

6. VERBS

6.1 A verb is a word that tells us about an action, a state of being or existence, or possession.

The cow *is eating* grass. (action)

The dog *barked*. (action)

Radha *is* sixteen years old. (state)

My brother *has* a scooter. (possession)

The snake *was killed* by a boy. (action)

The verbs in the above sentences are : *is eating, barked, is, has* and *was killed*.

6.2 Transitive and Intransitive Verbs

Look at these sentences.

I *saw*.

She *is arranging*.

The dog *bit*.

These sentences do not make complete sense.

I saw. What ? a film.

She is arranging. What ? flowers.

The dog bit. Whom ? a boy.

I saw a film.

She is arranging flowers.

The dog bit a boy.

The words *a film, flowers* and *a boy* are the 'objects' of the verbs *saw, is arranging, and bit*.

A verb which takes an object is called a transitive verb.

Now look at these sentences.

The child *is sleeping*.

She *sat down*.

Here the sentences make complete sense.

The verbs *is sleeping* and *sat down* do not have objects.

A verb which does not take an object is called an intransitive verb.

Several verbs can be used as both transitive and intransitive.

Transitive

Lata started the quarrel.

I opened the door.

The government increased the price of petrol.

They broke the window panes.

Intransitive

The meeting started on time.

The library opens at 10 a.m.

The water level steadily increased.

The pencil broke into two.

63 Some verbs have two objects

Unni gave me a pen.

Grandfather told us a story.

The verb *gave* has two objects : *me* and a *pen*.

The verb *told* also has two objects : *us* and a *story*.

A *pen* and a *story* are called direct objects and *me* and *us* are called indirect objects. The answers to the questions *what ?* or *whom ?* are direct objects. The answers to the questions *to whom* or *for whom* are indirect objects.

Sentences with two objects can be written in two different ways.

A. The Principal gave the boy an award.

His father wrote him a long letter.

I will tell you a story.

Will you buy me an ice-cream ?

Can you lend me a pen ?

B. The Principal gave an award to the boy.

His father wrote a long letter to him.

I will tell a story to you.

Will you buy an ice-cream for me ?

Can you lend a pen to me ?

Usually the indirect object, if it is short, is written first. That is, the pattern at 'A' is preferred. However, if the indirect object is a long phrase or clause, the direct object is put first.

She gave chocolates to every child in the class.

We sent messages to all those who won prizes.

VERBS - TENSES

64 The tense of a verb shows the time of the action and the degree of its completeness. The tenses in English are given below.

Present

- | | | |
|-------------------------------|---|----------------------|
| 1. Simple Present | - | He works. |
| 2. Present Continuous | - | He is working. |
| 3. Present Perfect | - | He has worked. |
| 4. Present Perfect Continuous | - | He has been working. |

Past

- | | | |
|----------------------------|---|----------------------|
| 1. Simple Past | - | He worked. |
| 2. Past Continuous | - | He was working. |
| 3. Past Perfect | - | He had worked. |
| 4. Past Perfect Continuous | - | He had been working. |

Future

- | | | |
|------------------------------|---|----------------------------|
| 1. Simple Future | - | He will work. |
| 2. Future Continuous | - | He will be working. |
| 3. Future Perfect | - | He will have worked. |
| 4. Future Perfect Continuous | - | He will have been working. |

65 Uses of the Various Tense Forms

a. The Simple Present Tense

1. To show habitual or regular actions.

Nina gets up at 5 a.m. every day.

My grandfather goes for a walk every morning.

We rarely go to the movies.

He always completes his work on time.

2. To express some universal truths.

The earth goes round the sun.

The English Channel separates England from France.

The sun gives us heat.

3. To express something that is sure to happen in the near future.

The college closes for vacation on Saturday.

The programme starts at 4.30 p.m.

The Chief Minister arrives at 8 a.m. and immediately leaves for Madurai.

4. To express a future action or state after *if, until, unless, when, before, as soon as*, etc.

If it rains, the programme will be held in the

You will be expelled unless you apologise. auditorium.

We cannot start until they come.

They will move him to the ward as soon as the operation is over.

When the simple present tense indicates habitual actions, adverbs of frequency can be used with it. The following are adverbs of frequency : *always, often, frequently, occasionally, generally, sometimes, seldom, never, rarely, every day / week / month / year, etc.*

b. The Present Continuous Tense

1. To show an action that is taking place at the time of speaking.

She is reading a book.

They are playing football.

It is raining now.

2. To show an action that is continuing though not necessarily happening at the time of speaking.

He is writing a book on grammar.

Malini is doing research in linguistics.

He is working in a bank.

3. To express an action planned for the immediate future.

I am leaving for the USA on Monday.

My sister is coming tomorrow.

He is buying a car next week.

4. *Going to + verb* is used to show intention for a future action.

When are you going to meet him ?

We are going to throw a party.

He is going to join the M.A. course.

Verbs not used in the Continuous Form

A number of verbs in English are not normally used in the continuous tense. They are verbs denoting a state, a

perception or an understanding. They do not denote a deliberate action that is continuing.

The following are some of the verbs which are not normally used in the continuous tense.

agree, astonish, be, believe, belong (to), care, concern, consider, consist (of), contain, cost, depend (on), deserve, desire, despise, detest, differ, disagree, disbelieve, dislike, displeasure, distrust, doubt, equal, feel, fit, forget, forgive, guess, hate, have, hear, imagine, impress, include, intend, involve, know, lack, like, love, matter, mean, mind, need, notice, owe, own, perceive, please, possess, prefer, presuppose, realize, recall, recognize, refuse, regard, remain, remember, require, resemble, result, satisfy, see, seem, smell, suppose, sound, suffice, taste, trust, understand, want, wish.

The following sentences are wrong.

- × I am having a car.
- × He is not liking his school.
- × I am loving my father.
- × You are not understanding.
- × She is hating him.
- × They are needing some food.

Some of these verbs have active alternatives which can be used in the continuous tense.

I don't see my pen. I am looking for it.

I am watching a TV programme.

I hear music. I am listening to the radio.

The verbs 'listen', 'look' and 'watch' can be used in the continuous tense, but not 'see' and 'hear'.

Some of these verbs can be used in the continuous form when they have a different meaning.

I am seeing the Principal tomorrow. (seeing = meeting)

The verb 'think' is used in the continuous tense only when it denotes a deliberate activity.

I am thinking he is a fool. (wrong)

I think he is a fool. (correct)

But

I am thinking of starting a business. (correct)

What are you thinking about ? (correct)

The verb *come* can have different meanings when used as simple present and present continuous.

I am coming from Trivandrum.

(= I have travelled from Trivandrum and arrived here.)

I come from Kerala. (= I belong to Kerala.)

c. The Present Perfect Tense

1. To show an action that was over in the recent past.

I have completed my homework.

They have bought a TV set.

She has gone to Kochi.

Note: When the time of the action is mentioned, it is incorrect to use the present perfect tense. In such cases the simple past tense should be used.

I have met him this morning. (wrong)

I met him this morning. (correct)

He has written to his father last week. (wrong)

He wrote to his father last week. (correct)

2. To show an action that happened in the past but is related to the present.

Mr. Lal has been a minister several times.

Rashmi has written three novels.

I have seen the Taj Mahal.

3. To express an action that began in the past and is continuing until the present.

I have lived here since 1985.

They have kept that dog for the last six months.

My father has worked here since 1965.

4. Used with *just* it shows an action that was completed immediately before speaking.

He has just returned from college.

The train has just left.

The programme has just been concluded.

5. Used with *ever* and *never* it shows habit or past actions.

Have you ever been to Brinagar ?

No, I have never been there.

Have you ever thought of going abroad ?

I have never been a smoker in my life.

d. The Present Perfect Continuous Tense

This is used to show an action that began in the past and is continuing at present.

She has been playing tennis since 1980.

It has been raining continuously for the last 24 hours

We have been asking for more money for the last three years

Exercise 1

Fill in the blanks with suitable tense forms of the verbs given in brackets.

