

# Semester: One

## Period: IV



Unit

# 4

## Grammar: Essay Writing/ Creative Writing/Verb Usage

### Objectives

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

- Compose different kinds of speeches
- Develop and deliver public speeches

### 4.1 INTRODUCTION

Creative writing is the art of writing in a way that allows the reader to experience the world of the story, rather than just a description of it. The style of writing used to convey this experience is called creative writing.

Creative writing is not only a tool to help students unleash their creativity and feel more comfortable writing about and about everyday life, but it has also been shown to improve language learning.

Creative writing assignments allow learners to discover their personality, express themselves artistically, use their imagination, and discover their writing style. The purpose of this unit is to introduce the concepts of creative writing and provide examples of

### Structure of the Unit

4.1	Introduction
4.2	Review Essay Writing
	Creative Writing
	Review Verb Usage
4.3	Review Verb Usage
4.4	Five Forms /Principles Parts of Speech
4.5	Present Simple
	Past Simple
	Future Simple
	Present Perfect
	Past Perfect
	Future Perfect
4.6	Speech Development Oral Practice

creative writing. The module will also discuss the writing process, including the role of the writer, the role of the reader, and the role of the writing environment.

At the university level, creative writing is encouraged as teachers encourage their students to learn to write stories and expand their vocabulary in a non-academic way in an academic setting; students also devote some of their (free) time to practice and discussing writing with each other.

Learners writing creatively are encouraged to participate in extracurricular writing-based activities such as editorial clubs, school literature or magazines, writing contests, writing colonies or conferences, and continuing education courses.

### **The importance of creative writing**

- In order to encourage your learners to write, be creative, use their imagination, and then praise them when they do, you need to build their confidence and clearly express their opinions, thoughts, and feelings.
- Whether it's taking half an hour a few days a week to sit down and pick up a pen, or use an online platform to write and share our stories, we can help our children grow, learn, and write in the way their peers like, not just their teacher.
- Creative writing has the potential to have an incredibly positive impact on our children. As classroom opportunities become more and more limited, taking steps to encourage our children to write can help reap many benefits.
- Using writing as a way to show your child his creative side helps his ability to concentrate, increases his sense of purpose and purposefulness.

### **Why is it important for creative writing students?**

- Writing is one of the most effective ways to improve your brain. You often hear from parents that their children do not like to write. Children often find it difficult to understand and express their feelings, and writing can be an extremely useful tool for self-expression.
- Creative writing can help children explore and learn about their feelings, and it can be very helpful in expressing them. Writing gives children a safe place to explore and can be a

very useful tool for expressing their feelings.

- In the words of Albert Einstein, “creativity is fun for the intellect,” and writing is a great way to help your child express themselves. Statistics show that reading helps develop your writing skills, but writing helps develop your cognitive growth, organizational skills, and the ability to influence others through persuasion.
- Unlike the academic equivalent of a written course that teaches students to create works according to language rules, creative writing is considered to focus on students’ self-expression. They believe that creative writing can hone students’ ability to express themselves clearly, and creative writing involves careful study of literary terms and mechanisms in order to apply them to the writer’s work to promote improvement.
- Creative writing can also use their imagination to develop creative thinking, propose alternatives, and expand their thinking process and problem-solving ability.
- It develops imagination and creativity and improves the child’s ability to find alternatives. When a child begins to write their own ideas, completing a story develops a number of important lifelong skills. Art writing will encourage and inspire children to use their creative mind and practice using their imagination.
- As classroom writing becomes more and more limited, it is important to ensure that our children do not miss these valuable benefits by taking active measures to encourage children to write creatively outside the classroom. Not all creative writing courses are the same.

### **How does creative writing help you?**

We adhere to our vision of helping 8-year-old children learn to write engaging and consistent short stories, including creative transformations, character wishes, obstacles, climax, dialogue and resolution plan.

For children and teenagers, novels are as important as any other type of writing because they learn to write. We found that one of the best ways to communicate with learners while developing their reading and writing skills is creative writing.

Learners benefit by participating in English Language Development (ELD) courses, observe their thoughts, sit with their emotions, and empathize with themselves and others by writing and sharing their own difficulties. Students should feel comfortable in the writing environment because they have the opportunity to express their ideas without making judgments or disappointments.

### **What you learn about creative writing?**

When you are writing creatively, you are doing an exercise that will allow you to truly develop your voice and opinions without any additional restrictions.

Creative writing is not just about improving grammar, spelling and vocabulary; it will allow you to develop your unique voice and share your infinite vision, expressing your views on the world inside and outside your mind.

Once you feel comfortable and master the mechanics of writing professionally and creatively, you can bend and break the rules as needed: use your voice and do what you write convincing without sounding like an amateur, boring or not. authentic.

It involves thinking about different ways to make the story memorable, which means that you also need to think about the voice of your characters and how that voice should sound. If all the characters in the text express the same thing, it will seem boring or monotonous.

