an important constituent of environment is causing a warming effect on the earth's surface.

It increases the evaporation of water into the atmosphere. Since water vapour itself is a greenhouse gas, this causes still more warming. The warming causes more water vapour to be evaporated. The CO₂ level is expected to rise in future due to ongoing burning of fossil fuels and land use change. The rate of rise will depend largely on uncertain economic, sociological, technological and natural

developments. Other gases such as methane, CFCs, nitrous oxide, tropospheric ozone are also responsible for global warming. Increases in all these gases are due to explosive population growth, increased industrial expansion, technological advancement, deforestation and growing urbanisation, etc.

Trees play a significant role in the global carbon cycle. They are the largest land-based mechanism for removing carbon dioxide from the air. Deforestation is checking these positive processes. It is the second principle cause of atmospheric carbon dioxide. Deforestation is responsible for 25 per cent of all carbon emissions entering the atmosphere, by the burning and cutting of 34 million acres of trees each year. Everyday over 5500 acres of rainforest are destroyed. As a consequence of massive loss of forests, global CO₂ levels rise approximately 0.4 per cent each year, the levels not experienced on this planet for millions of years. As we know the forests are the great absorbers of CO₂.

There is a close relation between global warming and population growth. Today the large population on earth is using the technologies which are destructive for the earth. Approximately, 80 per cent of atmospheric CO₂ increases are due to man's use of fossil fuels either in the form of coal, gas or oil. A large portion of carbon emission is attributed to the burning of gasoline in internal-combustion engine of vehicles. Vehicles with poor gas mileage contribute the most to global warming. Besides, the sulphur group gas is the most harmful for this. Its contribution is 30 per cent in global warming. This gas is also emitted from the burning of fossil fuels. Increase in global temperatures will cause rise in sea level.

It will lead to melting of glaciers, changes in rainfall patterns, increased intensity and frequency of extreme weather. As per the latest survey report the rate of melting of glaciers has seen sharp increase in recent times. Even those glaciers are affected from global warming which have been considered permanent. The shrinking of glaciers is going to pose a major problem of drinking water.

The sea levels as a result of melting of glaciers have risen from 0.35 mm to 0.4 mm. Scientists have warned in their reports that most of the glaciers will disappear within a period of 15 to 25 years. It will create problems of drinking water and food grains in most of the North American countries. India is not unaffected from it.

The Himalayan glaciers have shrunk about 30 per cent after 1970.

The rise in sea levels is a major cause of concern. A large number of cities located in coastal areas will submerge in the sea. Besides, many island countries will ultimately “lose their existence and will be washed away from the surface of the earth. The damage of rising sea levels is diverse. Buildings and roads close to the water could be flooded and they could suffer damage from hurricanes and tropical storms. Experts believe that global warming could increase the intensity of hurricanes by over 50 per cent. In addition, as the sea rises, beach erosion takes place, particularly on steep banks.

Wetlands are lost as the level rises. Rise in atmospheric temperature will lead to the outbreak of air-borne and water-borne diseases. It would also contribute to the rise in death caused by heat. The problem of drought would be frequent. Consequently, malnutrition and starvation will pose serious challenge before humanity. Global warming is a great threat to the flora and fauna of the earth. A large number of species of them may become extinct.

The expanse of desert would increase. Low rainfall and rising temperature could add to the intensity and frequency of dusty storm. This in turn will immensely affect the quality of agricultural land, ultimately causing adverse effect on agricultural produce. It would have far-reaching socio-economic impact.

In Indian context, the impact of global warming is a matter of grave concern. As is well known, India is mainly an agricultural country and agriculture here is gamble of the monsoon, e.g. largely depending on rainfall. Though it is to affect the whole country, the worst likely impact would be on central and northern India which is high-yielding parts of the country. These are the regions which produce the largest agricultural yield. The rise in atmospheric temperature and fall in rain would naturally result in decline in crop production. Moreover, it would have great effect on biodiversity as well.

The growing concerns over global temperatures have led to the nations, states, corporations and individuals to draw out a plan of action to avert the situation. As a result the world’s primary international agreement on combating global warming was reached in Kyoto in 1997 which came to be known as Kyoto Protocol. However, ten years have passed; the situation does not appear to

be very changed. It seems that the member countries are not very serious about its devastating effects.

In addition, forestation can be of great help in this regard. Planting more trees and reducing timber cuts worldwide will help restore the imbalance. Secondly, we must follow on environmental policy of 'reduce, reuse, recycle', i.e. promoting the reuse of anything. Thirdly, the use of fuel-efficient vehicles should be promoted as these vehicles have lower emissions of harmful gases. Fourthly, every individual should be aware of the importance of the protecting environment. Besides, eco- friendly technologies must be promoted, and must be substituted with the technologies which cause great emission of global warming gases. Public awareness campaign can be of great help in this regard because unless each and every individual is aware only governments' effect cannot bring desired difference.

2. Corruption

Corruption is today a world-wide phenomenon. In our own country some people in high positions have been charged for it.

A corrupt person is termed immoral, dishonest and unscrupulous in his dealings. His disregard for honesty, righteousness and truth results in his alienation from society. He is treated with contempt. But as erosion of values leads to decadence, remedies for the social malaise remain elusive, and so no amount of contempt can eradicate corruption which is a symptom of decadence.

Corruption is the most virulent when crises everywhere threaten the very existence of the society and the faith in life is shaken. It has always been there like tie leech, but when the system grows weaker and the boat flounders, it gets bolder and drains its victims of the last drops of their blood.

The older the system the weaker it grows and fails to solve the riddles of life that grows more complex every day. So men lose faith in it and let it drift down. At this point corruption takes over and plunges the entire society. After Second World War the old system with all its values was left in a shambles. The crippling effects of the war, the recession and depression, and uncertainties in a faithless world of maimed and moribund encouraged cynicism in a section of the population.