1. Yesterday I to Guntur to meet my uncle. (go)
2. I all the work by Saturday. (complete)
3. We in this house for three generations. (live)
4. Normally I to the library in the evenings, but now I to the theatre. (go)
5. Satish and I in the same class since last year. (study)
6. Leela music for over a year. (learn)
7. This man that he all the Hindi films released this year. (claim/see)
8. Usually Shyam to school on a bicycle, but for the last few days he by bus. (go)
9. Ever since I watering it this tree very fast. (start/grow)
10. Grandmother us stories of kings who great wars. (tell/win)
11. Ever since he his B.A. examination Ramesh to get a job. (pass/try)
12. Jayan from asthma since childhood. (suffer)
13. That boy who near the window in the house opposite mine. (stand/live)
14. My uncle by the morning flight tomorrow. (arrive)
15. We our old house last week; we a new house very soon. (sell/buy)

e. *The Simple Past Tense*

1. To show an action that took place in the past.

Hari went home last week.

It rained yesterday.

My father gave me this book on my birthday.

2. To show an action that happened over a long period of time in the past.

The tiger grew from strength to strength.

The prince grew into a great warrior.

The poor boy later became a great scientist.

3. To show a habitual action in the past.

Vinoba Bhave got up at 3.30 every morning.

We went to Kovalam every week end.

During his college days, Kannan took part in all competitions.

f. *The Past Continuous Tense*

1. To show an action that was continuing at a given time in the past.

Last evening I was reading a book.

At seven in the morning I was reading the newspaper.

I was trying to contact you the whole of yesterday afternoon.

2. To show an action that was continuing when another action, expressed in simple past tense, happened.

I was listening to the news when the lights went out.

They were crossing the road when the accident happened.

When I got up she was making coffee.

g. *The Past Perfect Tense*

When two actions that took place in the past are mentioned in a sentence, the earlier action is shown by the past perfect tense and the later action by the simple past tense.

When I reached home last night my mother had already gone to bed.

I had completed the work before you asked me about it.

When they reached the station the train had already left.

h. *The Past Perfect Continuous Tense*

In a sentence which speaks of two actions in the past, if the earlier action has been continuing for some time till a point of time when the later action took place, the earlier action is shown by the past perfect continuous tense. The later action is shown by the simple past tense.

They had been looking for him for three hours when they got the phone call.

The child had been crying from the morning before they took her out.

They cancelled the match as it had been raining the whole night.

i. *The Simple Future Tense*

- To describe actions in the future.
He will go there tomorrow.
I shall meet him this evening.
They will arrive in a day or two.
- To show habitual actions in the future.
Rivers will continue to flow into the sea.
Birds will build nests.
Man will inhabit this earth.

Note 1: *Shall* is the traditional future tense form for the first person.

I *shall* post these letters.
We *shall* meet you tomorrow.

Will, with the first person, shows determination to do something or a promise or a threat.

I *will* punish him for this.
We *will* not forgive him.
We *will* help you in this matter.
I *will* sue you for this.

The recent tendency, however, is to use *will* with first person for both these purposes. *Shall* is restricted to questions.

Shall I get you some coffee?
I *will* pay for it.

In spoken English I *shall* and I *will* become *I'll*. We *shall* and we *will* become *we'll*.

Note 2: The future tense is not used in adverbial clauses of time, condition, etc., introduced by *if*, *when*, *whenever*, *till*, *until*, *after*, *before*, *since*, *while*, *as soon as*, *as long as*, *unless*, *in case*, etc., even though the action relates to the future. The simple present tense is used in such constructions.

I shall come whenever you want me. (Not : you will want)
The match will not be played if it rains.
I shall give it to him as soon as he comes.
Nothing bad will happen to you as long as you wear this.
He will stay here until you come back.

j. *The Future Continuous Tense*

To indicate an action that will continue for some time in the future.

She will be singing from 9 to 11.
I shall be meeting him tomorrow.

'I shall meet him' implies a definite intention to meet him.

They will be travelling all night.
Around eleven the postman will be delivering letters.

k. *The Future Perfect Tense*

To indicate an action that continues for a time and ends at some time in the future.

By this time tomorrow I shall have finished the work.
They will have completed the building by the end of June.
By 6.30 p.m., the sun will have set.

l. *The Future Perfect Continuous Tense*

To indicate an action that is expected to be completed by a certain time in the future.

When you pass your SSC examination you will have been studying English for six years.
By 2.30 I will have been driving for six hours.
When it is midnight he will have been typing continuously for twelve hours.

VERBS - ACTIVE AND PASSIVE VOICES

6.6 Look at the following sentences.

1. Nehru wrote *The Discovery of India*.
The Discovery of India was written by Nehru.
2. Karim saved Paul.
Paul was saved by Karim.

In each pair, both the sentences mean the same. In the first sentence in each pair the subject is the 'doer' of the action denoted by the verb.

Who wrote *The Discovery of India* ? Nehru.

Who saved Paul ? Karim.

The subjects Nehru and Karim 'do' the action. They are active. So the first sentence in each pair is said to be in the active voice.

In the second sentence the subject is changed. '*The Discovery of India*' and 'Paul' do not do anything. They 'suffer' the result of the action. They are not active. They are passive. These sentences are in the passive voice.

Look at some more sentences.

Active

Macbeth killed Duncan.
Shyam planted a tree.
He is training a monkey.
The butcher kills animals.
He stole several articles.
Gandhiji practised non -
violence.

Passive

Duncan was killed by Macbeth.
A tree was planted by Shyam.
A monkey is being trained by him.
Animals are killed by the butcher.
Several articles were stolen by him.
Non-violence was practised by
Gandhiji.

What are the changes that take place when a sentence is changed from active voice to passive voice ?

1. The object in the active voice becomes the subject in the passive voice.
2. The subject in the active voice comes at the end of the sentence in the passive voice. It comes after the preposition *by*.
3. The verb in the active voice changes into the past participle form. It also takes before it a form of *be* as a helping verb. The form of *be* used corresponds to the number of the subject and the tense of the verb in the active voice. (The forms of *be* are : *am, is, are, was, were, being and been*)

Only verbs which have an object can be changed into the passive. Intransitive verbs do not have passive voice.

Passive voice is usually used when

1. the 'doer' of the action is either obvious or unimportant, or immaterial, and
2. the 'sufferer' of the action is more important than the 'doer'.

When the 'doer' of the action is either obvious or unknown or immaterial, it is often not mentioned in the passive.

The murderer has been arrested.

(We do not have to say 'by the police' as that is obvious).

My pocket has been picked.

(The doer is unknown and so we do not say 'by somebody')

All the trees in this area have been cut down.

(Who cut them down is not important in the context.)

Transitive verbs with two objects can have two passive forms. But the normal practice is to begin the passive sentence with the indirect object.

Mr. Verma teaches us Physics.

- a. We are taught Physics by Mr. Verma.
- b. Physics is taught to us by Mr. Verma.

My uncle gave me a pen.

- a. I was given a pen by my uncle.
- b. A pen was given to me by my uncle.

She told me the truth.

- a. I was told the truth by her.
- b. The truth was told to me by her.

In all the above examples the passive voice at (a) starting with the indirect object is preferable.

In some cases, however, it may not be possible to begin the passive with the indirect object.

We found him a new house.

A new house was found for him by us.

(‘He was found a new house by us’ is not acceptable).

In the case of construction with *for* before the indirect object, usually the direct object becomes the subject as shown above.

When the passive voice is in the negative, the ‘not’ comes between the helping verb and the main verb.

He has not been arrested.

She is not being promoted.

This book was not written by him.

See how the passive of requests and commands are formed.

- a. Close that window.
- b. Let that window be closed.
- a. Please post that letter.
- b. That letter may please be posted.
- a. Don’t open that door.
- b. Let that door be not opened.

See below how questions in the passive are formed.

By whom was the book written ?

(Who was the book written by ?)

When were they arrested ?

Where were they taken ?

Was it written by Valmiki or Vyasa ?

This film was made by Ray, wasn’t it ?

Was this book written by Nehru ?

Wasn’t this book written by Nehru ?

When the verb in the active voice is followed by a preposition/adverb, it should not be left out in the passive.

- a. She looked after the baby.
- b. The baby was looked after by her.
- a. Children laughed at the man.
- b. The man was laughed at by children.

Sometimes when the subject in the passive voice is not necessarily the ‘doer’ of the action, it may take a preposition other than *by* in the passive.

- a. Smoke filled the room.
- b. The room was filled with smoke.
- a. I know the man.
- b. The man is known to me.

The following table gives the various tense forms of an active verb and their passive equivalents.

<u>Tense</u>	<u>Active voice</u>	<u>Passive voice</u>
Simple Present	give	is given
Present Continuous	is giving	is being given
Present Perfect	has given	has been given
Simple Past	gave	was given
Past Continuous	was giving	was being given
Past Perfect	had given	had been given
Future	will give	will be given
Conditional	would give	would be given
Infinitive	to give	to be given

Exercise 4

Change the following sentences into passive voice.