### **Elements of Creative Writing**

The purpose of creative writing elements is to aid in the conveyance of aesthetic or symbolic meaning. Different types of creative writing use different elements.

However, these elements are used universally within their form and are all critical components of good creative writing. The most helpful elements to learn and perfect are as follows:

- Action — Movements that characters undertake in the story.
- Character — Used to progress the plot and establish inner or outer conflict.
- Conflict — Challenges, suspense, and uncertainty for whether the goal will be achieved.

- Dialogue — A verbal exchange between characters.
- Pacing — The speed at which a story is told.
- Plot — The sequence of a story's events.
- Scene — Dramatic sections in a story within a specific time and place.
- Setting— Time and location in the narrative.
- Suspense — The anticipation of an outcome or plot.
- Theme — Central topic or message of a narrative.
- Tone — The narrator's attitude toward the subject matter.
- Voice — The manner of expression.

The below writing prompts allow learners to flex their creative writing muscles by experimenting with different types of creative writing genres and reflecting on their finished product and writing process.

### **Prompt 1: Poetry**

- Write a poem about a common, everyday object like a pencil, a spoon, a t-shirt, or a water bottle.
- Think about how to create striking imagery and emotion in your work—you may take time to brainstorm possible words you can use to create a visually and emotionally engaging work.
- In addition, your poem should include at least two metaphors or similes. After writing your poem, which should be at least ten lines long, answer the questions that follow.
- Reflect on your writing process. How did you prepare to write your poem? Did you think about the major theme(s) you wanted your poem to address before you started writing?
- Explore the techniques you used in your poem: how did you create setting? How did you establish point-of-view? How did you appeal to your audience's emotions?

### **Prompt 2: Short Story**

In at least 750 words, write a short story about an unlikely friendship. Before writing your short story, consider tracing a plot diagram that sketches out the story's exposition, rising action,

climax, falling action, and resolution. After writing your story, answer the questions that follow.

1. What is the basic plot of your story? (Consider: exposition, rising action, climax, falling action, and resolution)
2. How did you develop the characters in your story?
3. How did you use dialogue in your story? (If you didn't use any dialogue, describe what effect this choice has on your audience.)
4. What literary devices did you include in your story and what is their overall effect? (e.g. metaphor, personification, alliteration, etc.)
5. What is the overall theme of your story? How do you communicate this theme to your audience?

## Poetry

Writing a poetry analysis paper requires you to analyze, or discuss in minute detail, how the language of a poem contributes to its meaning. You will most often be graded on your ability to correctly identify poetic devices (metaphor, imagery, meter) as well as to offer very detailed close readings of the poem. Poetry analysis is the process of investigating a poem's form, content, and history in an informed way, with the aim of heightening one's own and others' understanding and appreciation of the work.

The words poem and poetry derive from the Greek *poieō* (to make) and *poieo* (to create). That is, a poem is a made thing: a creation; an artefact. One might think of a poem as, in the words of William Carlos Williams, a "machine made of words". Machines produce some effect, or do some work. They do whatever they are designed to do. The work done by this "machine made of words" is the effect it produces in the reader's mind. A reader analyzing a poem is akin to a mechanic taking apart a machine in order to figure out how it works.

Like poetry itself, poetry analysis can take many forms, and be undertaken for many different reasons. A teacher might analyze a poem in order to gain a more conscious understanding of how the poem achieves its effects, in order to communicate this to his or her students. A writer learning the craft of poetry might use the tools of poetry analysis to expand and strengthen his or her own mastery. A reader might use the tools and techniques of poetry analysis in order to discern all that the work has to offer, and thereby gain a fuller, more rewarding appreciation of the poem.



**Instructions**

1. Read the poem silently to yourself, then read it out loud. Then read it once more silently. You do not have to memorize a poem to write convincingly about it, but you should know it fairly thoroughly.
2. Decide what you think the poem is about. If you are absolutely mystified, consider writing a paraphrase, which is a line-by-line “translation” of the poem into plain language. Once you’ve made a general decision about the poem’s meaning, write it down so that you can refer to it as you look at the details of the poem.
3. Pay special attention to unusual words. It is often helpful to ask yourself what the most important word in a line, couplet, or stanza is. You can also look for words with unusual connotations. Make a note of these, especially if the word suggests something that you didn’t expect to see.
4. Identify examples of poetic devices. In the margins, simply make a note of what kinds of poetic devices you find. Don’t worry about explaining them quite yet.

Keep a list of poetic devices handy. If your instructor has emphasized certain devices above others, such as metaphor and imagery, put those at the top of the list. Otherwise, look at the link in the Resources section for some of the most common poetic terms.

