



11

Verbs

THINK

Underline the verbs in this passage.

Once upon a time, there were four friends—a rooster, a dog, a cow and a donkey. They lived and worked in a farmer's field. The animals helped him around with his work. The donkey pulled heavy carts, the cow gave milk, the dog guarded the house and the rooster woke up the farmer on time every day. After many years, the animals grew old, so the farmer decided to sell them. The dog heard of his plan and ran to tell his friends the sad news.



Life Skills
and Values



Democracy
Spirit

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We know that a verb is the most important part of a sentence. We have also learnt that the shortest sentence only contains a verb.

Verbs can show

action—eat, talk, pull

I **eat** an apple daily.

being—is, am, are, was, were, will, shall

She **is** my friend.

possession—has, have, had, will have, shall have

He **has** a pen.

Now, read this sentence and notice the verb in colour.

- Amanda **knows** how to score a goal.

There are some verbs that do not show action, but instead, show an ability, a need, an opinion, or a preference. These are called **non-action verbs**. Some examples include **love, like, want, need, prefer, belong, possess, believe**, etc. Verbs that show being and possession are also kinds of non-action verbs.



PRACTISE

A. Complete the sentences with suitable verbs. Take hints from brackets.



- Sunny has (possession) a new friend. The friend is (being) a champion athlete and has (possession) won medals at several events. She runs (action) races and sometimes takes (action) part in marathons too.
- The baby blinks (action), and smiles (action) and laughs (action). He is (being) adorable. He likes (non-action) milk and bananas. He goes (action) to sleep early and wakes (action) early in the morning.
- The captain has (possession) full control over the team. They respect (action) him and practise (action) at the nets regularly. They believe (action) in him. He loves (non-action) his team and fights (action) for them.



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Auxiliary Verbs

Look at these sentences. Notice the words in colour.

- The team **is travelling** for the tournament.
- The Lohars **have studied** at Cambridge.
- Mona **was practising** taekwondo.

There are two sets of verbs in each sentence. We know that verbs like **is, have, was**, etc., show being and possession. These verbs are different forms of the root verb **be**. Such verbs are called auxiliary or helping verbs when they are used with main verbs. We use **auxiliary verbs** to express different tenses.

Let us learn about auxiliary verbs and their usage.

subject	verb	examples
With the subject I	am, was, have, had, do	I am in class V. I was with Kriya yesterday. I have a blue dress. I had a pet rabbit. I do not like strawberries.

subject	verb	examples
With you as the subject	are, were, have, had, do	You are my friend. You were in the library yesterday. You have my books. You had dinner with me last night. You do not want to miss this.
singular subjects	is, was, has, does	<ul style="list-style-type: none"> • Usha is my sister. • Pihu was reading a book. • Maya has reached home. • He does not like oranges.
plural subjects	are, were, have, do	<ul style="list-style-type: none"> • We are friends. • Kriya and Jay were playing. • They have the books. • The students do not want to go.

The helping verb **had** can be used with both plural and singular subjects.

- Ritu **had** completed her homework.
- Mitu and Rumi **had** completed their homework.

REMEMBER

We use:

- **is, am, are, was** and **were** with the **-ing** form of the verb; and
- **has, have** and **had** with the **-d** or **-ed** form of the verb in a sentence.

PRACTISE

B. Circle the correct auxiliary verbs.

1. Jerry **has**/have gone to the gymnasium.
2. We **was**/had visited the temple in the morning.
3. Manu **has**/have visited the doctor many times.
4. This house **is**/have made of wood.
5. You **has**/had borrowed my book.



6. Smith ~~is~~/am baking a cake.
7. She ~~was~~/has leaving for Tokyo on Friday.
8. We ~~had~~/are reached the theatre on time.
9. Rama ~~were~~/is practising for the performance tomorrow.
10. I ~~have~~/are finished my homework.

C. Identify the complete sentences in the first column and add a full stop after them. Now, join the phrases in the first column to those in the second column to make complete sentences.



1. Jayant threw *the ball*.

2. The dog ran .

3. Lila expressed *her delight*

4. Amartya loves *rainbows*.

5. A light was shining .

6. The travellers arrived .

a. her delight.

b. rainbows.

c. the ball.



