

Effective English for Teachers

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ANNAPURNA MADHURI



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Introduction

Introduction

ANNAPURNA MADHURI

Prelude

India is a vast country with dialects changing every few miles, with a wide range of languages spoken and accepted in each of its state. Added to this is the enormous movement of people from one state to another mostly for work. School children, who move along with their parents find it difficult to adjust themselves to the local school, offering the native official language as medium of instruction. It is therefore necessary that the schools in India have a common medium of instruction, especially for the families which are on move. English, as a common language plays a major role in bringing Indians under one umbrella.

Most Indian schools have English as medium of instruction, as preferred by large population. At the same time, there is a serious dearth of teachers who can efficiently communicate in English. Ill-prepared teachers with a feeling of inadequacy, find it difficult to handle classes

even though they have a considerable command over their subject content, when it comes to teaching in the native language. Lack of knowledge of proper English denies these teachers of having access to the large amount of information available at the click of a button. In the current era where AI and VI are here to stay, fluency in English would not only help teachers to embed technology into their classroom practices but also to deliver their content in the most acceptable manner ensuring desirable learning outcomes.

Background:

Teaching in schools requires a decent understanding and use of sentence structures and vocabulary, particularly in schools having English as campus language as well as medium of instruction. This is not only related to languages but also to the other school subjects like Mathematics and Sciences, There is however, a common myth prevailing that English in STEM subjects is restricted to use of the technical terminology, Nonetheless, this belief encourages the process of memorizing the concepts. Critical thinking and creativity among children could be seriously restricted because of the language inadequacy among teaches. 'Effective English for teachers' aims to help teachers to develop their language skills. This could inturn improve quality of education provided in schools, especially in the rural, semi-urban areas, and in some urban schools. This project would hence focus of working with aspiring teachers as well as in-service teachers to learn English as a second language, to ensure employment in the schools following English as both campus language as well as medium of

instruction.

Key areas of focus:

The plan is to emphasize learning the basic sentence structures, at the basic, intermediate and advanced levels. On similar lines, the plan is to work on vocabulary as well. The main areas of focus are:

- Spoken and written language and expression
- Identifying importance of language across curriculum
- Enhancing communication, building connections and collaboration
- Relating explanations to evidence
- Express naturally occurring phenomenon in appropriate English language

Suitable for:

All the people who have a deep interest in developing their English language skills. The pre-requisite is that the learners need to have a basic beginner level vocabulary and minimal grammar knowledge.

Each chapter contains:

- Introduction to the topic
- Previous knowledge assessment

- A quick read as an example to depict the focus of the chapter
- Interactive exercises after explanation of each concept
- Signal words and exercises related to signal words for practice
- Affirmative, negative and interrogative sentence structures
- Additional self check exercises.

Teaching – learning material:

For teacher educators as well as self-motivated, self-directed in-service as well as aspiring teachers, we plan to develop the project in different phases:

Phase 1: The basic beginner level to intermediate level, covering the basic, minimum requisites of knowledge of simple grammar and its use in sentence structures.

Phase 2: Developing intermediate to advanced level material including activities as well as audio – video clips and exercises in addition to power-point presentations.

Phase 3: Creating activities that could be used by teachers in the classroom, for improving language skills as well as life skills.

Acknowledgements:

Firstly, I would like to express my sincere gratitude to

the organizers and the team of the OE4BW, for having conceived, developed and brought to life this incredible idea of creating Open Education for a Better World. This is indeed the need of the hour and undoubtedly a far-reaching idea, towards improving the quality of education and making the world a better place.

Heartfelt gratitude to my mentor Ms. Christina Page, for her continuous support, rendered during completion of the first phase of this project. Deep appreciation for your kind endurance and patience in calmly ushering me through each of my draft, to go through each and every word, correcting each of the minutest of the errors, and providing suggestions in the most assertive manner, one could ever think of. Your constant motivation has been a guiding force for me to work on this project. Her guidance helped me in directed research and writing of this part of the module. I could not have imagined having a better advisor and mentor for my project.

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This is also a wonderful opportunity to thank Prof. Vasudha Kamat and Prof. Jayashree Shinde. This entire project would never be a happening, without you being my advisors and mentors. Your guidance helped me during the time of initial phase of the project, including talking about how to attend to Skype calls to guiding on booking tickets and plan for the entire tour. I could not have imagined having a better adviser and mentor for my study.

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Besides, I would extend my sense of obligation to the management of SMIORE Academy for Teacher Training, and to Mr. Kumar Ranganathan, who has been instrumental in encouraging me to take up this project. Thank you so much sir, for putting me on the right track, recognizing and trusting my abilities.

The completion of this project could not have been accomplished without the support of my dearest friend, philosopher and guide, Raj, whose love, care and encouragement, made me strong when times got rough. My heartfelt gratitude.

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Annapurna Madhuri.

PART I

LESSONS

I. Tenses: An Overview

Past, present and future

ANNAPURNA MADHURI

Introduction

When we speak, we generally describe actions of other people or the things we do. Some actions already completed, some still going on and still some which are carried out on a regular basis and a few more that might take place some time after the present time. That form of any action word – a verb, which shows us the time of action is known as a ‘tense’. To emphasize the time of occurring of an event, we use verbs in various forms and these forms of verbs are tenses. The way we use a verb tells us if the event or action had taken place before the time which it is mentioned or is taking place here and now, or if it is scheduled to some time after it is mentioned and talked about.

This implies that tenses are an essential part of any sentence.

Learning Objectives

At the end of this chapter, all learners will be able to

1. Identify the different action words.
2. Distinguish between verb tenses.
3. Relate forms of actions to the time of happening.
4. Choose correct form of verb as per the time of happening of the event.
5. Use different forms of verbs according to time

Quick Read!!

The Lion and the Rabbit.

A cruel lion lived in a jungle. It would kill and eat the animals all day. All the animals requested the lion not to kill them and eat them in this way. They proposed a plan. Each day one animal would come to the lion one by one, so that they would be saved from fear of being killed at random by the lion. The lazy lion felt that this is a good way to get a tasty treat every day. In this way, the lion had already eaten many animals. It was finally turn of a smart rabbit to go to

the lion as a meal. It reached the lion's den quite late. The lion roared in anger, "Why are you late?" The rabbit replied, "There is another lion in the jungle. It stopped me."

It said, "I will become the king of the jungle."

"Another lion? I will kill it. Show me where it is," roared the lion, angrily. The rabbit took the lion to a well. The lion peered into the well and roared, "Who is there?" The roar echoed back. It saw its own reflection in the water of the well. It roared again, "You stupid, come out. I will kill you." Saying so, the lion jumped into the well and was drowned. All the animals in the jungle felt happy and safe.

In this story, we see many actions. Some actions took place sometime before the present time. Some at the time of the event, and some actions are proposed or supposed to happen at a later time, as the story progressed, but have not taken place when these actions are mentioned.

The tenses give us the knowledge of the time of happening of an event. We use tenses to define the time of happening of an action. So, precisely, tense gives us an idea of when a particular action takes place.

Let's see if you have understood it.

Identify the correct tense of the verb in the following sentences



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As the story took place during a time much earlier than it is being narrated, the story begins in past tense. (eg. A cruel lion **lived**)

While we use verbs in the past tense form, we generally use **verb + ed** form. This is for regular verbs. We also have irregular verbs which do not follow this rule, and we will be discussing more about them in the later chapters.

Rule: Regular verbs are used in past tense form by adding 'd' or 'ed' to the root verb.

Example – play – played, study – studied, live – lived

There are irregular verbs which do not follow this rule. The past tense forms of these verbs are formed differently.

Example – go-went, eat-ate, break-broke and so on.

Use past tense forms to complete the following paragraph.



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Now, this lion would *kill* and *eat* animals – these acts are regular habits of the lion, and hence used in simple present tense.

Simple present tense for third person verbs, is formed adding ‘s’ or ‘es’ to the root verb, for singular only.