1. Ramu feeds the cow every morning.
2. They are giving a party in her honour.
3. He has kept both the flasks.
4. Godse assassinated Gandhiji.
5. They were repairing the building last night.
6. The people had abandoned it as useless.
7. They will honour the champion at a meeting.

The auxiliary *used to* has no present tense form. The verb *used* in the sentence *He used all the money given to him* is a finite (main) verb, not an auxiliary. Similarly, in the sentence *She needs hospitalisation*, the verb *needs* is a finite (main) verb.

The auxiliaries are usually contracted in conversation.

I'm not well.

They're coming today.

You'll find it useful.

You've left your bag behind.

Is and *has* have the same contraction : 's

He's writing a book. (is writing)

He's written a book. (has written)

Had and *would* have the same contraction : 'd

He'd like to meet you. (He would)

He'd completed it. (He had)

In a sentence with an auxiliary and a main verb, the negative is formed by putting *not* between the two verbs.

I have not met him.

He may not agree with you.

The interrogative is formed by inverting the subject and the auxiliary verb.

They are not coming here.

Are they not coming here ?

We must do that.

Must we do that ?

He has left.

Has he left ?

6.8 Functions of Auxiliaries

a. To form different tenses

Main verbs take auxiliaries to form continuous tenses, perfect tenses and future tenses.

I am going there.

You have completed the work.

He will bring it.

AUXILIARY VERBS

6.7 Auxiliary verbs are helping verbs. They help the other verbs (main verbs) to form their tenses, voices, etc.

The auxiliary verbs in English are *be, do, have, will, would, shall, should, can, could, may, might, must, ought to, need, dare* and *used to*. Of these the first three (*be, do* and *have*) are called primary auxiliaries. These also act as main verbs. The other auxiliaries are called modal auxiliaries.

The primary auxiliaries have different forms as shown below :

be - am, is, are, was, were, being, been
do - does, did, doing, done
have - has, had, having

The auxiliaries *will, shall, can* and *may* have their past tenses in *would, should, could* and *might*. But these past tense forms also have other functions. The other auxiliary verbs *must, ought to, dare, need* and *used to* have no other forms.

b. To form question tags

Question tags, which are short additions to sentences, ask for agreement or confirmation. After affirmative sentences we use the negative interrogative and after negative sentences we use the ordinary interrogative.

Purnima is learning Hindi, isn't she ?
 The police have arrested them, haven't they ?
 You know how to swim, don't you ?
 He can't drive a car, can he ?
 You have a car, haven't you ?
 They can't start now, can they ?
 You don't speak Bengali, do you ?
 I'm on time, aren't I ?
 Let's proceed, shall we ?

Note the last two sentences. The tag for 'I'm', is 'aren't I' and the tag of 'let's' is 'shall we'.

When the subject of the statement is any of the following, we use 'they' in the tag.

anyone, everyone, everybody, somebody, someone, no one, nobody, anybody, none, neither

Someone went there, didn't they ?
 Everybody was present, weren't they ?
 None of the boys is hurt, are they ?
 Neither of them spoke, did they ?

c. In short answers

When a question can be answered by *yes* or *no*, the auxiliary is used in the answer. If the subject of the question is a noun it is replaced by a pronoun.

Can you drive ? Yes, I can. (The main verb is not repeated.)
 Does she smoke ? No, she doesn't.
 Will you come ? Yes, I will.
 Have you finished ? No, I haven't.
 Did you meet him ? Yes, I did.
 May I take this ? Yes, you may.
 Do you eat meat ? No, I don't.
 Will Mr. Iyer agree ? Yes, he will.
 Will Mrs. Pande blame me ? No, She won't.

d. To form additions to statements

Shanta is doing her B.A. and so is Kantha.
 Anil plays cricket and so does Srikant.
 Hari can swim but Ravi can't.
 I like coffee but my sister doesn't.
 He doesn't drive but his wife does.
 He hasn't come here but his brother has.
 She doesn't speak Tamil and neither does he.
 The boys didn't play well, neither did the girls.

6.9 Functions of Different Auxiliary Verbs

1. The Auxiliary 'be'

a. In the formation of tenses

The different forms of *be* are used in forming the continuous tenses and in all passive forms.

I am eating a banana.
 He is leaving tomorrow.
 They are going for a walk.
 You will be working late.
 You are being followed.
 The book will be returned tomorrow.

b. To convey instructions

The *be* + *infinitive* construction is used to convey orders or instructions.

No one is to leave the room.
 You are to report at ten tomorrow.
 He is to stay here till the function is over.

c. To convey a plan

The *be* + *infinitive* construction can also be used to convey a plan.

He is to leave for Bombay tomorrow.
 The minister is to address a meeting here.
 The President is to broadcast to the nation at 8 p.m.
 They were to arrive this morning.
 (means : they had planned to arrive, but did not actually arrive.)

d. The construction *be + about + infinitive* denotes an action planned for the immediate future.

I was about to leave when the bell rang.
They are about to sign the agreement.

2. The Auxiliary 'have'

a. to form the perfect tenses

Present Perfect

I have done my work.
You have left something behind.
He has gone out.

Past Perfect

I had written the note before you came.
You had announced it earlier.
He had left home before they asked about him.

Future Perfect

I will have got married by the end of June.
 By 1995 India *will have developed* this technology.
 They *will have reached* Bombay by tomorrow morning.

b. *Have + infinitive* is used to show obligation.

I have to complete these letters.
You have to guard the room.
He has to prepare for the test.

c. *Have + object + past participle* is used as follows .

He had new trees planted in his garden.

(means : He employed someone to plant new trees in his garden.)

See also

I had my house cleaned.
 The authorities had the building demolished.
 She had the damaged car repaired.

d. The auxiliary *have* can also be used with the past participle of the main verb *have*.

I have had my breakfast.
He has had an hour's rest.
They had had their dinner before the guests came.

3. The Auxiliary 'do'

a. To form negatives of the simple present and simple past tense forms of ordinary verbs.

He sells newspapers.
 He *does not sell* newspapers.
 They played well today.
 They *did not play* well today.

b. To form interrogatives of the present simple and the past simple forms of verbs.

He goes to the library every day.
Does he go to the library every day ?
 You sing beautifully.
Do you sing beautifully ?
 They asked several questions.
Did they ask several questions ?

c. To make question tags.

Mala speaks French, *doesn't she* ?
 You don't go there often, *do you* ?
 They didn't come, *did they* ?
 They came yesterday, *didn't they* ?
 You belong to Madras, *don't you* ?

d. The *do/did/does + infinitive* construction is used to give emphasis to a statement. It is often used to express an opinion different from the one given earlier.

Why didn't you attend Ramesh's marriage ?
 I *did attend* the marriage.
 (It is more emphatic than saying 'I attended the marriage'. The *did* in the above sentence is strongly stressed.)
 You don't go to church regularly.
 I *do go* every Sunday.

e. In short agreements, disagreements and additions.

Agreements

Shankar spoke well.
 Yes, he did.
 Lata sings beautifully.
 Yes, she does.
 Varma didn't come.
 No, he didn't.

Disagreements

It rained heavily.
No, it didn't.
He lives with his brother.
No, he doesn't.

Additions

Mr. Pande eats meat, and so do I.
My brother smokes, but I don't.
He does not go to the movies and neither do I.
Sheela does not like prawns but her sister does.

MODAL AUXILIARIES

6.10 Will, Would, Shall, Should

a. *Will* and *shall* are used to express the future tense. Traditionally *shall* was used with the first person and *will* with the second and the third persons to show simple future - the possibility or probability of something happening in the future. *Will* used with the first person showed a decision, an intention or a promise. *Shall* was used with the second or the third person to show an obligation.

This distinction, however, is not strictly observed now, especially in spoken English. The recent tendency is to use *will* with the first person also to show simple futurity. However, in interrogatives in the first person, *shall* is still commonly used. It may be remembered here that in spoken English *shall* and *will* are contracted as *'ll* and thus the difference becomes less clear.

I *will* (I'll) meet you tomorrow.
We *will* (We'll) do all that we can.
Shall we go there in the evening?
How *shall* we tackle this problem?
Shall I ring you up a little later?
Let's go there, *shall* we?
I *shall* not (shan't) go there tomorrow.

