

Namaste English

Mastery Course on

Verbs

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Verb

10 Live Classes

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 **QUIZZES**

 **Daily Practice**



By Santosh Sir

From Basic to Advance level

Verbs Day 5

The banner features a black background with a yellow diagonal strip in the top-left corner containing the text 'DAY 5'. The main title 'Mastery Course on Verb' is written in white, with 'Verb' highlighted in a yellow box. Below this, a yellow rectangle contains the text 'Auxiliary Verbs' in bold black font. On the right side, there is a portrait of a man in an orange blazer, with the text 'By Santosh Sir' below it.

Introduction to the course

- ❖ It's important that we have the knowledge of verbs along with the knowledge of tenses. So, this time we have brought a special course for you all.
- ❖ In this course you will get mastery on Verbs.
- ❖ Your spoken part will improve.
- ❖ Your written part will be rhetoric, after you have attended all the sessions of this course.

Primary auxiliary verbs

English has three primary auxiliary verbs: *do*, *be*, and *have*. All three take part in the formation of various grammatical constructions, but carry very little meaning themselves. For example, the primary auxiliary *be* is used to form the progressive, as in: *Bill is dancing*.

However, it makes very little sense to ask what *is* means in this sentence. Instead, what is of interest is what *is* does, i.e. that it helps form a verb phrase which, as a whole, indicates that Bill's dancing is going on at this moment. The same reasoning applies to all the primary auxiliaries. They are auxiliaries in the true sense of being 'helpers' in conveying verbal meaning.

Do

The most important use of the primary auxiliary *do* is to help form negative and (most) interrogative clauses (questions) when no other auxiliary is present in the verb phrase. This use of *do* is referred to as *do*-insertion (*do*-support, *do*-periphrasis).

Negation with *not*

When a finite clause is negated by the negative adverb *not*, exactly one auxiliary must occur before the negation. Consider, for example, the following positive-negative pairs, where the verb phrases have been highlighted:

(1a) The solution **may seem** apparent.

(1b) The solution **may not seem** apparent.

(2a) The results **should be compared** to those of our previous experiment.

(2b) The results **should not be compared** to those of our previous experiment.

Negating a verb phrase that only consists of a main verb requires the insertion of a 'dummy' auxiliary, namely *do*, to conform with the rule for forming negative clauses in English. Compare the following positive-negative pairs:

(3a) France **occupied** Germany.

(3b) France **did not occupy** Germany.

(4a) Einstein **discovered** general relativity.

(4b) Einstein **did not discover** general relativity.

As these examples show, the role of *do* is to act as the first auxiliary in the verb phrase, thus making it possible to place *not* immediately after it.

Note: It is only when a clause is negated with *not* that *do*-insertion is required. Other negative elements like *never*, do not trigger *do*-insertion:

(5) France never occupied Germany.

(6) Einstein never discovered general relativity.

Do in interrogative clauses

The formation of *Yes/No*-questions (i.e. ones where the expected answer is either *Yes* or *No*) in English also requires the presence of an auxiliary verb in the verb phrase. Such questions are formed by inverting the order of the grammatical subject of the clause and the first auxiliary verb of the verb phrase. For example:

(7a) The results **should be compared** to those of our previous experiment.

(7b) **Should** the results **be compared** to those of our previous experiment?

If you do not remember what subjects and verbs are, please follow this

As (7a) and (7b) show, the difference between the first sentence and the second is that the subject, *the results*, appears in its normal initial position in the first one, whereas it has switched places with the first auxiliary verb, *should*, in the second. Again, if no other auxiliary is present, *do*-insertion occurs.

(8a) France **occupied** Germany.

(8b) **Did** France **occupy** Germany?

(9a) Einstein **discovered** general relativity.

(9b) **Did** Einstein **discover** general relativity?

Besides *Yes/No* questions, English has another main type of interrogative clause, namely the so called *wh*-question. The term reflects the fact that this type of interrogative is introduced by an word like *what*, *who*, *where*, *why*, and *how*, or by a phrase containing an interrogative word, e.g. *in which way*, *to whom*, *for what reason*.