Observe this sentence, “I *will become* the king of the jungle.” The action relates to something which is going to take place during time to come. This is simple future tense.

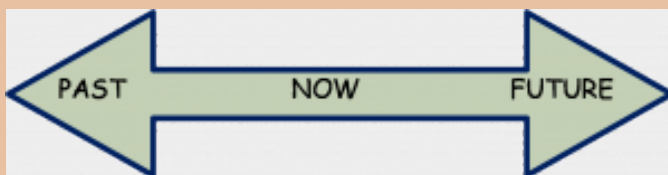





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Focus Areas:

Now we know that past tense, present tense and future tense are forms of the same verb – the same action, depicting the time when they took place.



Tense	Time of happening	Examples
Simple Present	 Any act that happens in the present moment, a daily practice, a regular fact or a habit all are represented in present tense form.	The Sun rises in the East. (Fact) I go to school every day. (Routine) She goes for a walk to keep herself healthy. (habit)
Simple Past	 Any act that is complete and over much before it is talked about is expressed in past tense form.	I slept well last night. He went to school yesterday. She got the job last month. They went to Goa last year.
Simple Future	 Any act that is planned or talked about with an intention to be executed in time to come, days, months or years to come is expressed in future tense form.	I will be rich one day. She will work hard to top the class in the next test. He will plan a visit to Shimla next month.

Additional Exercises – Self Check

Check your understanding before you proceed.



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2. Simple present

Simple present

ANNAPURNA MADHURI

Introduction:

When the verb in a sentence refers to present time, without mentioning anything about the completeness or incompleteness of an action, it is in the present tense.

Simple present tense is used to depict actions

1. taking place at the time of speaking
2. taking place for a finite period of time (show completion)
3. taking place at the moment, now
4. taking place repeatedly – again and again
5. showing how often it happens
6. truths and facts of real life
7. commentaries on live events like sports commentaries.

Signal words indicating present tense are: everyday, often, sometimes, always, usually, seldom, never, first...then, ...

Let us discuss all these points in detail.

Learning Objectives

At the end of this lesson, all learners will be able to:

1. Identify different situations where simple present tense is used.
2. Use the simple present tense in affirmative, negative, and interrogative sentences.
3. Apply the rule of subject-verb agreement to sentences in simple present tense.

Exercises: Previous knowledge

Exercise: Identify the tenses in the given sentences:



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Quick Read

The paragraph below is about a 12 year old girl, talking about her best friend. Read carefully and later we will discuss about it.

My best friend

My best friend is Shreya. She is twelve years old. We know each other very well because, we both study in the same school and in the same class. She is my neighbour and we go to school together everyday. We have been friends for seven years. We both joined school the same day. Our mothers are friends too. Shreya is a loving and true friend. She always shares her toys and storybooks with me. We usually play together in the park nearby, till the sun sets in the evening. We often go home before it is dark. She sings very well. She taught me how to sing and we sometimes sing together at school events. She likes to play cricket, but she is not good at it. So, I teach her to play cricket. We both plan to go to my grandmother's place during the summer holidays. I wish her parents permit her to go with us. And, as I tell you all about her, I see her entering the gate of my house. And here she comes!!

We use simple present tense to describe actions that take

place in the current time, a daily practice, regular habit or to express a fact or an opinion.

Let's make sure we've understood this.



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Focus Areas

Let us now explore how simple present tense is used to:

1. Express something that takes place here and now: My best friend **is** Shreya., I **teach** her to **play** cricket.
2. Express a habitual action: Eg. we **go** to school together everyday. we sometimes sing together at school events.
3. Express truths/facts: the sun **sets** in the evening.
4. In exclamatory sentences: And here she **comes**!!
5. Indicate a future event that is a plan: We both **plan** to **go** to my grandmother's place during the summer

holidays.

6. Simple present tense in place of present continuous tense with verbs of perception (see), appearance, emotions, thinking and possession (have/has): **i see her. not ~~I am seeing her.~~**

The sentence structure in simple present tense:

Affirmative sentences:

Subject + verb (s/es) + object

Sumayya paints pictures



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Negative sentences:

Subject + does not + verb (s/es) + object

Sumayya does not paint pictures.

Interrogative sentences:

Does/did + Subject + verb + object
(optional)+ question tag

Does Sumayya paint pictures?

Note:

We
use
verb+s
/es
with
singula
r
nouns
and
pronou
ns.

We
use
base
form
of verb
with
plural

nouns
and
pronouns.



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Additional Self-check Exercises



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3. Simple Present and Present Continuous

Simple Present and Present Continuous

ANNAPURNA MADHURI

Introduction:

The present continuous or the present progressive tense is used to tell about whatever action is happening at the time of speaking.

Any temporary action, and/or an incomplete action is expressed in the present continuous tense. It is also known as present progressive tense.

The verb in the present continuous tense is made of two parts:

1. The present tense form of verb 'to be' – is/am/are
2. 'ing' affixed to the base verb.

Sentences in the present continuous form have a specified structure:

The affirmative sentence structure

subject + present tense form of verb 'to be' + base verb+ing

Example: She (subject)+ is (present tense form of 'to be')+ sing (base-verb)+ing ==> She is singing.

Negative sentence structure:

subject+ present tense form of verb 'to be' + not + base verb + 'ing'

Example: She is not singing

Interrogative structure:

Present tense form of verb 'to be' + subject + base verb + ing + Question tag

Example: Is she singing?

Learning Objectives

At the end of this lesson, all learners will be able to:

1. Use the 'ing' form of verbs to describe actions as they happen.
2. Use present continuous forms appropriately.
3. Apply rules and exceptions to make a sentence in present continuous tense.
4. Use present continuous tense in interrogative and negative sentences.
5. Differentiate between the simple present and present continuous form of verbs.

Previous knowledge

Choose the correct form of verb in the following sentences:



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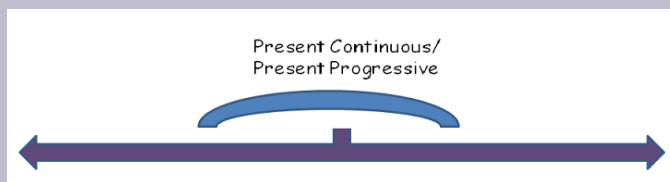
Quick Read

Read the passage given below

At home on a Sunday.

It is a pleasant Sunday and my family and I **are** *relaxing* at home. My father usually washes his car on Sunday. But he **is** not *washing* the car now. He **is** *watching* news on the TV. My mother usually makes something special for lunch on Sundays. She **is** *kneading* the dough for making Aaloo-parathas for breakfast. My elder sister usually has her music class on Sundays. She **is** not *singing* now. She **is** *helping* mother in the kitchen. My brother usually helps father to wash the car. He **is** not *helping* father now. He **is** *playing* with Puppy, our pet dog. My friends generally come home on Sundays to spend their time with us. They **are** not *coming* now. They will come in the evening. I regularly clean my room on Sundays. I **am** not *cleaning* my room now. I **am** *going* to the market to bring some potatoes. My cat, Kitty is *sleeping* in her box now. My grandpa **is** *reading* the newspaper and grandma **is** *relaxing* in the garden. Mr. Sharma **is** *driving* down to our house now. Father has invited him for the breakfast. My baby sister **is** *smiling* now. She has just had a cup of milk. Now I **am** *telling* this to you. How about you? What **are** you *doing* now?

Here we see things happening at the present moment. This is the present continuous tense. There is no information about the completion of the task. It started sometime in the near past and is still going on.



In the present continuous tense, each verb has two parts

1. Present tense form of verb 'to be' – is/am/are – known as helping verb

2. 'ing' form of the base verb

Eg. She **is** singing.