Won't used with the first, second or third person shows negative intention.

I *won't* do that.
He *won't* go there.
(*I will not (won't) go there* would mean that I have decided not to go there.)

Will used with the first person to show determination is usually stressed.

With the second or the third person *will* is used to show possibility or probability of something happening in the future.

You *will* be at the theatre.
He *will* take part in the programme.
They *will* meet you in your office.

Shall used with the second and the third person usually indicates an order or an obligation or a promise.

You *shall* repair the damaged window.
No one *shall* speak against the country.
Motorists *shall* use the left side of the road.
You *shall* have a new bicycle. (= I'll give you one)

Shall in this sense is used only on formal occasions, in rules, etc.

In informal contexts *have to* or *must* is used to show obligation.

You *have to* attend the prayer meeting every morning.
Scooterists *must* wear helmets.
Students *must* make use of the library.

b. *Will* is used to show habitual actions.

A good teacher *will* never send his students away.
An honest man *will* never tell a lie.
In winter birds *will* migrate to warmer regions.
Monsoon *will* come and the rivers will be flooded.
Every generation *will* worry about the next generation.

c. *Will* and *would* are used for extending invitations.

Will you have lunch with us today?
Will you have some more tea?

Would you like to join us for a movie ?
 Would you like (to have) some more tea ?

('Do you want some more tea ?' is only an enquiry and not an invitation.)

d. *Will* and *would* are used for making requests.

Will you get me a glass of water ?

Will you send for the doctor ?

Will you type this letter for me ?

Would you please help me arrange this ?

Would you mind coming with me to the doctors ?

(*Would you* is more polite than *will you*. *Would you mind* is one of the polite ways of making a request.)

e. *Would* is used after *wish*.

I wish he would (he'd) stop bothering me.

I wish they would (they'd) settle the issue soon.

f. *Would* is used with *rather* and *sooner* to show preference.

I would rather listen to some music than watch this programme.

She would rather resign her job than obey such silly instructions.

He would sooner starve than work for a dishonest man.

(*Would rather* is more commonly used than *would sooner*.)

g. *Shall* is used to make requests for orders, offers and suggestions.

What shall we do after this class ?

Shall I get some tea for you ?

Shall I read it out to you ?

Shall we go to the movies this evening ?

h. *Should* + verb is used to express duty.

We should respect our parents.

You should not jump out of a running bus.

You should not spit on the floor.

We should report the accident to the police.

i. *Should* + perfect infinitive is used to indicate an action which was the right thing to do but which was not done.

You should have informed his father first.

They should have obtained permission before doing this.

You should have gone by a taxi.

j. *Should* is used with *lest* to show fear or anxiety over something that might happen.

He opened the door quietly lest his father should hear the noise.

They started running lest they should be late for the function.

He fixed a burglar alarm lest thieves should enter his house.

(This construction is rather formal, and not normally used in speaking.)

k. *That* *should* is used after verbs like *agreed*, *decided*, *suggested*, *proposed*, *advised*, *recommended* and *arranged*. In most of these cases, instead of *that* *should* a gerund or an infinitive can also be used.

The teacher suggested that I should go there. (The teacher suggested my going there.)

It was agreed that we should work on alternate Saturdays.

The meeting recommended that we should send two persons to Delhi.

The workers demanded that bonus should be paid immediately.

The doctor advised that he should be hospitalised.

He agreed that the gates should have been kept open.

l. *Should* is used in conditional clauses.

If you meet him on the way, you should tell him this.

Should you meet him on the way, you should tell him this.

6.11 May, Might, Can, Could

a. Both *may* and *can* can be used to indicate permission. *May* is more formal than *can*.

You may use my pen.

You can sleep here.

He may meet the Principal.

He can take my scooter.

On more formal occasions, especially in writing, *may* is used.

You *may* cast your vote between 8 a.m. and 5 p.m.
The students *may* bring their mathematical instruments into the hall.

All the cadets *may* visit the room after 4 p.m.

May usually means that the speaker is giving permission. But *can* has a wider meaning. It may mean either (1) that the speaker is giving permission or (2) that there is general permission under the rules.

You *may* borrow two books. (means : 'I permit you to borrow two books'.)

You *can* borrow two books. (means : either 'I give you permission to borrow two books' or 'The library gives you permission to borrow two books'.)

b. *May*, *can* or *could* can be used for seeking permission.

May I use your phone ?

Can we leave this suitcase here ?

Could I rest here for a while ?

In these *may*, *can* and *could* are interchangeable. However, *could* is more polite than *can* and *may*.

c. *May*, *might* or *can* can be used to express possibility. But there is difference in meaning between *may/might* and *can*.

He *may* come tomorrow. (Perhaps he will come. Perhaps he won't.)

They *may* postpone the function.

He *might* return the book.

She *might* get a job.

When *might* is used, the element of doubt is stronger. In spoken English the extent of doubt can also be shown by stressing the word *may/might*.

Can used to show possibility means 'it is possible'.

You *can* do that in less than an hour.

(compare this with 'you may do that')

You *cannot* live here in December without woollen clothes.

They *can* go by bus or train.

Can can also show occasional possibility.

This curve *can* be quite dangerous.

Too much of exercise *can* do harm.

Watching TV *can* be bad for the eyes.

May/might + perfect infinitive (without *to*) indicates speculation about past action.

He *may have reached* there before the rains.

She *might have missed* the last bus.

When the cause of fear no longer exists, only *might* is used.

It is good that you didn't lend him the money; he *might have cheated* you.

If you had not found him, he *might have been lost*.

If we had written to him, he *might have helped* us.

d. *You might* can show casual command. It implies that the speaker is quite sure that he will be obeyed.

You might get me some cigarettes. (means : Get me some cigarettes, will you ?)

You might post these letters for me.

You might want to tell us what happened.

(This is a mild reproach. It implies :

We had expected you to tell us. Why didn't you tell us ?)

e. *May* + infinitive (without *to*) can be used to show hope or wish.

May God bless you!

f. *Can* is often used to show ability.

A child *can* lift that parcel.

I *can* speak French.

You *can* drive a car, can't you ?

In these sentences *can* can be replaced by different forms of *be able to*.

A child *is able to* lift that box.

I *am able to* speak French.

However, *can* is more common.

In the past tense *could* or *was able to* can be used. In other tenses, forms of *be able to* are used.

She *could* recite the Gita when she was five.

She *was able to* recite the Gita when she was five.

I *have been able to* convince him.

He *will be able to* speak French in a few weeks.

They *won't be able to* complete the work.

Weren't you *able to* meet him? (Couldn't you)

g. *Can* and *could* can be used to make a request.

Can you lend me a pen?

Could you post these letters for me?

Could is more polite than *can*.

h. *Could* + perfect infinitive is used

(i) when an action did not take place.

You *could have bought* it yesterday. (You didn't buy it.)

We *could have discussed* it in yesterday's meeting.

(ii) when we are not sure whether the action has taken place or not.

The car is not in the garage. Anita *could have taken* it out.

i. *Could* can be used instead of *may/might* to show possibility.

He *may/might/could* be in the library.

She *may/might/could* have conveyed the message.

In the negative, however, the use of *could* brings about a change in meaning.

He *might not be watching* television at home. (= may be watching or may not be watching)

He *couldn't be watching* television at home.

(= It is impossible)

He *may/might not have returned* the book. (= Perhaps he has returned it.)

He *could not have returned* the book. (= It was not possible for him to return it.)

6.12 Must, Ought to, Need

These auxiliaries have only one form for different persons and tenses.

Must is usually used only in the present and future tenses. *Ought* is used in the past, present and future tenses. *Need* is usually used only in the negative form.

a. To show obligation

Must, *ought* and *need* are used to show obligation. *Should* and *have to* can also be used for the same purpose

You *must* obey what he says.

She *must* look for another job.

I *must* finish this today.

They *must* meet him immediately.

In these sentences, the speaker's authority is denoted. The opposite of *must* used in this sense is *need not*.

You *must* do all the exercises.

You *need not* do all the exercises. ('You *must not* do all the exercises' means 'I am insisting on your not doing all the exercises'.)

Visitors to the park *must not* pluck the flowers.

Visitors to the zoo *must not* feed the animals.

You *must not* speak so loud. (= It disturbs others.)

You *need not* speak so loud. (= We can hear you so well.)

You *ought to* obey your parents.

You *ought to* be more regular.

Ought shows the duty of the subject.

