**Best Brains Academy (BBA)**

Paynesville City, Liberia

**Fourth (4th) Marking Period & 7th Grade Language Arts Notes**

**Aim**: Students state and use the **principal** **parts** **of** **the** **verbs** correctly.

**Principal Parts of the Verbs**

Read the following sentences below, and notice the **various forms** that the verb **eat** take to express the **time** of the **action** of the **verb**.

1. I **eat** a chocolate. (The verb **eat** is in the base or present tense.)

2. I **ate** a chocolate. (The verb **eat** is in the past tense **ate**.)

3. I have **eaten** the chocolates. (The verb **eat** is in the past participle form **eaten**. Also, the verb phrase is **have eaten** which contains an auxiliary verb **have** and the past participle form of the verb **eat** which is **eaten**, thus, forming the verb phrase **have eaten**)

In the examples given above, the three forms of the verb **eat** which **eat** (the present tense form), **ate** (the past tense form), and **eaten** (the past participle form) are called the **principal parts of the verbs**. All **verb tenses** are formed form the **principal parts of the verbs**. See below a **chart** most common principal parts of the verbs.

**Principal Part of Some Verbs**

|  |  |  |
| --- | --- | --- |
| **Present/Base Forms** | **Past Tense Forms** | **Past Participle Forms** |
| 1. arise | arose | arisen |
| 2. become | became | become |
| 3.begin | began | begun |
| 4. bite | bit | bitten |
| 5. blow | blew | blown |
| 6. break | broke | broken |
| 7. buy | bought | bought |
| 8. catch | caught | caught |
| 9. choose | chose | chosen |
| 10. come | came | come |
| 11. dig | dug | dug |
| 12. dive | dived (or dove) | dived |
| 13. do | did | done |
| 14. draw | drew | drawn |
| 15. drink | drank | drunk |
| 16. drive | drove | driven |
| 17. fall | fell | fallen |
| 18. fly | flew | flown |
| 19. forget | forgot | forgotten |
| 20. freeze | froze | frozen |
| 21. get | got | Got (or gotten) |
| 22. give | gave | given |
| 23. go | went | gone |
| 24. grow | grew | grown |
| 25. hide | hid | hidden |
| 26. hold | held | held |
| 27. keep | kept | kept |
| 28. know | knew | known |
| 29. lay | laid | laid |
| 30. leave | left | left |
| 31. lie | lay | lain |
| 32. lose | lost | lost |
| 33. make | made | made |
| 34. pay | paid | paid |
| 35. prove | proved | Proved (or proven) |
| 36. ride | rode | ridden |
| 37. ring | rang | rung |
| 38. rise | rose | risen |
| 39. run | ran | run |
| 40. see | saw | seen |
| 41. sell | sold | sold |
| 42. send | sent | sent |
| 43. sew | sewed | Sewed (or sewn) |
| 44. show | showed | shown |
| 45. shrink | shrank (or shrunk) | shrunk (or shrunken) |
| 46. sing | sang | sung |
| 47. sink | sank (or sunk) | sunk (or sunken) |
| 48. sit | sat | sat |
| 49. sleep | slept | slept |
| 50. speak | spoke | spoken |
| 51. spring | sprang (or sprung) | sprung |
| 52. steal | stole | stolen |
| 53. swear | swore | sworn |
| 54. sweep | swept | swept |
| 55. swim | swam | swum |
| 56. take | took | taken |
| 57. teach | taught | taught |
| 58. tear | tore | torn |
| 59. tell | told | told |
| 60. throw | threw | thrown |
| 61. wear | wore | worn |
| 62. weave | wove | woven |
| 63. weep | wept | wept |
| 64. win | won | won |
| 65. write | wrote | writen |

**Conjugation of the Verbs**

Read the following sentences given below, and observe how the **verb** has been changed to **communicate** the **person**, **number**, **gender**, and **tense**.