5. Mark lines which most directly speak about the meaning of the poem. These lines will probably be most useful in supporting your thesis. Place a different mark by the lines that remain confusing or mysterious. Return to these last.
6. Draft your paper by writing down your thesis from Step 2, and try to support your interpretation of the poem by explaining the lines you marked in Step
5. Be sure to mention not only what the lines mean, but also how the specific language helps make that meaning; refer to Steps 3 and 4 for help with this.
7. Return to the lines that confused you. Decide how you can make them fit what you think the poem means. Be creative with this part, and don’t be afraid of coming up with an outlandish idea. If you think there is no way to make these lines fit the poem, consider changing the meaning you wrote

down in Step 2 to incorporate them.

8. Begin your paper with your thesis. Support the thesis with a citation of lines and their meaning. Finally add how examples of poetic devices emphasize the details and meaning of the poem.

## **4.2 CREATIVE WRITING EXAMPLES**

### **1. Who I Am**

Who am I? This is a question we have all faced many times, from a multitude of sources. Ever since elementary school when I was asked to write about my family and myself, I disliked self reflection. This was in part because I did not have the vocabulary to present my thoughts and majorly due to the fact I was scared of what would come of a true reflection of who I am. So enough of that, who am I?

I am phlegmatic emotion is not a thing I have a capacity for. I am always asked, "Are you upset about something?" "Why don't you get as excited as everyone else about things?" and my answer is simply "I don't". I have never experienced grief.

Even as a little kid, at the ripe age of 9, my grandfather died. When I was sat down and told by my parents that he had passed the night before I simply said "okay", looked to my dad and said "you look like you're pretty upset about this, do you want me to take care of you?" This was not just a case of being too young to understand, I have had best friends die even in the same room and other family die as well and still failed to ever feel sad about it. I feel like I need to be stronger than everyone else in an emotional sense, because if I fall apart then there is nothing there to keep everything together.

I used to have extremely low self-esteem and friends with very high self-esteem so naturally this caused me assume a superficial mask of high self-esteem.

But as time passed my self esteem grew and this false high self-esteem bloomed into borderline narcissism. I am self obsessed and care too much about how I look dress and act, but my self-obsession doesn't affect me caring about others. Also as to not contradict myself I feel I should add I do not view caring as an



emotion but rather a natural instinct.

I feel uncomfortable when I'm not with my own "squad", or group of friends. In these situations I tend to put up a "bubble" and stay out of conversation. I enjoy observing people and will wait until I know I have something worth adding to the group before joining in. But when this bubble is popped, by someone pulling me into conversation or coming up to me, I am outgoing and some would even say funny.

## 2. Fantasy Novel Plot



The main character, Max, goes to a magical land where all the books are real, the weather changes overnight, and a group of good wizards exist, each with their own story of why they left their world to create a new one.

Max meets a variety of strange characters, each of whom has a tale to tell, and he is soon caught up in a struggle between the good wizards and an evil wizard, who wants to re-enter our world as a demon with the power to end evil forever.

To prevent this happening, the good wizards have to learn about evil magic so they can defeat the demon. They must also learn how to communicate with humans to convince people to join the fight against evil. This is just the beginning of the adventure, however, and Max soon finds himself in even greater danger.

The climax of the story comes when Max is chased through a portal into our world, where he discovers that the evil wizard has invaded our world, taken over the minds of humans, and is now planning to take over the world. Max has only one option left — he must go to the magical land and warn the good wizards that the

evil wizard is planning to invade our world next, and that they must stop him before it's too late.

This is the end of the story, but it's not the end of the adventure.

### 3. Science Fiction Plot



This science fiction short story is set in a world where people are able to change their physical appearance at will, and the protagonist, Sam, is a woman who was born a man but always felt female.

One day, while trying on a dress in a shop, she is attacked by a group of people who want to take her appearance away. They lock her in a room, where she realizes that she has been chosen as a subject in a government experiment to change people's appearances at will. Over the course of the story, Sam struggles to escape and find out who is really behind the experiment and the people who are trying to take her appearance away. She discovers that the people who are trying to take her appearance away are actually people who were born the wrong sex, and that the people who are changing people's appearances at will are actually the government, which is trying to keep people from knowing that they were born the wrong sex.

### 4. Children's story

A child named Henry wakes up one morning and is surprised to discover his mother has changed into a bird. He is also surprised to discover that the bird is now a young boy. He asks why they did this to themselves, and his mother tells him that it is because

the young boy feels that his parents are no longer able to take care of him.



Henry is angry, and he runs away from home. His mother and brother try to find him so that he will come home, but they cannot understand where he is. They ask other children to help them look for Henry, but no one has seen him. After a while, Henry's mother and brother return home, but Henry is no longer there.

He has run away to find himself a new family. Henry is happy living with a family of mice, but one day he overhears two of the mice talking. He learns that the mice are trying to figure out a way to take over the house. Henry comes up with an idea of his own, and he shows the mice how he would like their house to be run.

Henry's new idea is that the mice should not be in charge of the house; the house should be in charge of them. The mice are skeptical at first, but they go along with Henry's plan. Henry is now the leader of his family, and he is very happy.



