

INDICATIVE

	Infinitive	Present		Past/ Past Participle	Present Participle
		Third Person Singular	All Other Forms		
1.24	to stay	a. _____	b. _____	c. _____	d. _____
1.25	to stop	a. _____	b. _____	c. _____	d. _____
1.26	to trip	a. _____	b. _____	c. _____	d. _____
1.27	to wash	a. _____	b. _____	c. _____	d. _____
1.28	to watch	a. _____	b. _____	c. _____	d. _____
1.29	to work	a. _____	b. _____	c. _____	d. _____

Answer these questions.

1.30 What change do you notice in the spelling of *occur* when *-ed* or *-ing* is added?

1.31 What is the difference between the infinitive form of a regular verb and its third person singular present indicative form? \_\_\_\_\_

The infinitive form of a verb is used in combination with other verbs.

**Examples:** I want *to be* a mechanic.  
I hope *to see* you soon.

The same indicative form of the verb is used for all present forms both singular and plural except the third person singular. This form is also combined with helping verbs.

**Examples:** I *will work* for three months.  
Joe *did water* the lawn, Mother.

This form causes much confusion for English-speaking people who try to learn another language. The tendency is to attempt to translate the *do*, *did*, and *will* of English even though the auxiliary is included in the form of the verb in other languages. **Conversely**, a person learning English as a second language tends to leave out the helping word.

**Examples:** Yes, I *water* the lawn.  
I *work* there next week.

In regular verbs, the form of the past tense and of the past participle, used with auxiliary verbs, are the same. The same form of *ask* is used in these examples.

**Examples:** Joe *asked* him.  
Joe *had asked* him.

The past participle of irregular verbs usually is not the same form as the past tense. Study the verbs in the following chart, which includes many verbs that are commonly misused or misspelled.

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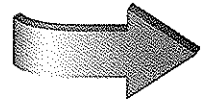
Infinitive	Present		Past	Past/ Participle	Present Participle
	Third Person Singular	All Other Forms			
to begin	begins	begin	began	begun	beginning
to blow	blows	blow	blew	blown	blowing
to break	breaks	break	broke	broken	breaking
to choose	chooses	choose	chose	chosen	choosing
to do	does	do	did	done	doing
to eat	eats	eat	ate	eaten	eating
to forbid	forbids	forbid	forbade	forbidden	forbidding
to forsake	forsakes	forsake	forsook	forsaken	forsaking
to freeze	freezes	freeze	froze	frozen	freezing
to give	gives	give	gave	given	giving
to go	goes	go	went	gone	going
to grow	grows	grow	grew	grown	growing
to know	knows	know	knew	known	knowing
to lie	lies	lie	lay	lain	lying
to ride	rides	ride	rode	ridden	riding
to ring	rings	ring	rang	rung	ringing
to rise	rises	rise	rose	risen	rising
to see	sees	see	saw	seen	seeing
to speak	speaks	speak	spoke	spoken	speaking
to steal	steals	steal	stole	stolen	stealing
to swim	swims	swim	swam	swum	swimming
to take	takes	take	took	taken	taking
to throw	throws	throw	threw	thrown	throwing
to wear	wears	wear	wore	worn	wearing
to write	writes	write	wrote	written	writing

Some irregular verbs have more than one acceptable past participle in good usage. Examples are *forget: forgot or forgotten; get: got or gotten; hide: hid or hidden; shrink: shrunk or shrunken; strive: strived or striven; and tread: trod or trodden*. All of these words are ancient and are losing their Old English forms slowly.

Write the correct form of the verb in parentheses on the line.

- 1.32 (lie) I could have \_\_\_\_\_ on the beach all morning.
- 1.33 (choose) The chairman of the committee will be \_\_\_\_\_ tomorrow.
- 1.34 (break) Someone has \_\_\_\_\_ into the mailboxes again.
- 1.35 (ride) Have you ever \_\_\_\_\_ in a convertible with the top down?
- 1.36 (throw) Jan \_\_\_\_\_ the clothes into the hamper.
- 1.37 (fly) The birds in our neighborhood have already \_\_\_\_\_ south for the winter.
- 1.38 (know) I \_\_\_\_\_ Janice would return the book on time.
- 1.39 (ring) Has the warning bell \_\_\_\_\_ yet?
- 1.40 (grow) Our next-door neighbor has \_\_\_\_\_ six-foot marigolds.

