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# Contents

## Introduction

### **Chapter1** inflected verb forms

1.1 Principal parts

1.2 Base form

1.3 Third person singular present

1.4 Past tense

1.5 Past participle

1.6 Present participle

1.7 Copular, auxiliary and defective verbs

### **Chapter 2** Verb constructions in English language

2.1 Order of verb forms

2.2 Finite forms

2.3 Practical activity

## Conclusion

2 Keywords

3 List of used literature

4 External links

## Introduction

A regular English verb has only one principal part, from which all the forms of the verb can be derived. This is the base form or dictionary form. For example, from the base form *exist*, all the inflected forms of the verb (*exist*, *exists*, *existed*, *existing*) can be predictably derived. The base form is also called the bare infinitive; another common way of referring to verbs is to use the to-infinitive, e.g. "to exist".

Most of the irregular verbs have three principal parts, since the simple past and past participle are unpredictable. For example, the verb *write* has the principal parts *write* (base form), *wrote* (past), and *written* (past participle); the remaining forms (*writes*, *writing*) are derived regularly. Note that some irregular verbs have identical past tense and past participle forms (as the regular verbs do), as with *send*–*sent*–*sent*.

The verbs *do*, *say* and *have* additionally have irregular third person singular present tense forms (see below).

The copular verb *be* is highly irregular, with the forms *be*, *am*, *is*, *are*, *was*, *were*, *been* and *being*. On the other hand modal verbs (such as *can* and *must*) are defective verbs, being used only in a limited number of forms. For details on the forms of verbs of these types, see Copular, auxiliary and defective verbs below.

### Base form

Verbs are the most important component of any sentence. These words talk about the action or the state of any noun or subject. This means that verbs show what the subject is doing or what is the state or situation of the subject.

### Transitive Verbs -

These Action Verbs have a definite object on which, or for which the action is being performed. That means that the action has a definite recipient or object. To identify them you can ask the question **what is the/did the subject -verb-?**

Rose is **painting** the kitchen walls.

Here the verb is **painting** and the subject is Rose.

If we form the question - **what is Rose painting?**

The answer is- **The kitchen walls.**

Thus, we see that there was a specific object on which the action of **painting** was being done.

Hannah **gave** him a big hug.

Here we see that the action '**gave**' is being performed by the subject Hannah. So the question is **what did Hannah give?** And the answer is - **A big hug.**

Here, we also have an indirect object as 'him'. This indirect object would be the answer to the question-

**Who did the subject (Hannah) - verb - (give) the object (hug) to?**

### Intransitive Verbs -

These verbs also show an action but here there is no specific object on which the action is being done. To recognize these verbs, we ask the question **what is the/did the subject -verb- ?** If there is no answer present, then the verb in the sentence is an Intransitive Verb.

Rose is **painting** right now.

Here, if we ask the question **what is Rose painting?** There is no answer which means that in this sentence **painting** is an Intransitive Verb.

It is telling us about the action of the subject but there is no specific object for the action.

Hannah **sneezed** repeatedly.

Here, the verb is **sneezed**. If we ask the question **what did Hannah sneeze?** There is no answer present for it making **sneezed** a intransitive verb.

### **Dynamic and Stative Verbs**

This category of verbs deals with the verb words themselves; and whether they indicate an action or a state of the subject. This category is not concerned with the object in particular.

#### Dynamic Verbs

These verbs denote an actual action or expression or process done by the subject. They mean an action which can be seen or physically felt or the result of which is seen or physically felt by the object or an indirect object.

She **buys** new clothes every week.

Here the verb is **buys** which is an action done by the subject 'she', hence it is a dynamic verb.

He is **swimming** at the beach.

Here again we have the definite action **swimming** done by the subject 'he', making '**swimming**' a dynamic verb in this sentence.

#### Stative Verbs

For example:

He **ran** to the store. - Here the verb **ran** describes the action of the subject 'he'

She **is** a creative person. - Here there is no action being done. Instead the auxiliary verb '**is**' shows the state of the subject 'she' as being 'creative'.

There are different types and classifications of Verbs; some of the most important ones are listed below:

### **Action Verbs**

These verbs talk about what the subject is doing in the sentence. Action Verbs are one of the most easily identifiable types of verbs. To recognize them, you simply have to look for the word in the sentence that answers the question '**What is the subject doing?**' e.g. -

Rose is **painting** the kitchen walls.

The subject here is Rose, and **what is Rose doing?** Rose is **painting**. Hence **painting** is our action verb.

My dog is **sleeping** on the sofa.

The subject here is dog, and **what is the dog doing?** The dog is **sleeping**. So **sleeping** is our action verb.

There are two types of Action Verbs which describe the Verb and the Subject doing the action and the Object on which the action is done, they are -

These verbs refer to the state of the subject or the situation of the subject. Stative Verbs tell us about the state of mind of the subject, or the relation between the subject and the object.

She **prefers** strawberry jam.

Here the Stative Verb is '**prefers**' which shows the thinking of the subject 'She' towards the object, which is 'jam'.

The cupboard **requires** a new coat of paint.

Here the subject is 'cupboard' and the stative verb is '**requires**' which is telling about the relation between the subject 'cupboard' and the object 'paint'.

