**Sentence :**

##### a group of words containing a subject and a verb, that expresses a statement, a question, etc.

**When a sentence is written it begins with a big (capital) letter and ends with a full stop.**

## What is a Sentence?

A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses. The **subject** is who or what is doing the action and the **predicate** is the verb or action which is done. Sentences can be categorised into four types, **declarative, imperative, interrogative** and **exclamatory**.

Each of these types of sentences can either be a **simple sentence, compound sentence, complex sentence** or **compound-complex sentence**.

* The train was late.
* Meet me at 5’o clock.
* How are you?
* Wow, the rainbow is beautiful!

Before we understand the different types of sentences, let’s understand the difference between a sentence, clause and phrase and also what simple, compound, complex and compound-complex sentences are

## Difference Between Sentence, Clause and Phrase

A **clause** is a group of words that have both subjects and predicates. There are two types of clauses, independent clauses and subordinate clauses. An **independent clause** can act as a complete sentence whereas **subordinate clauses,** on their own, cannot act as a complete sentence and need to be used with an independent clause to complete their meaning.

##### Examples:

* The dog barked. (Independent clause, complete sentence)
* When the man broke into the house. (Subordinate clause, incomplete sentence)
* When the man broke into the house, the dog barked. (Complete sentence)

A **phrase** is a short or long group of words, without a subject or a verb, that does not convey a complete thought. On the other hand, a sentence conveys a complete thought. Also, a phrase is punctuated.

##### Examples:

* When the rain stopped
* After dinner
* Beside the lake
* Very pretty

## Simple Sentence

A simple sentence is a basic sentence that contains a subject, predicate and expresses a complete Thought.

##### Examples:

* I took the dog to the park.
* Please pass the salt.

## Compound Sentence

A compound sentence is made up of two independent clauses which are joined by a comma or a Conjunction. Compound sentences connect two simple sentences, but they often do not show a clear relationship between the two independent clauses.

##### Examples:

* The sky looks blue, and the clouds look grey.
* Speak now or forever hold your peace.

##### Complex Sentence :

A complex sentence is made up of an independent clause and one or more subordinate clauses.

Unlike

compound sentences, these clauses show a clear connection between them.

##### Examples:

* We won the game because we worked together as a team.
* If you miss the bus, call an Uber.

## Compound-Complex Sentence

Compound-complex sentences are made up of two independent clauses and at least one subordinate Clause.

##### Examples:

* Though Jack prefers watching comedy films (independent clause), he rented the latest spy thriller (subordinate clause), and he enjoyed it very much (independent clause).
* Don’t answer the door (independent clause) unless your parents are home (subordinate clause), it is not safe at night (independent clause).

**Types of sentences :**

## Declarative Sentence

A declarative sentence is a sentence that makes a statement, which can be a fact or an opinion, convey ideas, observations, or explanations. This is the most commonly used type of sentence and is the simplest way to communicate information. A declarative sentence is followed by a full stop/period.

##### Examples:

* This building was constructed in 1970.
* I saw a rainbow over the lake.
* I was late as there was traffic.
* We can make a presentation for our upcoming event.

## Imperative Sentence

Imperative sentences are sentences that are used to make a request, offer advice, issue a command, or give an instruction. Imperative sentences can be **positive** or **negative**. They typically end up in a full stop/period. Sometimes, however, they can end in an exclamation mark when the command/order is given with a lot of feeling.

##### Examples:

* Please maintain silence in the library.
* Don’t go outside without an umbrella.
* Complete the task by noon.
* Shut the door!

## Interrogative Sentence

Interrogative sentences are used to ask questions or interrogate. They always end in a question Mark. These sentences often begin with who, when, what, where, why and how. Interrogative sentences can be either yes/no questions or open-ended questions which require an explanation. **Examples:**

* What are you doing here?
* Do you want something to eat?
* Where is Isabel?
* Is there any other way?

## Exclamatory Sentence

Exclamatory sentences are used to express strong feelings and emotions like happiness, excitement , anger, disbelief, etc. These sentences are followed by an exclamation point and are An effective way to show/evoke strong emotion in your writing.