**Example**: I **speak** You **speak** He/She/It **speaks** We **speak** They **speak.**

Notice that the verb **speak** is used in the present tense to **communicate** different **persons**, **number**, and **gender**. The verb is **modified** or **changed** according to the **rules of grammar**. Such a **modification** of the verb according to the **rules** of grammar to **communicate** different **person**, **number**, and **gender** in **various tenses** is called **conjugation of the verb**. Notice also that the verb **speak** has been used with **different persons**--- **I** is the **first person singular**, **he/she/it** is the **third person singular**, **you** is the **second person singular**/**plural**, **we** is the **first person plural**, **they** is the **third person plural**. So, the **conjugation of the verb** can be affected the **person**, **number**, **gender**, **tense**, **aspect**, **mood**, **voice** or other **grammatical categories**. Look at the **chart** given below for the **conjugation** of the verb **drink** in the **present tense**, **past tense**, and the **past participle**.

**A Chart for the Conjugation of the Verb “drink”**

|  |  |  |
| --- | --- | --- |
| **Person** | **Singular** | **Plural** |
| **The Present Tense** | **Conjugation** | **Conjugation** |
| The First Person | I **drink** | We **drink** |
| The second Person | You **drink** | You **drink** |
| The Third Person | He/She/It **drinks** | They **drink** |
| **The Past Tense** | **Conjugation** | **Conjugation** |
| The First Person | I **drank** | We **drank** |
| The Second Person | You **drank** | You **drank** |
| The Third Person | He/She/It **drank** | They **drank** |
| **The Past Participle** | **Conjugation** | **Conjugation** |
| The First Person | I have **drunk** | We have **drunk** |
| The Second Person | You have **drunk** | You have **drunk** |
| The Third Person | He/She/It has **drunk** | They have **drunk** |

**Exercise # 1**

Fill in the blanks with the correct form of the verb **write** or **dance**, as directed in the parentheses.

1. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a letter. (Present tense)

2. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the party. (Past tense)

3. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a letter. (Present tense)

4. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the school function. (Past Participle)

5. Momolu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a poem. (Present tense)

6. That kid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Past Participle)

7. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the birthday party. (Past tense)

8. My friends \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a drama. (Present tense)

9. John \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a story. (Past tense)

10. Hope \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an article. (Present tense)

11. John and Maria \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at my birthday party. (Past tense)

12. His classmates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a report. (Past Participle)

13. Maria and David \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the music. (Past Participle)

14. This child always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the functions. (Present tense)

15. My friends never\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in any magazine. (Past tense)

**Kinds of Adverbs**

In previous grades, you learnt that an **adverb** is a **word** that is used to **modify** a **verb**, an **adjective** or an **adverb**, or **another adverb**. To recall, read the following sentences:

1. The child runs **fast**. (**Fast** is an **adverb** which modifies the verb **runs**)

2. The nightingale sings **very sweetly**. (**Very sweetly** is an **adverb** which modifies anotheradverb **sweetly**.)

3. This is a **very** ancient tree. (**Very** is an **adverb** which modifies the adjective **ancient**.)

4. **Fortunately** he escaped the death. (**Fortunately** is an **adverb** which modifies the verb **escaped**)

Some **kinds** of **adverbs** are as follows: 1. **Adverb of time** shows **when**, 2. **Adverb of place** show **where**, and 3. **Adverb of manner** show **how** or **in what manner**.

**Adverbs** **of** **manner** can be formed by adding –**ly** to the **qualitive** or **predicate** **adjective**. For example: nice+ly= **nicely**; beautiful + ly = **beautifully**; strong+ ly = **strongly**. Remember **adjectives** modifies **a** **noun** or a **pronoun**. An **adverb** modifies a **verb**, an **adjective**, and **another adverb**.

**Examples**

1. I live **here**. (**Here** is an **adverb of place** modifying the verb **live**)

2. Come **tomorrow**. (**Tomorrow** is an **adverb of time** which modifies the verb **come**)

3. You should speak **softly**. (**Softly** is an **adverb of manner** which modifies the verb phrase **should speak**)

**Chart of Some Adverbs**

|  |  |  |
| --- | --- | --- |
| **Adverbs of Time** | **Adverbs of Place** | **Adverbs of Manner** |
| lately | upstairs | bitterly |
| before | here | hard |
| already | there | so |
| soon | in | rapidly |
| since | down | strongly |
| formerly | back | sadly |
| immediately | forward | clearly |
| now | overhead | well |
| ago | everywhere | as |
| sometime | out | like |
| late | backward | fast |
| tomorrow | away | hard |

**Note**:

**Exercise # 2**

Instructions: Read each sentence carefully. Then, write out the **adverb** in each sentence, and tell **what kind** of adverb it is, and which **word** it modifies in the sentence.