### **Linking Verbs**

These verbs are unlike other verbs as they do not tell anything about a subject themselves, instead Linking Verbs connect the subject to a noun or adjective that helps in describing or providing additional information about the subject. Those nouns or adjectives are called the subject complements.

Lisa **is** fussy about food.

Here we see the subject is Lisa and the linking verb is '**is**' which is connecting Lisa to the subject complement 'fussy about food' which is giving additional information about Lisa's preferences.

They **are** stubborn children.

Here the linking verb is '**are**' which is combining the subject They to the subject complement of 'stubborn' which is an adjective.

The best to recognize linking words in a sentence is to see whether the verb can be replaced by '**is, am or are**'. If the sentence still sounds logical you know you have a linking verb.

The students **felt** relieved. - The students **are** relieved.

Hence '**felt**' was a linking verb and not an action verb. As '**felt**' here is simply connecting the subject to the adjective.

Every student **felt** the relief. - Every student **is/am/are** the relief.

Hence in this sentence '**felt**' is action verb as it is the action of 'feeling an emotion.'

Using Verbs in Sentences -

To use verbs correctly in sentences you need to learn more about the construction and use of the various verbs. And how they change form according to tenses and use in a sentence. For correct application verbs in written text you will need to know about -

Regular and Irregular Verbs - These are the two different ways in which verbs change to form different tenses. Whether to simply add '-ed' at the end of a verb or does it take a different form altogether.

Finite and Non-Finite Verbs - These are verbs which can be either the main verb of a sentence or just one that is used as an adjective or noun as well.

Modal Verbs - These verbs tell us whether something is probable or about the skills of a noun etc. There are 10 modal verbs in total and each have an important part in sentence formation.

## List of Verbs, Verb Examples

Accept	Catch	Expand	Lie	Select
Achieve	Challenge	Explain	Like	Sell
Add	Change	Fear	Listen	Send
Admire	Cheat	Feel	Lose	Sing
Admit	Chew	Fight	Love	Snore
Adopt	Choose	Find	Make	Stand
Advise	Clap	Fly	Marry	Stare
Agree	Clean	Forget	Measure	Start
Allow	Collect	Forgive	Meet	Stink
Announce	Compare	Fry	Move	Study
Appreciate	Complain	Gather	Murder	Sweep
Approve	Confess	Get	Obey	Swim
Argue	Confuse	Give	Offend	Take
Arrive	Construct	Glow	Offer	Talk

Ask	Control	Greet	Open	Teach
Assist	Copy	Grow	Paint	Tear
Attack	Count	Guess	Pay	Tell
Bake	Create	Harass	Pick	Thank
Bathe	Cry	Hate	Play	Travel
Be	Damage	Hear	Pray	Type
Beat	Dance	Help	Print	Understand
Become	Deliver	Hit	Pull	Use
Beg	Destroy	Hope	Punch	Visit
Behave	Disagree	Identify	Punish	Wait
Bet	Drag	Interrupt	Purchase	Walk
Boast	Drive	Introduce	Push	Want
Boil	Drop	Irritate	Quit	Warn
Borrow	Earn	Jump	Race	Wed
Breathe	Eat	Keep	Read	Weep

Bring	Employ	Kick	Relax	Wink
Build	Encourage	Kiss	Remember	Worry
Burn	Enjoy	Laugh	Reply	Write
Bury	Establish	Learn	Retire	Yell
Buy	Estimate	Leave	Rub	
Call	Exercise	Lend	See	

The base form or *plain form* of a verb is not generally marked by any ending, although there are certain suffixes that are frequently used to form verbs, such as *-ate* (*formulate*), *-fy* (*electrify*), and *-ise/ize* (*realise/realize*). Many verbs also contain prefixes, such as *un-* (*unmask*), *out-* (*outlast*), *over-* (*overtake*), and *under-* (*undervalue*).<sup>[1]</sup> Some verbs are formed from nouns and adjectives by conversion, as with the verbs *snare*, *nose*, *dry*, and *calm*.

The base form is used in the following ways:

- It serves as the bare infinitive, and in forming the *to*-infinitive (e.g. *to write*); for uses see Non-finite forms below.
- It serves as the simple present tense, except in the third person singular (*I/you/we/they write regularly*).
- It is used as an imperative: **Write** these words.
- It is used as a subjunctive: *I suggested that he **write** a novel.*

For the verb *be*, which uses different forms for the simple present, and modal verbs, which are not used in the infinitive, imperative or subjunctive, see Copular, auxiliary and defective verbs below.

### Third person singular present[edit]

Almost all verbs have a third person singular present indicative form, with the suffix *-[e]s*. In terms of spelling, it is formed in most cases by adding *-s* to the verb's base form: *run* → *runs*. However if the base form ends in one of the sibilant sounds (*/s/*, */z/*, */ʃ/*, */ʒ/*, */tʃ/*, */dʒ/*) and its spelling does not end in a silent e, then *-es* is added: *buzz* → *buzzes*; *catch* → *catches*. Verbs ending in a consonant plus *o* also typically add *-es*: *veto* → *vetoes*. Verbs ending in a consonant plus *y* add *-es* after changing the *y* to an *i*: *cry* → *cries*.