Rules to make the 'ing' form of the verb:

1. Add 'ing' to the base verb
 1. cry – crying
 2. play – playing
 3. say – saying
 4. go – going
2. For verbs ending in 'e', remove the 'e' and add 'ing'
 1. come – coming
 2. live – living
 3. give – giving
3. For verbs ending in 'l', add 'l' + 'ing'
 1. travel – travelling
 2. cancel – cancelling
4. Other forms
 1. rub – rubbing
 2. mop – mopping
 3. lie – lying
 4. die – dying

Note: The verbs with 'ing' form are also known as **Present Participle** form of verbs.

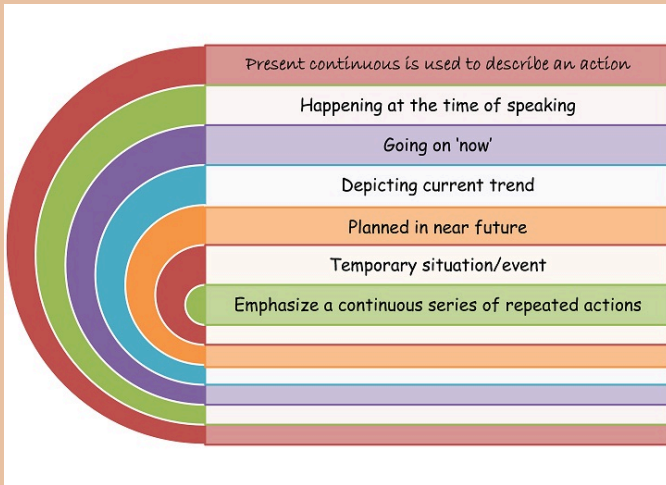


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Focus:

We now know that present continuous tense is used to describe actions in the situations discussed in the picture below.



Signal words for present continuous tense:

- Actions happening at the time of speaking:
 - at the moment, now, just now, right now, listen.., look..
- Actions going on now:
 - at the moment, now
- Actions depicting current trend/taking place for a given time period/temporary situation:
 - this week/this month/this year
- Actions planned in the near future:
 - in the morning/afternoon/evening, at noon/night, tonight, tomorrow, next week/month/

year/session

- Continuous series of repeated actions/
development/changing situations:
 - more and more



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Non-Continuous verbs:

Some actions are used only in the simple present form, even if they are happening in any of the situations discussed above. This is when these are actions happening but we can't see somebody really doing it. Abstract verbs, possession verbs and emotion verbs are rarely used in the continuous tenses.

SENSES / PERCEPTION

• feel, hear, see, smell, taste

OPINION

• assume, believe, consider, doubt, feel (=think), find (=consider)

MENTAL STATES

• Forget, imagine, know, mean, notice, recognize, remember, understand

EMOTIONS / DESIRES

• Envy, fear, dislike, hate, hope, like, love, mind, prefer, regret, want, wish

MEASUREMENT

• Contain, cost, hold, measure, weigh

OTHERS

• to look (=resemble), seem, to be (*in most cases*), to have (*when it means "to possess"*)*



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Interrogative and Negative sentences in present continuous tense.



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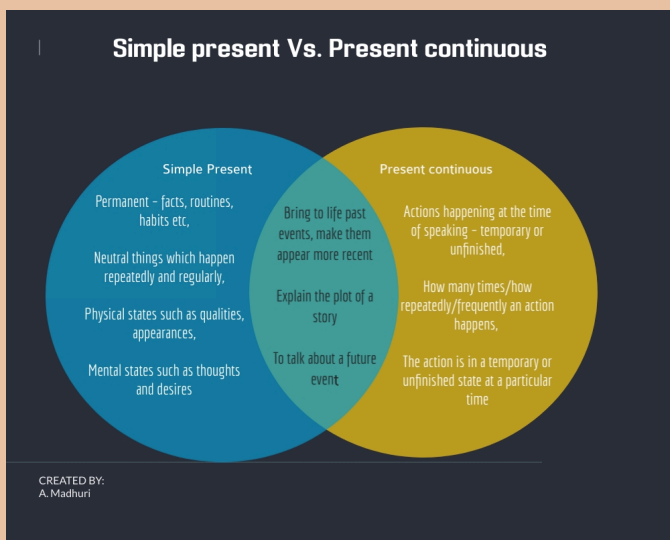
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Simple present Vs. present continuous



Differences between Simple Present Tense and Present Continuous Tense

Basis of differences	Simple Present Tense	Present Continuous Tense
Basic	Talk about things we see as permanent, that always hold true: facts, routines, habits and so on	Talk about things that are happening at the time of speaking – temporary or unfinished
Repeated actions	Talk about neutral things that happen regularly or repeatedly	Talk about how often things happen
States	Talk about physical states such as appearances, qualities and possession and about mental states such as thoughts and desires	Show that something at that particular moment is temporary or yet to be complete.

Similarities:

Both Simple present and present continuous tenses are used to

1. Bring to life any events of the past and speak of it as if it is happening here and now.
2. Explain the plot of a story
3. Talk about the future.



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Additional Exercises – Self check



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4. Simple Present, Present Continuous, and Present Perfect

Simple Present, Present Continuous, and Present Perfect

ANNAPURNA MADHURI

Introduction:

Any action or an event that started in the recent past and express idea of completion or occurrence, without an exact time of its completion is expressed in the present perfect tense. Present perfect tense is also used for actions completed in the recent past, not very long time ago.

The present perfect tense form of a verb has two parts:

1. The present tense form of 'to be' – known as helping verb or auxiliary verb

2. Past participle form of the main verb.

The structure of the sentence:

Affirmative sentences:-

Subject + helping verb + main verb + object

subject+ have/has + main verb (in past participle form) +
object

Example: I have finished my work.

Interrogative sentences:-

Helping verb + subject + main verb + object

Have/has + subject + participle form of main verb +
object

Example: Have I finished my work?

Negative sentences:-

Subject + helping verb + NOT – main verb + object

Subject + have/has NOT + participle form of main verb =
object

Example: I have not finished my work.

Previous Knowledge:



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Learning Objectives

At the end of this chapter, all learners will be able to

1. Use auxiliary (helping) verbs with the past participle form of the base verb.
2. Distinguish between usage of simple present and present perfect forms of verbs.
3. Use verbs in present perfect tense in affirmative, interrogative and negative sentences.

4. Arrange the words in the proper order to form good sentence structure.

Quick Read

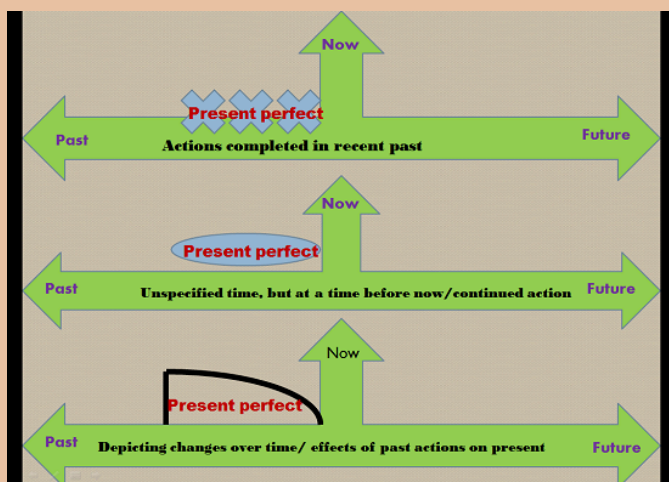
The paragraph given below summarizes experiences of my visit to Vishakapatnam. Actions in this paragraph relate to an event that took place in the recent past. Read carefully and note the usage of present perfect tense in the passage.

I **have been** to Vishakapatnam most times during the last few months, I **have been** there on some official work several times. After I **have completed** my official work, I had some time to go around and see places around. I **have done** many things. I visited Bheemili beach, Rushikonda beach and Totlakonda beach, but experiences at the Rushikonda beach have been the best. Last month I had been to Vizianagaram. There I visited the Bhogapuram beach resort. I played tennis and swam in the pool. I have taken my Telegu classes since I **have been** on regular visits to Vishakapatnam. I **have learnt** a lot of Telugu now. I **have written** several small paragraphs and read it out to the class. I finally met my uncle who stays in Vishakapatnam. I

have not seen him for a long time. I **have just received** a new dress from him. **I have had** some of the most relaxing times during my stay in this smart city in Andhra Pradesh.