##### Examples:

* Wow-what a day!
* Just shut up!
* That man just robbed a bank

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|  | **Definition of Subject and Predicate** | | | | |  |
| Definition of Subject:  According to the Cambridge dictio discussed, considered, or studied". the subject is, “the subject of a clau is doing the action expressed by th which controls the verb in the clau  **Definition of Predicate**:  According to the Merriam-webster the part of a sentence or clause that of a verb with or without objects, c the Cambridge dictionary, a “Predi gives information about the subject | | ary, a Subject is defined "as the thing that is being cording to the definition given by collins dictionary,  se is the noun group that refers to the person or thing that e verb”. Traditionally, the subject is the word or phrase se, that is to say with which the verb agrees.  dictionary predicate is defined in English grammar as," expresses what is said of the subject and that usually consists omplements, or adverbial modifiers". According to  te is the part of a sentence that contains the verb and ”. | | |  |
| **Subject and Predicate Examples** | | | | |  |
|  | A subject tells “Who" or “What" in the sentence is all about and the Predicate tells" what the  subject “is”  or “does”. Below is the table of the examples of subject and Predicate to make your understandin better. | | | | | g |
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|  | Subject and Predicate Examples | | |  |
|  | **Examples** | **Subject in the sentence** | **Predicate in the sentence** |  |
| I want a new car. | Here “I" is the subject | “Want a new car” is the predicate. |
| Miss Rupa is taking the class. | Here" Miss Rupa" is the subject | “ Is taking the class” is the predicate. |
| The umbrella is blue. | Here “The” is the subject | “ umbrella is blue” is the predicate. |
| They ate pizza for dinner. | Here “They” is the subject | “ate pizza for dinner” is the predicate. |
| Students are learning English. | Here" Students" is the subject | “ are learning English” is the predicate. |
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|  | Rohan has a nice collection of  marbles | Here “Rohan” is the subject | “has a nice collection of  marbles” is the predicate. |  |
| She is knitting a sweater. | Here" She" is the subject | “ is knitting a sweater” is the predicate. |
| Mother is going to the temple. | Here “Mother” is the subject | “is going to the temple” is the predicate. |
| The child is waiting for his father | Here “The Child” is the subject | “is waiting for his father” is the predicate. |
| The dog took the ball of thread. | Here"The dog" is the subject | “took the ball of thread” is the predicate. |
| The lion was hungry. | Here"The lion" is the subject | “was hungry” is the predicate. |
| The mother and the daughter were happy to hear the news. | Here"The mother and the daughter" is the subject | “were happy to hear the news” is the predicate. |
| Shyam and Ram have been selected. | Here"Shyam and Ram" is the subject | “have been selected” is the predicate. |
| You and he should leave this place at once. | Here"You and he" is the subject | “should leave this place at once” is the predicate. |
| The poor man had nothing to eat. | Here"The poor man" is the subject | “had nothing to eat” is the predicate. |
| Life means fun. | Here"Life " is the subject | “means fun” is the predicate. |
| Her grandmother cooks food in the kitchen. | Here"Her grandmother" is the subject | “cooks food in the kitchen” is the predicate. |
| Diamond cuts diamond. | Here"Diamond" is the subject | “ cuts diamond” is the predicate. |
| She punched the filthy boy. | Here" She" is the subject | “punched the filthy boy” is the predicate. |
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|  | Please give me some money. | Here"Please" is the subject | “give me some money” is the predicate. |

Types of Subject and Predicate

Types of Subject

The subject is the Part of the sentence that talks about the noun which refers to the person or thing doing the action in the form of verbs. There are three types of subjects, these are:

1. Simple Subject
2. Complete Subject
3. Compound Subject

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| Types of Subject | | |
| Types | Meaning | Example |
| Simple Subject | Part of the sentence which has only subject | *Jhanvi* is playing the guitar and singing at the party. |
| Complete Subject | Part of the sentence has a subject with a modifier. | *The old man* took a deep breath and then started the story*.* |
| Compound Subject | Part of the sentence has two or more subjects joined with the help of a conjunction | *Cricket and Football* are my favorite sports. |

Types of Predicate

The Predicate is the part of the sentence that tells something about the subject. There are three types of Predicate, these are:

1. Simple Predicate
2. Complete Predicate
3. Compound Predicate

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|  | Types of Predicate | | |  |
| Types | Meaning | Example |  |
| Simple Predicate | Part of the sentence has only a verb. | The dog *is running through the empty field.* |  |
| Complete Predicate | Part of the sentence has verbs with a modifier. | Rohan and his sister Suzanne *never wanted costly gifts but preferred simple things.* |  |
| Compound Predicate | Part of the sentence has two or more verbs with a conjunction. | I *love the way he plays the guitar, but his singing makes my ears bleed.* |  |
| Difference Between Subject and Predicate | | | |  |
| In English, sentences are composed of two components, that is, Subject and Predicate. The subje is the things that are being discussed, considered, and studied and the predicate is the part of  the sentence which gives information about the subject. | | | | t |
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| Difference Between Subject and Predicate | |
| Subject | Predicate |
| Part of the sentence that tells what or whom the sentence is about | Part of the sentence that tells what the subject in the sentence is doing |
| A subject tells"Who" or “What" in the sentence is all about | The Predicate tells what the subject “is” or “does”. |
| The subject can only be an object i.e. noun or pronoun | The predicate will contain verbs to tell what the subject is doing. |
| Types of Subject:   * Simple Subject (only noun) * Complete Subject( noun with a modifier) * Compound Subject (two or more nouns joined with a conjunction) | Types of Predicate   * Simple Predicate (only verb) * Complete Predicate (verb with a modifier) * Compound Predicate (two or nouns joined with conjunction) |

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## Phrase :

A phrase is a combination of two or more words that make sense but do not complete sense. A phrase cannot stand alone as a clause or a sentence because it contains neither a subject nor a verb. Usually, phrases are used as a component of clauses. A phrase by itself cannot convey a complete thought but it strengthens a sentence to become meaningful. There can be more than one phrase in a sentence and phrase. And when a smaller phrase appears inside a larger one it is called a Nesting phrase

. For example,

* + He told me a sad story
  + I like writing short stories
  + After a few minutes, I’ll meet you in the cafeteria

Phrase functions as a noun, adjective, verb, preposition, or an adverb sentences. According to Their functions, phrases are divided into different types of phrases for instances,

## Types of phrases :

### Noun phrases

* + Adverbal phrases

### Adjectives phrases

* + Verb phrases

### Infinitive phrases

* + Propositional phrases

### Gerund phrases

***NOUN PHRASE***

A noun phrase consists of a person, place, or thing and any modifiers: “This is *a grammar lesson*.” It may include one or more adjectives (as grammar modifies lesson here). It might include a noun and a modifying clause: “This is *a lesson that explains the various types of phrases*.” It might take

the form of one of three other types of phrase: infinitive, participial, and prepositional. (The

infinitive phrase is discussed above, and the latter two types are described below.)

Many noun phrases are continuous; they consist of words in sequence. However, a noun phrase may be discontinuous, meaning that it is broken up into more than one element: “This *lesson* is one *that explains the various types of phrases*.”

## Adjective Phrase

An adjective phrase or an adjectival phrase is a group of words that consists of an [adjective](https://byjus.com/english/adjectives/). It can be used to complement it. It provides more information about the noun or pronoun in a sentence. In other words, it can be said that it functions just like an adjective in a sentence.