In terms of pronunciation, the ending is pronounced as */ɪz/* after sibilants (as in *lurches*), as */s/* after voiceless consonants other than sibilants (as in *makes*), and as */z/* otherwise (as in *adds*). These are the same rules as apply, with nouns, to the pronunciation of the regular plural ending *-[e]s* and the possessive *'s*. The spelling rules given above are also very similar to those for the plural of nouns.

The third person singular present of *have* is irregular: *has* */hæz/* (with the weak form */həz/* when used an auxiliary, also contractable to *'s*). The verbs *do* and *say* also have irregular forms, which however look like regular forms in writing: *does* */dʌz/* and *says* */sɛz/*.

For the verb *be*, modal verbs and other auxiliaries, see Copular, auxiliary and defective verbs below.

The form described in this section is used with third person singular subjects as the simple present tense (in the indicative mood): *He **writes** novels all the time*. (This tense has other uses besides referring to present time; for example, in *I'll be glad if he writes*, it refers to future time.)

## Past tense

Main article: [Simple past](#)

The past tense, or preterite, may be formed regularly or irregularly.

With regular verbs, the past tense is formed (in terms of spelling) by adding *-ed* to the base form (*play* → *played*). Normal rules for adding suffixes beginning with a vowel apply: If the base form ends in *e* then only *d* is added (*like* → *liked*); if the base form ends in a consonant followed by *y* then the *y* is changed to *i* before adding the ending (*try* → *tried*; an exception is the verb sky (a ball), which can form *skied* or *skyed*).

Various rules apply for doubling final consonants. If the base form ends in a single vowel followed by a single consonant (except *h*, silent *t*, *w*, *x* and *y*), then unless the final syllable is completely unstressed, the consonant is doubled before adding the *-ed* (*ship* → *shipped*, but *fathom* → *fathomed*). For most base forms ending in *c*, the doubled form used is *ck*, and this is used regardless of stress (*panic* → *panicked*; exceptions include *zinc* → *zincked* or *zinc*ed, *arc* → usually *arced*, *spec* → *specced* or *spec'ed*, *sync* → sometimes *synched*). In British English, the doubling of *l* occurs regardless of stress (*travel* → *travelled*; but *paralleled* is an exception), and when two separately-pronounced vowels precede the *l* (*dial* → *dialled*, *fuel* → *fuelled*).

If the final syllable has some partial stress, especially for compound words, the consonant is usually doubled: *backflip* → *backflipped*, *hobnob* → *hobnobbed*, *kidnap* → *kidnapped* etc. In some cases both alternatives are acceptable, e.g. *dialog* → *dialoged* or *dialogged*, *gambol* → *gambolled*, *hiccup* → *hiccupped* or *hiccuped*, *program* → *programed* or *programme* d. Note however *catalog* → *cataloged*, *pyramid* → *pyramided*, *format* → *f*

*ormatted* (but *combat* → *combat(t)ed*). Other variations not entirely consistent with these rules include *bus* → *bused* or *orbussed*, *bias* → *biased* or *biassed* and *focus* → *focused* or *focussed*, .

The pronunciation of the past tense ending follows analogous rules to those for the third person present tense ending described above: if the base form ends in /t/ or /d/ then a new syllable /ɪd/ is added (as in *drifted*, *exceeded*); if the base form ends in an unvoiced consonant sound other than /t/ then the ending is pronounced /t/ (as in *capped*, *passed*); otherwise the ending is pronounced /d/ (as in *buzzed*, *tangoed*). Consequently, in the 17th and 18th centuries, the latter two pronunciations were routinely spelled -'d, but -ed was later restored.

For the past tense of irregular verbs, see English irregular verbs. Some of these can be classed as Germanic strong verbs, such as *sing* (past *sang*), while others are weak verbs with irregularly pronounced or irregularly spelt past forms, such as *say* (past tense *said* /sɛd/).

The verb *be* has two past tense forms: *was* (first and third person singular) and *were* (plural and second person).

The past tense (preterite) form is used in what is called the simple past, in sentences such as *We lit the fire* and *He liked to dance*. One of the uses of this tense is to refer not to a past situation, but to a hypothetical (present or future) situation in a dependent clause: *If I knew that, I wouldn't have to ask*. This is sometimes called the "past subjunctive", particularly in the case of *were*, which can replace *was* in such sentences; see English subjunctive.

### **Past participle**[edit]

The past participle of regular verbs is identical to the preterite (past tense) form, described in the previous section.

For irregular verbs, see English irregular verbs. Some of these have different past tense and past participle forms (like *sing–sang–sung*); others have the same form for both (like *make–made–made*). In some cases the past tense is regular but the past participle is not, as with *show–showed–shown*.

For uses of the past participle, see Non-finite forms below.

### **Present participle**

The present participle (also used as a gerund) is formed by adding the suffix *-ing* to the base form: *go* → *going*. A final silent e is dropped (*believe* → *believing*); final *ie* changes to *y* (*lie* → *lying*), and consonant doubling applies as for the past tense (see above): *dab* → *dabbing*, *panic* → *panicking*.