- 1.41 (speak) I have \_\_\_\_\_ to Pete about his messy desk.  
 1.42 (drive) Uncle John has never \_\_\_\_\_ faster than twenty-five miles an hour.  
 1.43 (begin) Polly had just \_\_\_\_\_ to wash her hair when the phone rang.  
 1.44 (write) Have you \_\_\_\_\_ a thank-you note to Aunt Martha?  
 1.45 (drink) Phil \_\_\_\_\_ a gallon of lemonade.  
 1.46 (blow) The wind \_\_\_\_\_ the screens off the front porch.  
 1.47 (sink) The dinghy must have \_\_\_\_\_ in the storm last night.  
 1.48 (freeze) "My fingers and toes are \_\_\_\_\_!" complained Bill.  
 1.49 (swim) Yesterday my dog \_\_\_\_\_ out to the island and back.  
 1.50 (spring) The boat must have \_\_\_\_\_ a leak.  
 1.51 (tear) I must have \_\_\_\_\_ my dress on that loose board.



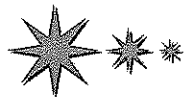
Write sentences using the plural form of the present indicative (the usual form of the verb).

- 1.52 Use each of the following verbs in a sentence with a plural subject.  
 a. begin \_\_\_\_\_  
 b. choose \_\_\_\_\_  
 c. drink \_\_\_\_\_
- 1.53 Use each of the following verbs with a single auxiliary. Use a different auxiliary with each verb.  
 go \_\_\_\_\_  
 shrink \_\_\_\_\_  
 ring \_\_\_\_\_  
 see \_\_\_\_\_



Use the following infinitives in a sentence.

- 1.54 to tread \_\_\_\_\_  
 1.55 to wear \_\_\_\_\_  
 1.56 to break \_\_\_\_\_



Use the past tense form of the following verbs in a sentence.

- 1.57 tear \_\_\_\_\_  
 1.58 forbid \_\_\_\_\_  
 1.59 grow \_\_\_\_\_



Write a sentence using the past participle of each of the following irregular verbs with two or more auxiliaries.

- 1.60 fly \_\_\_\_\_  
 1.61 bite \_\_\_\_\_  
 1.62 blow \_\_\_\_\_  
 1.63 see \_\_\_\_\_

## DOUBLE NEGATIVES

Words that show the absence of something or that deny or contradict a positive statement are *negatives*. *No, no one, not, none, and nothing* are negatives. The words *hardly, only, and scarcely* are weak or partial negatives.

The use of two negatives in the same statement is called a double negative. At one time double negatives were a means of *intensifying* negative statements and of making them stronger. Double negatives, however, are not considered standard or acceptable English today. The following statements are examples of double negatives:

*I can't do nothing* right.  
*No one didn't* see it.

Statements that combine negatives and partial negatives, such as *not hardly*, are also considered to be double negatives. Such phrases as *not unwilling* and *not unkind*, on the other hand, are weak **affirmatives**.



Complete these activities.

- 1.64 Underline the double negatives in the following paragraph.  
 "I do not want nothing," the boy said, shaking his head. "I just come to look at the horse. I do not mean no harm, mister. I won't never do it again, I promise."



Write *DN* on the line if the sentence contains a double negative. If the sentence is correct, write *C*.

- 1.65 \_\_\_\_\_ I do not want to go.  
 1.66 \_\_\_\_\_ The dress was old but not unsuitable.  
 1.67 \_\_\_\_\_ I can't never get this seam straight.  
 1.68 \_\_\_\_\_ Dan said none of us couldn't go.  
 1.69 \_\_\_\_\_ Nobody saw the comet, neither.