For example:

* Annu has **silky, smooth** hair.
* People, **living in large cities**, often find it difficult to reach in time.
* The team **that made it to the final** was congratulated in front of the whole school.

## Adverb Phrase

An adverb phrase or an adverbial phrase is a group of words that includes an [adverb](https://byjus.com/english/adverbs/) and other modifiers. It performs all the functions of an adverb. It can be placed in any part of the sentence, with respect to the part of speech they modify.

For example:

* We are planning to finish our group project **by the end of May.**
* **Later this evening**, my cousins and I have planned to go to the park.
* They saw some abandoned puppies **at the corner of the street.**

## Verb Phrase

A verb phrase can be used just like a [verb](https://byjus.com/english/verbs/). It consists of a main verb and an auxiliary verb. For example:

* Students **are practising** hard in order to participate in the state tournament.
* Aaron **has been writing** multiplication tables for three hours.
* The dogs **have been barking** continuously**.**

## Prepositional Phrase

A [prepositional phrase](https://byjus.com/english/prepositional-phrase/) consists of a [preposition](https://byjus.com/english/prepositions/) and an object. It works just like an adjective or an adverb. It relates the subject and the verb in a sentence. It is used to modify the

nouns and verbs in a particular sentence. For example:

* It was too hard for me to concentrate **with the kids jumping around**

The jewellery boxes were kept **inside the cupboard.**

* **On the way to New York**, we caught sight of the famous Niagara falls.

## Infinitive phrases

The infinitive phrase begins with the word to. The phrase consists of to, the infinitive (always a verb), its complements,

and its modifiers. Ex. Tim wants to be a lawyer. (The infinitive phrase is the object of wants.)

To win at chess requires much

concentration. (The infinitive phrase is the subject.) Mary was glad to be invited to the party. (The infinitive phrase

modifies the adjective glad.) Identifying Infinitive Phrases. Underline the infinitive phrase in each of the following

sentences. Example: Joe intends to work hard. 1. To be objective in my decision is hard. 2. Does

Joan have enough change

to make a phone call? 3. Always try to proofread your paper before you turn it in.

**Gerund Phrase**

A gerund phrase is created when a gerund – a verb that takes an –*ing* form and functions as a noun – has a modifier, object or both. That sounds quite technical, so let’s break it down for a simple explanation of a gerund phrase:

First, here is an example of a gerund phrase in a sentence

* *Eating a slice of pie quickly* is a recipe for disaster*.* So, we can breakdown the gerund phrase like so:
* The gerund in the sentence is *eating*. (Remember, a gerund is a noun that is formed by adding the *-Ing* suffix to a verb.)
* The Gerund phrase object in the sentence (the thing being acted upon, in this case by eating) is *a* **slice of** *pie*.
* The modifier in the sentence is *quickly*.

## Clauses :

clause is a combination of words that makes up a sentence. It consists of a subject and a predicate

. It can also be said A that a clause should have a subject and a [verb](https://byjus.com/english/verbs/). Now, take a look at the definitions of clauses given by different dictionaries to understand what a clause is.

According to the Oxford Learner’s Dictionary, a clause is defined as “a group of words that includes a subject and a verb, and forms a sentence or part of a sentence.” The Cambridge Dictionary defines a clause as “a group of words, consisting of a subject and finite verb”

“A clause is a group of words containing a verb”, according to the Collins Dictionary. According to the Merriam-Webster Dictionary, a clause is defined as “a group of words containing a subject and predicate and functioning as a member of a [complex](https://byjus.com/english/complex-sentences/) or [compound sentence](https://byjus.com/english/compound-sentences/).”

## Types of Clauses in English Grammar

**Independent Clauses**:

1. An independent clause is a complete sentence that can stand alone. It expresses a complete thought and contains a subject and a verb. It is also known as a main clause. Example: She went to the store.

## Dependent Clauses:

* + A dependent clause cannot stand alone as a sentence. It needs an independent clause to make complete sense. It contains a subject and a verb but does not express a complete thought. There are three types of dependent clauses:
    - Adverbial Clauses: An adverbial clause modifies the verb in the independent clause. It answers questions such as “when,” “where,” “why,” “how,” and “to what extent.” Example: After he finished his homework, he watched TV.
    - Adjectival Clauses: An adjectival clause modifies a noun in the independent clause. It gives more information about the noun. Example: The girl who was wearing a red dress won the competition.
    - Noun Clauses: A noun clause functions as a noun in the sentence. It can be the subject, object, or complement of the independent clause. Example: What she said made me angry.

## Types of Clauses in English Grammar with Examples

1. Independent Clause: The sun is shining today.
2. Adverbial Clause: After we finish eating, we’ll go for a walk.
3. Adjectival Clause: The girl who won the race was very fast.
4. Noun Clause: The fact that he arrived late was not surprising.
5. Adverbial Clause of Time: Before the show starts, let’s grab some popcorn.
6. Adverbial Clause of Condition: If you study hard, you will pass the exam.
7. Adverbial Clause of Reason: Since it was her birthday, we threw her a surprise party.
8. Adverbial Clause of Contrast: Although he is very talented, he still needs to practice more.
9. Adjectival Clause of Possession: The book whose cover is red belongs to me.
10. Noun Clause as Object of Verb: He promised that he would be there on time

NOUNS :

### Types of nouns

Totally there are 12 types of nouns namely Proper Noun, Common Noun, Collective Noun,

Material Noun, Abstract Noun,Countable Noun, Uncountable Noun, Concrete Noun, Singular

Noun, Plural Noun, Possessive Noun, Compound Noun.

1. Proper nouns

Proper noun is a type of noun that refers to a specific,individual item or person such as a name. They are used in written and spoken language to signify importance and individuality, and they help to clarify the identity of the item or person being referred to. Some examples of proper nouns include.