## Practice Set I

**Write a creative writing on the following topics:**

1. Horror
2. Western novel
3. Fairy tale
4. Spy story
5. War story

### **4.3 REVIEW VERB USAGE**

Every sentence needs at least one verb. If there's no verb, it's an incomplete sentence or a sentence fragment. Except for imperative sentences (commands), a sentence also needs a subject, the thing doing the action.

Subjects are important for a verb because they change how it's

conjugated, which we explain below.

Verbs are words that show an action (sing), occurrence (develop), or state of being (exist).

Almost every sentence requires a verb. The basic form of a verb is known as its infinitive. The forms **call**, **love**, **break**, and **go** are all infinitives.

Almost all verbs have two other important forms called participles. Participles are forms that are used to create several verb tenses (forms that are used to show when an action happened); they can also be used as adjectives.

The present participle always ends in **-ing**: calling, loving, breaking, going. (There is also a kind of noun, called a gerund, that is identical in form to the present participle form of a verb.)

The past participle usually ends in **-ed**, but many past participles have irregular endings: called, loved, broken, gone.

The verb's past tense usually has the same **-ed** form as the past participle.

For many verbs, however, the past tense is irregular. An irregular past tense is not always identical to an irregular past participle: **called**, **loved**, **broke**, **went**.

The two main kinds of verbs, transitive verbs and intransitive verbs, are already discussed in previous classes.

### Common errors with verb forms

1. One common error occurs with **-s** endings.

Use the **-s** form of a verb when the noun is third-person singular and the action occurs in the present.

- The singer asks [not ask] for a glass of water.

2. Another common error occurs with **-ed** endings.

Sometimes this happens with certain words whose **-ed** endings are not always pronounced in casual speech. However, the **-ed** ending must be included in written form.

Some of these words include “supposed”, “used”, “asked”, “discussed”, “mixed”, and “walked”.

- I used to work at the local grocery store.
- Janice was lost, so she asked the stranger for directions.

3. Sometimes an **-ed** error happens with the past participle form of a

verb. When the verb is used with a helping verb such as be or have, you need the past participle (the -d or -ed) form of the verb.

- He is concerned [not concern] about his grades.
- I have watched [not watch] many sunsets.

4. Another error occurs with improper infinitive forms.

An infinitive is the plain form of the verb with the word to in front of it: to run, to know, to be.

Infinitives can function in many ways in a sentence, but by themselves they are not the main verb and should not have additional endings on them such as -s, -ed, or -ing.

- I wanted to watch [not to watched] my favorite show, but the power went out.

5. A final error occurs with the irregular verbs “to be” and “to have”.

Be sure to use the proper form of the verb for the tense you need:

Many verbs express action. (feel, shout, walk, grow, have, consider, study) Ask, “Who or what is doing what in the sentence?” The “doing what” is the verb.

6. Other verbs show a state of being. (am, is, are, was, were) Remember these words; they are always verbs.

7. Sometimes verbs occur in phrases. (Examples: has jumped; should have known; is running; will try)

8. Subjects can have more than one verb. (She enjoys downtown shopping but hates traffic.)

9. Here’s a tip: try changing the tense of the sentence, such as from past to present or present to future; the word that changes is at least part of the verb.

- Sue was the best chef at the restaurant changes to Sue is the best chef at the restaurant.
- Sue is cooking up a storm changes to Sue was cooking up a storm.



## Practice Set 2

**A. 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)         |
| 6. You .....         | not .....             | for the lost dog. (search) |
| 7. ....              | you .....             | to Trivoli yesterday? (go) |
| 8. She .....         | her shirt on the peg. | (hang)                     |
| 9. They .....        | the murderer.         | (see)                      |
| 10. They .....       | very fast.            | (run)                      |

**B Correct these sentences.**

1. Gold and diamond is found in India.  
.....
2. The Orator and the Statesman has arrived. (two different people)  
.....
3. Neither praise nor blame seem to affect her.  
.....
4. Which one of these pens are yours?  
.....
5. The scholar and the writer (one person) are dead.  
.....
6. Tales of Charles Lamb' are a good book.  
.....
7. Many a soldiers have given their life for the country.  
.....
8. Either of these gifts look fine.  
.....
9. None of the students are standing.  
.....
10. The herd of cows were very healthy.  
.....

**4.4 FIVE FORMS/PRINCIPAL PARTS OF A VERB**

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

In English there are four principal parts (also called forms) of a verb. These parts are used to form tenses, which tell us when an action occurred. In this unit, you'll learn the fundamentals about the base verb form, the present and past tenses, and present and past participles. These stages imply that whenever you have to



write an extended composition.

On the given topic, think for a while and put your ideas on a piece of paper. Arrange these ideas properly so that your article or speech may have an appropriate beginning, a convincing middle and a logical end.