Some exceptions include forms such as *singeing*, *dyeing*, *ageing*, *rueing*, *cacheing* and *whingeing*, where the *e* may be retained to avoid confusion with otherwise identical words (e.g. *singing*), to clarify pronunciation (for example to show that a word has a soft *g* or *ch*), or for aesthetic reasons.

In standard English the ending is pronounced /ɪŋ/, although in many regional dialects the final consonant sound is pronounced /n/, sometimes represented in eye dialect by spellings such as *ashuntin'* (see g-dropping).

For uses of the present participle and gerund, see Non-finite forms below.

### **Copular, auxiliary and defective verbs**

The copular verb *be* has multiple irregular forms in the present tense: *am* for first person singular (which together with the subject pronoun is often contracted to *I'm*), *is* for third person singular (often contracted to *'s*), and *are* for plural and second person (often contracted to *'re* chiefly after the pronouns *you*, *we*, *they*). It also has two past tense forms: *was* for first and third person singular, and *were* for plural and second person (also used as a past subjunctive with all persons; see English subjunctive). The

past participle is *been*, and the present participle and gerund is the regular *being*. The base form *be* is used regularly as an infinitive, imperative and (present) subjunctive. For archaic forms, see the next section.

English has a number of modal verbs which generally do not inflect (most of them are surviving preterite-present verbs), and so have only a single form, used as a finite verb with subjects of all persons and numbers. These verbs are *can*, *could*, *may*, *might*, *shall*, *should*, *will*, *would*, *must*, *ought (to)*, as well as *need* and *dare* (when used with a bare infinitive), and in some analyses *used (to)* and *had better*. (The forms *could*, *might*, *should* and *would* are considered to be the past tenses of *can*, *may*, *shall* and *will* respectively, although they are not always used as such.) These verbs do not have infinitive, imperative or participle forms, although in some cases there exists a synonymous phrase that can be used to produce such forms, such as *be able to* in the case of *can* and *could*. The negation of *can* is the single word *cannot*. There are contracted forms *'ll* and *'d* for *will* and *would* (in some cases possibly considered to be from *shall* and *should*).

Other verbs used as auxiliaries include *have*, chiefly in perfect constructions (the forms *has*, *have* and *had* can contract to *'s*, *'ve* and *'d*), and *do* (*does*, *did*) in emphatic, inverted and negated constructions (see do-support).

For more detail of the above, including contractions of negated forms (*isn't*, *won't*, etc.), see English auxiliaries and contractions.

Another example of a defective verb is *beware*, which is used only in those forms in which *be* remains unchanged, namely the infinitive, subjunctive and imperative.

### **Archaic forms**[\[edit\]](#)

Formerly, particularly in the Old English period, the English language had a far greater degree of verb inflection than it does

now (other Germanic languages generally retain a greater variety of inflected forms than English does). Some of the forms used in Early Modern English have now fallen out of use, but are still encountered in old writers and texts (e.g. Shakespeare, the King James Bible) and in archaisms.

One such form was the third person singular form with the suffix *-eth* [əθ], pronounced as a full syllable. This was used in some dialects rather than the modern *-s*, e.g. *he makes* ("he makes"), *he runneth* ("he runs"), *he goeth* ("he goes"). In some verbs, a shortened form *-th* appears: *he hath* ("he has"), *he doth* ("he does"; pronounced as if written *duth*), *he saith* or *he sayeth* ("he says"). The forms *hath* and *doth* are found in some proverbs ("Hell hath no fury like a woman scorned", "The lady doth protest too much").

Another set of forms are associated with the archaic second person singular pronoun *thou*, which often have the ending *-est*, pronounced as a full syllable, e.g. *thou makest* ("you make"), *thou ledest* ("you lead"). In some verbs, a shortened form *-st* appears: *thou hast* ("you have"), *thou dost* ("you do"; rhymes with *must*). In the case of the verb *be*, such forms included *art* (present tense), *wast* (past), *wert* (past subjunctive) and *beest* (present subjunctive; pronounced as two syllables).

For example, several such forms (as well as other archaic forms such as *yea* for "yes", *thy* for "your", and *mine enemies* for "my enemies") appear in Psalm 23 from the King James Bible:

The LORD is my shepherd; I shall not want.

He maketh me to lie down in green pastures: he leadeth me beside the still waters.

He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake.

Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me.

Thou preparest a table before me in the presence of mine enemies: thou anointest my head with oil; my cup runneth over.

Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the LORD for ever.

For more information see Old English verbs, English subjunctive, and Indo-European copula (for the history of the verb *be*).

Syntactic constructions[\[edit\]](#)

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## **Expressing tenses, aspects and moods**

Apart from the simple past tense described above, English verbs do not have synthetic (inflected) forms for particular tenses, aspects or moods. However there are a number of periphrastic(multi-word) constructions with verb forms that serve to express tense-like or aspect-like meanings; these constructions are commonly described as representing certain verb tenses or aspects (in English language teaching they are often simply called tenses). For the usage of these forms, see Use of verb forms below. More detail can be found in the article Uses of English verb forms.

## **Simple and progressive**

The progressive (or continuous) aspect is expressed with a form of *be* together with the present participle of the verb. Thus present progressive (present continuous) constructions take forms like *am writing*, *is writing*, *are writing*, while the past progressive (past continuous, also called imperfect) is *was writing*, *were writing*. There is a progressive infinitive (*to be writing*) and a progressive subjunctive *be writing*. Other progressive forms, made with compound forms of *be*, are described below.