The Mushroom Kingdom America

Sunday

As you can see, proper nouns can represent specific people, places, or things. They are an

important part of speech and can help to add detail and specificity to your writing. Be sure to use them correctly and always capitalize them to avoid any confusion

2.Common nouns

Nouns, in simple terms, are words that refer to a person, place, thing, or idea. Among the many types of nouns, common nouns are the most basic ones. They refer to general objects, people, or places that are not specific. Examples of common nouns include “chair,” “person,” and “town.” These nouns are not capitalized unless they appear at the beginning of a sentence.

Here are some **examples of common nouns**:

Boy

Country

Apple

Month

Car

Thus, it is essential to have a clear understanding of common nouns as they form the foundation for other more complex types of nouns.

### 

### Common nouns vs. proper nouns

When we talk about different types of nouns, we often come across two main categories–

proper nouns and common nouns. Proper nouns are the names of specific people, places, or

things like “John” or “Disney World.” On the other hand, common nouns are general names

given to any person, place, or thing such as “boy,” “city,” ’book.” The key difference between

the two is that proper nouns require capitalization, whereas it is not necessary for common

nouns – unless they start a sentence.

### 3.Possessive nouns

Possessive nouns are a type of noun that shows ownership. They are usually formed by adding

an apostrophe + s to the end of the word, as in “Bob’s bike.” In addition to showing ownership, possessive nouns can also show a relationship between two people or things, as in “the moon’s orbit around Earth.” Possessive nouns can be singular or plural, and they can be used to describe people, animals, places, or things.

**Example**

The student’s notes

4.Compound nouns

A compound noun is a noun that is made up of two or more words. They can be written as one word or they can be written as two separate words. Compound nouns are usually made up of a noun and a verb, or a noun and an adjective compound noun are formed by combining two or more words to create a single entity that represents a unique concept or object. This linguistic phenomenon is particularly prevalent in English, where compound nouns can be formed by combining nouns, verbs, adjectives, and other words, often resulting in complex and

multi-layered meanings.

Some examples of compound

toothbrush, sunlight, workbook, classroom, coffee

### **5.Collective nouns**

Collective nouns are used to describe a group of people, animals, or things. For example, a flock of birds, a herd

Of cows, or a school of fish. We often use collective nouns in speech and writing without realizing it.

Here are 12 of the

most common collective nouns:

1. Army
2. Audience
3. Band
4. Class
5. Committee
6. Family
7. Government
8. Group
9. Jury
10. Majority
11. Orchestra
12. Public

### **6.Concrete nouns**

Concrete nouns are a class of nouns that describe physical, tangible objects or substances that

can be perceived by the five senses. These entities occupy space and have a measurable

dimension. Examples of concrete nouns include chairs, tables, books, apples, water, and animals.

Concrete nouns are usually simple and specific and can be easily defined or identified. One characteristic of concrete nouns is that they are not abstract or intangible like ideas, feelings, or concepts. Concrete nouns can be observed and touched, while abstract nouns require a more subjective interpretation.

**For example,**

Coffee bag Tea carpet Rain door

Mountain flower Beach grape

**7.Abstract nouns**

An abstract noun is a word for something that can’t be experienced with the five senses. They

express ideas, concepts, and emotions. Abstract nouns are often created from adjectives and

verbs, and they don’t usually change form whether they’re singular or plural. For example, the

word “fear” is an abstract noun. You can’t see, touch, taste, smell, or hear fear, but you can

feel it. Other examples of abstract nouns are love, justice, courage, and mercy.

Some examples of abstract noun

Sadness

Analysis

Government

adulthood

### **8.Material nouns**

Material nouns refer to physical substances or materials that are used to create various objects.

Examples of material nouns include wood, metal, plastic, fabric, and clay. These nouns are often

used as the base for words that describe specific objects, such as wooden furniture or metal tools.

In addition, material nouns can be used in scientific contexts to describe the composition of

different substances or to explain their properties. Furthermore, they are uncountable and do not exist in [plural form](https://en.wikipedia.org/wiki/Plural).

**For example,**

Silver Water gold Cotton iron Cotton

Diamond Cement

**9.Countable nouns**

Countable nouns are those that can be counted, like people, animals, things, etc. They usually

have a singular and plural form, and they can be used with numbers. For example, you could say

“I have three dogs” or “I have ten cats.”

Some countable nouns have a special plural form, like child/children or man/men. Others have

the same form in both singular and plural, like deer or sheep.

**Examples in the following sentences,**

I’ve just bought a new **flat**. I prefer cities to the **village**. The child plays with **toys**. The **school** is over there.

There are **two mice** in the storeroom.

Some concrete nouns are countable such as bag, chair, pen, shoes, window, etc.

**10.Uncountable nouns**

Uncountable nouns are things that cannot be counted or divided into separate pieces. For example, water is a non- countable noun. You cannot count the number of water, you can only count the number of bottles of water. Other examples of uncountable nouns include furniture, air, and information.

When writing about uncountable nouns, you should always use a singular verb. For example,

“The furniture in the store is very expensive.” or “There is too much air pollution in this city.”

You cannot say “The furniture in store is very expensive.

**Examples of non-countable nouns in the following sentences: Light** reflects off the stream.

Roy lived in **poverty**.

Milk

Money

Air

**11.Singular nouns**

The singular nouns refer to something a single person, place, thing, or object. Mostly [articles](https://www.skygrammar.com/articles-in-english): a/an or the, are placed before singular nouns.

**For example**,

A boy an elephant one car two cake

**12.Plural nouns**

A plural noun is used to represent more than one person, place, thing, or object. Most plural nouns are formed by adding s or es to the singular noun, as in pen/pens and dog/dogs.