Present perfect tense is used when we have to talk about:

1. Actions indicating activities completed in the immediate or recent past.
2. Past actions whose time is not given and hence is indefinite.
3. Actions describing/focusing on the present effect, rather than the action (which has happened in the past) itself.
4. Actions beginning at sometime in the past and continuing until the present time
5. An action that has taken place once or many times before
6. Experiences or changes taken place over a period of time.



Note: Present perfect is never used with words indicating past time – yesterday, last night, last week and so on

Past participles forms are formed

1. By adding ‘ed’, ‘d’, ‘t’, to the present tense form of verbs.

walk – walked

laugh – laughed

want – wanted

believe – believed

build – built

2. By changing the structure of the present tense verb.

sell – sold

bring – brought

buy – bought

catch – caught

seek – sought



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Focus:

Summing up:

Present perfect tense is used when we have to talk about actions:



Completed in the immediate or recent past.



Whose time is not given and hence is indefinite.



Describing/focusing on the present effect of a past action



Beginning at sometime in the past and continuing



An action that has taken place once or many times before



Experiences or changes taken place over a period of time.

Signal Words:

just, often, a lot, constantly, always, forever (affirmative sentences)

never, ever (in interrogative sentences)

so far, yet, till now (in negative sentences)

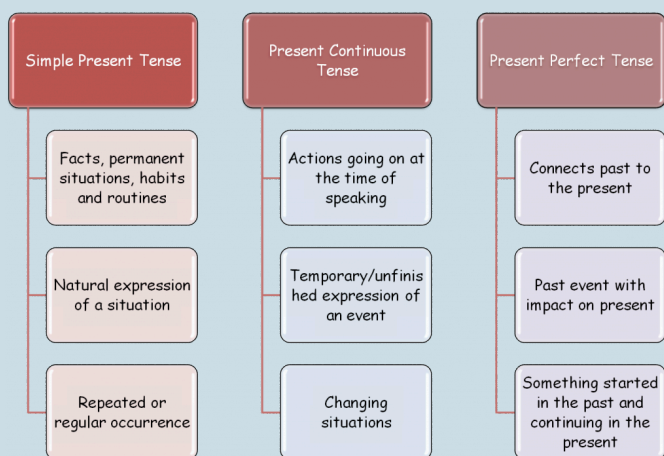
for (when time period is indefinite), since (when time period is finite/definite (in phrases)



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Simple present, present continuous, present perfect:
Differences



Interrogative and Negative sentences in present perfect tense

Exercise: Change to interrogative sentences



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Exercises: Change to negative sentences



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Additional Self Check Exercises:

- Choose the correct form of the verb –



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- Drag/drop –



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- Arrange in the proper order.



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5. Simple Past

Simple Past

ANNAPURNA MADHURI

Introduction

Any action or an event that took place and is completed in a time much before the time of speaking is expressed in simple past tense.

Simple past tense form of a verb:

Adding 'd'/'ed'/'t' to the base verb

The structure of the sentence:

Affirmative sentences:-

Subject + past tense form of base verb + object

Example: I finished my work.

Interrogative sentences:-

Auxillary verb + subject + main verb + object

Did/do + subject + main verb + object

Example: Did you finish your work?

Incorrect: Did you finished your work?

Negative sentences:-

Subject + auxillary verb + NOT – main verb + object

Subject + did/do NOT + ~~participle form of main verb~~ +
main verb + object

Example: I did not finish my work.

Incorrect: I did not finished my work.

Exercise: Previous knowledge check:



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Learning Objectives

At the end of this chapter, all learners will be able to

1. Use past tense form of the verb to show actions happened a long time ago.
2. Know the sentence structures in each of the forms of sentences.
3. Construct sentences in past tense in affirmative, interrogative and negative forms.

Quick Read:

The King and the spider:

Once upon a time, there *was* a wise, brave king. He *was* a kind ruler. He **won** many battles too. People in his kingdom *were* happy and prosperous.

A neighbouring king, **wanted** to capture this peaceful and

prosperous kingdom. He **attacked** this country. Unfortunately, the king **lost** the battle. Many soldiers were **wounded** and **killed**, many others **ran** away to save their lives. The king himself **hid** in a cave. He *was* angry and sad.

As he was sitting in the cave, he **saw** a spider going up the wall of the cave. As it was climbing, it **slipped** and **fell** down. It **tried** again and **fell** down again.

The king **saw** this and **thought**, “This little spider is trying so hard to climb up the wall, will it succeed?”

The spider did not give up. It **continued** to climb the wall and falling many times. Finally the spider was able to climb the wall.

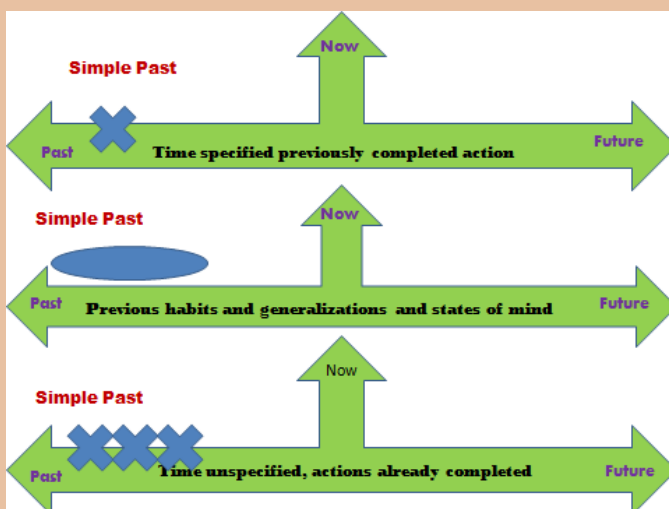
Seeing this, the king **thought**, “If a small spider can succeed by trying again and again, I can defeat my enemies.”

The king **regained** his confidence. He **united** all his soldiers and **attacked** the enemy. The war **went** on for several days. At last he **defeated** the enemy.

Moral of the story: Try and try till you succeed.

The story given above tells us about an event that happened in the distant past, very long ago (time unknown/indefinite). Hence it is expressed in simple past tense.

The verbs *won, wanted, attacked, lost, wounded, killed, ran, hid, saw, slipped, fell, thought, continued, regained, united, defeated* all are verbs used in simple past tense. They tell us that these actions happened some time in the past.



Simple past tense form of a verb is formed:

1. By adding 'd'/'ed'/'t' to the base verb (in case of regular verbs)

grant – granted

arrive – arrived

pull – pulled

play – played

push – pushed

wish – wished

build – built

learn – learnt

2. In some cases the spelling changes

wrap – wrapped

pat – patted

hurry – hurried

reply – replied

3. By changing the body of the base verb (in case of irregular verbs)

bear – bore

become – became

eat – ate

get – got

fall – fell

bite – bit

4. There is no change in the base verb

cut – cut

put – put

wed – wed

read – read

Exercise: Use past tense form of the verbs



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Focus:

Let's now understand the situations in which simple past tense is used



Singal Words for simple past tense:

1. A definite time in the past: last year, last week, last evening, last night, yesterday
2. Indefinite/unspecified time in the past: the other day, long ago, few days ago, some time ago, once upon a time
3. Frequency: often, sometimes, always.

Exercise: Fill in the blanks using the correct form of verbs, taking hint from the signal words:



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- Interrogative sentences in past tense:

In the interrogative/question form of sentences in past tense, we use the main verb as it is.

Krishna **watched** a movie yesterday.

Interrogative form: Did Krishna **watch** a movie yesterday?

