

CHAPTER - 2**Verbs**

Read the first paragraph of the lesson "The Priceless Gift".

I went to a vegetarian restaurant. It was lunch time. The restaurant was very crowded. I saw that some of the chairs and tables had been pushed into a corner. I chose the corner table, seated myself and started skimming through the newspaper.

You have already read this paragraph in your main text book. Read it again and mark the underlined words. What do they say about? They say about what someone does, what happens. These words are called **verbs**.

Activity - 1 :

Write ten sentences by taking one expression from each column of the following table ?

A	B	C
I / We / You / He / She / It / They	am / is	a student / students.
My sister / My sister and I	are	my school bag.

Note that sometimes a Verb Group consists of more than one word.



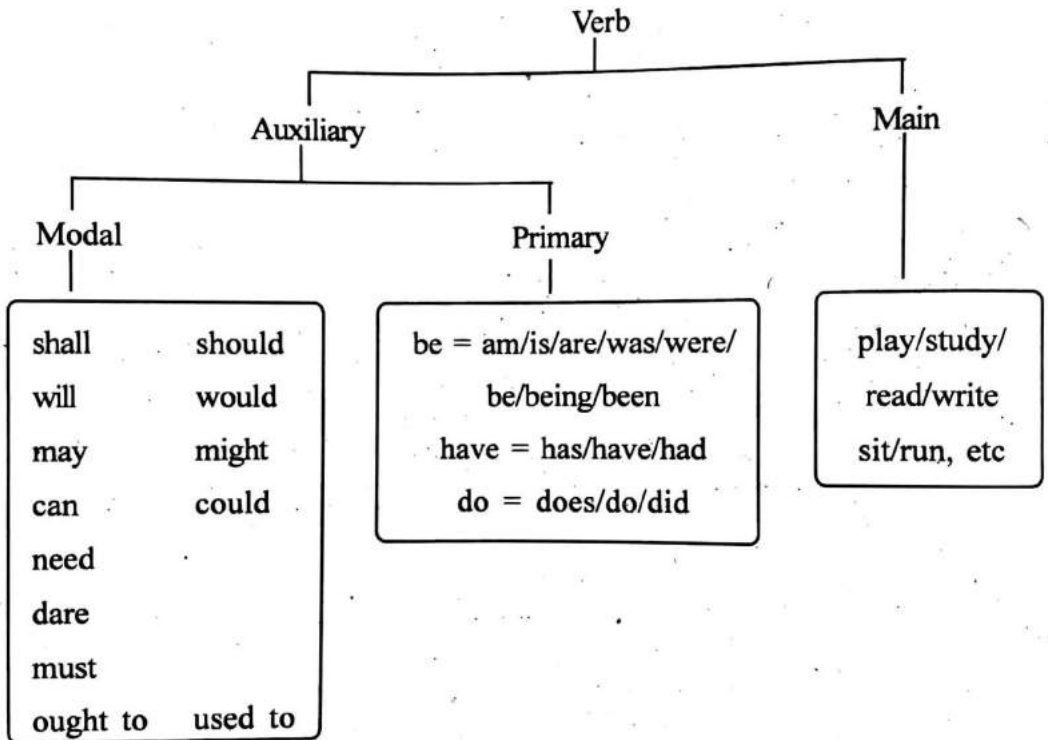
Look at the pictures above. Then read the sentences.

- Sheela *is* a student. She *is reading* a book.

- The boys *are* in the field. They *are playing* football.
- Suvendu *is* strong. He *can lift* the box.

Here you find examples of single-word verbs and multi-word verbs. In a multi-word verb, the last verb is the main verb and the preceding ones are auxiliary verbs.

Verbs can be grouped into main and auxiliary verbs as given below :



You will learn more about primary and modal auxiliaries in the next chapter.
Mark the verbs in the following sentences.

He *is* a student. He *is* studying in our school.

My brother *has* a bicycle. His friend *has* never ridden a bicycle.

I *do* my homework everyday. You *do* not do your homework regularly.

The first sentence in each pair has a single-word verb. So, it is the main verb.

But, in the second, the same verb acts as an auxiliary verb and it has been given in *italics*.

Activity 2 :

Identify the auxiliary verbs and main verbs in the following dialogue ? Circle the auxiliary verbs and underline the main verbs.

— Maggie came to say goodbye. She was dressed in black.

Meena - 'Are you leaving today ?'

Maggie - 'Yes, today is the day of my departure.'