This section included the government officials dealing in

essential commodities. They found the post-war conditions ideal for fishing in troubled waters and jetting richer. They formed a sort of vicious circle in which moral values and honest intentions no longer held valid. The flourishing black market in essential commodities, adulteration of even baby- food, bribery, fraud and economic, political and administrative manipulations with an eye on earning profits has brought untold misery to the people.

One would say the corruption in our country has an ancient lineage. "Just as it is impossible not to taste the honey or the poison that finds itself at the tip of the tongue, so it is impossible for a government servant not to eat up at least a bit of the king's revenue.

These in the post-war world became only bolder while eating up government money and accepting bribes.

Today, when our country is free, these officials representing all government departments are very close to the most corrupt businessmen who are too unscrupulous to let any opportunity of amassing profits slip. This collusion broadens the base of the vicious circle and corruption spreads 'like wild fire to engulf the entire society. The political and social guardians depend only too much on the richer communities and they look indulgently on while these communities hold the entire society and the government to ransom.

Corruption starts at the top and percolates down to the whole society. Such corruption cannot be confined to the towns alone. It is as widespread in the villages where the dishonest officials and the traders carry the germs of the disease. The tyranny of confusion and price rules the land and the people are helpless victims of corruption everywhere.

3. Ambition in Life

All of us have some ambition or the other in life. Such a man has naturally a purpose in life and is always enthusiastic and makes sustained efforts to realise his ambition. He strives hard till he attains what he wishes. Nothing can deter him from the path he treads.

But Ambition should be within one's reach. There is no fun for crying for the moon.

My ambition is to be a great painter. My teachers have always appreciated my paintings and encouraged me to paint. I have painted various subjects varying from nature to portraits. My paintings have always found a place in our school exhibitions.

My imagination is sharp and sense of colours good. This and my vivid imagination have made me a good painter. I have been practicing painting for a long time now and I realize that the more I paint, the better I get it. I know that I can bring a lot of joy to the people who view my paintings. I wish to have my paintings exhibited at various exhibitions and art galleries abroad.

A painter creates an imaginary world for himself. I too can create such a world where I can feel comfortable and happy. It is my escape from the mundane reality that I face everyday. It will greatly satisfy my aesthetic sensibility to continue to paint. I hope to evolve my own style of paintings and set an example for the coming generations of painters.

As a painter I can express my feelings on the canvas. I can project my sensibility about certain subjects I paint. I want to be a painter with a difference. My paintings should bring awards for the country and for myself. I only want to be remembered as a painter who contributed greatly to the world of art and left behind some great works behind for the world to appreciate and marvel at.

4. Science, Religion and Human Welfare

The truth is that man's special gifts and achievements are inseparable from his evolutionary history. A multitude of animal species run, fly, swim and borrow around us, shaped by and locked into their environment. But, among all species, only man has achieved enough command to have largely influenced his own biological evolution.

In the past, man molded himself for the most part unconsciously. Now he is able to command at least his immediate future with a much larger understanding of the implications of what he does.

No doubt, this human evolution from the Stone Age to the present Atomic-cum-Automation Age owes its speed to the gift of technology, by which we have shaped the environment, for good or for perverse purpose. There is also no denying the fact that we, as intellectuals, innovators, inventors and discoverers have never fitted very well into any ecological niche, and instead have carved

with care our own niches, with our hands and brain.

Surely, to quarrel with technology is to quarrel with the nature of man—just as if we were to find fault with his upright gait, his symbolic imagination, his faculty for speech, et al.

It would be a flat denial of entire history of human evolution to assert that cultures in which science and technology have flourished have stifled the development of more personal and sensitive expressions of human nature.

On the contrary, the works of high culture, that we admire, come from the most advanced technological societies of their day: Classical Greece, the Arab Civilization, the Italian city-states, Elizabethan and Restoration England and, of course, the contributions of ancient Indian civilization to human thought and philosophy.

The same is true of our great religions: Buddha, Confucius, Christ and Mohammed were not the desert prophets of backward peoples, but grew up in technologically and intellectually advanced civilizations.

Every civilization has been grounded on science and technology: what makes ours unique is that for the first time we believe that every man is entitled to all its benefits. The claim to an equal share in all human goods, and an equal access to nature and to knowledge, without considerations of class, caste or race, gives special quality to the technological civilization that we are trying to make.

It is, therefore, salutary to say that the ethic of science, like any decent human ethic, wholly rejects the appeal to “higher” ends. Truth and the other values reside not in the end, but in the means. Our actions are judged by the honesty of every part of them. It is not true that the end justifies the means; on the contrary, we need to say again and again that only the means can justify the end.

We have only one choice: we cannot stop now—but rather must move on to a higher level of understanding, sophistication, and sensitivity in our exploitation of science, technology and society on mankind’s behalf.



Practice Set I

Write an essay on the following topics;

1. The University of Higher Education In South Africa: Its Defects, and Suggestions for Reform
2. The Empowerment of Women
3. The First Time I Performed on Stage
4. A View from MY Window

Activity 1



Lets do an activity

Form a group of learners. Divide learners into two groups to write an essay. Let them read and summarize the given text.

2.3 CREATIVE WRITING

Creative writing is an original writing that expresses ideas and thoughts in an imaginative way. It is any writing that goes outside the bounds of normal professional, journalistic, academic, or technical forms of literature, typically identified by an emphasis on narrative craft, character development, and the use of literary tropes or with various traditions of poetry and poetics.

Creative writing is an art of making things up or putting a creative splash on history, as in creative nonfiction. In any instance, creative writing makes you step out of reality and into a new realm inspired by your own imagination.

With creative writing you're able to express feelings and emotions instead of cold, hard facts, as you would in academic writing.