### **Singular vs plural nouns**

Nouns are an integral part of speech, and there are many different types that you should be aware of. The two

main categories are singular and plural nouns. Singular nouns refer to one person, place, or thing, while plural

nouns refer to more than one. There are many other types of nouns in between these two extremes, and each has its purpose and

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|  | function.  Proper noun 100 Examples | |  | |
|  |  | |
|  | 1 | john |  | |
| 2 | New York city |
| 3 | Facebook |
| 4 | Eiffel Tower |
| 5 | Amazon |
| 6 | Tokyo |
| 7 | Harry Potter |
| 8 | Disney World |
| 9 | Paris |
| 10 | Coca-Cola |
| 11 | Mount Everest |
| 12 | Google |
| 13 | Shakepears |
| 14 | Statue of Liberty |
| 15 | Mona Lisa |
| 16 | NASA |
| 17 | The Beatles |
| 18 | Great Wall of China |
| 19 | White House |
| 20 | McDonald’s |
| 21 | Rome |
| 22 | Big Ben |
| 23 | Los Angeles |
| 24 | Sydney Opera House |
| 25 | United Nations |
| 26 | Dell |
| 27 | Daily News |
| 28 | Deadpool |
| 29 | Ford |
| 30 | France |
| 31 | December |
| 32 | English |
| 33 | Europe |
| 34 | Dollar |
| 35 | Poppy |
| 36 | Africa |
| 37 | Bata |
| 38 | Australia |
| 39 | BMW |
| 40 | Burger King |
| 41 | Berlin Wall |
| 42 | Coke |
| 43 | California |
| 44 | Canon |
| 45 | Daniel |
| 46 | Ferrari |
| 47 | Germany |
| 48 | Indian Ocean |
| 49 | Himalayas |
| 50 | Jim |
| 51 | Japan |
| 52 | Peru |
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|  | | 54 | Spain |  | |

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* 1. Sutlej
  2. Spain
  3. Moldova
  4. Colorado
  5. Bangladesh
  6. Audi
  7. Queen Elizabeth
  8. Bill Gates
  9. Machu Picchu
  10. Taj Mahal
  11. David
  12. The Lord of the Rings
  13. Luke Skywalker
  14. Mac book
  15. Star wars
  16. James Bond
  17. Elon Musk
  18. The Red Sea
  19. The Black Sea
  20. Mahatma Gandhi
  21. Krishna
  22. Sweden
  23. South Africa
  24. Samsung
  25. Sunday
  26. Titanic
  27. Walmart
  28. Twitter
  29. Rock ledge
  30. Usain bolt
  31. Women’s day
  32. Peter Pan
  33. Maya
  34. London
  35. Michel
  36. Moon
  37. Monday
  38. Potato
  39. Pepsi
  40. Nikon
  41. Pubg
  42. Oxford University
  43. India
  44. Justin
  45. Janet
  46. Jupiter

### Common Noun 100 Examples

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| **Sno** |  | **Examples** |  |
|  | 1 |  | Mobile |
|  | 2 |  | Month |
|  | 3 |  | School |
|  | 4 |  | River |

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Season Ship Animals App Author Biscuit Book Building Bulb Camara Coat Coffee College Company Computer Employee Evening Evidence Confusion Country Cousin Dad Danger Daughter Day

Case Carpet Card Car Bus

Business Brother Bridge Breakfast

1. Actor
2. Afternoon
3. Airplane
4. Airport
5. Area
6. Arm
7. Art
8. Aunt
9. Girl
10. Glass
11. Ground
12. Head
13. Health
14. History
15. Fisherman
16. Flowers
17. Power
18. Queen
19. Result
20. Biscuit
21. Year

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| 1. Lake 2. Week 3. Education 4. Fan 5. Cow 6. Milk 7. Member 8. Music 9. Pencil 10. Bird 11. Bee 12. Pool 13. Pizza 14. Picture 15. Pickle 16. Swing 17. Television 18. Taxi 19. Spoon 20. Minute 21. Hour 22. Roof 23. Room 24. Board 25. Name 26. Party 27. Man 28. Cookies 29. Dress 30. Train 31. War 32. Wall 33. Tree 34. Thing 35. Monkey 36. King 37. Bats 38. Barber 39. Ball 40. Taxidriver   Possivess Noun 100 examples | | | |
|  | Sno | Example |  |
| 1 | John’s |
| 2 | Sarah’s |
| 3 | Mary’s |
| 4 | David’s |
| 5 | Alex’s |
| 6 | Emily’s |
| 7 | Michael’s |
| 8 | Jessica’s |

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|  | 9 | Mark’s |  |
| 10 | Daniel’s |
| 11 | Nicole’s |
| 12 | Christopher’s |
| 13 | Megan’s |
| 14 | Samantha’s |
| 15 | Andrew’s |
| 16 | Amanda’s |
| 17 | Matthew’s |
| 18 | Jennifer’s |
| 19 | Brian’s |
| 20 | Rebecca’s |
| 21 | Patrick’s |
| 22 | Stephanie’s |
| 23 | Jonathan’s |
| 24 | Michelle’s |
| 25 | Benjamin’s |
| 26 | Elizabeth’s |
| 27 | Joshua’s |
| 28 | Lauren’s |
| 29 | Aljandro’s |
| 30 | Carla’s |
| 31 | Antonio’s |
| 32 | Isabella’s |
| 33 | Felipe’s |
| 34 | Valeria’s |
| 35 | Diego’s |
| 36 | Paola’s |
| 37 | Mateo’s |
| 38 | ANa’s |
| 39 | Javier’s |
| 40 | Lucia’s |
| 41 | Pedro’s |
| 42 | Marta’s |
| 43 | Raul’s |
| 44 | Paul’s |
| 45 | Alberto’s |
| 46 | Hugo’s |
| 47 | Natalia’s |
| 48 | Diego’s |
| 49 | Valeria’s |
| 50 | Wayne’s |
| 51 | Rodney’s |
| 52 | Stacy’s |
| 53 | Keith’s |
| 54 | Lindsey’s |
| 55 | Kyle’s |
| 56 | Shannon’s |
| 57 | Erica’s |
| 58 | Travis’s |
| 59 | Stacy’s |
| 60 | Kenneth’s |
| 61 | Justin’s |
| 62 | Thomas’s |
| 63 | Rachel’s |
| 64 | Steven’s |
| 65 | Kelly’s |
| 66 | Jeremy’s |