The basic present and past tenses of the verb are called simple present (present simple) and simple past (past simple), to distinguish them from progressive or other compound forms. Thus

the simple present of the above verb is *write* or *writes*, and the simple past (also called preterite) is *wrote*.

## **Perfect**

The perfect aspect is expressed with a form of the auxiliary *have* together with the past participle of the verb. Thus the present perfect is *have written* or *has written*, and the past perfect(pluperfect) is *had written*. The perfect combines with the progressive aspect (see above) to produce the present perfect progressive (continuous) *have/has been writing* and the past perfect progressive (continuous) *had been writing*. There is a perfect infinitive (*to have written*) and a perfect progressive infinitive (*to have been writing*), and corresponding present participle/gerund forms *having written* and *having been writing*. A perfect subjunctive (*have written*) is also sometimes used. Future and conditional perfect forms are given below.

## **Future and conditional**

What is often called the future tense of English is formed using the auxiliary *will*. The simple future is *will write*, the future progressive (continuous) is *will be writing*, the future perfect is *will have written*, and the future perfect progressive (continuous) is *will have been writing*. Traditionally (though now usually in formal English only) *shall* is used rather than *will* in the first person singular and plural; see *shall* and *will*.

The conditional, or "future-in-the-past", forms are made analogously to these future forms, using *would* (and *should*) in place of *will* (and *shall*).

## **Expressing passive voice**

The passive voice in English is normally expressed with a form of the copula verb *be* (or sometimes *get*) together with the past participle of the main verb. Here *be* is not a stative verb, so may occur in progressive forms. Examples:

- *The house **was built** last year.*
- *The house **is being built** at the moment.*
- *The house **will be built** by our firm.* (a prepositional phrase with *by* expresses the performer of the action)
- *I **was given** a blueprint.* (here the subject of the passive corresponds to the indirect object of the active)
- *He **was said** to know the house's dimensions.* (special construction related to indirect speech)

For details, see English passive voice.

### **Imperatives**

Imperatives are expressed with the base form of the verb, normally with no subject: *Take this outside! Be good!* It is possible to add the second person pronoun *you* for emphasis: *You be good!*

More details can be found in the article Imperative mood.

### **Questions, negation, inversion and emphasis**

Questions are formed by subject–auxiliary inversion (unless the interrogative word is part of the subject). If there is otherwise no auxiliary, the verb *do* (*does, did*) is used as an auxiliary, enabling the inversion. This also applies to negation: the negating word *not* must follow an auxiliary, so *do* is used if there is no other auxiliary.

Inversion is also required in certain other types of sentences, mainly after negative adverbial phrases; here too *do* is used if there is no other auxiliary.

The construction with *do* as auxiliary is also used to enable emphasis to be added to a sentence.

For details of the above constructions, see do-support.

Use of verb forms

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This section describes how the verb forms introduced in the preceding sections are used. More detail can be found in the article Uses of English verb forms and in the articles on the individual tenses and aspects.

### **Finite forms**

In referring to an action taking place regularly (and not limited to the future or to the past), the simple present is used: *He brushes his teeth every morning*. For an action taking place at the present time, the present progressive construction is used: *He is brushing his teeth now*. With some verbs expressing a present state, particularly the copula *be* and verbs expressing a mental state, the present simple is generally used: *They are here; I know that*. However other state verbs use the present progressive or present simple depending on whether the state is considered temporary or permanent: *The pen is lying on the table; Paris lies on the Seine*.

For past actions or states, the simple past is generally used: *He went out an hour ago; Columbus knew the shape of the world*. However for completed actions for which no past time frame is implied or expressed, the present perfect is normally used: *I have made the dinner* (i.e. the dinner is now ready). For an action in the course of taking place, or a temporary state existing, at the past time being referred to (compare uses of the present progressive above), the past progressive is used: *We were sitting on the beach when...* For an action that was completed before the past time being referred to, the past perfect is used: *We had sat down on the blanket when...*

For actions or events expected to take place in the future, the construction with *will* can be used: *The president will arrive tomorrow*. Future events are also often expressed using the be going to construction: *She is going to arrive tomorrow*. Planned events can also be referred to using the present progressive (*She is arriving tomorrow*) or, if precisely scheduled, the simple present

(*She arrives tomorrow*). The future progressive and future perfect can be used analogously to the past equivalents: *We will be sitting on the beach this afternoon; We will have left the house by 4 o'clock*. However in subordinate clauses expressing a condition or a time reference, present forms are used rather than the forms with *will*: *If/When you get (not will get) there...*

When expressing actions or events lasting up to a specified time, the appropriate perfect construction is used (with the progressive if expressing a temporary state that would generally be expressed with a progressive form): *We have been having some problems lately; I have lived here for six years; We had been working since the previous evening; We will have been working for twelve hours by the time you arrive*.

The use of tense and aspectual forms in condition and conditional clauses follows special patterns; see conditional mood. For use of tenses in indirect speech, see sequence of tenses. For the use of subjunctive forms, see English subjunctive.