Meena - 'How long will it take to reach your country ? Which part of the country do you live in ?'

Maggie - I do not know exactly where I am posted until I arrive there.

Look at the diagram of auxiliary verbs again. Primary auxiliaries are **be**, **have**, and **do**.

A *be* verb, when it works as a primary auxiliary, is usually followed by the *-ing* form of the next verb to say that the action of the latter verb is in progress. Otherwise, the *-en* form of the next verb is used to show that the latter verb is in passive.

A *have* verb, when it works as a primary auxiliary, is usually followed by the *-en* form of the next verb in order to suggest the completion of the action of the latter verb.

A *do* verb, when it works as a primary auxiliary, is usually used for the formation of negative or interrogative sentences.

Modal auxiliaries usually express meanings like necessity, obligation, advice, permission, certainty, possibility, etc. We shall study the use of all these auxiliaries in the next chapter.

A multi-word verb can have as many as three auxiliary verbs. Mark the verbs in the following sentences.

She *could have been laughing* at us.

Our classroom *will have been cleaned* by tomorrow.

Activity 3 :

Now, let's play a game. Look at the following sentences.

- (A) He may write the essay.
- (B) He has written the essay.
- (C) He is writing the essay.
- (D) The essay is written.

Underline the main verbs (mv) and circle the auxiliary verbs (aux.). What do you find ?

(A) = aux + mv

(B) = aux + mv - en

(C) = aux + mv -ing

(D) = aux + mv - en

[We will learn about the *-ing* and *-en* forms of verbs later.] Now, you write sentences for the following combinations :

AB = He *may have* written the essay.

AC = He — — — the essay.

BC = He — — — the essay.

AD = The essay — — —.

BD = The essay — — —.

CD = The essay — — —.

In each of these six sentences given above there are two auxiliary verbs before the main verb. Now, make the following combinations.

ABC = He — — — — the essay.

ABD = The essay — — — —.

Have you observed that you cannot have combinations in the reverse order, such as BA, CA or CB ? You can take another verb and make similar combinations. In each case, circle the auxiliary verbs and underline the main verb.

Activity 4 :

Anil, Bina and Chinu are three friends, but their lives are very different. Look at the chart and answer the questions using the correct auxiliary verb.

	Anil	Bina	Chinu
Run fast	✓	—	✓
Long hair	—	✓	—
Musical instrument	—	✓	✓
Swim	✓	—	✓
Born in a city	✓	✓	—
Ride a bike	✓	—	—
Many friends	—	✓	✓

Who runs fast ? _____ but _____

Example : Anil and Chinu run fast but Bina doesn't.

Who's got long hair ? _____ but _____

Who plays a musical instrument ? _____ but _____

Who swims in the pond ? _____ but _____

Who was born in a city ? _____ but _____

Who rides a bike ? _____ but _____

Who has many friends ? _____ but _____

Activity 5 :

Choose the correct alternatives given in brackets to fill in the blanks to complete the conversation. One has been done for you.

Sunil: I haven't seen Vivek all day. (have / haven't / hasn't)

Leena : I _____ either. I don't know where he is. (have / haven't / don't)

Sunil: Who left this note ?

Leena : Vivek _____ (must have / may have). It's his handwriting.

- Sunil: But he _____ say where he's gone. (hasn't / don't / doesn't)
- Leena : He would have if he'd wanted us to know where he _____. (does go / has gone / was gone)
- Sunil: Do you think he _____ to his grandpa's house? (was gone / was going / has gone)
- Leena : He might have. Who knows?
- Sunil: _____ you think he'll telephone? (Are / Have / Do)
- Leena : He might. I'm not sure.
- Sunil: _____ he taken his bicycle? (Does / Has / Is)
- Leena : He must have because it is not there.
- Sunil: He _____ acting very strangely this morning. (is / does / was)
- Leena : I know he _____. We should have asked him why. (was/had/did)
- Sunil: I would have but I _____ have time. (don't / am not / didn't)
- Leena : Can't we phone his grandpa?
- Sunil: We could. But we _____ got his number. (don't / aren't / haven't)

We have already seen that the verb of a sentence is decided according to the subject of the sentence. That is to say that if the subject is 'I', the verb is 'am'. It cannot be 'is', or 'are'. Mark the subject and verb agreement in the following table.

I	am	in the classroom.
We / You / They / The students	are	
He / She / Mina / The teacher	is	
The teacher and the students	are	grass.
The cow	eats	
Cows	eat	

You will learn more about subject-verb agreement later.