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| 67 | Christina’s |
| 68 | Nicholas’s |
| 69 | Heather’s |
| 70 | Brandon’s |
| 71 | Laura’s |
| 72 | Gregory’s |
| 73 | Amy’s |
| 74 | Jeffrey’s |
| 75 | Natalie’s |
| 76 | Scott’s |
| 77 | Jamie’s |
| 78 | Justin’s |
| 79 | Tara’s |
| 80 | Phillip’s |
| 81 | Amber’s |
| 82 | Travis’s |
| 83 | Erica’s |
| 84 | Kenneth’s |
| 85 | Keith’s |
| 86 | Stacy’s |
| 87 | Patrick’s |
| 88 | Crystal’s |
| 89 | Rodney’s |
| 90 | Wayne’s |
| 91 | Vincent’s |
| 92 | Angle’s |
| 93 | Juan’s |
| 94 | Ricardo’sCarmen’s |
| 95 | Kevin’s |
| 96 | Ashley’s |
| 97 | Thomas’s |
| 98 | Rachel’s |
| 99 | Steven’s |
| 100 | Brittany’s |

Compound Noun 10 Examples

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| --- | --- |
| Sno | Example |
| 1 | Restroom |
| 2 | Schoolteacher |
| 3 | Sunflower |
| 4 | Rainfall |
| 5 | Railway station |
| 6 | Football |
| 7 | Ship deck |
| 8 | Haircut |
| 9 | Sunrise |
| 10 | Roleplay |

**Abstract Noun 10 Examples**

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| --- | --- |
| **Sno** | **Example** |
| 1 | Love |
| 2 | Knowledge |
| 3 | Courage |
| 4 | Freedom |
| 5 | Judgment |
| 6 | Concept |
| 7 | Pride |
| 8 | Truthfulness |
| 9 | Honestey |
| 10 | Ambience |

**Material noun 10 Examples**

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| **Sno** | **Examples** |
| 1 | Gold |
| 2 | Iron |
| 3 | Plastic |
| 4 | Glass |
| 5 | Food |
| 6 | oil |
| 7 | Money |
| 8 | Cement |
| 9 | Brick |
| 10 | Brass |

**Singular and Plural Noun 10 Examples**

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| --- | --- |
| **Sno** | **Examples** |
| 1 | Dog |
| 2 | Child |
| 3 | Son |
| 4 | Orange |
| 5 | Dress |
| 6 | Elephants |
| 7 | Games |
| 8 | Bangles |
| 9 | Childeren |
| 10 | Outfits |
| 11 | Train |
| 12 | Trains |
| 13 | Tax |
| 14 | Taxesss |

**Countable and Uncountable Noun 10 Examples**

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| --- | --- |
| **Sno** | **Examples** |
| 1 | Tree |
| 2 | Friend |
| 3 | Questions |
| 4 | Mangoes |
| 5 | Pens |
| 6 | Girls |
| 7 | Days |
| 8 | Kilograms |
| 9 | Rupees |
| 10 | Hours |
| 11 | Rice |
| 12 | Suger |
| 13 | Evidence |
| 14 | Water |
| 15 | Information |
| 16 | Milk |

## VERB FORMS:

##### Verbifying Definition

Verbfying (also known as verbing) is the act of de-nominalisation, which means transforming a Noun into another kind of word.

This process can be done by taking an already existing noun and simply switching the context in which it is used. For example, we could say ‘the table is set’, but we could also say ‘I want to table this meeting’. Verbifying is often a more informal tool within language, but it is no less useful because of this.Verbifying also refers to taking an adjective or a noun, and adding a suffix to it to create a new word.

We can see this in the words ‘horrify’, ‘terrify’ and even ‘verbify!’

This is the opposite of nominalisation, which means making nouns from other kinds of words. Top Twinkl Tip: If this seems like a daunting topic for your class, it might be worth telling Them that some of the most basic words in English — '*dress', 'dream', 'sleep', 'strike', 'talk'* — are verbs identical

in form to their parent nouns.

*For a fun worksheet that will help your students to practise this skill in the classroom setting,*

*try this*

*[Is It A Noun Or A Verb Activity Pack](https://www.twinkl.co.in/resource/t2-e-3411-is-it-a-noun-or-is-it-a-verb-activity-pack). It includes a fortune-teller craft, worksheets, and word*

*cards.*

## Verbifying with Suffixes

Verbifying with suffixes is another common approach within this subject. To verbify a noun or adjective, we take the root word, and add a suffix like ‘-ate’, ‘-ify’ or ‘-ise’ to it.

For example, the word ‘liquid’ becomes ‘liquify’ and the word ‘terror’ could become ‘terrify’ or ‘terrorise’.

This system is perhaps even more common than nouns used as verbs in their root form - so much that you might not realise you do this in your everyday speech.

## Nouns Used As Verbs List

When learning this topic, it is perhaps best to learn through example. Here’s a ‘nouns used as verbs’list that features words that you might come across in everyday speech.