It does not denote the speaker's authority, but only tells the subject what his / her duty is. The same idea can be expressed by *should*.

You *should* attend all the classes.

You *should* help your mother at home.

I *have to* meet Mrs Ponni.

You *have to* do this work today.

She *has to* be at her office at 9 a.m.

They *have to* arrange a party.

In the above sentences the obligation comes from an outside authority. 'I have to meet Mrs Ponni' means 'Someone in authority has asked me to meet Mrs Ponni.'

Need is usually used in the negative. It can be used in the past, present or future tenses.

You *needn't* go there today.
 You *didn't need to* hurry so much. (You didn't hurry because it was not necessary.)
 You *needn't have worried* about it. (You did worry, but it was not necessary.)
 You *won't need to* remind him.

Interrogatives on obligation can start with *must* or *have to*. *Have to* can have two different forms as shown below.

Present Tense

Must I wait here all afternoon ?
 Do I *have to* wait here all afternoon ?
 Have I *got to* wait here all afternoon ?

Past Tense

Did you *have to* shout like that ?
 Had you *got to* shout like that ?

Future Tense

Must he get up so early tomorrow ?
 Will he *have to* get up so early tomorrow ?
 Shall I *have to* pay him tomorrow ?

Although all these forms are acceptable, the *do you have to* / / *did you have to* / / *will you have to* form is preferred.

When I was in school I *didn't have to* do any homework.
 I *don't have to* wait at the bus stop as I go on my bicycle.
 I *won't have to* go to the doctor's often as I practise yoga.
Did you have to wait in queue for your rations when you were in the army ?
Do you have to work on all Saturdays ?
Will you have to go and receive him tomorrow ?

b. *Must* can be used to denote emphatic advice. There is a difference in meaning between this use and the use of *must to* show obligation.

You *must* not smoke till you are well again.
 You *must* get up early and go for a walk.
 The doctor said that he *must* take complete rest for two weeks.

c. *Must* is also used to express deductions.

He comes to the college in his own car. He *must be* very rich.
 Tom is still asleep. He *must be* tired.
 We sold 50 copies of this book today. It *must be* very interesting.

The negative form of this is *can't* / *couldn't*.

Many people are buying it. It *can't be* very expensive.
 That *can't be* Uma's car. Hers is a Maruti.
 This pullover is very cheap. It *can't be* good.
 I knew that she *couldn't have* telephoned me as she had gone to the movies.

d. *Ought* in the negative is used to denote one's duty not to do something.

He *ought not to* watch television for so long.
 You *ought not to* talk to your teacher like that.

e. *Ought + the perfect infinitive* is used to denote an action that should have been done but was not done.

I *ought to have reported* the matter to the police.
 You *ought to have arrived* earlier.
 He *ought to have invited* them.
 You *oughtn't to have kept* it a secret.

Should have / *shouldn't have* can also be used in these contexts.

6.13 Dare, Used to

1. Dare

Read the following sentences.

How *dare* you speak to me like that ?
 I want to see how he *dares to* do that.
 The frightened child *dared not* enter the dark room.

In the affirmative, the auxiliary *dare* forms other tenses like any ordinary verb i.e. *dare*, *dares* in the present and *dared* in the past. But in the negative and the interrogative, it functions like a pure modal verb or like an ordinary verb.

Negative

Present

Past

do / does not dare

did not dare

dare not

dared not

Interrogative

Present

Past

do you / does he dare ?

did you / did he dare ?

dare you / he ?

dared you / he ?

In the affirmative *he / she / it dares* is often followed by the infinitive with *to*. With other persons *to* can be omitted.

The teachers wonder how she *dares to* do such things.
I don't know how you *dared* do that.

The use of *dare* in the affirmative is limited.

In the negative and interrogative forms with *do / did*, the infinitives with *to* may be used. But very often the *to* is omitted.

He *didn't dare to speak* at the meeting.
Did he *dare to criticize* the authorities ?

When *dare* follows *nobody, anybody, etc.*, the *to* is optional.

Nobody *dared (to)* question him.

Dare say (daresay) means 'I suppose' or 'it is likely.'

I *daresay* the General Post Office works on Sundays.
I *daresay* the Principal will agree with us.

Dare can also be used as an ordinary transitive verb meaning 'challenge' (only for actions requiring courage).

He *dared* me to jump from the terrace.
Manoj *dared* his friend to swim across the river.

2. *Used to*

Used to has no present tense form. The negative form is *used not / didn't use to*. The interrogative form is *used you / used he / used they / did you / they use to / didn't you use to*.

The forms *didn't use to / did he use to / didn't he use to* are more informal.

a. *Used to* expresses a past habit which has been discontinued or a past situation which no longer exists.

We *used to* bathe in rivers, but now we use bathrooms.
He *used to* drink regularly, but now he has given it up.
There *used to* be a hotel there, but it has been closed down.

b. *Used to* can also denote a past routine or pattern.

When we were in Delhi we *used to* go to Mr Kutty's house every Sunday evening.
We *used to* watch the Hindi movie on the T.V. Mrs Kutty *used to* give us excellent coffee.

Here we are not comparing the past with the present. We are only describing the routine of a certain period in the past. In these sentences *used to* can be replaced by *would*. But in the examples at (a) above, *would* cannot replace *used to*.

c. *Used to* can be used as an adjective meaning 'accustomed to.' It is then preceded by *be / become / get* in any tense form and followed by the preposition *to + noun / pronoun / gerund*.

I am *used to* working late in the night.
You will soon get *used to* the noise of the traffic.
We are *used to* an early lunch.
You will soon become *used to* eating early.
I *used to* work in a factory; so I am *used to* noise.

In the last sentence, the first *used to* shows a past habit. The second *used to* means 'accustomed to.'

7. NON - FINITE VERBS

7.1 The verb in a sentence usually changes according to the number and person of the subject. In other words, the verbs are limited by the number and person of the subject. Such verbs are called finite verbs. Every complete sentence will have at least one finite verb. Sometimes there are some forms of verbs in a sentence which do not change according to the number and person of the subject. They are called non-finite verbs. The non-finite verbs are: infinitives, participles and gerunds.

INFINITIVES

7.2 *To + verb* is an infinitive. *To read, to write, to eat, to dance* are examples of infinitives.

He wanted me *to read* the letter.
It is not easy *to write* a good letter.
I refused *to eat* anything.

Sometimes, however, infinitives can be used without *to*.

They made him sit up. (not '*to sit up*')
I let him do that. (not '*to do*')

An infinitive without *to* is called a 'bare' infinitive. A bare infinitive is used only after verbs like *make, let, got, had, help, see, hear, watch, notice, need* and *dare* (sometimes).

The infinitive without '*to*' is also used after *had better, had rather, had sooner, would rather, would sooner* and *sooner than*.

7.3 Infinitives (or infinitive phrases) have different functions in a sentence as shown below.

- a. as the subject of a verb.
To err is human.
To advise is easy.
To work is to worship.
- b. as the object of a verb.
I want *to win* a prize.
They tried *to climb* the hill.
He loves *to listen* to music.
- c. as the complement of a verb.
My aim is *to win* the gold medal.
Her ambition is *to become* a writer.
Our motto is *to serve* the society.
- d. as the object of a preposition.
Pakistan is about *to enter* the nuclear club.
He had no choice but *to quit*.
- e. as an adverb.
I switched on the radio *to listen* to music.
She came out *to see* for herself.
The boy ran *to meet* his father.
- f. as an adjective.
This is an ideal place *to rest*.
He is the right man *to advise* us.
Here is a magazine *to read*.
- g. to qualify an adjective.
This is difficult *to understand*.
This is bitter *to drink*.
This child is too weak *to walk*.
- h. to qualify a sentence.
To put it mildly, it is not correct.
To tell the truth, we were all involved.
To cut a long story short, he spent the rest of his life in jail.

7.4 The Use of Infinitives

1. *too* + adjective/adverb + infinitive

He is *too* active to sit quiet.

This box is *too* heavy to carry.

The floor was *too* dirty for us to sit on.

She spoke *too* fast for me to follow.

(These sentences can be rewritten with *so that* *not*.)

e.g. He is *so* active that he cannot sit quiet.

This construction is dealt with in detail in chapter 14 of this book.)

Note: *Too* and *Enough*

Too has a negative sense. But *enough* used with infinitive has a positive sense. *Enough* comes before nouns and after adjectives and adverbs.

e.g. 'He is *too* old to marry' means,
He is *so* old that he cannot marry.