Types of Creative Writing

Your imagination starts to flow when you engage in creative writing. The majority of writing, by far, is creative. With it, you can pretend anything you want and help a potential reader do the same. Different types of creative writing are found in these

writing categories:

- epics
- novels
- poems
- screenplays
- short stories
- songs
- television scripts

Types of Writing That Aren't Creative Writing

Any type of writing that is very formal, precise and reliant upon facts isn't considered creative writing. Forms of writing that are not considered creative writing include:

- academic writing
- journalism
- technical writing
- textbooks

Creative Writing Tips and Techniques

If you feel you have a story inside you, you probably do. Why not let it out? It may seem as simple as sitting down, pulling up a blank document and letting it all flow, but sometimes that blank document can be intimidating. Use some creative writing techniques and tips to help you get creative.

How to Write a Short Poem

- Consider Short Poetry Forms. ...
- Start with a Moment of Emotion. ...
- Describe That Moment with Concrete Imagery. ...
- Experiment with the Placement of Those Images. ...
- Look for Literary Devices. ...
- Cut or Add Words Where Necessary.

Poetry Example

Before we discuss how to write a short poem, let's look at some famous short poems in action.

For each example, we'll examine how it fits within the 4 main qualities of short form poetry, as well as the poem's use of literary devices.

Example 1**Dreams**

Hold fast to dreams
 For if dreams die
 Life is a broken-winged bird
 That cannot fly.
 Hold fast to dreams
 For when dreams go
 Life is a barren field
 Frozen with snow.

—By Langston Hughes

Langston Hughes was a prominent Jazz Poet and member of the Harlem Renaissance. His poetry embodied black life and was written specifically for a black audience, transcribing his daily experiences in brief, emotive language.

An important feature of Jazz Poetry is its serendipity: the Jazz Poem is not planned for, it simply emerges, following the improvisations of the writer like a jazz musician experiments with instruments. Many works of Jazz Poetry, including much of Hughes' work, counts as short form poetry.

In "Dreams," Hughes presents two simple metaphors. Life without dreams is both "a broken-winged bird" and "a barren field / frozen with snow."

Each image is equally haunting: a bird without flight has no meaningful life to live, and a barren field cannot support life even after the seasons change.

In many ways, this poem is a warning: once a life loses its dreams, it is near-impossible to retrieve those dreams. The images in this poem are paradoxical, forcing the reader to consider if a life without dreams is life at all.

Concision: The poem is 8 lines and 33 words. Within this, the poem offers two stark images, each of which presents a similar metaphor, and each metaphor building a sense of irony and caution.

Concreteness: The poem's central images are a flightless bird and a frozen, barren field. Each image invoked is haunting and absolute. One cannot help but consider a winter of the soul.

Ephemerality: The poem's brevity highlights the fleeting nature of dreams, and the imperative to hold them as tight as possible.

Simplicity: The language of the poem is clear and accessible. It is structured so that an image and metaphor are presented in two sets of four lines, and when juxtaposed, those images reinforce each other.

Literary Devices: "Dreams" makes powerful use of metaphor, juxtaposition, and paradox.

Poems provide great examples of creative writing. In fact, they're almost exclusively emotional and imaginative.

This excerpt from Lewis Carroll's "The Walrus and the Carpenter" is an example of creative writing because it is not based in fact and uses a lot of imagination.

If seven maids with seven mops
Swept it for half a year,
Do you suppose,' the Walrus said,
That they could get it clear?'
I doubt it,' said the Carpenter,
And shed a bitter tear.

If you'd like to try your hand at a poem, check out these tips on writing poems.

Example 2

My Heart Leaps Up

By William Wordsworth

My heart leaps up when I behold

A rainbow in the sky:

So was it when my life began;

So is it now I am a man;

So be it when I shall grow old,

Or let me die!

The Child is father of the Man;
 And I could wish my days to be
 Bound each to each by natural piety.

William Wordsworth was a prominent poet of the English Romantics. As a poetic movement, Romanticism rejected Enlightenment ideals, praised the beauty of the natural world, and sought to embody “the spontaneous overflow of powerful feelings.”

Poetry is the spontaneous overflow of powerful feelings. —
 William Wordsworth

“My Heart Leaps Up” achieves these 3 goals.

The central image of the poem is a rainbow, but the poem itself focuses on the speaker’s emotions in that moment of recognizing the rainbow.

In praising the rainbow’s beauty, the speaker hopes never to lose that child-like awe of nature—going so far as to say that “The Child is father of the Man”, or that adults learn how to love the world through children.

Concision: “My Heart Leaps Up” is 9 lines and 61 words. It just borders our definition of short form poetry; even at this length, the poem starts to deal with abstract concepts like “natural piety.”

Nonetheless, Wordsworth walks us through a philosophy of life—appreciating nature’s beauty—using simply the image of a rainbow.

Concreteness: In addition to the main image of a rainbow, the poem offers us the line “The Child is father of the Man.” It seems as though Wordsworth is imploring the reader to picture the rainbow for themselves: imagine a rainbow so radiant and mysterious that it invokes a child’s sense of awe.

Ephemerality: In the moment of observing this rainbow, the speaker’s “heart leaps up,” meaning this poem examines merely a heartbeat. This keeps with Wordsworth’s definition of poetry as “the spontaneous overflow of powerful feelings.”

Simplicity: “My Heart Leaps Up” uses accessible language, which isn’t always true of Romantic-Era poetry. Additionally, it only focuses on one core image, keeping it clear in the reader’s mind.

Literary Devices: Wordsworth uses personification to describe his heart’s reaction to the rainbow. Additionally, the rainbow is juxtaposed with the image of a child being father to man.

Example 3

We Real Cool

By Gwendolyn Brooks

The Pool Players.

Seven at the Golden Shovel.

We real cool.

We Left school.

We Lurk late.

We Strike straight.

We Sing sin.

We Thin gin.

We Jazz June.

We Die soon.

Gwendolyn Brooks was a prolific poet of the 20th century, transcribing inner city life into 20 collections of poetry. Written in 1959, “We Real Cool” is one of the the most famous short poems of Jazz Poetry, and the poem inspired Terrance Hayes’ invention of The Golden Shovel form.