Principal Parts			
Base/Present	Present Participle	Past	Past Participle
walk	walking	walked	walked
dance	dancing	danced	danced
play	playing	played	played

### Introduction to the Present and Past Tenses

The base is the most basic (or root) form of a verb, and it plays a very important role in forming the present and past tenses.

### Present Tense

The base alone is used for most forms of the present tense, including the first person (I and we), second person (you), and third person plural (they). The only time the base changes is in the third person singular (he, she, it). To form the third person singular, just add the letter -s to the end of the base.

Present Tense	
Person and Number	Example
First Person Singular & Plural (I and we)	I practice piano once a week. We practice piano every day.
Second Person Singular & Plural (You can refer to one person or a group of people.)	You practice piano every other day. Do you girls practice piano every day?
Third Person Plural (they)	They practice piano on the weekends.

Third Person Singular (he, she, it)	She/He practices piano for two hours each day.
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### Past Tense

To form the past tense, take the base form and add **-ed**. If the base ends in a silent **e**, just add **-d**, not **-ed**. Unlike the present tense, the past tense always uses the same form regardless of person or number.

Past Tense	
Base	Example
walk	I/we/you/she/he/they walked 10 miles to the gas station yesterday.
bake (silent -e)	I/we/you/he/she/they baked fifteen dozen cookies last holiday season.

### Participles

When used as verbs, participles function as part of a verb phrase and must be accompanied by a helping verb. (There are some other ways to use participles, but you will learn about those in a different lesson.)

Participles		
Base	Present Participle	Past Participle
walk	walking	walked
bake (silent -e)	baking	baked

### Present Participles

To form a present participle, take the base form of the verb and add **-ing**. If the verb ends in a silent **-e**, drop the **-e** and add **-ing**. Present participles are used in the progressive tenses, which combine a form of to be (am, is, was, etc.) with a present participle.

- My sister is walking to school today.
- My brother was watching television when I came home.

### Past Participles

Past participles are formed the same way as the past tense—by

adding **-ed** to the base (or just **-d** if the base ends in a silent **-e**). Past participles are used in the perfect tenses, which combine a form of to have (have, has, had) with a past participle.

- They have hiked this trail many times before.
- Before leaving, we made sure we had walked the dog.

### Spelling Changes with the Four Principal Parts

When adding an ending to a verb, you sometimes have to change the spelling.

**Do change the spelling in the following situations:**

Base Verb Spelling	Spelling Change
Single syllable 1 verb ending in a consonant 2	Double the consonant when adding an -ing or -ed ending. shop + -ing = shopping shop + -ed = shopped
Ends in a single vowel plus a consonant and carries the stress 3 on the last syllable	Double the consonant when adding an -ing or -ed ending. refer + -ing = referring refer + -ed = referred
Ends in a consonant + y	change y to ie when adding -s. clarify + -s = clarifies Change y to i when adding -ed. clarify + -ed = clarified
Ends in a silent -e	Drop the silent -e before adding -ing. amaze + -ing = amazing Just add a -d instead of -ed. amaze + -ed = amazed
Ends in a -c	add a k before an -ing or -ed ending. frolic + -ing = frolicking frolic + -ed = frolicked

**Don't change the spelling in these situations:**

Base Verb Spelling	Spelling
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<p>Most base forms, except those ending in consonant + y</p>	<p>Most of the time, spelling changes are not necessary when adding the -s ending to the base form of the verb (i.e. in the third person singular form of the present tense). This is true even for verbs that do require a spelling change for the -ing or -ed ending.</p> <p>shop + -s = shops (vs. shopping and shopped)</p> <p>refer + -s = refers (vs. referring and referred)</p> <p>amaze + -s = amazes (vs. amazing)</p> <p>frolic + -s = frolics (vs. frolicking and frolicked)</p> <p>Verbs ending in a consonant + y, which you already learned about in the above table, are the only exception.</p>
<p>Ends in a consonant + y</p>	<p>Don't make any spelling changes when adding the -ing ending.</p> <p>clarify + -ing = clarifying (vs. clarifies and clarified)</p>
<p>Ends with a single vowel before a consonant, but the stress is not on the last syllable</p>	<p>Don't double the consonant. An example is the verb wander, which has the stress on the a, not the e. (Contrast wander with the verb refer in the previous table.)</p> <p>wander + -s = wanders</p> <p>wander + -ing = wandering</p> <p>wander + -ed = wandered</p>

Ends with a double vowel before a consonant	Do not double the consonant. (Contrast the verbs cheat and retreat with shop and refer in the previous table.) cheat + -s = cheats cheat + -ing = cheating cheat + -ed = cheated retreat + -s = retreats retreat + -ing = retreating retreat + -ed = retreated
Ends in a vowel + y	Don't change y to ie. (Contrast enjoy with the verb clarify in the previous table.) enjoy + -s = enjoys enjoy + -ing = enjoying enjoy + -ed = enjoyed
Ends in a vowel + l	In American English, do not double the l even though l is a consonant. travel + -s = travels travel + -ing = traveling travel + -ed = traveled  Note: In British English, you do double the l before the -ing and -ed endings (travelling, travelled).