### **Non-finite forms**

*For details, see Uses of English verb forms: Uses of non-finite verbs.*

The bare infinitive, identical to the base form of the verb, is used as a complement of most modal verbs and certain other verbs (*I can write; They made him write; I saw you write*), including in negated and inverted sentences formed using do-support (*He doesn't write; Did you write?*).

Preceded by *to*, it forms the *to*-infinitive, which has a variety of uses, including as a noun phrase (*To write is to learn*) and as the complement of many verbs (*I want to write*), as well as with certain adjectives and nouns (*easy to ride; his decision to leave*), and in expressions of purpose (*You did it to spite me*).

The past participle has the following uses:

- It is used with the auxiliary *have* in perfect constructions: *They **have written***; *We **had written** before we heard the news.* (With verbs of motion, an archaic form with *be* may be found in older texts: *he **is come***.)
- It is used as a passive participle, with *be* or *get*, to form the passive voice: *This book **was written** last year*, *Trees sometimes **get gnawed** down by beavers.*
- It is used to form passive participial phrases, which can be used adjectivally or adverbally (*a letter **written on his computer***, ***Beaten to a pulp**, he was carried away*) and as complements of certain verbs (*I got my car **mended***; *They had me **placed on a list***).
- It may be used as a simple adjective: as a passive participle in the case of transitive verbs (*the **written** word*, i.e. "the word that is written"), and as a perfect active participle in the case of some intransitive ones (*a **fallen** tree*, i.e. "a tree that has fallen").

The present participle has the following uses:

- It is used with forms of *be*, in progressive (continuous) constructions: *He **is writing** another book*; *I intend **to be sitting** on the beach.*
- It can form participial phrases, which can be used adjectivally or adverbally: *The man **sitting over there** is drunk*; ***Being a lawyer**, I can understand this*; *I saw her **sitting by the tree**.*
- It can serve as a simple adjective: *It is a **thrilling** book.*

The same form used as a gerund has the following uses:

- It forms verbal phrases that are then used as nouns: ***Lying in bed** is my favorite hobby.*
- It forms similar phrases used as a complement of certain verbs: *He tried **writing** novels.*

The logical subject of a phrase formed with a gerund can be expressed by a possessive, as in *I do not like **your/Jim's** drinking wine*, although a non-possessive noun or pronoun is often used instead, especially in informal English: *I do not like **you/Jim** drinking wine*. The latter usage, though common, is sometimes considered ungrammatical or stylistically poor; it is given names like *fused participle* and *geriple* since it is seen to confuse a participle with a gerund. For more information see fused participle.

Gerund forms are often used as plain verbal nouns, which function grammatically like common nouns (in particular, by being qualified by adjectives rather than adverbs): *He did some excellent writing* (compare the gerund: *He is known for writing excellently*). Such verbal nouns can function, for instance, as noun adjuncts, as in *a writing desk*.

### Objects and complements

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Verbs are used in certain patterns which require the presence of specific arguments in the form of objects and other complements of particular types. (A given verb may be usable in one or more of these patterns.)

A verb with a direct object is called a transitive verb. Some transitive verbs have an indirect object in addition to the direct object. Verbs used without objects are called intransitive. Both transitive and intransitive verbs may also have additional complements that are not considered objects.

A single (direct) object generally follows the verb: *I love **you***. If there is an indirect object, it precedes the direct object (*I gave **him** the book*), although an indirect object can also be expressed with a prepositional phrase following the direct object (and this method is usual when the direct object is a personal pronoun): *I gave the book **to John**; I bought them **for you***.

Other complements may include prepositional phrases, non-finite clauses and content clauses, depending on the applicable verb pattern. These complements normally follow any objects. For example:

- *I insist **on coming**.* (this use of the verb *insist* involves a prepositional phrase with *on*)
- *I expect **to arrive tomorrow**.* (this use of *expect* involves a to-infinitive phrase)
- *I asked him **whether he was coming**.* (this use of *ask* involves a direct object (*him*) and an interrogative content clause)

More examples can be found at Gerund: Verb patterns with the gerund.

English has a number of ergative verbs: verbs which can be used either intransitively or transitively, where in the intransitive use it is the subject that is receiving the action, and in the transitive use the direct object is receiving the action while the subject is causing it. An example is *sink*: *The ship **sank*** (intransitive use); *The explosion **sank** the ship* (transitive use). Other common examples include *open, sink, wake, melt, boil, collapse, explode, freeze, start, sell*.

For more details on how verbs are built up into clauses, see English clause syntax.

## Phrasal verb

*Main article: Phrasal verb*

Many English verbs are used in particular combinations with adverbial modifiers such as *on, away, out*, etc. Often these combinations take on independent meanings. They are referred to as phrasal verbs. (This term may also include verbs used with a complement introduced by a particular preposition that gives it a special meaning, as in *take to (someone)*.)

The adverbial particle in a phrasal verb generally appears close after the verb, though it may follow the object, particularly when the object is a pronoun: *Hand over the money* or *Hand the money over*, but *Hand it over*.

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## Conclusion

Verbs constitute one of the main word classes in the English language. Like other types of words in the language, **English verbs** are not heavily inflected. Most combinations of tense, aspect, mood and voice are expressed periphrastically, using constructions with auxiliary verbs and modal verbs.