As suggested by the poem’s subtitle, “We Real Cool” is about seven boys playing pool at a bar called The Golden Shovel. The poem explains why the boys think they’re “real cool”—they leave school, stay up late, get in fights, drink, etc. Through this, the final line comes as a surprise:

“We / Die soon” is unexpected coming from the speaker, given the poem’s boastful nature. This final, climactic line shows us the poet’s tone towards these truant boys, underscoring the poem’s themes of youth and rebellion.

Perhaps most intriguing about the poem is that most lines end with “we.” The conventional advice given to poets is to end each line on concrete nouns and verbs. So, why end 7 lines with a pronoun? In interviews, Brooks has said that the “we” should be

read softly, perhaps suggesting the boys' lack of identity outside of their debauchery. "We" also connects each line, suggesting that the boys' revelry is goaded on by each other.

Concision: "We Real Cool" is 8 lines and 32 words long (including the subtitle). Despite this brevity, it covers themes of youth and rebellion.

Concreteness: In addition to the subtitle, which sets the scene of the poem, "We Real Cool" includes images of late nights, fist fights, gin, and leaving school.

Ephemerality: The poem doesn't linger on any specific image. This is to emulate the speed at which these boys live life, flitting from one pleasure to another, as well as the speed with which they seem to careen towards death.

Simplicity: The language of the poem is clear and accessible, as well as lyrical and compelling. The only phrase which may be confusing is "Jazz June." Some readers have interpreted "Jazz" in a sexual way, though Brooks included this line simply to set the scene (Jazz music in June).

Literary Devices: "We Real Cool" makes use of juxtaposition, symbolism, and epistrophe, which is the use of the same word or phrase at the end of a line. Several lines of the poem are allusions to the Seven Deadly Sins.

Short Story Example

Short stories can be narrative, funny, mysterious, satirical, fantasy, or historical. Often stories include a lesson for the reader. This excerpt from Margaret Barrington's "Village Without Men," from *The Glass Shore* anthology (edited by Sinéad Gleeson) is a great example of using creativity to evoke emotion.

Weary and distraught, the women listened to the storm as it raged around the houses. The wind screamed and howled. It drove suddenly against the doors with heavy lurchings.

It tore at the straw ropes that anchored the thatched roofs to the ground. It rattled and shook the small windows. It sent the rain in narrow streams under the door, through the piled-up sacks, to form large puddles on the hard, stamped, earthen floors.

Novel Example

Novels are certainly creative. Readers look forward to dipping in and out of new worlds created in novels, be they fantasy or realistic. This excerpt from *Dark Witch*, by famed romance writer Nora Roberts features a real place, Ireland, with a fictional character and story.

The cold carved bone deep, fueled by the lash of the wind, iced by the drowning rain gushing from a bruised, bloated sky. Such was Iona Sheehan's welcome to Ireland. She loved it. How could she not? She asked herself as she hugged her arms to her chest and drank in the wild, soggy view from her window. She was standing in a castle. She'd sleep in a castle that night. An honest-to-God Irish castle in the heart of the west.

Story Starters for Creative Writing

Creative writing exercises can help jump start your imagination. If you're still not sure where to start, creative writing prompts give you a topic or opening sentence to get creative with.

Start your own creative writing with one of these prompts:

- You're sitting at your desk staring blankly at the computer screen. Just then, a piece of paper floats down and lands in front of you. It says, "Tomorrow will be your last day."
- She entered her parents home to clear out their possessions. What was she going to do with all their belongings? When she got to their safe, she keyed in the code, opened it up, and saw the most disturbing picture inside.
- She got off the plane with only her tattered Louis Vuitton tote and one small suitcase. She had enough cash to start her new life in Edinburgh but absolutely no idea where to go once she left the airport.
- When he awoke, everyone in the apartment complex was gone. The parking lot was empty. The front gates were open. As a matter of fact, the typically busy roads were completely abandoned and eerily silent.
- He liked his solitude. It didn't matter that others called him a recluse and a hermit. But, when he saw her move in across the hall, he couldn't help but wander over to say hello. When he saw her face, he was astonished. She looked just like...
- She whistled into the wind to call up her dragon. When he arrived, she hopped up on the balcony railing, saddled her ride, and set sail for...



Practice Set 2

1. Write a scene or short story using no adverbs or adjectives

This exercise help you to focus on stronger verbs and nouns. I give this exercise to newer writers because they often default to unnecessary adverbs and adjectives as a crutch instead of refining their word choice in core parts of speech.



NOTE: There's nothing wrong with using adverbs and adjectives effectively! But before you get a hold of your writer's voice and personal style, they can weaken your writing.

2. Choose a random object from the room you're in and write an image-only poem about it

This exercise will let you practice using imagery and specific description without relying on telling



NOTE: Try using senses other than sight! What does the object feel like? Smell like? Maybe even taste like?

2.4 REVIEW VERB USAGE

A verb must agree with its subject in number, person and gender.

For example

1. *Our followers* **are** but a handful.

(Here the plural verb are agrees with the plural subject followers.)

2. *One of the boys* **was** selected.

(Here the singular verb was agrees with the singular subject one.)

He is an old friend of mine.

The subject must have a verb.



Note: The subject of the sentence should be followed by a verb. Note that a sentence must have at least one verb. The following sentence is incorrect because it does not have a verb.