But

'He is *old* enough to marry' means,
He has reached the age when he can marry.

2. '*Only* + infinitive' is used to show a disappointing action.

He rushed to the airport *only* to learn that the plane had already left.

They went to the theatre *only* to be told that there were no tickets.

3. Distinction between *verb* + infinitive and *verb* + object + infinitive

Verbs like *want*, *wish*, *like*, *ask*, *beg*, *expect*, *help*, *intend*, *would like* sometimes take an object between the verb and the infinitive.

I *want* to meet the Principal.

I *want* you to meet the Principal.

(= I want that you should meet the Principal.)

He *wants* to get a job before marriage.

He *wants* her to get a job before marriage.

(= He wants that she should get a job)

4. The continuous infinitive

The continuous infinitive is : *to be* + present participle of the verb.

He seems to be enjoying himself.

The continuous infinitive is used

a. after auxiliary verbs.

He may be sleeping now.

They ought to be studying at this hour.

He can't be sitting in the library now.

b. after verbs like *appear*, *seem*, *pretend*, *happen*, *hope*, *promise*.

She appeared to be listening.

Someone seems to be following us.

I happened to be watching the event.

c. after verbs like *believe*, *consider*, *suppose* in the passive.

She is believed to be helping him.

They are supposed to be working here.

5. The perfect infinitive

The perfect infinitive has the form *to have* + past participle of the verb.

He seems to have forgotten about it.

The perfect infinitive is used

a. after auxiliary verbs.

i. with *was* / *were* to show an arrangement or plan which was not accomplished.

I was to have met him today.

(It was planned, but I did not meet him.)

ii. with *could* to show a past possibility.

I could have gone abroad. (but I didn't)

They could have completed the work. (but they didn't)

iii. with *should like* / *would like* to show a past possibility.

I should like to have gone with them.

(I wish I had gone, but I did not.)

He would like to have continued there.

(He wanted to continue, but did not.)

iv. with *needn't* to express an unnecessary past action.

We *needn't* have taken this umbrella.
(There is no sign of a rain.)

You *needn't* have hurried.
(There is plenty of time still.)

v. with *may/might* to speculate on past actions.

They *may* have left.

They *might* have left.

(*Might* is used when it is more doubtful. *Might* should be used when the main verb is in the past tense.)

Ravi said that we *might* have a holiday.

vi. with *must, can't* and *couldn't* to express deductions.

He *must* have arrived by now.

(It is quite likely that he has arrived.)

She *can't* have gone home.

The boy *couldn't* have jumped over the gate.

vii. with *should* and *ought* to denote a duty that was not performed.

You *should* have taken the child with you. (but you did not)

You *ought* to have gone to the airport to receive them.
(but you did not)

viii. with *would, should, might* and *could* in conditional sentences.

If I had known, I *could* have helped.

(I did not know, so I could not help.)

If I had seen her, I *would* have stopped her.

b. with verbs like *happen, appear, seem, pretend*.

I *happened* to have heard about it.

He *pretended* to have done the work.

c. With verbs like *believe, know, suppose, report, understand, acknowledge, find, say* in the passive voice.

He is *believed* to have left the job.

He is *said* to have left for America.

6. The perfect infinitive continuous

The perfect infinitive continuous is *to have been + present participle of the verb*.

She looks so refreshed. She *couldn't* have been travelling all night. (It does not look as though she was travelling all night.)

He *appeared* to have been sleeping throughout the class.

PARTICIPLES

75 Participles are words derived from verbs. They can act either as verbs or as adjectives. The two kinds of participles are the present participle and the past participle.

The present participle is formed by adding *-ing* to the verb. Verbs ending in *e* drop the *e* and add *-ing*. Verbs ending in a consonant preceded by a vowel double the consonant and add *-ing*.

play	playing
work	working
love	loving
move	moving
stop	stopping
shut	shutting

The past participle is formed as shown below.

<u>Present tense</u>	<u>Past tense</u>	<u>Past participle</u>
work	worked	worked
walk	walked	walked
speak	spoke	spoken
write	wrote	written
eat	ate	eaten
sing	sang	sung
fly	flew	flown

76 The present participle can be used in the following ways.

a. as an adjective.

The *barking* dog frightened the boy.

A man brought a *singing* bird.

He signed with a *shaking* hand.

b. to form the continuous tenses.

He *is writing*.
They *were sleeping*.
You *have been travelling*.
I *shall be buying* it.

c. after verbs of sensation like *see, hear, feel, smell*.

I *saw* him *returning* from the office.
We *heard* the dogs *barking*.
I *felt* the bed *shaking*.

Note: There is a difference between

- (i) I *saw* him *crossing* the road. and
(ii) I *saw* him *cross* the road.

Sentence (i) means that I *saw* him when he was *crossing* the road. He was *continuing* the action of *crossing* the road when I *saw* him.

Sentence (ii) means that I *saw* him *crossing* the road and *reaching* the other side. In other words, I *saw* that he had *completed* the action of *crossing* the road.

d. after *catch/find + object*.

The examiner *caught* him *copying*.
We *found* him *sleeping*.

e. A present participle can replace a sentence or main clause when two actions occur simultaneously or one action follows another.

He *came out* of the room. He *was smiling*.
He *came out* of the room *smiling*.

I *looked out* of the window. I *saw* a dog.
Looking out of the window, I *saw* a dog.

He *carried* the child. He *went upstairs*.
Carrying the child, he *went upstairs*.

f. A present participle can replace a subordinate clause.

As she was late, she *stayed away* from the class.
Being late, she *stayed away* from the class.

As he knew that he was early, he *went to* the garden.
Knowing that he was early, he *went to* the garden.

Note: The perfect participle can be used instead of the present participle in sentences where one action is immediately followed by another and the subject is the same.

Having locked the door, he *went out*.
(~~He~~ *locked* the door. Then he *went out*.)

Having bought a car, I *should learn* driving.
(I *have bought* a car. So I *should learn* driving.)

7.7 The past participle can be used in the following ways.

a. as an adjective.

The *broken* window panes *proved* the attack.
The *overcrowded* bus *fell into* a river.
We *gave* a *written* complaint.

b. to form the perfect tenses.

They *have arrived*.
She *has completed* the work.
My glasses *have been broken*.
They *had returned* the money before I *met* them.

c. The past participle can replace a sentence or a clause with a passive verb.

The Minister *came*. He *was accompanied* by officials.
The minister *came accompanied* by officials.
He *was appointed* to guard the building. He *started working* today.
Appointed to guard the building, he *started working* today.

An important thing to remember while using participles is that a participial phrase which has no subject is considered to belong to the subject of the following main verb.

Having gone that far, Suresh *decided* to call on Meera.
(= Suresh *had gone* that far.)

Being a small boy, he *could not climb* the tree.
(= He *was* a small boy)

The following sentences are wrong.

- X 1. *Feeling* sleepy, the book *fell* from his hands.
X 2. *Walking on the sea shore*, the scene *came back* to my mind.
X 3. *Having been born* a poor man, the comforts of life *attracted* him.

These sentences should be written as

1. As he was feeling sleepy, the book fell from his hands.
2. As I was walking on the sea shore, the scene came back to my mind.
3. Having been born a poor man, he was attracted by the comforts of life.

GERUND

7.8 A gerund is formed by adding *-ing* to a verb and is used as a noun. The present participle of a verb and the gerund formed from that verb have the same form, that is *verb + ing*.

Look at the following sentences.

We went to the *swimming* pool.
Swimming is a good exercise.

In the first sentence above, the word *swimming* is a participle functioning as an adjective. In the second sentence it is a gerund functioning as a noun.

7.9 The gerund has the following functions in a sentence.

a. as subject of a verb.

Reading is a very good pastime.
Sleeping is the ideal form of rest.
Parking is prohibited on this road.

b. as object of a verb.

He likes *smoking*.
 She hates *cooking*.
 I enjoy *reading*.

c. as object of a preposition.

My friend is fond of *driving*.
 She was charged with *stealing*.
 He insisted on *going* there.
 He was fined for *violating* traffic rules.

d. after possessive adjectives/pronouns.

I remember his *coming* here last week.
 He insisted on our *taking* part in the event.
 His father resented his *going* there.

Note: It is important to distinguish between :

He insisted on going there. (= He wanted to go.)
 and

He insisted on my going there. (= He wanted that I should go.)

e. after the verb *mind*.