- When we pronounce words aloud, we break them up into smaller sound units called syllables. For example, the word syl\*la\*ble itself can be broken up into three syllables. There are also many single syllable words, such as shop and book.
- Any letter of the alphabet that is not a, e, i, o, or u is considered a consonant.

**When we say words aloud, we pronounce certain syllables more loudly than others. The syllable that is pronounced the loudest is the stressed syllable. (Emphasis is another word that is commonly used for stress.)**

## Irregular Past Tense and Past Participles

Here are a few basics you'll want to remember about the irregular past tense and past participle forms.

- They all have one important characteristic in common: they almost never end in -ed. Some examples are ate, fought, swam, and given.
- It's very common for a vowel (or pair of vowels) to be different from the base form. Began (base form, begin) and froze (base form, freeze) are a two good examples.
- Most irregular verbs follow a specific pattern. You'll learn more about this concept later in this lesson.
- Let's take a closer look at how the irregular past tense and past participles are formed.

### Past Tense

- With the irregular past tense, it is common for a vowel in the middle of the verb to change instead of the verb's ending. The verb drive, for example, changes to drove in the past tense.
- Other verbs require you to change a vowel and add a new ending. Eat, for example, turns into ate in the past tense.
- One of the most common irregular past tense endings is -t (sweep → swept). Sometimes you'll add -d (sell → sold) or -ght (catch → caught) instead.
- Often, when the base ends in -ck, -e, -g, -ght, or -n, the past tense will keep that final letter or set of letters.
 

• stick → stuck	drive → drove
• ring → rang	fight → fought
• run → ran	

### Past Participles

- Just like the irregular past tense, irregular past participles can be formed by changing a vowel, adding a new ending, or doing both. However, the vowel or ending is often (but not always) different from the past tense form. For example, many irregular past participles require you to add an -en, -n, or -ne ending (drive → driven).
- Many irregular past participles end in -en, but, similarly to the past tense, they can also end in -t, -ck, -d, -e, -g, or -ght.



- In the table below you'll find several examples of how the irregular past tense and past participles are formed. Pay special attention to the vowel changes and different endings.

Base	Regular Present Participle	Irregular Past	Irregular Past Participle
drive	driving	drove	driven
begin	beginning	began	begun
sleep*	sleeping	slept	slept
run	running	ran	run
freeze*	freezing	froze	frozen
eat*	eating	ate	eaten

\*For some verbs, such as sleep, freeze, and eat, a pair of vowels changes instead of just a single vowel.

### Irregular Verb Patterns

Now that you have an idea of how to form the irregular past tense and irregular past participles, let's take a look at some patterns that an irregular verb may follow.

#### Common Patterns

Sometimes the past tense and past participle are the same. All the verbs in this category have at least one of the following characteristics:

- The most common past tense and past participle endings you will add to these verbs are -t, -ght, and -d (sweep/swept/swept; catch/caught/caught; sell/sold/sold).
- You will never add an -en, -n, or -ne ending to these verbs. The only time the past forms end in -n or -ne is when that ending is already part of the base form (shine/shone/shone).
- Sometimes the base, past, and past participle endings are all the same. This happens most often when the base ends in -ck, -g, -ght, or -ne.

## 4.5 REVIEW OF TENSES

### 1. Present Simple (1st form of the verb + 's' or 'es')

#### Present Simple

##### Indefinite

1st form of the verb + s or es.

▶ Expresses general sense

▶ Habitual action

e.g. She walks very slowly.  
We pray to God daily.

▶ Facts which are true at all times

▶ Narrating a past series of action

e.g. The sunrises in the east.

Then the door opens. She enters.

### 2. Past Simple

##### Simple

$V_2$

– Denotes a past action

– An action which happened habitually in the past

e.g. The world war ended in 1918.

He always went to the same park for his walk.

### 3. Future Simple

To describe an action which is expected to happen in future.

will/shall +  $V_1$      She will come tomorrow.

#### Rules for making the future indefinite tense

##### Positive statements

subject + will + ( $V_1$ )  
or

shall

##### Examples

We shall play.

I shall play.

He will play.

They will play.

##### Questions

will + subject + ( $V_1$ ) + ?

or

shall

##### Examples

Will you play?

Shall I play?

Will she play?

Will Anna play?

##### Negatives

subject + will + not + ( $V_1$ ).  
or

shall

##### Examples

I shall not play.

You will not play.

Daniel will not play.

#### 4. Present Perfect

The present perfect tense is used to indicate the action that has taken place at some specific time. It uses auxiliary verb and past participle for the main verb i.e. verb + **ed**.

For examples:

- I have watched this movie before.
- He has completed his homework.

You will mostly use the present perfect in daily conversation while talking about some changes or experiences.