Proper Usage of Verb

Rules	Examples
Two singular subjects connected by or, nor, either..or, neither..nor require a singular verb	Either you or I am going to receive the guests at the airport.
If one subject is singular and one plural, put the plural subject second and use a plural verb	Either Harry or his cousin have books.
If two or more singular nouns are joined by and but refer to the same person or suggest one idea, the verb used is singular.	The president and treasurer of the club is Mr John. His bred and butter is cricket.
When two nouns are joined by words like with, as well as, along with, besides , the verb agrees with the first subject	The bridegroom, with his friends, has arrived. The lions, not the tiger, are being taken to the sanctuary.
Each, everyone, many , and a must be followed by a singular verb. Both, few, several, many, and others take plural verbs.	Each boy must submit his work on time. Few boys are present today.
Some nouns that are plural in form but singular in meaning take a singular verb.	Physics is interesting.
Collective nouns take a singular or plural verb depending on whether the speaker is talking about the group or its individuals.	The mob has gathered. The mob went their separate ways.
A singular verb is used with sums of money or periods of time.	Two lakhs is a large sum of money
When the plural noun is a proper name for some single object or a collective unit, it must be followed by a singular verb. Titles of books, movies, and novels take singular verbs.	The Netherlands is a country in Europe. <i>The five Mysteries</i> is written by Giri Sharma

Read the following sentences :

- (i) He is a good speaker.
- (ii) They are good speakers.

In the sentence (i) the Subject 'he' is in the Singular Number ; the Verb 'is' is also in the Singular. But in the sentence (ii) the

Subject 'they' is in the Plural Number ; the Verb 'are' is also in the Plural.

Examples

(a) John *is reciting* a poem.

My **brother** *does* not speak the truth.

He likes milk but **his sister** does not.

(b) **Boys** *are taking* a test.

Women *were* weeping bitterly.

They have not finished their work.

Now study these sentences :

- *He* **learns** his lesson daily.
- *You* **have** not replied to my letter.
- *I* **am** sure to win a scholarship.

In the above sentences, the Verbs have changed according to the persons of the Subjects. Thus we know that the Verb agrees with the Subject in Number and Person.

We use 'is' and 'was' when the subject is 'he', 'she' or 'it'; 'am' and 'was' when the subject is 'I' while 'are' and 'were' when the subject is 'we' you' or 'they'. In all other tenses we use a Plural Verb with 'I' and 'you'.

Examples

- **She/he** is in the wrong.
 - **It** *was* very hot yesterday.
 - **I** *am* also ready to go.
 - **You** *too* are mistaken.
 - **Were** *you* present in the meeting ?
 - **I** *respect* my elders.
 - Do you also approve of this decision ?
- (a) When two or more Singular Subjects are joined by 'and' they take a Plural Verb ; as —
- Belinda **and** Lidia **are** sisters.
 - **Two** and **two** *make* four.

- *You, he and I* **play** together.
- (b) When two Subjects are joined by 'as well as' the Verb agrees with the first Subject ; as—
- **I** *as well as you* **am** in the wrong.
 - **His parents** *as well as he* **are** illiterate.
- (c) When two or more Singular Subjects are connected by 'or', 'nor', 'either-or', 'neither-nor', they take a Verb in Singular ; as—
- *Either you or he* has stolen the watch.
 - *Neither he nor his friend* is guilty.
 - **She** *or her sister* is present here.

But when there are two subjects of different persons joined by 'Neither— nor' or 'Either—or' the Verb agrees in person with the subject nearest to it ; as—

- *Either he or his companions* were guilty.
 - *Either his companions or he* **was** guilty.
 - *Either she or her parents* **are** mistaken.
 - *Either her parents or she* is mistaken.
- (d) Either, neither, each, every and everyone are followed by a Singular Verb; as—
- *Either of the two brothers* **is** at fault.
 - *Neither of these two roads* **leads** to the hospital.
 - *Each of them* is honest.
 - *Every Scout* honours the Scout Law.
 - *Everyone of the girls* likes her dress.
- (e) When two Singular Nouns refer to the same person or thing, the Verb must be Singular. The Article is then not repeated ; as—
- *The poet and philosopher* is dead.
 - *My friend and colleague* has come.
- (f) If two Subjects together express one idea, the Verb may be in the Singular; as—
- *Slow and steady* **wins** the race.
 - *Rice and curry* **is** my favourite dish.
- (g) When a Plural Noun expresses some specific quantity or amount considered as a whole, the Verb is in Singular ; as—
- *Nine hundred rupees* is not much for this cow.
 - *Twenty kilometres* is a long distance.

When two or more Singular Subjects are connected by with, together with, and not, besides, no less than, the Verb is in Singular; as—

- The suitcase *with* all its contents **was** stolen.
- Belinda **together** with her sisters, **is** present.
- He, *and not* you, **is** to blame.
- No one *besides* the nurse **knows** this secret.
- He *no less than* you **is** guilty.

The Verbs agree with the number of the Nouns that follow the Verb; as—

- There **is** *no leaf* on the tree.
 - There **are** *six boys* in the classroom.
 - There **were** *many players* present there.
- (h) Some Nouns which are Plural in form but Singular in meaning, take a Singular Verb ; as—
- *Mathematics* **is** my favourite subject.
 - *Economics* **has** no charm for him.
 - *This news* **is** false.
 - *The wages* of sin is death.
- (i) A Plural Noun which is the name of a country or province or the title of a book, is followed by a Singular Verb ; as—
- *The United States* **has** a fine navy.
 - *The Arabian Nights*, **contains** interesting stories.
 - *Great Expectations*, **is** an interesting novel.

A Collective Noun generally takes a Singular Verb when the subject stands for the collection as a whole and a Plural Verb when the subject stands for the individuals of which it is composed ; as—

- (i) The **whole** class is absent.

The mob **has** dispersed.

The gentry **is** sitting on the chairs.

- (ii) *The jury* **has** four members.

The jury **have** different opinions.

The crew **were** arrested.

A Relative Pronoun must agree with its antecedent in Gender,

Number and Person ; as—

- It is **he** *who* **is** to blame.
- It is **they** *who* **are** to blame.
- It is **you** who are to blame.
- It is **I** *who* **am** to blame.
- He has sold **the cow** which **gives** milk.

Study the following sentences :

- *Two thirds* of this book **is** easy.
- *Many people* **live** in slums.
- *A pair of shoes* **is** lying under the table.
- **A large number is** expected at the match.
- *Ill news* spreads fast.
- *One of my friends* **has** not come.
- *The quality* of the mangoes **was** not good.
- Not only *he* but all *his companions* **were** arrested.
- Not only *you* but also *I* **am** to blame.