This is usually used in the negative and interrogative.

Would you mind *closing* that window ?
 I don't mind *waiting* a little further.

Sometimes the verb *mind* is followed by a noun/pronoun/possessive adjective and then by a gerund.

He doesn't mind his son going there.
 She didn't mind my ringing her up.

Would you mind is usually used for making polite requests.

Would you mind moving a little ?
Would you mind my switching off that fan ?

f. after *remember* and *regret*.

Look at these sentences.

- (1) a. They remembered paying the fees.
 b. They remembered to pay the fees.
- (2) a. She regrets saying such things.
 b. She regrets to say that she won't be able to come.

In sentences 1 (a) and 2 (a), the gerund is used. In 1 (b) and 2 (b), the infinitive is used. When a gerund is used, the action denoted by the gerund takes place first and the remembering or regretting comes later. But when the infinitive is used, the remembering or regretting occurs first and the action denoted by the infinitive occurs later.

g. the perfect gerund.

The perfect gerund is used when we refer to a past action.

He regretted *having used* bad words.
 (He was sorry that he used bad words.)
 They were accused of *having committed* theft.

8. LIST OF IRREGULAR VERBS

8.1 Normally verbs form their past tense and past participle forms by adding *-ed*. But there are a number of verbs which form the past tense and the past participle in an irregular manner. The common verbs among them are listed below.

Present tense	Past Tense	Past Participle
abide	abode	abode
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born/borne *
beat	beat	beaten
become	became	become
befall	befell	befallen
beget	begot	begotten
begin	began	begun
behold	beheld	beheld
bend	bent	bent
bereave	bereaved	bereaved/bereft *
beseech	besought	besought
bet	bet/betted	bet/betted
bid	bade/bid *	bidden/bid *
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown

* The two different forms have different meanings .

Present tense	Past Tense	Past Participle
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
cling	clung	clung
clothe	clothed	clothed/clad
come	came	come
creep	crept	crept
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelled/dwelt	dwelled/dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbear	forbore	forborne
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen

Present tense	Past Tense	Past Participle
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hanged/hung *	hanged/hung *
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lade	laded	laden
lay	laid	laid
lead	led	led
leap	leaped/leapt	leaped/leapt
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
lie	lay	lain
light	lighted/lit	lighted/lit
lose	lost	lost
make	made	made
may	might	—
mean	meant	meant
meet	met	met
mislead	misled	misled
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
must	—	—
ought	—	—

* The two different forms have different meanings.

Present tense	Past Tense	Past Participle
pay	paid	paid
quit	quit/quitted	quit/quitted
read	read **	read**
rend	rent	rent
ride	rode	ridden
ring	rang	rung
rise	rose	risen
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
sew	sewed	sewn
shake	shook	shaken
shall	should	—
shave	shaved	shaven/shaved
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
smell	smelled/smelt	smelled/smelt
smite	smote	smitten
sow	sowed	sowed/sown

** It is pronounced as 'Red' here .

Present tense	Past Tense	Past Participle
speak	spoke	spoken
speed	speeded/sped	speeded/sped
spell	spelled/spelt	spelled/spelt
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spin	spun	spun
spit	spat	spat
spoil	spoilt/spoiled	spoilt/spoiled
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
stride	strode	stridden
strike	struck	struck
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swell	swelled	swelled/swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	thrived/throve	thrived/thriven
throw	threw	thrown
tread	trod	trodden
undergo	underwent	undergone
understand	understood	understood
undertake	undertook	undertaken
uphold	upheld	upheld
wake	woke/waked	woken/waked

9. PHRASAL VERBS

9.1 Several verbs take prepositions or adverbs after them and acquire new meanings. These *verb + preposition/verb + adverb* combinations are called phrasal verbs.

e.g. put in put out put off
 put up put forward put away put down

The words *up, forward, away, etc.*, are called particles. The phrasal verbs will have to be studied as single units and not as verbs plus prepositions/adverbs as the meanings of the combinations may often be quite different from that of the original verb.

e.g. call on = visit call off = cancel

These phrasal verbs may be transitive or intransitive. Sometimes the same combination may be used both transitively and intransitively.

e.g. 1. The plane *took off* at 7.20 a.m.
 2. The visitor *took off* his coat.

In sentence (1) *took off* means rose from the ground, and is intransitive. In sentence (2), the same phrasal verb means removed, and is transitive.

9.2 Position of the Object

If the object is a noun or a noun phrase, it is usually placed after the phrasal verb.

She is looking after both the babies.
The teacher left out the last two lessons.

Sometimes, however, the object may come between the main verb and the particle (preposition/adverb).

He took his coat off.
Please pick the pieces up.

Some phrasal verbs cannot be split this way. They always take the object after the particle.

e.g. look for, call on, look after, ask for

When the object is a long phrase or clause, it invariably comes after the particle.

He took off the hat that was completely wet.
She has brought up all the children of her sisters.

When the object is a pronoun it comes between the main verb and the particle.

We called it off.
She brought them up.
Her colleagues let her down.

9.3 Some common phrasal verbs and their usage are given below.

account for = explain something satisfactorily.

The pilot was unable to *account for* the delay in making the announcement.

ask after (a person) = ask for news about

I met your old friend Paul today and he *asked after* you.

ask (someone) **in** = invite him in

As soon as the officer saw my card, he *asked me in*.

ask (someone) **out** = invite someone for a meal (in a public place) or an entertainment

I *asked her out* in the evening, but she said she was busy.

back out = withdraw from a common programme

Fifteen people had agreed to the idea of a picnic, but two *backed out* later.

back up = support

When I was wrongly charged with theft, my father *backed me up*.

be in for = be about to face (something unpleasant)

The indications are that we *are in for* a stiff dose of taxation.

be up to = be busy with

He is not a good friend; he *is always up to* some mischief.

it is up to (someone) = it is his duty

It is up to the Principal to decide whether to declare a holiday or not.

bear out = prove the correctness of

This incident *bears out* what I had told you last month.

blow up = destroy by explosion

The terrorists *blew up* a bridge last night.

break down = collapse

The witness *broke down* while describing the murder.
At the end of three days of questioning, he *broke down* and confessed the crime.

We were delayed because our car *broke down* on the way.

break in, break into = enter by force

The robbers *broke in* and took away all the money.
They also *broke into* my neighbour's house.

break off = (1) terminate (a contract, agreement, etc.)

She *broke off* her contract to work for three years.
= (2) stop talking suddenly.

He was telling me about his marriage, but when he saw Radha, he *broke off* suddenly.

break out = (1) escape from prison, etc.

The smuggler who was arrested last week has *broken out of* jail.

= (2) begin (war, epidemics, etc.)

Cholera has *broken out* in several parts of the state.

break through = make a way through

The ship sank while trying to *break through* the ice.

break up = terminate (school terms, meetings, etc.)

The school *broke up* on March 31 for summer holidays.

bring (someone) round = persuade someone to accept a point of view

Initially Ramesh was opposed to the idea, but after some effort we *brought* him round.

bring up = (1) educate children

He was *brought up* by his uncle to be a sportsman.
= (2) mention

The union leaders *brought up* the question of payment of bonus.

burn down = destroy completely by fire

The angry mob *burnt down* the palace.

call at = visit (a place)

He *called at* the telegraph office and sent the message.

call for = require

This is good news ; it *calls for* a celebration.

call on = visit (a person)

I *called on* the Chief Minister yesterday.

call on/upon = ask to do something

The President *called upon* the people to follow the teachings of Gandhiji.

call off = cancel

The Search was *called off* because of heavy rain.

call out = order to do something

The army was *called out* to help evacuate the flood victims.

call up = telephone

He *called me up* in the middle of the night to tell me of his plans.

carry on = continue

He *carried on* with his work in spite of all the noise around him.

carry out = (1) execute

He *carried out* his threat to let loose his dogs on us.

= (2) obey

He *carried out* all the difficult tasks assigned to him.

catch up with = overtake and draw level with

Ramesh missed a number of classes because of his illness now he is trying hard to *catch up with* the others.

close down = shut permanently

In the wake of the recession, several small industrial units *closed down*.

close in = approach from all sides

As the police *closed in*, the hooligans surrendered.

come across = find by chance

When I was disposing of my father's papers, I *came across* these documents.

come off = take place as arranged

Rina and I had planned to go on an all India tour, but it didn't *come off* as her uncle died suddenly.

come out = become known

Nobody was sure how the theft occurred, but when Swamy had a quarrel with Nathan, the whole truth *came out*.

come round = (1) accept a point of view which was opposed earlier

At first, mother was against my joining the army, but finally she *came round*.