##### **Definition of Present Perfect Tense**

1. We use the present perfect to indicate a link between the present and the past.

In other words, the time of the action is before now but not stated. In fact, most of the time, the result interests us more than the action itself.

This tense forms by **have/has + the past participle**.

Thus, you will see that the construction of this verb tense is straightforward.

2. **Have** or **has** is the first element which depends on the subject-verb is conjugated with. Similarly, the second element is the past participle of the verb. It forms generally by adding **-ed** or **-d** to the root of the verb.

For instance, talked, leaned, wiped, mixed, and more.

However, the English language does contain a few verbs that have irregular past participles.

For instance, *done, won, eaten, gone, thought*.

3. We use present perfect tense to describe:
  - An action or situation which began in the past and is continuing to the present. *I have lived in Kigali since 1995*. It means you are still living in Kigali.
4. An action performed during a period that has not finished yet. *He has been to the zoo thrice this month*. It means the month is not over yet.
5. A repeated action in an unspecified period between the past and present. They have visited London multiple times.

5. An action that was completed in the very recent past. '**Just**' is used to express it. We have just completed our assignment.  
An action when the time does not carry much importance.  
*She has read 'Harry Potter'.*  
Here, the result of her reading carries importance.  
Similarly, please remember that you wish to give or ask details about when, where, who, you must use the simple past.

### Examples

1. We *have seen* that video ten times.
  2. I think I *have met* her once before.
  3. There *have been* many wildfires on Amazon.
  4. Astronauts *have traveled* to the Moon.
  5. They *have not traveled* to Jupiter.
  6. *Have you read* the thesis yet?
  7. Nobody **has** ever *visited* that haunted house.
- Q. Has there ever been a wildfire in California?  
A. Yes, there has been a wildfire in California.

### 5. Past Perfect Tense

Past Perfect Tense is used to indicate the actions that took place before some point of time in the past.

It uses the auxiliary verb i.e. **had + past participle**.

The rule is the same whether the subject is Singular or Plural. Some examples of past perfect tense are:

- If I had reached the station on time, I would have not missed the train.
- I had never been to riverside before I went to Varanasi.

Thus, you use the past perfect tense while describing any past event or condition before some point in time.

As the name suggests, past perfect tense is a part of the perfect tense and thus indicates completed actions.

In other words, it describes the first completed activity, then another activity that took place before the present time.

In the forming of the past perfect tense, we use **'had'** irrespective of the subject being Singular or Plural. The second element that is the past participle is formed by adding **-ed** or **-d** to the root of the verb.

For example, **reached, missed, mixed, wiped**, etc.

However, you may use verbs with irregular past participles also such as *woken, eaten, gone, done, won*, etc.

### **Using Past Perfect Tense**

1. Past completed actions before another begin

**Example:** Only after we had bought the tickets, we were able to enter the cinema hall.

It means that you had bought tickets is the first completed action and you were allowed to enter the cinema hall is another completed action.

2. Events of duration before something in the past

**Example:** I had watched the movies for years without ever having to buy the tickets.

It means before you were allowed to watch movies without tickets but not now.

3. Conditional statements

**Example:** If I had purchased movie tickets, we would have been able to watch the movie.

It means that you had not purchased the movie tickets and thus you were not able to watch the movie.

4. Reported Speech

**Example:** The guard asked us if we had bought the movie tickets.

It means that you had to show the guard the tickets you bought.

5. Show dissatisfaction with the past actions or events

**Example:** I wished I had purchased the movie tickets in advance.

It means that you did not purchase the movie tickets and were unable to watch the movie. Thus, you are dissatisfied with your past action.

Examples

- I had never traveled on a cruise before I went to Goa.
- After she had attended the internship, she became a practicing lawyer.
- They had forgotten the books until the librarian reminded them.
- He had never realized his talent until she praised him.
- I had delivered lectures for years without ever having to prepare for them.
- He had admitted his love to her many times.
- They would have never discovered the truth without enquiring.
- He had kept convincing her to marry him repeatedly.

### **Some important points:**

Do not use Past perfect tense while you are not expressing some sequence of events. Because in this case, the listener or reader, will be wondering what happened next. In order to make the past perfect tense clear, there is a need for context. In the absence of context, it does not make any sense.

We often use the adverbs already, still, just, ever, and never with the past perfect.

Examples:

- I had called the doctor for an appointment but it was already full.
- I had never met anyone like him before I met Jack.
- He had still not reached his home.
- She had just received the parcel.

## **6. Future Perfect**

The future perfect tense refers to a verb tense which we use for actions that will be finished before some other point in the future. Moreover, it has two different forms which are '**will have done**' and '**be going to have done**'.

They are not like simple future forms because future perfect forms are generally interchangeable.

For examples:



- The movie will have ended by the time Marry returns from college. At three o'clock I will have left.