Review the material in this section in preparation for the Self Test. The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

## SELF TEST 1

Complete these statements (each answer, 3 points).

- 1.01 In American English a collective noun takes \_\_\_\_\_ verbs and pronouns.  
 1.02 *Not never* is an example of a \_\_\_\_\_.  
 1.03 Speakers of English as a foreign language often make all of their verbs \_\_\_\_\_.

Underline the five collective nouns in this paragraph (each answer, 2 points).

- 1.04 The whole family started out early to look for the herd of buffalo. An old Indian told them that he had seen, not far away, a group of animals resembling cattle. "They don't like an audience," said Father, "but this team of hunters should find them."

Match these items (each answer, 2 points).

- |      |                       |  |
|------|-----------------------|--|
| 1.05 | _____ affirmative     | a. change in form of a word              |
| 1.06 | _____ double negative | b. the contrary                          |
| 1.07 | _____ infinitive      | c. unacceptable usage                    |
| 1.08 | _____ indicative      | d. uninflected verb form                 |
| 1.09 | _____ inflection      | e. positive statement                    |
|      |                       | f. verb form used for factual statements |

Write on each line the past participle of the verb in parentheses (each answer, 3 points).

- 1.010 After he had (drink) \_\_\_\_\_ the tea, he felt better.  
1.011 The box had (lie) \_\_\_\_\_ there all summer.  
1.012 He must have (swim) \_\_\_\_\_ at least forty laps.  
1.013 If I had (wear) a. \_\_\_\_\_ my new dress, I would have (rise)  
b. \_\_\_\_\_ to greet her.

Label each inflection as *infinitive, third person singular, past tense, or present participle* (each answer, 2 points).

- |       |          |       |
|-------|----------|-------|
| 1.014 | married  | _____ |
| 1.015 | missing  | _____ |
| 1.016 | plays    | _____ |
| 1.017 | relying  | _____ |
| 1.018 | occurred | _____ |
| 1.019 | to cry   | _____ |
| 1.020 | mixed    | _____ |
| 1.021 | to climb | _____ |
| 1.022 | asks     | _____ |
| 1.023 | praying  | _____ |

Rewrite the following sentences, correcting the double negatives (each sentence, 3 points).

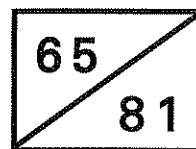
- 1.024 We didn't eat no ice cream after all.  
\_\_\_\_\_  
1.025 Nobody lost no time in getting to the game.  
\_\_\_\_\_  
1.026 I never went there, neither.  
\_\_\_\_\_

Define each term (each answer, 4 points).

- 1.027 collective noun - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.028

irregular verb - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



	Score _____
	Teacher check _____ Initial _____ Date _____

## II. UNDERSTANDING COMPARISONS

From your earlier study you will remember that adjectives and adverbs have three degrees of comparison—*positive, comparative, and superlative*. Knowing the mechanics of comparisons is the first step toward using them in your speech and in your writing. In this section you will also learn about the types of comparisons and their units. In addition, you will learn what double comparisons are and how to avoid them.

Probably the best means of learning effective writing is through the study of fine literature. In this section you will see comparisons used effectively in poetry. You also will study examples of poetry containing gerunds and participles. Comparing the uses of the two verbals in poetry will help you to distinguish between them and to use both effectively.

### SECTION OBJECTIVES

Review these objectives. When you have completed this section, you should be able to:

4. Use comparisons correctly.
5. Correct double comparisons in your writing.
6. Distinguish between participles and gerunds and use each correctly.
7. Analyze the use of comparisons, double comparisons, gerunds, and participles in poetry.

### VOCABULARY

Study these words to enhance your learning success in this section.

**analytic** (an' u lit' ik). A method for forming degrees of comparison by using the adverb *more* or *most*.

**complement** (kom' plu munt). To complete the meaning.

### COMPARISONS AND DOUBLE COMPARISONS

As they do with verbs, children tend to make irregular comparisons regular. Comparisons also cause trouble for non-English speakers. Fortunately, many Latin-based languages also have irregular comparisons for the adjective *good* and the adverb *well*; therefore, speakers of these languages are not wholly unprepared for irregularities in English.