Note that watched (**past tense form**) **changes** to watch (**main verb**) in the interrogative/question form. The sentence ends with a question tag (?)

Exercise: Rewrite the sentences in interrogative form:



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- Negative sentence structure in past tense.

In negative form of sentences in the past tense, we use the main verb and not the ~~past tense form of verb~~

Example: Krishna watched a movie last night.

Negative form: Krishna did not watch a movie last night.

Note that watched in **(past tense form)** **changes to** watch **(main verb)** in negative sentence.

Exercise: Rewrite the sentences in negative form:



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Exercises – Self check:

- Change the sentences into past tense:



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- Rewrite the words in proper order to make a proper sentence.



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6. Simple Past and Past Continuous

Simple Past and Past Continuous

ANNAPURNA MADHURI

Introduction

The past continuous or the past progressive tense is used to tell about some action happening at some time in the past. The time of happening of the action/event may or may not be specified.

Any temporary action, and/or an incomplete action happening in the past is expressed in the past continuous tense.

The verb in the past continuous tense is made of two parts:

1. The past tense form of verb 'to be' – was/were
2. 'ing' form of the base verb.

Sentences in the past continuous form have a specified structure:

The affirmative sentence structure

subject + past tense form of verb 'to be' + base verb+ing

Example: She (subject)+ was (past tense form of 'to be')+ sing (base-verb)+ing ==> She was singing.

Negative sentence structure:

subject+ past tense form of verb 'to be' + not + base verb + 'ing'

Example: She was not singing

Interrogative structure:

Past tense form of verb 'to be' + subject + base verb + ing
+ Question tag

Example: Was she singing?

Previous Knowledge

Recap of simple past tense:



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Knowledge of past continuous tense:



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Learning Objectives

At the end of this chapter, all learners will be able to

1. Use past continuous tense form of the verb to show actions happening in the past
2. Know the sentence structures in each of the sentence forms.
3. Construct sentences in past continuous tense in affirmative, interrogative and negative forms.

Quick Read

Given below is an account of a day in some time in the past. Read carefully and note the usage of verbs in the paragraph.

The last few months were so hectic. I **was doing** so many things all at the same time. I **was planning** to go to the mall with my friend Sadhana. We **were always looking** forward for the opportunity to go out together. As we **were going** to the mall, my car broke down. We **were standing** by the side of the road. We **were waiting** for the mechanic. When we **were returning** home from the garage, it started raining. We reached home completely drenched. It **was raining** for the rest of the day. Since, we could not go out, Sadhana and I **were playing** cards at home. We **were feeling** tired of being at home. So, we planned to cook our favourite food. We **were cooking** food, when the phone rang. Sadhana's mother

was calling. She **was coming** to pick up Sadhana from my home. She **was bringing** some ice-cream for us to eat. It **was still raining** outside, while we **were enjoying** our ice-cream at home. After a while, the rain stopped and Sadhana went home with her mother. We **were having** a great time together.

In the above paragraph, we see usage of past continuous tense in various situations. Let us now discuss.

The situations in which past continuous tense is used:

1. To indicate actions which started some time in the past and possibly continued after it; time may or may not be specified.
 - Example: I **was planning** to go to the mall with my friend Sadhana. (time unspecified) It **was raining** for the rest of the day. (time specified)
2. To talk about actions that continue over a period of time in the past.
 - Example: We **were waiting** for the mechanic.
3. To tell about actions which were taking place along with another action.
 - Example: It **was still raining** outside, while we **were enjoying** our ice-cream at home.
4. To describe regular habits of the past.

- Example: We **were always looking** forward to the opportunity to go out together.
5. Continuous or repeated activity, as an alternative to simple past, for expressing an action neutral in nature.
- Example: We **were feeling** tired of being at home. /We **felt** tired of being at home.
6. With simple past, to tell about an activity which was interrupted or stopped by another action.
- Example: We **were cooking** food, when the phone rang.
 - As we **were going** to the mall, my car broke down.

Please note: Words such as **as, when, while** are used to link two actions taking place in a given situation.

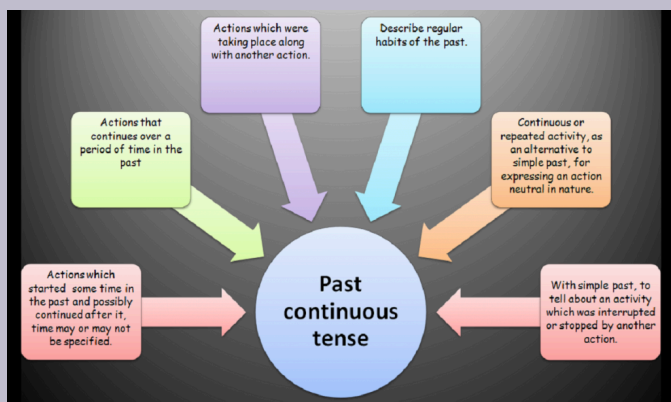
Exercise: Choose the correct form of the verb and complete the sentences:



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Summing up



Signal words: while, when, as

Exercise: Read each sentence carefully and use the correct form of verb as per the signal words, to complete the sentences.



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Interrogative sentences:



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Negative sentences:



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Self Check Exercises for additional practice

Choose the correct form of verb, to fill in the blanks with suitable forms of verbs given in the bracket:



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Make sentences from the jumbled words



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7. Simple past, Past Continuous, and Past Perfect

Simple past, Past Continuous, and Past Perfect

ANNAPURNA MADHURI

Introduction:

Any action or an event that started in the recent past and express idea of completion or occurrence, in relation to another event, without an exact time of its completion is in the past perfect tense.

Past perfect is also used for actions completed in the recent past, not a very long time ago.

The past perfect tense form of a verb has two parts:

1. The past tense form of 'to be' – known as helping verb or auxiliary verb
2. Past participle form of the main verb.

The structure of the sentence:

Affirmative sentences:-

Subject + helping verb + main verb + object

subject+ had + main verb (in past participle form) + object

Example: Farah **had completed** her homework.

In case of two events one happening after the other:

Subject + helping verb + (event 1) main verb (past participle form) + link + object + (event 2) main verb (in simple past form)

Example: The sun **had set** before the party **started**.

Note that here two events are described

Event 1: The sun set (in past perfect tense)

Event 2: The party began (in simple past tense)

Linking these events: before

Interrogative sentences:-

Helping verb + subject + main verb + object

Have/has + subject + participle form of main verb + object

Example: Had Farah completed her homework?

Negative sentences:-

Subject + helping verb + NOT – main verb + object

Subject + had NOT + participle form of main verb = object

Example: Farah had not completed her homework.

Previous Knowledge:

Previous knowledge about past perfect tense:



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Learning Objectives

At the end of this chapter, all learners will be able to

1. Use auxiliary (helping) verbs with the past participle form of the base verb.
2. Distinguish between usage of simple past and past perfect forms of verbs.
3. Use verbs in past perfect tense in affirmative, interrogative and negative sentences.
4. Arrange the words in the proper order to form good sentence structure.

Quick Read

The paragraph given below describes Madhavi's experiences at a mall. The actions in this paragraph relate to two events that had taken place one before the other, but at

a time in the past. Read carefully and note the usage of past perfect tense in the passage.

Last weekend, Madhavi and her friends **had been** to the newly opened mall. They all **had finished** their work before they *went*. They **had never been** to this mall before. Each time they **had planned**, some other work *came up*. They had to cancel their plans. They **had never imagined** that a get-together and outing of this kind would be so much fun. Madhavi and Roopali **had already selected** a beautiful dress to buy. They *liked* this dress as soon as they **had entered** the mall. Amit and Jay **had agreed** to buy pizzas for all of them. They **had ordered** for fresh, cheezy pizzas, even before the others *finished* their shopping. By the time they left the mall, they **had seen** amazing displays in each of the shops. They were *exhausted* because they **had walked** through the complete mall. No body they knew **had been** to the new mall till that day. They felt lucky.

