

## “TO BE”

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**Annotatsiya:** Ushbu maqola ingliz tilidagi “to be” fe’lining grammatik xususiyatlari, sintaktik vazifalari va semantik funksiyalarini ilmiy asosda tahlil qiladi. “To be” fe’lining zamonlarga ko‘ra shakllanishi, predikativlikdagi roli, bog‘lovchi fe’l sifatidagi funksiyasi hamda o‘rganuvchilar tomonidan yo‘l qo‘yiladigan keng tarqalgan xatolar yoritiladi. Shuningdek, o‘qitish metodikasi, amaliy qo‘llanish va nutqiy kontekstlar ham tadqiq etiladi. Maqola ingliz tili grammatikasini chuqur o‘rganayotgan talabalar, o‘qituvchilar va tadqiqotchilar uchun mo‘ljallangan.

**Kalit so‘zlar:** to be fe’li, bog‘lovchi fe’l, ingliz grammatikasi, zamon shakllari, predikativlik, sintaksis

**Аннотация:** В статье подробно анализируется глагол-связка “to be” в английском языке, его грамматические категории, синтаксические функции и семантические роли. Рассматриваются формы глагола в различных временах, его участие в формировании сказуемого, особенности употребления в речи, а также типичные ошибки изучающих. Поднимаются методические аспекты обучения данной теме. Статья предназначена для студентов, преподавателей и исследователей английской грамматики.

**Ключевые слова:** глагол to be, глагол-связка, английская грамматика, формы времени, предикативность, синтаксис

**Abstract:** This article examines the verb “to be” in English, discussing its grammatical features, syntactic functions, and semantic roles. It analyzes its forms across tenses, its role as a linking verb, its contribution to predicate structures, and the most common errors made by learners. Pedagogical implications and practical usage contexts are also explored. The article is intended for students, teachers, and researchers of English grammar

**Keywords.** to be, linking verb, English grammar, tense forms, predication, syntax

The verb “to be” is one of the most fundamental elements in the English language. It functions not only as a lexical verb but also as a linking verb, auxiliary verb, and structural

marker across various grammatical constructions. Its high frequency of use and structural importance make it central to English grammar. Despite its simple appearance, “to be” displays complex behavior in terms of morphology, syntax, and semantics. This article provides an in-depth analysis of the verb’s forms, functions, usage patterns, and typical learner difficulties, accompanied by methodological considerations.

#### 1. Morphological Forms of “To Be”

The verb “to be” is highly irregular and has multiple forms depending on tense, number, and person. These include:

Base form: be

Infinitive: to be

Present simple: am, is, are

Past simple: was, were

Present participle: being

Past participle: been

Each form serves specific grammatical functions. Its irregularity makes it distinct from most English verbs, which typically add -s in the third person singular or -ed in the past tense.

#### 2. “To Be” in the Present Tense

In the present simple tense, “to be” takes three different forms:

I am

He/She/It is

You/We/They are

Examples:

I am a teacher.

She is happy.

They are in the garden.

These forms express identity, description, states, location, and classification.

#### 3. “To Be” in the Past Tense

The past tense forms are:

was → for I, he, she, it

were → for you, we, they

Examples:

He was late for school.

They were tired after the trip.

The past forms are crucial for describing past states, events, and situations.

#### 4. “To Be” as a Linking Verb

One of the primary syntactic roles of “to be” is to connect the subject with a complement (noun, adjective, pronoun, or phrase). In this function, it does not denote action but rather identity, state, or quality.

Examples:

She is a doctor.

The sky is blue.

This book is mine.

As a linking verb, “to be” creates a copular construction that expresses predication.

### 5. “To Be” as an Auxiliary Verb

“To be” also functions as an auxiliary verb used in forming:

#### 5.1 Continuous Tenses

I am working.

They were studying.

#### 5.2 Passive Voice

The letters are be

In these contexts, “to be” does not express meaning independently but supports the main verb by indicating aspect or voice.

### 6. “To Be” in the Passive Voice

The passive structure relies on “to be” + past participle. It shifts the focus from the doer of the action to the receiver.

Examples:

The room is cleaned every day.

The results were announced yesterday.

The passive is widely used in academic, scientific, and formal writing.

### 7. Semantic Functions of “To Be”

The verb carries multiple meanings depending on context, including:

#### 7.1 Existence

There is a problem.

There are many reasons.

#### 7.2 Identity

This is my sister.

#### 7.3 Location

The museum is near the park.

#### 7.4 State and Condition

I am tired.

#### 7.5 Classification

A whale is a mammal.

These semantic categories demonstrate the verb’s versatility.

#### 8. Syntactic Features

“To be” is unique because:

##### 8.1 It allows inversion in questions

Are you ready?

Is he coming?

##### 8.2 It takes “not” directly in negation

I am not sure.

They were not invited.

##### 8.3 It forms contracti

Common in spoken English:

I’m, he’s, they’re, wasn’t, weren’t

Its syntactic flexibility makes it a core structural element.

#### 9. Frequent Learner Error

Learners often face difficulties due to irregular forms and multiple functions.

##### 9.1 Omitting the verb

Incorrect: She very kind.

Correct: She is very kind.

##### 9.2 Confusing present forms

Incorrect: They is here.

Correct: They are here.

##### 9.3 Confusing past forms

Incorrect: You was late.

Correct: You were late.

##### 9.4 Overusing contractions in formal writing

Contractions should be avoided in academic text.

##### 9.5 Using “to be” with another verb unnecessarily

Incorrect: I am agree.

Correct: I agree. These errors highlight structural interference from learners’ native languages.

#### 10. “To Be” in Questions and Short Answers

Yes/No question

Are you a student?

Was he at home?

Short answers

Yes, I am

No, he wasn't.

These forms are essential for conversational fluency.

#### 11. "To Be" in Existential Constructions

The verb appears in there is/there are structures to express existence:

There is a book on the table.

There were many people at the event.

This connects "to be" with broader syntactic phenomena.

#### 12. Pragmatic Roles of "To Be"

The verb influences tone, politeness, and style.

Politeness

I am wondering if you could help me

Formal descriptions

The results are significant

Identity statements

This is to certify...

Its pragmatic functions extend beyond grammar.

#### 13. Methodology for Teaching "To Be"

Effective approaches include:

##### 13.1 Visual Aids

Charts comparing forms of "am/is/are/was/were."

##### 13.2 Communicative Activities

Role plays:

Who are you?

Where are you from?

##### 13.3 Error Correction Drills

Reinforcing forms through guided practice.

##### 13.4 Timeline Activities

Understanding past and present forms.

##### 13.5 Contextualization

Teaching "to be" in real-life scenarios improves retention.

Conclusion

The verb "to be" is the backbone of English grammar. Its importance spans across sentence structure, tense formation, predication, passive voice, and semantic expression. Despite its irregularity, it is essential for forming meaningful sentences. Understanding its forms, functions, and usage patterns is crucial for achieving fluency in English. Therefore,

the verb “to be” remains a foundational topic in linguistic study and language teaching methodology.

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