1. I bought it yesterday.

2. She write neatly.

3. The party will start now.

4. My father has been failing in health lately.

5. Prayer has come back.

**Double Comparison and Double Negatives**

**Double Comparatives**: Read the following sentence--- “The Duke of Milan, and his **more braver daughter** could control thee.” (**Shakespeare**, **The Tempest**) The previous sentence has **two comparatives** of **adjectives**. Shakespeare used **two comparatives** frequently but in modern English such **double forms** are serious **grammar errors**. The sentence can be written as: “The Duke of Milan, and **his braver daughter** could control thee.”

**Remember**: We use **repeated comparatives** when we want to **describe things** that are **increasing** or **decreasing**. For example: 1. The birth-rate is getting **lower** and **lower**. 2. **Fewer**  and **fewer** children are leaving school. 3. It’s becoming **more** and **more** difficult. 4. By the end of the century, couples were waiting **longer** and **longer** to marry.

**What do you observe**? We always use **single comparative** of an **adjective**. That can be withor without **more**. Look at the **chart** below.

**Chart of Single Adjectives**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Comparative** | **Superlative** |
| good | better | best |
| brilliant | More brilliant | Most brilliant |
| bad | worse | worst |
| greedy | greedier | greediest |

**Exercise # 3**

Instructions: Read each sentence carefully. Then, **underline** the **correct comparative** in each sentence.

1. Monrovia is (**more** **larger**, **larger**) than Shanghai.

2. Europe is (**more** **smaller**, **smaller**) than South Africa.

3. The Amazon River is (**longer**, **more** **longer**) than the Mississippi river.

4. Antarctica is (**more** **colder**, **colder**) than Africa.

5. The Caspian Sea is (**more** **deeper**, **deeper**) than lake Michigan.

**Negative Words**

Look at the following sentences: 1. I **don’t** see **nothing**. 2. They **don’t** have **no** money. Sentence **1** means **I see something**. Sentence **2** means that **they have some money**. When **two forms** of **negatives** are used in the **same sentence**, a **positive meaning** is expressed. It is the **wrong method** to express a **positive meaning**. We should say in sentence (**1**) **I see something**, and sentence (**2**) **They have some money**.

Remember the following **formula** and never use **double negatives** except on some occasions: **Negative** + **Negative** = **Positive** and **Negative** + **Positive** = **Negative**.

**Negative Words**

The following list contains **words** that are regarded as **negative**. If you use them in your **sentences** once, your **statements** will be **negative**: no, not, none, nothing, nobody, no one, nowhere, neither, neither…nor, scarcely, barely, and hardly. Using the **rule** explained above and the **list of negatives words** given above, study the following examples in the **chart** given below:

|  |  |  |
| --- | --- | --- |
| **Rule** | **Sentence** | **Meaning** |
| Positive Construction  **Negative** + **Negative** | 1. I **hardly** have **none**.  2. I **don’t** want **nothing**. | 1. I have some.  2. I want something. |
| Negative Construction  **Negative**  + **Positive** | 1. I **hardly** have **any**.  2. I **don’t** want **anything**. | 1. I have few.  2. I want nothing. |

There is **one type of double negative** that is considered **grammatically correct** and which people use to make **statement** subtle. Take a look at the follow **sentences**: 1. I am **not** unconvinced by his argument. 2. She is **not** unattractive.

**Exercise # 4**

**Section A**: Read each sentence carefully. Circle the **double comparatives** in the following sentences. Then, **rewrite** the entire sentence, **correcting** the **double comparative**.

1. I think that Halle Berry is more more beautiful than Sharon Stone.

2. Tigers are more more dangerous than crocodiles.

3. Jim Carrey is more funnier than Rev. Scheider.

4. A sloth is more slower than a moth.

5. Men are more intelligent than chimpanzees.

**Section B**: Read each sentence carefully. Circle **double** **negative** in the following sentences. Then, **rewrite** the entire sentence, **correcting** the **double negative**.

6. She never dances with nobody.

7. I don’t know nothing about laptops.

8. It won’t do him no good.

9. They don’t need no education.

10. They couldn’t hardly catch their breath.

**Remain blessed!**