Common Errors in the Use of Verbs

	Incorrect	Correct
1.	<i>Two thousand rupees</i> are a good sum.	<i>Two thousand rupees</i> is a good sum.
2.	The king and poet are here.	The king and poet is here.
3.	The father with his sons were present there.	The father with his sons was present there.
4.	He as well as his parents are illiterate	He as well as his parents is illiterate.
5.	Bread and butter are my only food.	Bread and Butter is my only food.
6.	Either you or your brother have done this.	Either you or your brother has done this.
7.	Either of these two boys are guilty.	Either of these two boys is guilty.
8.	The jury were of one mind.	The jury was of one mind.
9.	'Gulliver's Travels' are an interesting book	'Gulliver's Travels' is an interesting book.
10.	Neither you came here nor your brother did.	Neither you came here nor did your brother.
11.	A large number of people was present there.	A large number of people were present there.

12.	The majority of the applicants is girls.	The majority of the applicants are girls.
13	The news from the War front are not encouraging.	The news from the War front is not encouraging.
14	None of them are right.	None of them is right.
15	What I say and do is none of his business.	What I say and do are none of his business.



Practice Set 3

I. Complete the following sentences using appropriate verb forms.

- The teacher _____ the lesson yesterday.
(a) teaches (b) taught (c) has taught
- Now he _____ questions to see if the students have understood the lesson.
(a) asks (b) is asking (c) asked
- As he _____ not satisfied with the answers, he _____ the lesson tomorrow.
(a) is, will repeat (b) was, would repeat (c) is, repeated
- John _____ in hospital for two weeks.
(a) is lying (b) lies (c) has been lying
- We _____ him yesterday.
(a) were visiting (b) visited (c) have visited
- He _____ completely.
(a) recovers (b) recovered (c) has recovered
- Most probably he _____ to school next week.
(a) will come (b) would come (c) has come
- Mark _____ for jobs ever since he passed his examination in March.
(a) has applied (b) has been applying (c) applied
- Last month he _____ for an interview.
(a) has appeared (b) appeared (c) was appearing
- He _____ for the results.
(a) waits (b) is waiting (c) waited

2.5 FIVE FORMS / PRINCIPAL PARTS OF A VERB

Learners have already learnt about five forms of verb. A verb has four principal parts: the present, the present participle, the past, and the past participle.

The principal parts of a verb are its present tense, its present participle, its past tense, and its past participle.

- The present tense of a regular verb is also sometimes called its infinitive or base form.
- The present participle is generally used to describe actions that are ongoing.
- The past tense and past participle of a verb are sometimes spelled the same way; the difference with the past participle is that it includes a modifying word or an adjective that can slightly alter the precise meaning.

Five forms of verbs used for

- **Root form** - this is used as an imperative, or present singular.
- **Past participle** - this is used in the past, in conjunction with an auxiliary verb. It's often used to show an event that has happened, in relation to another.
- **Past singular** - this is used in the past, without an auxiliary verb.
- **Third-person singular** - this is used to talk about another person.
- **Present participle** - this is used to talk about actions that are ongoing.

Root Form of the Verb

The verb root is the same as the infinitive (e.g., to dive, to jump, to wonder) but without the to. It is the version of the verb without any endings (e.g., **-s**, **-ing**, and **ed**).

Examples of Verb Root

Here are some examples of verb roots:

- **watch:** (This is used to make these forms: watches, watched, watching.)
- **play:** (This is used to make these forms: plays, played, playing.)

- **live:** (This is used to make these forms: lives, lived, living.)
- **think:** (This is used to make these forms: thinks, thought, thinking.)

There are five different verb forms in the English language. Using the base form 'to write', here's a short summary of what they are:

- Base form - **write**
- 3rd person singular - **writes**
- Past tense form - **wrote**
- Present participle/gerund - **writing**
- Past participle - **written**

Look at the table

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 4

Insert appropriate verb forms in the blanks.

- It was John who _____ the police.
(a) alert (b) alerts (c) alerted
- We _____ for ages.
(a) are waiting (b) have been waiting
- I _____ her for a long time.
(a) know (b) knew (c) have known
- The box _____ so heavy that I could not lift it.
(a) was (b) has been (c) is
- One of my friends _____ to Zambia recently.
(a) has gone (b) went (c) goes

6. He _____ a novel since October, and now he is about to finish it.
 (a) was writing (b) has been writing (c) is writing
7. I will call you when the guests _____
 (a) will arrive (b) would arrive (c) arrive
8. Age and experience _____ wisdom to man.
 (a) bring (b) brings (c) brought
9. The prize was _____ away by our team.
 (a) borne (b) born (c) bore
10. They were _____ questioned.
 (a) been (b) being (c) be

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.

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.

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

Activity

1

Lets do an activity



Let us do an activity:

- Divide learners into group to write poems, plays or short stories using their imaginations and creativity.

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.

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.

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'



Practice Set 5

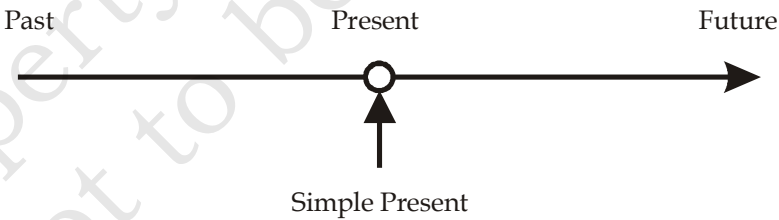
Complete the following sentences using an appropriate tense form.