Generally, the only inflected forms of an English verb are a third person singular present tense form in -s, a past tense (also called preterite), a past participle (which may be the same as the past tense), and a form in -ing that serves as a present participle and gerund. Most verbs inflect in a simple regular fashion, although there are about 200 irregular verbs; the irregularity in nearly all cases concerns the past tense and past participle forms. The copula verb *be* has a larger number of different inflected forms, and is highly irregular.

For details of the uses of particular verb tenses and other forms, see the article Uses of English verb forms. For certain other specific topics, see the articles listed in the box to the right.

Verbs are a class of words used to show the performance of an action (do, throw, run), existence (be), possession (have), or state (know, love) of a subject. To put it simply a verb shows what something or someone does.

Most statements in speech and writing have a main verb. These verbs are expressed in tenses which place everything in a point in time.

Verbs have moods, which indicate the viewpoint of the verb, whether it is a fact, a command or hypothetical.

Verbs have a voice too. The voice shows whether the subject of a sentence is carrying out an action, or is having an action carried out on it.

Verbs are conjugated (inflected) to reflect how they are used. There are two general areas in which conjugation occurs; for person and for tense .

Conjugation for tense is carried out on all verbs. All conjugations start with the infinitive form of the verb. The infinitive is simply the *to* form of the verb For example, ***to begin***. The present participle form (the -ing form), is formed by adding *ing* to the bare infinitive. For example, the present participle of the verb *to begin* is *beginning*. There are two other forms that the verb can take, depending on the tense type and time, the simple past form (*began*) and the past participle (*begun*). See here for a list of irregular verbs.

Conjugation for person occurs when the verb changes form, depending on whether it is governed by a first, second, or third person subject. This gives three conjugations for any verb depending on who is acting as the subject of the verb. For example, we have: *to begin*, *you begin* , and *he begins*. Note that only the third conjunction really shows a difference.

While most English verbs simply do not show extensive conjugation forms for person, an exception is the verb to be.

## **2.3 Practical activity**

The theme of the the lesson: At the hairdresser

Objectives:

To enable pp to talk about running small business.

To enable pp to tell the hairdresser how they would like their hair.

To revise and practice asking for the spelling of words.

To practice reading for detailed information.

To raise awareness of issues in running a small business(homework)

Activity 1 : to establish the context and prepare for reading and listening pp look at the picture and answer to the questions.

Key: at the hairdresser, she is having her hair cut.

Activity 1 b: asking pp to copy the appointments

Book page into their exercises books ,if they have not already done so. Ask pp to listen to the conversation and complete the page in the appointments book.

Extra activities: ex:2,3,4,5 - chapter 6

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*Example:* go downtown

STUDENT A: Are you going to go downtown tomorrow?

STUDENT B: Yes, I am. I'm going to go downtown tomorrow. OR:  
No, I'm not. I'm not going to go downtown tomorrow.

*Switch roles.*

- |  |  |
|--|--|
| 1. get up before eight o'clock             | 11. get up early                         |
| 2. come to class                           | 12. get up late                          |
| 3. stay home all day                       | 13. walk to school                       |
| 4. eat lunch                               | 14. study grammar                        |
| 5. eat lunch with ( <i>someone</i> )       | 15. get some physical exercise           |
| 6. get a haircut                           | 16. eat dinner                           |
| 7. watch TV in the evening                 | 17. eat dinner alone                     |
| 8. do something interesting in the evening | 18. listen to music after dinner         |
| 9. go to bed early                         | 19. go shopping                          |
| 10. go to bed late                         | 20. do something interesting and unusual |

■ **EXERCISE 2—ORAL (BOOKS CLOSED):** Answer the questions.

*Example:* tomorrow?

TO STUDENT A: What are you going to do tomorrow?

STUDENT A: I'm going to (go shopping).

TO STUDENT B: What is ( . . . ) going to do tomorrow?

STUDENT B: He's/She's going to go shopping.

What are you going to do:

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. tomorrow?                 | 6. at 9:00 tomorrow morning?     |
| 2. tomorrow morning?         | 7. at noon tomorrow?             |
| 3. tomorrow afternoon?       | 8. at 5:00 tomorrow afternoon?   |
| 4. tomorrow night?           | 9. around 6:30 tomorrow evening? |
| 5. at 7:00 tomorrow morning? | 10. after 8:00 tomorrow night?   |

■ **EXERCISE 3:** Complete the sentences. Use **be going to** + the following expressions (or your own words).