* Act
* Address
* Aim
* Answer
* Arrest
* Attack
* Auction
* Back
* Balance
* Balloon
* Ban
* Beam
* Bend
* Cake
* Call
* Can
* Chant
* Cheat
* Dance
* Drink
* Drive
* Dye
* Echo
* Experience
* Eye
* Face
* Fear
* Guess
* Glue
* Head
* Hope
* Increase
* Ink
* Jam
* Kiss
* Label
* Love
* Lock
* Make
* Match
* Oil
* Parcel
* Peel
* Phone
* Pick
* Quiz
* Race
* Run
* Reign
* Scare
* Search
* Smile
* Smoke
* Sound
* Shape
* Tear
* Trace
* Track
* Use
* Vote
* Wake
* Waltz
* Wear
* Whisper
* Yawn
* Yield
* Visit
* Value
* Use
* Type
* Trust
* Transport
* Turn
* Stop
* Shock
* Record
* Sign
* Smile
* Smoke
* Sound
* Need
* Notice
* Object
* Link
* Look

## Adjective forms :

Using adjectives as nouns in English can help classify and categorize groups of people or things based on shared characteristics. Here are some common types of adjectives used as nouns, along with examples and brief explanations:

## Collective Nouns:

* + The Rich: This refers to wealthy individuals as a collective group.
  + The Poor: This refers to people who lack financial resources.
  + The Homeless: This refers to individuals without permanent shelter.

1. **Demographic or Identity Groups:**
   * The Elderly\*: Refers to older people.
   * The Young\*: Refers to young people or children.
   * The Deaf\*: Refers to people with hearing impairments.
   * The Blind\*: Refers to people with visual impairments.
   * The LGBTQ+ Community\*: Refers to people who identify as lesbian, gay, bisexual, transgender, queer, etc.

#### Character Traits or Characteristics:

* + \*The Brave\*: Refers to individuals known for their courage.
  + \*The Innocent\*: Refers to those who are free from guilt or wrongdoing.
  + \*The Guilty\*: Refers to individuals who are responsible for a wrongdoing.
  + \*The Wise\*: Refers to people who possess wisdom and knowledge**.**

## Health or Medical Conditions:

**-** The Sick: Refers to individuals who are unwell or suffering from an illness.

* The Healthy: Refers to people who are in good physical or mental health.
* The Terminally Ill: Refers to individuals with a terminal illness.

## Occupational or Professional Groups:

**-** The Educators: Refers to teachers and professors as a collective group.

- The Homebuilders: Refers to people involved in the construction industry.

## Social or Political Movements:

**-** The Environmentalists: Refers to people advocating for environmental protection.

- The Activists: Refers to individuals involved in various social or political causes.

## National or Ethnic Group:

**-** The French: Refers to people from France.

* The Chinese: Refers to people from China.
* The Native Americans: Refers to indigenous peoples of North America.

These examples illustrate how adjectives can be used as nouns to represent groups of individuals or objects that share a common characteristic, identity, or classification. This linguistic practice simplifies communication and allows for concise reference to specific groups.

Certainly, using adjectives as nouns in English is a way to refer to groups of people or things based on the characteristic described by the adjective. This can create collective nouns or help classify specific groups. Here are some examples with brief explanations:

1. The Rich: Refers to wealthy individuals or the upper class.
2. The Poor: Refers to people who are financially disadvantaged or impoverished.
3. The Homeless: Refers to individuals who lack permanent housing or are experiencing homelessness.
4. The Elderly: Refers to older people, typically those in the later stages of life.
5. The Young: Refers to young people, usually children or teenagers.
6. The Deaf: Refers to people who have a hearing impairment or cannot hear.
7. The Blind: Refers to people who have a visual impairment or cannot see.
8. The Brave: Refers to individuals known for their courage or fearlessness.
9. The Innocent: Refers to those who are free from guilt or wrongdoing.
10. The Guilty: Refers to individuals who have been proven to have committed a wrongdoing.
11. The Healthy: Refers to people who are in good physical or mental health.
12. The Sick: Refers to individuals who are unwell or suffering from an illness.
13. The Terminally Il: Refers to individuals with a terminal illness.
14. The Educators: Refers to teachers, professors, and those involved in education.
15. The Homebuilders: Refers to individuals in the construction industry.
16. The Environmentalists: Refers to people who advocate for environmental protection.
17. The Activists: Refers to individuals actively involved in various social or political causes.
18. The French: Refers to people from France.
19. The Chinese: Refers to people from China.
20. The Native Americans: Refers to indigenous peoples of North America.

These examples showcase how adjectives can be used as nouns to categorize groups of individuals or objects based on specific characteristics or identities. This linguistic practice

helps simplify communication by providing concise references to these groups.

# What is a gerund and what is its function?

A gerund (pronounced JER-und) is a verb that’s acting as a [noun](https://www.grammarly.com/blog/nouns/). By that, we mean that

the [verb](https://www.grammarly.com/blog/verbs/)—the word that describes the action that’s happening, like “biking,” “thinking,”

“running,” or “speaking”—becomes a **thing**, a concept that can now be the sentence’s subject, direct object, indirect object, or the object of a preposition.

It doesn’t stop being a verb, but the role it plays in a sentence shifts from describing the action to **being** a focal point.

Here are two examples of sentences that contain gerunds:

* As a food blogger, **eating** is an involved production for Shoshanna.
* Fazal turned off his phone and shut the door so he could focus on **studying**.

As you see in these examples, gerunds are verbs in the [present participle form](https://www.grammarly.com/blog/verb-forms/). This

means they’re the root verb + “ing”:

* Seeing
* Cramming
* Wondering

But that’s not what makes them gerunds. To be a gerund, a verb has to act as a noun in its sentence. Present participle verbs are **not** gerunds when they describe the action in a

sentence, like the verbs in these:

* She is seeing the painting for the first time.
* As I was walking to school, I tripped on uneven pavement.

Gerunds aren’t the only instance where a word (or group of words) plays a role that’s typically taken on by another type of word. For example, [an adverbial clause](https://www.grammarly.com/blog/adverbial-clause/#%3A~%3Atext%3DAn%20adverbial%20clause%2C%20sometimes%20referred%2Cis%20always%20a%20dependent%20clause) is a clause

that functions as an adverb. An [adjective phrase](https://www.grammarly.com/blog/adjective-phrase/#%3A~%3Atext%3DAn%20adjective%20phrase%20is%20a%2Cadjective%20by%20describing%20a%20noun) is a phrase that describes a noun the

way an adjective typically does.