Past perfect tense is used

1. When we mention two events happened sometime in the past, one before the other. The earlier action is in the past perfect tense form while the later action is in simple past.

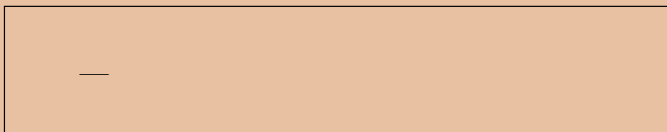
*Example: They **had ordered** for fresh, cheezy pizzas, even before the others finished their shopping. They were exhausted because they **had walked** through the complete mall.*

In both the above sentences, there are two distinct actions taking place, both in the past – ordering the pizza and walking through the mall happened before finishing shopping and feeling exhausted. So, actions that took place first – are in the past perfect tense and the actions that took place later are in simple past tense.

2. When there is a mention of an action completed in the past.

*Example: Last weekend, Madhavi and her friends **had been** to the newly opened mall. They **had never been** to this mall before.*

In both these examples, there is a mention of some action that took place some time in the past – words like last weekend, before are an indication of completion of the action.





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Focus:

Summing up:

Let's look at these sentences:

Hasini arrived at 08.45 am. Pawan left at 08.20 am.

Here, there are two events, Hasini arrived and Pawan left, but according to the given time, the first event is Pawan left, the second event is Hasini arrived. The event that took place first is in the past perfect tense and the later event is in the simple past tense.

Pawan **had (already) left**, before Hasini **arrived**.

Let's take one more example where there is one evident action

I **had lost** my grammar notebook (some time before this conversation)

Here, there is only one evident event, i.e. losing of the earphones and this was some unspecified time much before the time of mentioning about the event.

Signal Words:

before, when, as soon as, the moment that, until before, when, by the time

Exercise: Fill in the blanks with the correct form of verb given in the bracket.



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Interrogative and Negative sentences in present perfect tense

Exercise: Change to interrogative sentences

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Exercises: Change to negative sentences



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Simple past, past continuous, past perfect: Differences

Diagram

Additional Self Check Exercises:

- Choose the correct form of the verb.



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- Arrange the words to form proper sentences.



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8. Future Simple

Future Simple

ANNAPURNA MADHURI

- *Introduction:*

When the verb in a sentence refers to some time in the future over which we do not have any control, it is in the future tense.

The simple future tense form of a verb has two parts:

1. The future tense form of 'to be', 'will' – known as helping verb or auxillary verb
2. Main verb

The structure of the sentence:

Affirmative sentences:-

Subject + helping verb + main verb + object

subject+ will + main verb (in is original form) + object

Example: Farah **will complete** her homework.

Interrogative sentences:-

Helping verb + subject + main verb + object

Will + subject + participle form of main verb + object

Example: **Will** Farah **complete** her homework?

Negative sentences:-

Subject + helping verb + NOT – main verb + object

Subject + will NOT + participle form of main verb = object

Example: **Farah will not complete** her homework.

Let us discuss all these points in detail.

Learning Objectives

At the end of this lesson, all learners will be able to:

1. Identify different situations where simple future tense is used.
2. Use 'will' and 'be going to' in appropriate places
3. Use the simple future tense in affirmative, negative, and interrogative sentences.

Exercises: Previous knowledge

Exercise: Choose the correct form of verb tense in the following sentences to complete the sentences.



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Quick Read

Read carefully the paragraph describing the proceedings of a training institute. Later we will discuss it.

Finishing School for Teachers – FST

On Monday next, SATT will commence training its third batch of students for FST – Finishing School for Teachers. The trainees will have an induction program and this will be followed by welcoming the students. Welcome kits will be given away to each of the trainee. On the first day, the session will begin at 9.30 am. The inaugural function will start with a prayer song and other programs will follow. All the newly selected candidates will be present at the session. Apart from the local faculty, our support faculty from Bangalore will also be present. Ms. Namratha Sharma, a retired principal, will be the chief guest. She is going to deliver a session on the need for the shift from teacher-centered classes to student-centered classrooms in the 21st century.

This FST course will be a four month training program for aspiring teachers. It will provide immense opportunities for the upcoming teachers to hone their teaching skills and also have a hands-on experience of teaching-learning processes as well as classroom management. After the successful completion of the training, selected candidates will be provided a paid internship for a period of three months. At the end of the FST program, teachers will be school ready and they will be able to walk straight into the class and facilitate the students. The seven month program is going to be a rich learning experience for all the trainees.

We use simple future tense to describe actions that take

place in some future time to express a wish or a plan or predict the events supposed to take place in the future.

- **Express future as a fact** – All the newly selected candidates will be present at the session.
- **Plan to do something in the future** – The inaugural function will start with a prayer song and other programs will follow.
- **Official programs and timetables** – On Monday next, SATT will commence training its third batch of students for FST – Finishing School for Teachers.
- **Something we predict will happen in future** – The seven month program is going to be a rich learning experience for all the trainees.

Let's make sure we've understood this.



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Focus Areas

This is a bit unclear to me. Would it be possible to create a chart that more clearly shows which form is used in which situation?

Let us now explore how simple future tense is used:

Simple future tense is used to indicate events of the future time:

Express future as a fact - having no control over it	Talk about things which we think or believe will happen in the future I think ... I believe ...	Discuss our plan and make up our mind to do something in the future Special case	Produce official programs and timetables Special case	Some future happening with clauses such as if, till, until, before, after, in a while, as soon as, while, when ... Special case	Planned personal arrangement Special case
will be shall be	will be	going to... I am going to sell this bike.	use simple present tense as indication of future	Use simple present tense as indication of future	use present continuous tense as indication of future
The winner will be awarded a cash prize.	I am sure, India will win the match	about to... The bus is about to leave.	The school reopens on 12 th June.	I will call you, when he <i>comes</i> back	I am leaving for Bangalore next week.

- Express future as a fact – **will be/shall be**
- Talk about things which we think or believe will happen in the future – **will be**
- Special Cases:*
 - Discuss our plan and make up our mind to do something in the future (**use going to... or about to...**)
 - Example:
 - She **will** have the best vacation this year.
 - She **is going to** have the best vacation this

year.

- The train **will** leave in a few minutes.
- The train **is about to** leave in a few minutes.
- Produce official programs and timetables – **simple present tense is used**– as indication of future
 - Example: The annual sports event ~~will be~~ held in the month of December every year.
 - Use simple present as indication of future program: The annual sports event **is held** in the month of December every year,
- Some future happening with clauses such as if, till, until, before, after, in a while, as soon as, while, when and so on – **simple present is used** as indication of future
 - Example: I won't go out if it ~~will rain~~. – I won't go out, if it **rains**.
- Planned personal arrangement – **present continuous tense** is used as indication of future
 - Example: I ~~will go~~ to Bangalore tomorrow.
 - Use present continuous tense: I **am going** to Bangalore tomorrow.
 - We ~~will eat~~ out tonight.
 - Use present continuous tense: We **are eating** out tonight.

Signal words indicating future tense are: tomorrow,

tomorrow afternoon, tomorrow evening, next week, next month, next Saturday, tonight

Exercise: Choose the correct form of the verb tense to complete the following sentences.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

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Exercise: Rewrite the following sentences in interrogative form, in simple future tense



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://kpu.pressbooks.pub/effectiveenglish/?p=41#h5p-62>

Exercise: Rewrite the following sentences in negative form, in simple future tense





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Use of shall and will in future tense:

Usage	First person	second/ third person
Describe future very formally	shall	shall
Describe future informally	will	will
Make predictions	will	will
Make suggestions	shall	will
Expressing hope	will	will
Request with please	will	will
Make offers and promises	shall	will
Express formal obligations	shall	shall
Express decisions made at the time of speaking	will	will
Express consequences of conditional phrase	will	will
Express refusal	won't	won't

Exercise: Complete the following paragraph using will/shall/won't



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Additional Self-check Exercises

Exercise: Use the simple future form of the verb and complete the paragraph.