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Transitive and Intransitive Verbs

You must have noticed that 1, 3 and 4 were fragments and not complete sentences.

Now, look at this pair of sentences.

- Rashmi **baked** a **pie**.

- Rashmi **laughed**.

In the first sentence, the verb **baked** requires an object (**pie**) for the sentence to make complete sense. Therefore, **pie** is the object of the verb **baked**.

A verb that needs an object to make complete sense is called a **transitive verb**.

In the second sentence, the verb **laughed** does not require an object for the sentence to make complete sense.

A verb that does not need an object to make complete sense is called an **intransitive verb**.

Read the words given below.

• Priya is

• Tanya has

The sentences above are not complete. The sentences need something to complete them.

Now, read the sentences given below.

• Priya is a girl. She seems sad.

• Tanya likes dogs.

However, **a girl**, **sad** or **dogs** are not objects of the verbs **is**, **seems** or **likes**. The subjects **Priya**, **She** and **Tanya** don't affect the **girl**, **sad** or **dogs** in any way. The verbs that need some word(s) and not an object to make sense are called **incomplete verbs**. The words used to complete a sentence after incomplete verbs are called **complements**.

PRACTISE

D. Identify the verbs in the sentences as transitive (T), intransitive (I) and incomplete (In). Underline the objects.

- | | |
|--|----|
| 1. The girl cried | T |
| 2. The player hit <u>the ball</u> . | T |
| 3. Hema drank <u>milk</u> . | T |
| 4. The Prime Minister spoke well. | I |
| 5. I agree. | I |
| 6. The boat sank fast. | I |
| 7. My sister wrote <u>a letter</u> . | T |
| 8. Archan flies <u>kites</u> . | T |
| 9. I felt <u>the sand</u> under my feet. | T |
| 10. The baby grows fast. | I |
| 11. Sunita is a detective. | In |
| 12. My sister likes peaches. | In |
| 13. The children seem happy. | In |
| 14. My father is baking a cake. | In |



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Both Transitive and Intransitive Verb

Now, read these sentences.

- Archan **flies** kites.
- The hawk **flies**.

A number of verbs can be used both transitively and intransitively. Some verbs, however, are always used intransitively. For example, **arrive**, **sneeze**, **sit**, **die**.

PRACTISE

E. Complete the sentences by adding objects. Underline the verbs.

1. A carpenter makes the furniture.
2. The principal addressed the students.
3. Farah photographed the beautiful painting.
4. The police caught the thief.
5. The neem tree gives medicinal leaves.
6. My uncle wrote a letter.
7. The burglar stole the jewellery.
8. My father framed our certificates.
9. Usha threw the pillow.
10. Sanjay sculpted a statue.



F. Make sentences using these verbs. Underline the objects when using the transitive form of the verb.

1. made
 Tanu made her bed carefully.
 Tara made a mistake in her homework.
2. wrote
 The student wrote fastly.
 The children wrote a poem.
3. eat
 We eat in the dining hall everyday.
 We eat an apple everyday.

4. flew

The rescue team flew to the site.

The pilot flew his plane to the airport.

5. count

The news said that all the votes have been counted.

The officials have counted all the votes.

6. speak

She got permission to speak in the parliament.

My sisters speak English fluently.

7. cancel

No charge will be made if you cancel within 10 days.

We will cancel her membership over unpaid dues.

8. grow

Those plants grow in the desert area.

The farmers grow corn crops in the farm.

9. stopped

The bus services stopped at night.

The municipality has stopped the use of plastic.

10. burnt

The fire burnt brightly.

He burnt the toast again.

PLAY



Collaboration



Problem Solving and Decision Making

I. Play a game of Say Something. This game is to be played in pairs.

One of you will say a verb aloud and the other will add the word 'something' to it to make a question. For example, 'Eat.' followed by 'Eat something?'

If the 'something' question can be answered, then it is a transitive verb. If it cannot be answered, then it is an intransitive verb. For example, we cannot answer the question, 'Arrive something?'