1. I _____ here since morning.
 - a) am working
 - b) have been working
 - c) had been working
2. It _____ raining since yesterday.
 - a) hasn't stopped
 - b) didn't stop
 - c) hadn't
3. I _____ interested in metaphysics.
 - a) am always
 - b) have always been
 - c) had always been
4. They _____ in this street for twenty years.
 - a) have lived
 - b) have been living
 - c) Either could be used here
5. I _____ to a foreign country.
 - a) am never gone
 - b) have never been
 - c) was never gone

6. Where _____ the sun rise?
 - a) does
 - b) do
 - c) had
7. I _____ Susie Monday.
 - a) see
 - b) am seeing
 - c) Either could be used here
8. We _____ the money on the 15th.
 - a) are needing
 - b) will need
 - c) Either could be used here
9. 'There is the doorbell.' I _____,
 - a) am going
 - b) will go
 - c) Either could be used here
10. She _____ half of her time traveling.
 - a) spends
 - b) is spending
 - c) Either could be used here

Present Simple

Simple present is also called present simple.



<p>A: He speaks. N: He does not speak. Q. Does he speak?</p>	<p>action in the present taking place once, never or several times facts actions taking place one after another action set by a timetable or schedule</p>	<p>always, every ..., never, normally, often, seldom, sometimes, usually if sentences type I (If I talk, ...)</p>
--	---	---

The simple present expresses an action in the present taking place once, never or several times. It is also used for actions that take place one after another and for actions that are set by a timetable or schedule. The simple present also expresses facts in the present.

Past Simple

The simple past expresses an action in the past taking place once, never, several times. It can also be used for actions taking place one after another or in the middle of another action.

Structure of Simple Past Tense

Structure of Simple Past Tense			
Positive	Negative	Interrogative	Negative Interrogative
Subject + Verb in the past form (base form of the verb + ed/d for regular verbs or past tense form of the irregular verbs)	Subject + Didn't + Verb in the base form	Did + Subject + Verb in the base form	Didn't + Subject + Verb in the base form
You spoke really well. I had my breakfast.	You did not speak really well. I did not have my breakfast.	Did you speak really well? Did I have my breakfast?	Didn't you speak really well? Didn't I have my breakfast?

Exceptions in spelling when adding ed

Example

- after a final **e** only add **d**, love – **loved**
- final consonant after a short, stressed vowel **admit** – admitted
- or **l** as final consonant after a vowel is doubled **travel** – travelled
- final **y** after a consonant becomes **i** hurry – hurried

Use of Simple Past

- Action in the past taking place once, never or several times
e.g., He visited his parents every weekend.
- Actions in the past taking place one after the other
e.g., He came in, took off his coat and sat down.
- Action in the past taking place in the middle of another action
e.g., When I was having breakfast, the phone suddenly rang.

Future Simple

- Future simple is used to predict a future event:
 - It **will** rain tomorrow.
- With I or We, to express a spontaneous decision:
 - I'**ll** pay for the tickets by credit card.
- To express willingness:
 - I'**ll** do the washing-up.
 - He'**ll** carry your bag for you.
- In the negative form, to express unwillingness:
 - The baby **won't** eat his soup.
 - I **won't** leave until I've seen the manager!
- With I in the interrogative form using "shall", to make an offer:
 - **Shall** I open the window?
- With we in the interrogative form using "shall", to make a suggestion:
 - **Shall** we go to the cinema tonight?
- With I in the interrogative form using "shall", to ask for advice or instructions:
 - What **shall** I tell the boss about this money?
- With you, to give orders:
 - You **will** do exactly as I say.
- With you in the interrogative form, to give an invitation:
 - **Will** you come to the dance with me?
 - **Will** you marry me?



Note: In modern English **will** is preferred to **shall**. **Shall** is mainly used with *I* and *we* to make an offer or suggestion, or to ask for advice (see examples above). With the other persons (you, he, she, they) **shall** is only used in literary or poetic situations, *e.g.* "With rings on her fingers and bells on her toes, She shall have music wherever she goes."

Form of going to Future

<i>positive:</i>	I am going to speak.
<i>negative:</i>	I am not going to speak.
<i>question:</i>	Am I going to speak?
you/we/they:	You are going to speak. You are not going to speak. Are you going to speak?
he/she/it:	He is going to speak. He is not going to speak. Is he going to speak?

Use of going to

I am **going to** study harder next year.

- a conclusion regarding the immediate future
e.g., The sky is absolutely dark. It is going to rain.

Present Perfect

The present perfect simple expresses an action that is still going on or that stopped recently, but has an influence on the present. It puts emphasis on the result.

Form of Present Perfect

I/We/You

Positive:	I have spoken.
Negative:	I have not spoken.
Question:	Have I spoken?

he/she/it

Positive:	He has spoken.
Negative:	He has not spoken.
Question:	Has he spoken?

Form of Present Perfect Simple

	Positive	Negative	Question
I / you / we / they	I have spoken.	I have not spoken.	Have I spoken?
he / she / it	He has spoken.	He has not spoken.	Has he spoken?

- For irregular verbs, use the participle form (see list of irregular verbs, 3rd column). For regular verbs, just add “**ed**”.

Exceptions in Spelling when Adding 'ed'

Exceptions in spelling when adding ed	Example
after a final e only add d	love – loved
final consonant after a short, stressed vowel or l as final consonant after a vowel is doubled	admit – admitted hurry – hurried
final y after a consonant becomes i	hurry – hurried

Use of Present Perfect

- Puts emphasis on the result
e.g., She has written five letters.
- Action that is still going on
e.g., School has not started yet.
- Action that stopped recently
e.g., She has cooked dinner.
- Finished action that has an influence on the present
e.g., I have lost my key.

Signal Words of Present Perfect

- already, ever, just, never, not yet, so far, till now, up to now

Past Perfect

The past perfect simple expresses an action taking place before a certain time in the past.

Form of Past Perfect Simple

	Positive	Negative	Question
no differences	I had spoken.	I had not spoken.	Had I spoken?

For irregular verbs, use the past participle form (see list of irregular verbs, 3rd column). For regular verbs, just add **ed**.