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Exercise: Arrange the words in proper order to form meaningful sentences.



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9. Future Simple and Future Continuous

Future Simple and Future Continuous

ANNAPURNA MADHURI

Introduction:

The future continuous or the future progressive tense represents an action taking place at some time in future and is used to discuss an event that will happen in the future for a specific amount of time. It is also used to tell about a planned future event.

However, future continuous tense is less common in use. Most times simple future and future continuous forms are used interchangeably.

The verb in the future continuous tense is made of two parts:

1. The future tense form of verb 'to be' – *will be*

2. 'ing' affixed to the base verb.

Sentences in the future continuous form have a specified structure:

The affirmative sentence structure

Subject + future tense form of verb 'to be' + base verb+ing

Example: She (subject)+ will (future tense form of 'to be')+ go (base-verb)+ing

She will be going to school, by this time next week.

Negative sentence structure:

Subject+ future tense form of verb 'to be' + not + base verb + 'ing'

Example: She will not be going to school by this time next week.

Interrogative structure:

Future tense form of verb 'to be' + subject + base verb +
ing + Question tag

Example: Will she be going to school by this time next week?

Learning Objectives

At the end of this lesson, all learners will be able to:

1. Use the 'ing' form of verbs to describe actions as they would be happening at some time in the future.
2. Use future continuous forms appropriately.
3. Apply rules to make a sentence in future continuous tense.
4. Use future continuous tense in interrogative and

negative sentences.

5. Differentiate between the simple future and future continuous form of verbs.

Previous knowledge

Choose the correct form of verb in the following sentences:



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Quick Read

Read the conversation given below:

Naj: Last few days had been quite hectic. I am looking forward for the workshop, for which we had been working very hard since last four to five months.

Madhu: Yes, next week by this time, we **will be boarding** the flight. We **will be reaching** the venue by late night, the same day.

Asha: While you **will be presenting** your work at the conference, I **will still be struggling** with my project, due for completion in the next month.

Naj: Yes, we wish you all the best, Asha.

Asha: Thank you Naj. Where is Gomati going to meet you?

Jaya: She **will be waiting** for us at the airport, when we reach.

Naj: Yes. By the time we reach the airport, I am sure Gomati **will be sipping** a hot cup of coffee at the cafeteria.

Asha: I know, you all have prepared well. I am sure you all **will be giving** a rocking presentation at the workshop. All the best!

Naj, Madhu and Jaya: Thank you Asha.

Here we see things which will be in progress or happening at some time in the future. This is the future continuous tense. There is no information about the completion of the task. It will start sometime in the future and goes on.

Future continuous tense is used to:

1. **Project ourselves in some future time**

- Example – Yes, next week by this time, we **will be boarding** the flight.

2. **Predict future events**

- Example – We **will be reaching** the venue by late night, the same day.

3. **talk about simultaneous events expected to happen in future**

- Example – While you **will be presenting** your work at the conference, I **will be struggling** with my project, due for completion in the next month.

4. **talk about events already happened and expecting that they continue to happen in future also.**

- Example – I **will still be struggling** with my project, due for completion in the next month.

Affirmative sentences in future tense:

Practice time: Make as many sentences as you can using words from each column:

Example – At 10:00 am tomorrow, you will be studying English.

Clause	Subj ect	Helping verb	Present participle form of main verb
At 10:00 am tomorrow	I	will be	sleeping
	<u>you</u>		working
	we		<u>studying</u>
	he		English
	she		cooking
	they		lunch
			eating
			breakfast
			traveling
			attending
			the class

Negative sentences in the future tense:

Practice time: Make as many sentences as you can using words from each column:

Clause	Subject	Helping verb	Negative form	Present participle form of main verb
When Abhishek comes home	I			working
	we			reading
	you	will/	not be	cooking
	he	shall		studying
	she			playing
	it			watching TV

Interrogative sentences in the future tense: Remember to add a question mark.

Practice time: Make as many sentences as you can using words from each column:

Clause	Helping verb	subject	Present participle form of main verb	
When he calls	will	I we you he she they	be	cooking
				dancing
				playing
				sleeping
				talking to a friend
				watching the match
				walking in the garden
				drinking coffee

Exercise: Use the future continuous form of the verb given in the bracket to complete the given sentences:

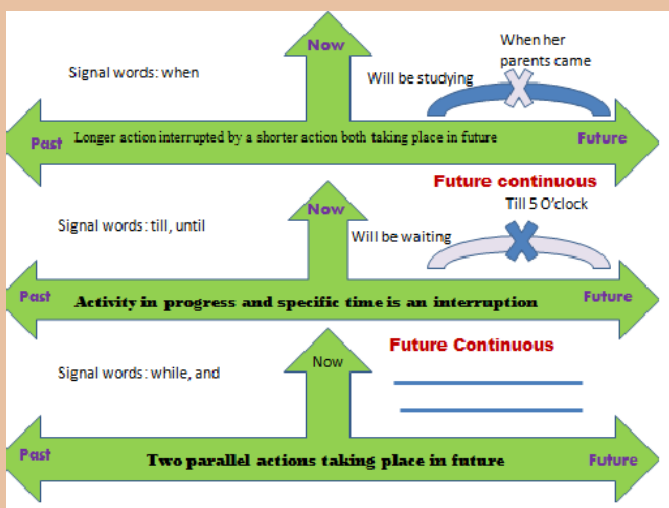


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Focus:

We now know that future continuous tense is used to describe actions in the situations discussed in the picture below.



- To project ourselves in the future:
 - this evening, later next week, next month, after, before....
- Predicting or guessing future events
 - guess, believe, think....
- Events already happened and will continue to happen in the future also
 - still, until, till...
- Longer actions interrupted by shorter actions both

taking place in future.

- when, while, then...
- Longer actions interrupted by a time frame.
 - until, till...
- Describing two parallel actions happening simultaneously.
 - when, then...
 - **Exception:** To describe two simultaneous actions in a time in future, **simple future** is commonly used. Future continuous is used only when the longer continuous action is to be emphasized.

Write the appropriate form of verb tense in the blanks and complete the given sentences. Note the signal words.



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Interrogative and Negative sentences in future continuous tense.

Change into negative:



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Change into interrogative:



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Simple Future Vs. Future continuous:

Differences between Simple Present Tense and Present Continuous Tense

Basis of differences	Simple Future Tense	Future Continuous Tense
Basic	Future expressed as a fact, plan or a decision, opinion, office programs, timetables, personal programmes	Long continuous actions in future depicting time of happening in future, atmosphere in future, projecting self in future, guessing events,
Repeated actions	Prediction of future, time unspecified.	Prediction – time specified.
Form and structure	Simple present form of verb along with future tense form of helping verb	Present participle form of main verb along with future tense form of helping verb

Similarities:

Both simple future and future continuous tenses are used to

1. Predict future events or plan
2. Talk about the future.

Additional Exercises – Self check

Convert the following sentences into future continuous tense



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Mark the correct form of verbs in the following sentences.



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Correct the errors in each of the following sentences:



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10. Future Simple, Future Continuous, and Future Perfect

Past, present and future

ANNAPURNA MADHURI

Introduction:

Any action or an event that will have occurred or been completed at some point in future, telling us that the events will already have happened before another completed action or at a certain time in future, is expressed in the future perfect tense.

Here we have to understand the two aspects

1. The action contains a sense of completion.
2. Indicates the time of completion of action in future. **The action will be completed in the future?**

The future perfect tense form of a verb has two parts:

1. The future tense form of 'to be' – known as helping verb or auxillary verb – will/shall
2. Past participle form of the main verb.

The structure of the sentence:

Affirmative sentences:-

Subject + helping verb + main verb + specific time

Example 1: Sneha will have finished her work **by tomorrow morning**.