When interrogatives of this types occur as main clauses (i.e. are not part of another clause) the subject inverts with the first auxiliary, in a way similar to *Yes/No* questions.

(10a) The results **should be compared** to those of our previous experiment.

(10b) To what **should** the results **be compared**?
 (alternatively: What **should** the results **be compared** to?)

Again, if no other auxiliary is present, *do*-insertion occurs:

(11a) France **occupied** Germany.

(11b) What country **did** France **occupy**?

(12a) Einstein **discovered** general relativity.

(12b) What **did** Einstein **discover**?

Do-insertion in *wh*-questions is less general than in *Yes/No* questions. Thus it does not occur in:

1. Interrogatives that are part of other clauses ('indirect questions'):
The professor asked what country France occupied.
 (Not: **The professor asked what country did France occupy.*)
2. When the interrogative word or phrase functions as the subject of the clause.
Who discovered general relativity?
 (Not: **Who did discover general relativity?*)

Emphatic *do*

There is another use of *do*, which follows slightly different rules than the ones discussed above. This so called emphatic *do* occurs chiefly in speech, and is very rare in formal writing. It is mentioned here since non-native writers are not always familiar with its function and tend to use *do* where it is not called for. The following examples illustrate the use of *do* to make a contrast with a negative utterance or thought in the context.

(13) Mother: Lisa, why didn't you take out the garbage?

Lisa: But I **did** take out the garbage.

(14) Please stop asking. I **do** love you.

By the way, if there is another auxiliary available, we put stress on this auxiliary instead of adding *do*, as in 15 and 16:

(15) I got the message. I **will** apologise.

(16) You have to believe me. I **am** sorry.

Be

The primary auxiliary *be* takes part in the formation of progressive verb phrases, as well as the formation of passive verb phrases.

The progressive form

The progressive form consist of the auxiliary *BE* followed by the present participle (the *ing*-form). In the simplest case, a verb phrase in the progressive consists of just two verbs, as in the following example:

(17) The government **was planning** to cut its overseas aid budget.

(18) Ohio **is showing** a small profit from its operations.

See the following for more complex examples and information on the use of the progressive:

The passive

A second use of the primary auxiliary *BE* is found in the formation of passive verb phrases. The passive consists of the auxiliary *BE* followed by the past participle (the second *ed*-form). In the simplest case, a passive verb phrase consist of just two verbs, as in the following example:

(19) Pluto **was discovered** in 1930.

(20) The parents' bedroom **is considered** the most private room for outsiders.

Have

The primary auxiliary *have* is used for the formation of the perfect.

The perfect

The perfect consist of the auxiliary *have* followed by the past participle (the second *ed*-form). In the simplest case, a verb phrase in the perfect consists of just two verbs, as in the following examples:

(21) Most multinational computer services companies **have established** a direct presence in Italy.

(22) The first speaker gave a resumé of what chemistry **had accomplished** in just a few decades.

See the following for more complex examples and information on the use of the perfect:

Primary auxiliaries used as main verbs

All the primary auxiliaries can also be used as main verbs. This usage is illustrated in the following examples:

(23) Kurchatov's laboratory in Leningrad **did** groundbreaking work in nuclear physics.

(24) Yellowstone **is** famous for its geysers.

(25) Vacuum distillation **has** two main applications.

Do, and to a large extent *have*, fully behave as main verbs, e.g. by requiring *do*-insertion in the formation of interrogative and negative clauses:

(26) **Does** vacuum distillation **have** two main applications?

(27) Kurchatov's laboratory in Leningrad **did** not **do** groundbreaking work in nuclear physics.

Be, on the other hand, retains some auxiliary properties, even when it is used as a main verb. Thus, interrogatives and negatives do not require the insertion of *do*:

(28) **Is** Yellowstone famous for its geysers?

(29) Yellowstone **is** not famous for its geysers.

About the Instructor

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Santosh Sir has wide teaching experience of more than 5 years in English Language and Literature. He is an ex-faculty of Exam Mitra Institute, Delhi. Students have known him as a teacher who makes English Learning easy by his short methods and tricks.

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