Exceptions in Spelling when Adding ed

Exceptions in Spelling when Adding ed	Example
after final e , only add d	love – loved
final consonant after a short, stressed vowel	
or l as final consonant after a vowel is doubled	admit – admitted
travel – travelled	
final y after a consonant becomes i	hurry – hurried

Use of Past Perfect

- Action taking place before a certain time in the past (putting emphasis only on the fact, not the duration)
e.g., Before I came here, I **had spoken** to Jack.
- (condition that was not given in the past)
e.g., If I had seen him, I would have talked to him.



Practice Set 6

Put the verbs into the correct form (present perfect simple).

1. I (not / work) have not worked today.
2. We (buy) _____ a new lamp.
3. We (not / plan) _____ our holiday yet.
4. Where (be / you) _____?
5. He (write) _____ five letters.
6. She (not / see) _____ him for a long time. (be / you) at school?
7. School (not / start) _____ yet.
8. (speak / he) _____ to his boss?

Future Perfect

The future perfect is a verb tense used for actions that will be completed before some other point in the future.

For example,

- The parade will have ended by the time Chester gets out of bed. At eight o'clock I will have left.



Note: The future perfect tense is for talking about an action that will be completed between now and some point in the future.

For example, Imagine that your friend Belinda asks you to take care of her cat for a few days while she goes on a trip. She wants you to come over today at noon so she can show you where to find the cat food and how to mash it up in the bowl just right so that Fluffy will deign to eat it. But you're busy this afternoon, so you ask Belinda if you can come at eight o'clock tonight instead.

- “No, that won't work! At eight o'clock I will have left already,” she says.

What does the future perfect tell us here?

It tells us that Belinda is going to leave for her trip some time after right now, but before a certain point in the future (eight o'clock tonight).

She probably shouldn't have waited until the last minute to find a cat sitter.

The future perfect formula

The formula for the future perfect tense is pretty simple:

will have + [past participle].

It doesn't matter if the subject of your sentence is singular or plural. The formula doesn't change.

When to use the future perfect tense

Sometimes, you can use the future perfect tense and the simple future tense interchangeably. In these two sentences, there is no real difference in meaning because the word before makes the sequence of events clear:

- Belinda will leave before you get there.
- Belinda will have left before you get there.

But without prepositions such as before or by the time that make the sequence of events clear, you need to use the future perfect to show what happened first.

At eight o'clock Belinda will leave. (This means that Linda will wait until 8 o'clock to leave.)

At eight o'clock Belinda will have left. (This means Linda will

leave before 8 o'clock.)

When not to use the future perfect tense

The future perfect tense is only for actions that will be complete before a specified point in the future.

In other words, the action you're talking about must have a deadline. If you don't mention a deadline, use the simple future tense instead of the future perfect tense.

- Belinda will leave.
- Belinda will have left.

The deadline can be very specific (eight o'clock) or it can be vague (next week). It can even depend on when something else happens (after the parade ends). It just has to be some time in the future.

How to make the future perfect negative

Making a negative future perfect construction is easy. Just insert not between **will** and **have**.

- We will not have eaten breakfast before we get to the airport tomorrow morning.
- They will not have finished decorating the float before the parade.

You can also use the contraction won't in the place of will not. They won't have finished decorating the float before the parade.

How to Ask a Question with the future perfect tense

The formula for asking a question in the future perfect tense is **will + [subject] + have + [past participle]**:

- Will you have eaten lunch already when we arrive?
- Will they have finished decorating the float before the parade?

Prepositional phrases that often go with the future perfect

- By this time next week, Belinda will have left for her trip.
- Three days from now, we will have finished our project.
- At midnight, the party will have ended. Will you have eaten already?
- Chester will not have arrived by the time the parade is over.
- When I travel to France, I will have been to ten countries.

- My sister will have cleaned the bathroom before the party.
- As soon as someone buys this chair, I will have sold all the furniture I wanted to get rid of.

Common regular verbs in the future perfect tense

Infinitive	Future Perfect	Negative	Question
to ask	will have asked	will not have asked	will you have asked..?
to work	will have worked	will not have worked	will he have worked..?
to call	will have called	will not have called	will I have called..?
to use	will have used	will not have used	will they have used?



Practice Set 7

Choose the correct option.

- The farmer _____ the crop until November.
(a) will have sown (b) will sow (c) will be sowing
- The passengers _____ their destination.
(a) have been reached (b) reached (c) will have reached
- She _____ the exam by the end of this year.
(a) will have passed (b) passed (c) have passed
- I _____ rice until 8 o'clock.
(a) will have cooked (b) cooked (c) have cooked
- The mechanic _____ my car.
(a) will has fixed (b) will have fixed(c) will be fixing

Activity 3

Lets do an activity

- Divide learners into groups and let them practice in using tenses. Divide two groups on group named as present perfect and another group named as past perfect.

Review Exercise

A. Pick out the present/past participles (functioning as adjectives) in the following sentences.

1. The smiling children were studying quietly. _____
2. They have lost the battle. _____
3. Having won the war, the army celebrated. _____
4. She has got a shining mobile phone. _____
5. He gave a written complaint letter. _____
6. She lives in a rented house. _____
7. Laughing dolls were pretty. _____
8. Excited, she called up her friends. _____
9. I was given an improved poem this time. _____
10. The crying baby was picked up. _____

B. Fill in the blanks with the correct simple present form of the verb. (According to present simple tense)

1. He _____ (tell) strange stories, sometimes.
2. I _____ (refer) to the dictionary always.
3. God _____ (do) justice.
4. Do you _____ (like) to travel?
5. He does not _____ (write) clearly.

C. Fill in the blanks with present perfect tense of verbs in brackets.

1. The principal _____ (give) instructions.
2. _____ you _____ (do) something wrong?
3. They _____ not (tell) us anything.
4. We _____ (complete) the assignment.
5. She _____ (misplace) the books.

D. Fill in the blanks with the Simple Past Tense.

1. She _____ not _____ (hide) any fact.
2. We _____ (love) watching the movie.
3. My teacher _____ (give) me a rose.
4. _____ they _____ (say) the prayer?