Subject+ will have + main verb (in past participle form) + completion of another action

Example 2: Anu will have published ten papers **by the time she finishes her Ph.D.**

Interrogative sentences:-

Helping verb + subject + main verb in the past participle form + specific time in future

Example 1: Will Sneha have finished her work by tomorrow morning?

Will + subject + have + past participle form of main verb + another action in future

Example 2: Will Anu have published ten papers by the time she finishes her Ph.D.?

Negative sentences:-

Subject + helping verb + NOT – main verb in past participle form + specific time of completion

Example 1: Sneha will not have finished her work by tomorrow morning.

Subject + will NOT have + participle form of main verb + another event in further future.

Example 2: Anu will NOT have published ten papers by the time she finishes her Ph.D.

Learning Objectives

At the end of this chapter, all learners will be able to

1. Use auxiliary (helping) verbs with the past participle form of the base verb.

2. Distinguish between usage of simple future and future perfect forms of verbs.
3. Use verbs in future perfect tense in affirmative, interrogative and negative sentences.

Quick Read

Read the paragraph below:

Ms. Anu is a teacher. In April 2020, she **will have completed** 22 years working as a teacher. She teaches Economics for the higher secondary students. She is also a guidance counsellor. By the time she reaches school, students are already waiting for her. She **will have spoken** to most of them before she takes her regular classes. Ms. Anu **will have handled** most of her counselling sessions for the day by lunch time.

Future perfect tense is used when we have to talk about actions indicating a sense of completion at a certain time in future. These actions take place

1. before another action in future.
2. before a specific time in future.

Note: Future perfect is always used with past participle of

a verb indicating a sense of completion of the task on looking back at the activity from some point further in future.

Past participle forms – Please refer to the list.

Exercise:



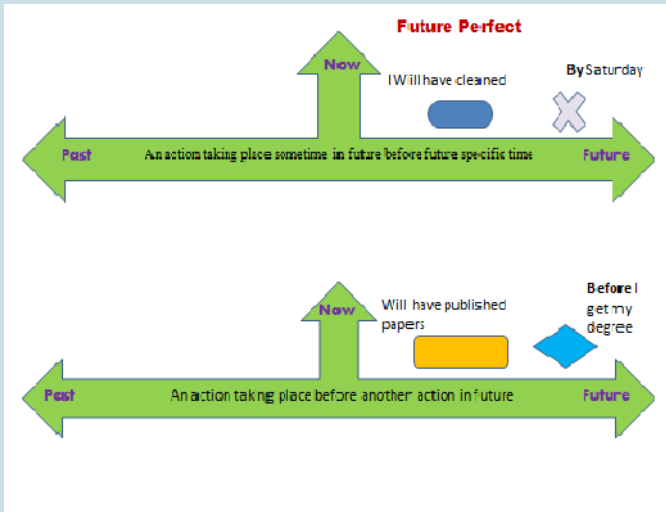
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Focus:

Summing up:

Future perfect tense is used to express



Signal Words:

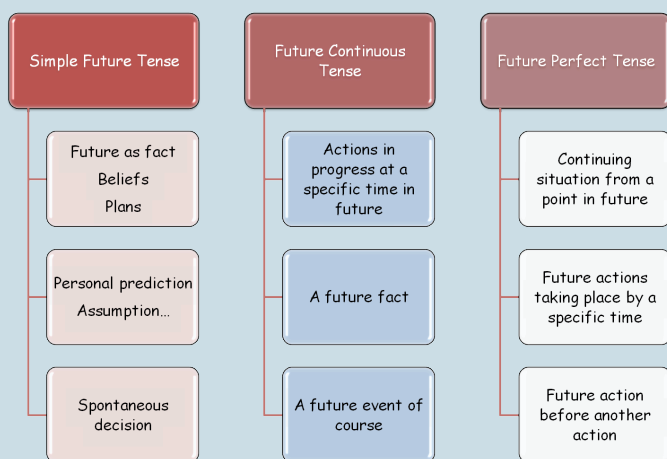
Complete the sentences in the future tense, taking hint from the signal words.



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Simple future, future continuous, future perfect: Differences



Interrogative and Negative sentences in present perfect tense

Exercise: Change to interrogative sentences



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Exercises: Change to negative sentences



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Additional Self Check Exercises:

- Choose the correct form of the verb



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- Identify tenses used in the following sentences –



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II. Word Order in Sentences

12. Punctuation Marks: Periods, Question Marks, and Exclamation Marks

13. Punctuation Marks: Commas

14. Punctuation in Compound and Complex Sentences

15. Subject-Verb Agreement

16. Prepositions

17. Direct and Indirect Speech

18. Past participle forms

Participle forms

ANNAPURNA MADHURI

Past Participle form of verbs

A verb has four principal parts:

- The present tense – base verb
- The present participle
- The past tense form
- The past participle form

The base verb is any word which shows the action. When these action words show the time of happening of an event, they are called ‘tenses’ Base verbs or root verbs assume different forms in each of its parts. Present participle form of the verb is the ‘Ing’ form of verb, formed by adding ‘ing’ after the base verb. This was discussed in the earlier chapters.

According to the manner in which they form past tense forms and past participle forms, verbs are categorized into

- Strong verbs: Past tense forms are formed without adding anything, but by changing their body (spelling) are strong verbs. These are also called ‘irregular verbs’
- Weak Verbs: Past tense form of verbs formed by adding ‘d’ or ‘ed’ or ‘t’ to their base verbs are weak verbs. There may/may not be any change in the inside vowel. These are also called ‘regular verbs’.

The table given below shows the past tense form as well as the past participle form of commonly used strong/irregular verbs.

Present tense form	Past tense	Past participle
Strong/Irregular verbs		
be (is/am/are)	was/were	been
bear (bring out)	bore	born
bear (to carry)	bore	borne
beat	beat	beaten
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bit/bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drunk	drunk/drunken
drive	drove	driven

eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
hide	hid	hid/hidden
hold	held	held
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant

pay	paid	paid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spill	spilt/spelled	spilt/spilled
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn

tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
were	wpre	worn
win	won	won
write	wrote	written

This is where you can add appendices or other back matter.

Past Participle form of verbs

A verb has four principal parts:

1. The present tense – base verb
2. The present participle
3. The past tense form
4. The past participle form

The base verb is any word which shows the action. When these action words show the time of happening of an event, they are called 'tenses'. Base verbs or root verbs assume different forms in each of its parts. Present participle form of the verb is the 'Ing' form of verb, formed by adding 'ing' after the base verb. This was discussed in the earlier chapters.

According to the manner in which they form past tense forms and past participle forms, verbs are categorized into

1. Strong verbs: Past tense forms are formed without adding anything, but by changing their body (spelling) are strong verbs. These are also called 'irregular verbs'
2. Weak Verbs: Past tense form of verbs formed by adding 'd' or 'ed' or 't' to their base verbs are weak

verbs. There may/may not be any change in the inside vowel. These are also called 'regular verbs'.

The table given below shows the past tense form as well as the past participle form of commonly used strong/irregular verbs.

Present tense form	Past tense	Past participle
Strong/Irregular verbs		
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bear (to carry)	bore	borne
beat	beat	beaten
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bit/bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drunk	drunk/drunken
drive	drove	driven

eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
hide	hid	hid/hidden
hold	held	held
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
pay	paid	paid

ride	rode	ridden
ring	rang	rung
rise	rose	risen
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spill	spilt/spelled	spilt/spilled
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought

throw	threw	thrown
understand	understood	understood
wake	woke	woken
were	wpre	worn
win	won	won
write	wrote	written

Some verbs which do not change their forms

bet	bet	bet
bid	bid	bid
cost	cost	cost
cut	cut	cut
hit	hit	hit
let	let	let
put	put	put
read	read	read
set	set	set
shed	shed	shed
shut	shut	shut
slit	slit	slit
spilt	split	split
thrust	thrust	thrust
wed	wed	wed