Thus, you see how the future perfect tense is for when we talk about an action that will be completed between now and some point in the future.

**Examples:**

- By next January, I will have received my degree.
- I am not going to have finished this exam at 2 o'clock.
- Ted is probably going to have finished the assignment by the time he leaves this evening.
- By the time she gets home, he is going to have decorated the entire house.
- How many cities are you going to have visited by the time you turn 40?



**Practice Set 3**

**A. 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)

**B. Fill in the blanks with verbs in Simple Present Tense.**

1. Two and Two ..... (make) four.
2. The birds ..... (fly) in the sky.
3. She ..... (play) with her dolls.
4. I ..... (go) for a walk daily.
5. .... they ..... (obey) their parents?

**4.6 SPEECH DEVELOPMENT/ ORAL PRACTICE**

- When you starts a conversation, give your full attention whenever possible. Make sure that you have your child's attention before you speak.
- Acknowledge, encourage, and praise all attempts to speak. Show that you understand the word or phrase by fulfilling

the request, if appropriate.

- Pause after speaking. This gives learners a chance to continue the conversation. Continue to build vocabulary. Introduce a new word and offer its definition, or use it in a context that is easily understood. This may be done in an exaggerated, humorous manner. "I think I will drive the vehicle to the store. I am too tired to walk."
- Talk about spatial relationships (first, middle, and last; right and left) and opposites (up and down; on and off).
- Offer a description or clues, and have your child identify what you are describing: "We use it to sweep the floor" (a broom). "It is cold, sweet, and good for dessert. I like strawberry" (ice cream).
- Work on forming and explaining categories. Identify the thing that does not belong in a group of similar objects: "A shoe does not belong with an apple and an orange because you can't eat it; it is not round; it is not a fruit." Help your child follow two- and three-step directions: "Go to your room, and bring me your book."
- Encourage your child to give directions. Follow his or her directions as he or she explains how to build a tower of blocks.
- Play games with your child such as "house." Exchange roles in the family, with your pretending to be the child. Talk about the different rooms and furnishings in the house.

**Activity**  
**1**

***Lets do an activity***

Have students practice using new vocabulary and applying new concepts by participating in one of the following activities.

This activity gives learners practice with target nouns and English syntax. It can be used with almost any academic topic learners are learning.

- Keep the following points in mind:
- Identify a topic learners are learning about (e.g., wild animals) and the target nouns for the topic (e.g., lion, zebra, elephant). Find pictures or realia to demonstrate the target nouns.
- Ask the other learners to tell you what the volunteer is doing by offering them a choice for a response. For example: “Is the boy standing up or sitting down?” Use pantomime actions to ensure that students understand the question. If students respond with one or two word (sitting; sitting down), affirm good work and encourage elaboration. “Yes, the boy is sitting down.”
- Write the sentence on the board and have students repeat it after you. Expand the practice by giving students another choice. For example, “What else is the boy doing? Is the boy looking at a book or writing?” Again, use pantomime actions as needed. If students respond with one word (looking), affirm good work and encourage elaboration.

### Review Exercise

1. Write a speech in which express your concern on ‘Environmental Pollution.’
2. The English Literary Society of your school is organising a debate on the motion ‘Public Examinations should be Abolished up to Middle. Write an article in not more than 150 words for or against the motion.
3. Write an article in the school magazine on how it is important to save the planet, Earth. Write the article in about 150 words.
4. Write an article in the school magazine in which you expresses your wishes for a better world. Write in about 150 words.
5. Write an article in the school magazine in which you expresses your view on How to Find Balance Between Life and Work. Write in about 200 words.
6. Your school magazine has started a new feature ‘How kids can help community’. Write an article in not more than 150 words stating clearly the ways and fields in which kids can make a

significant contribution.

7. Recently you visited the school where your cousin studies. You were shocked to see students reciting alphabet, multiplication tables, poems etc. parrot-like. You felt disgusted with this learning by rote. Back home, you decided to write an article on 'The Evils of Cramming' suggesting why and how it should be abolished. -Write this article in not more than 150 words.

**Add suitable prefixes to the words in the brackets to form their opposites and then fill in the blanks with them.**

1. Marry, though extremely good at chess, was ..... of the new rules and lost the match. (*aware*)
2. The conditions in the prison camps in World War II were so ..... that many people died. (*human*)
3. It is ..... to bring gold into the country without paying duty on it. (*legal*)
4. His ..... attendance in school may not allow him to appear for the exams. (*regular*)
5. If Anita had not ..... in the class, the teacher might have taken a lenient view of the whole episode. (*behave*)
6. I am totally with ..... the service your company has rendered in the last year. (*satisfied*)
7. Take care ! This horse is ..... and may throw you off. (*tamed*)
8. Many people have become ..... due to recession. (*employed*)
9. Sometimes, the ..... in the newspapers make hilarious reading. (*prints*)
10. I am afraid I ..... with your solution to the problem. (*agree*)