*call the landlord*

*call the police*

*get something to eat*

*go to the beach*

*go to bed*

✓ *go to the bookstore*

*go to an Italian restaurant*

*lie down and rest for a while*

*look it up in my dictionary*

*major in psychology*

*see a dentist*

*stay in bed today*

*take a long walk in the park*

*take it to the post office*

*take them to the laundromat*

1. I need to buy a book. I am going to go to the bookstore.

2. It's midnight now. I'm sleepy. I \_\_\_\_\_.

3. Sue is hungry. She \_\_\_\_\_
4. My clothes are dirty. I \_\_\_\_\_
5. I have a toothache. My wisdom tooth hurts. I \_\_\_\_\_
6. I'm writing a composition. I don't know how to spell a word. I \_\_\_\_\_  
\_\_\_\_\_
7. George has to mail a package. He \_\_\_\_\_
8. Rosa lives in an apartment. There's a problem with the plumbing. She \_\_\_\_\_  
\_\_\_\_\_



9. Sue and I want to go swimming. We \_\_\_\_\_
10. I have a headache. I \_\_\_\_\_
11. It's late at night. I hear a burglar! I \_\_\_\_\_
12. I want to be a psychologist. When I go to the university, I \_\_\_\_\_  
\_\_\_\_\_
13. I feel terrible. I think I'm getting the flu. I \_\_\_\_\_
14. Ivan and Natasha want to go out to eat. They \_\_\_\_\_
15. It's a nice day today. Mary and I \_\_\_\_\_

- **EXERCISE 4—ORAL (BOOKS CLOSED):** Listen to the common activities that are described. Picture these activities in your mind. Use **be going to** to tell what you think your classmates are going to do.

*Example:* ( . . . ) is carrying his/her textbooks and notebooks. He/She is walking toward the library. What is ( . . . ) going to do?

*Response:* ( . . . ) is going to study at the library.

1. ( . . . ) is standing next to the chalkboard. He/She is picking up a piece of chalk. What is ( . . . ) going to do?
2. ( . . . ) has some letters in his/her hand. He/She is walking toward the post office. What is ( . . . ) going to do?
3. ( . . . ) is standing by a telephone. He/She is looking in the telephone book for ( . . . )'s name. What is ( . . . ) going to do?
4. ( . . . ) put some water on the stove to boil. She got a cup and saucer out of the cupboard and some tea. What is ( . . . ) going to do?
5. ( . . . ) is putting on his/her coat. He/She is walking toward the door. What is ( . . . ) going to do?
6. ( . . . ) has a basket full of dirty clothes. He/She is walking toward a laundromat. What is ( . . . ) going to do?
7. ( . . . ) bought some meat and vegetables at the market. He/She is holding a bag of rice. He/She just turned on the stove. What is ( . . . ) going to do?
8. ( . . . ) and ( . . . ) are walking into (*name of a local restaurant*). It's seven o'clock in the evening. What are ( . . . ) and ( . . . ) going to do?
9. ( . . . ) gave ( . . . ) a diamond engagement ring. What are ( . . . ) and ( . . . ) going to do?
10. ( . . . ) and ( . . . ) have airplane tickets. They're putting clothes in their suitcases. Their clothes include swimming suits and sandals. What are ( . . . ) and ( . . . ) going to do?

- **EXERCISE 5—ORAL:** Ask a classmate a question. Use **be going to**.

*Example:* when / go downtown

STUDENT A: When are you going to go downtown?

STUDENT B: Tomorrow afternoon. / In a couple of days. / I don't know. / etc.

1. where / go after class today
2. what time / get home tonight
3. when / eat dinner
4. where / eat dinner
5. what time / go to bed tonight
6. what time / get up tomorrow morning
7. where / be tomorrow morning
8. when / see your family again
9. where / live next year
10. when / get married

## List of used literature

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- Gilman, E. Ward (editor in chief) *Merriam Webster's Dictionary of English Usage* (Merriam-Webster, 1989) ISBN 0-87779-132-5
- Greenbaum, Sidney. *The Oxford English Grammar*. (Oxford, 1996) ISBN 0-19-861250-8
- McArthur, Tom, *The Oxford Companion to the English Language* (Oxford, 1992) ISBN 0-19-863136-7

#### External links

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- English Verb Tense Table
- Sequence of Tenses at the Online Writing Lab at Purdue University
- Modals and auxiliary verbs in English
- The English Verb Tense System: A dynamic presentation using the Cuisenaire Rods

Ingliz tili yo'nalishi \_\_\_\_\_ -guruh talabasi Norbaylo Xorabek ning

Nazariy grammatika fanidan

Verb order in English language mavzudagi

kurs ishiga

### Taqriz

1. Ish hajmi 31 bet

2. Rejaning mavzu va mazmunga mosligi reja mavzuga mos

2.1. Reja tuzilishi reja, 2 qismdan iborat

2.2. Rejaning mazmunga mosligi reja ishning mazmuniga mos

2.3. Rejaning ochib berilishi reja nazariy va amaliy yoritilgan

3. Muammoning nazariy tahlili

3.1. Ilmiy metodik adabiyotlar tahlili Foydalanilgan adabiyotlar mavzu nazmanini yoritishga xizmat qiladi

3.2. Muammo mohiyatining ochib berilishi Mavzu misollar yordamida yoritilgan; amaliy qismga ega

4. Xulosa

4.1. Xulosaning asosiligi xulosa mavzu asosida yoritilgan

4.2. Xulosaning mazmunga mosligi mos

5. Foydalanilgan adabiyotlar tahlili

5.1. Foydalanilgan adabiyotlar soni 3 ta

5.2. Foydalanilgan adabiyotlar mavzuga mosligi mos

5.3. Internet materiallari 4 ta internet saytlaridan foydalanilgan

Taqrizchi xulosasi \_\_\_\_\_

Tavsiya etiladigan ball 715

Taqrizchi: N. Kh. O. Ochiyeva