**Degrees of comparison.** The three degrees of comparison are positive, comparative, and superlative. The positive form is the simple form of an adjective or an adverb. The following examples illustrate the *positive* form.

*The man is strong.  
He is a great man.  
He ran fast.*

The *comparative* degree indicates that the quality is found in a higher degree in one person or thing than in another person or thing. The comparative degree compares two persons or things.

*That man is stronger than Joe.  
He is a greater man.  
He ran faster than Joe.*

The *superlative* form indicates that the quality is found in the highest degree in the person or thing described. If you say that the man on the right is the strongest, you mean that no person present is stronger than he. The superlative degree compares more than two persons or things.

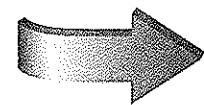
In a very few cases the superlative can be used in an *absolute* sense, which means that the highest degree is reached by no other. Christ is *strongest* in an absolute sense. No earthly being is so strong as He.

Usually the superlative is used in the *relative* sense for the highest degree of a particular quality in a limited group. Missionaries on the Navajo reservation, for example, soon learn to make relative comparisons of roads. Comparing only the roads on the reservation, one road might be called *good*; another, *better*; and a third one, the *best* of the three. If the comparison is extended to include interstate highways, however, the missionary can only say: *This one is bad; that one is worse; the third one is the worst yet.* The *good* road becomes the *least bad*. In either case the comparison is relative because the group is limited.

**Formation of comparisons.** Comparisons can be formed in two ways, by adding an inflection or by the use of the adverbs *more* and *most*.

Add *-er* or *-est* to the adjective to form the comparative and the superlative degrees. In the time of Shakespeare and Milton, the addition of *-er* or *-est* to any word of any length was common practice. Both writers used such forms as *woefulest*, *splendidest*, and *powerfulest*.

Now, however, the *-er* and *-est* endings are usually reserved for words of one syllable and to certain two-syllable words, especially those ending in *-er*, *-le*, *-y*, *ow*, and *-some*.



Complete this chart.

		<b>Comparative</b>	<b>Superlative</b>
2.1	tender	tenderer	tenderest
2.2	little	a. _____	b. _____
2.3	able	a. _____	b. _____
2.4	idle	a. _____	b. _____
2.5	holy	a. _____	b. _____
2.6	narrow	a. _____	b. _____

2.7	handsome	a. _____	b. _____
2.8	lively	a. _____	b. _____
2.9	remote	a. _____	b. _____
2.10	pleasant	a. _____	b. _____
2.11	cruel	a. _____	b. _____
2.12	quiet	a. _____	b. _____

Among the two-syllable words that do not form the comparative and the superlative by adding *-er* and *-est* are *eager*, *proper*, *docile*, *fertile*, *hostile*, *content*, and *adverse*. Although Shakespeare would have written *eagerest*, *properest*, *dociler*, *fertiler*, *hostilest*, *contenter*, and *adversest*, modern English usage requires that the adjectives use the **analytic** method of comparison. *More* precedes the adjective for the comparative and *most* is used before it to form the superlative. Adjectives and adverbs with more than two syllables generally use the analytic method of comparison. Examples are *more beautiful*, *most beautiful*, *more proper*, and *most hostile*.



Write the comparative and superlative forms of the following adjectives. Change the spelling as needed.

		<b>Comparative</b>	<b>Superlative</b>
2.13	good	a. _____	b. _____
2.14	gentlemanly	a. _____	b. _____
2.15	blessed	a. _____	b. _____
2.16	powerful	a. _____	b. _____
2.17	handsome	a. _____	b. _____
2.18	able	a. _____	b. _____
2.19	sacred	a. _____	b. _____
2.20	dry	a. _____	b. _____
2.21	large	a. _____	b. _____
2.22	big	a. _____	b. _____
2.23	fit	a. _____	b. _____
2.24	content	a. _____	b. _____



Big



Bigger



Biggest