= (2) recover consciousness

Lata fell unconscious when she heard the news, but *came round* in a few minutes.

come up = be mentioned

The idea of constituting a committee to study the whole problem *came up* towards the end of the meeting.

crop up = appear suddenly

As we began to implement the plan, several problems *cropped up*.

cut down = reduce

The government has decided to *cut down* expenditure.

cut off = discontinue

As I forgot to pay my electricity bill they *cut off* my electric supply.

(be) **cut off** = be isolated

Because of heavy floods the city *was completely cut off*.

die away = become gradually fainter

The noise of the car *died away*.

die down = become gradually calmer

When the excitement *died down*, the people slowly went home.

do away with = abolish

There are rumours that the government is going to *do away with* prohibition.

do without = manage without

As the Dairy Corporation staff are on strike, we will have to *do without* milk.

draw back = withdraw

We had finalised the whole programme when two persons *drew back*.

draw up = (1) make a written document

The arbitrator *drew up* an agreement and both the parties signed it.

= (2) to arrive at a certain point and stop

I saw a car *drawing up* near the gate.

drop in = make a short visit

On my way home from office I will *drop in* at your place for a few minutes.

drop out = withdraw ; discontinue

A large number of children *drop out* from the schools after three or four years.

fade away = become gradually fainter

As the light *faded away*, the curtain fell.

fall back on = depend on (in the absence of something better)

As he lost his job, he had to *fall back on* his meagre savings.

fall in with = accept

If you have to work with him you will have to *fall in with* his ideas.

fall on = attack

The hungry lion *fell on* the deer.

go in for = take

She wants to *go in for* engineering.

go into = investigate

The police are *going into* every detail of the case.

go off = (1) go out unexpectedly

As we were talking, he *went off* suddenly.

= (2) explode

The gun *went off* accidentally injuring the boy.

= (3) proceed successfully

The wedding reception *went off* very well.

go on = continue

Even though the people had started leaving, he *went on* talking.

go out = be extinguished

As we were having dinner, the lights *went out*.

go through = (1) examine carefully

The police *went through* all the papers in their attempt to get some clue.

= (2) suffer

During that time we *went through* real agony.

go up = (1) rise (in prices)

The price of rice has *gone up* sharply.

= (2) burst into flames

The fire started in the kitchen, but soon the whole house *went up* in flames.

hand down = pass on

The peacock crown was *handed down* from generation to generation.

hand in = give by hand

She *handed in* her resignation.

hand over = pass on the authority to someone else

The present chairman will *hand over* charge to the new man on Monday.

hang on = retain

You should *hang on* to your present room in the hostel.

hold up = delay ; stop

We were *held up* by heavy rain.

Some armed men *held up* the train and robbed the passengers.

jump at = accept with enthusiasm

If you offer him the post of cashier, he will *jump at* it.

keep off = stay far from

Please *keep off* the grass.

keep on = continue

The telephone *kept on* ringing, but nobody attended.

keep up = maintain

Now that you have got the first position, you must try and *keep it up*.

keep up with = remain abreast of

A doctor should always *keep up with* the latest developments in his field.

knock out = hit hard and make unconscious

The boy was *knocked out* by a speeding car.

lay out = prepare plans (for park, building, etc.)

The town planner *laid out* the gardens in the new colony.

(be) laid up = be confined to bed due to illness

She was *laid up* with malaria for two weeks.

leave out = omit

You can *leave out* the last two lessons and study the rest.

let (someone) down = disappoint

We had high hopes about our team, but they *let us down*.

let (someone) off = allow him to go unpunished

The neighbours caught the thief but *seeing* his pitiable condition, *let him off*.

live on = use as regular food

Elephants *live on* plants.

live up to = maintain a certain standard

She is struggling hard to *live up to* her reputation as an intellectual.

look back = think of the past

Looking back, he was happy with the way he lived his life.

look down on = treat with contempt

Once he became a successful businessman he began to *look down on* his old friends.

look forward to = expect with pleasure

I am *looking forward to* meeting you.

look in = make a short visit

I will *look in* at the library later.

look into = investigate

The police are *looking into* the sudden disappearance of the girls.

look out = be careful

Look out! That man is driving too fast.

look up = look for something in a book, etc.

Please *look up* the address in the directory.

look (someone) up = visit

I will *look you up* one of these days.

look up to = respect

As a boy I used to *look up to* test cricketers.

make out = understand

She spoke so softly that people at the back could not *make out* what she was saying.

make up one's mind = decide

After initial hesitation, she *made up her mind* to join the computer classes.

make up (a quarrel) = end it

They quarrel often, but *make up* easily.

make up for = compensate for

She is working hard to *make up for* the time she lost because of her sports activities.

mix up = confuse

As the names got *mixed up* the function was delayed.

move in = go to live in a new house

I've bought a new flat ; I am *moving in* tomorrow.

move out = leave house

I have been asked to vacate, so I am *moving out* in a week's time.

pick out = choose

Look at these sarees and *pick out* one for your mother.

pick up = (1) lift

I *picked up* all the papers lying around.

= (2) take someone in a vehicle

I will *pick you up* from your school at four.

pull down = demolish

The municipality has decided to *pull down* all unauthorised buildings.

pull off = succeed in doing something

He had planned to sell his old house and seems to have *pulled it off*.

pull through = recover from illness

He is in a coma, but doctors say that he will *pull through*.

pull up = stop (a vehicle)

The driver *pulled up* in front of the office.

pull (someone) up = reprimand

The officer *pulled up* his secretary for negligence of duty.

put aside = save (money)

I have been *putting aside* Rs. 500 a month so that I can buy a scooter.

put down = crush

The dictator used his troops to *put down* the rebellion.

put forward (a suggestion) = place it for consideration

The seniormost member *put forward* a compromise proposal which was accepted by everyone.

put off = postpone

Don't *put off* for tomorrow what you can do today.

sit back = relax

You have been working really hard for so many days ; now
you should *sit back*.

stand by = support

Raju is a good friend who has always *stood by* me.

stand for = represent

White *stands for* purity.

stand out = be easily seen

With his big moustache he *stands out* in a crowd.

stay up = stay awake

Don't worry about me ; I can *stay up* as long as you want.

step up = increase

The industrialists have agreed to *step up* production.

(be) taken aback = be surprised

When she said that she was going to marry her cousin, her
parents were *taken aback*.

take after = resemble (parents, grand parents, etc.)

Children usually *take after* their parents.

take back = withdraw

When I proved that the charge against me was wrong, he *took
back* his remarks

take down = write

The teacher asked the students to *take down* the questions
dictated by him.

take for = mistake for another person

I *took her* for her sister ; they are quite alike.

take off = (1) leave the ground (of aeroplanes)

The plane *took off* at 7.30 a.m.

= (2) remove

He *took off* his shoes and put his feet up.

take on = oppose ; play against

In the hockey international, India *takes on* Pakistan on
Tuesday.

take (someone) out = entertain

He *took* his friends *out* for a dinner.

take over = assume responsibility

The new President will *take over* on the 1st of October.

take to = begin a habit

Is it true that Sunil has *taken to* drinking ?

take up = (1) begin to be occupied with

Of late, he has *taken up* painting as a hobby.

= (2) occupy

The building *takes up* almost the whole of the land.

talk over = discuss

I shall *talk it over* with my colleagues.

think over = consider

Please *think over* this proposal and let me know your decision
in two days' time.

try out = test

The teachers will *try out* the new syllabus.

turn down = refuse

Paul had been offered a salesman's job, but he *turned down* the
offer.

turn in = go to bed

He *turned in* rather early today.

turn on/off = switch on/off

Please *turn off* the radio ; I want to sleep.

turn out = (1) produce

The factory *turns out* 20 tonnes of cement an hour.

= (2) come to be known

At first we thought that he was a new student ; but later it *turned
out* that he was a smuggler.

= (3) gather

A large number of people *turned out* for the meeting.

turn up = arrive

The people waited for the film star for a long time, but she did
not *turn up*.

wind up = bring to an end

Winding up the discussion, the chairman announced that the
new scheme would come into force immediately.

wipe out = destroy totally

The floods *wiped out* the village completely.

work out = calculate

The engineer *worked out* the cost of the project and sent it to the
government.