#### Gerund phrases

A [gerund phrase](https://www.grammarly.com/blog/gerund-phrase/) is a phrase that contains a gerund and a modifier or an object and,

in some cases, both of these. Here are three examples of gerund phrases:

* Apologizing to them
* Underground exploring
* Running with scissors

A gerund phrase, just like a gerund, acts as a noun in a sentence. Take a look at how these gerund phrases play this role:

* **Apologizing to them** is important to me.
* My brother enjoys **underground exploring** with his friends.
* I don’t advise **running with scissors** at this time (or ever).

A [phrase](https://www.grammarly.com/blog/phrases/) is a small group of words that communicates a concept but can’t be an

independent sentence on its own. There are lots of different kinds of phrases in English, like verb phrases, adjective phrases, [prepositional phrases](https://www.grammarly.com/blog/prepositional-phrase/), and noun phrases.

|  |  |  |
| --- | --- | --- |
|          | Gerunds can also be used in conjunction with [phrasal verbs](https://www.grammarly.com/blog/common-phrasal-verbs/), two-word phrases that combine a verb and an adverb or preposition to communicate a unique concept that can’t be expressed by either of the words individually. Common phrasal verbs include:  Figure out Check into Take over  And here are a few sentences that demonstrate how phrasal verbs and gerunds can Work together:  Try as I might, I just can’t figure out **programming**.  I’m worried my mother-in-law will take over **cooking** when she arrives.  **Types of gerunds**  There are six types of gerunds: | |
|  | **1** | Subject: **Biking** is my newest hobby. |
|  |  | |
|  | **2** | Subject complement: My preferred commuting method is **biking**. |
|  |  | |
|  | **3** | Direct object: I love **biking**. |
|  |  | |
|  | **4** | Indirect object: My sister gave **biking** a try. |
|  |  | |
|  | **5** | Object complement: I see myself **biking** every day. |
|  |  | |
|  | **6** | Object of a [preposition](https://www.grammarly.com/blog/prepositions/): I blocked out a few hours this Sunday for **biking**. |
|  | Gerunds are almost as versatile as actual nouns. Just like nouns, they can be replaced | |

By gerund

* **Biking** is my newest hobby, so I blocked out a few hours on Sunday for **it**.

# Gerunds and infinitives

Gerunds aren’t the only kind of verb that act as nouns. When you need to use a verb as a noun, you can also turn it into an infinitive.

An infinitive is the word “to” + a verb’s root. There are two ways you can use an infinitive: as a noun that communicates a single concept and as an adjective to describe a noun within the sentence. Here are a few examples, with infinitives bolded:

* I brought us some lemonade **to drink** with lunch. (adjective)
* **To err** is human. (noun)
* I hope there are magazines **to read** in the waiting room. (adjective)
* We love **to travel**, but we couldn’t afford it last year. (noun)

As you can see, infinitives are similar to gerunds, but they aren’t exactly the same.

In a sentence where the infinitive acts as a noun, you can easily swap in a gerund and it will still make sense.

* We love **traveling,** but we couldn’t afford it last year.
* **Erring** is human.

But you can’t always go the other way—notably when the gerund is the object of a preposition: “I blocked out a few hours this Sunday **for to bike**.”

You could remove the preposition in this sentence (“for”) and it would make sense: “I blocked out a few hours this Sunday to bike.” But if you do this, you no longer have a prepositional phrase.

In contrast, some [transitive verbs](https://www.grammarly.com/blog/transitive-and-intransitive-verbs/) can work only with an infinitive.

Take a look at these examples:

I plan **to dance**. plan **dancing**.

They’ll decide **to stay**. decide **staying**.

An easy rule to keep in mind is that you should use an infinitive when you’re discussing something that’s abstract, not real, or only might happen:

* That’s where she plans **to propose**.

And use a gerund when you’re discussing something that’s specific, real, or has already happened:

* The attic was absolutely perfect for **writing**.

# How do you create a gerund?

As we mentioned above, you create a gerund by adding “ing” to the end of a root verb. In other words, a gerund is in the present participle form—but remember, a verb in the present participle form isn’t automatically a gerund.

# Gerund examples

Gerunds are incredibly versatile. Here are a few more examples of gerunds and gerund phrases in sentences:

* The students were more focused on **passing the class** than on **learning**.
* **Running** was key to Angela’s weight loss journey.
* She felt social work was her **calling**.
* We watched a PSA about the **dangers of drunk driving**.

When you’re writing, whether it’s an [essay](https://www.grammarly.com/blog/types-of-essays/), a short story, a blog post, or even an email or

text message, you’ll probably naturally use gerunds. Next time you write

something, challenge yourself to pick out the gerunds in your work. They can be tricky, but being able to recognize them will make you a stronger writer and reader.

**Verbs:**

A verb is a word that denotes action or a state of being.

As a part of speech in grammar, a verb is the action in the sentence. Along with a noun, the verb is a critical component of a complete sentence. Somebody (noun) does something (verb).

In grammar, the doer is the subject, and the action is the **[predicate](https://prowritingaid.com/predicate)** (the part of the sentence

containing the verb and describing the subject).

Those two elements form a complete sentence: “Jim **grins**.”

You may want more information in your sentence, like an object: “Jim grins **at Sally**.” You may add **[subordinate clauses](https://prowritingaid.com/Subordinate-Clause)**: “Jim grins at Sally **when she fumbles the ball**.”

However complex your sentence, the verb is the action. It tells you what the subject is doing, feeling, or being.

## How to Use Verbs in Writing :

You use verbs every day when you talk and write. Because verbs denote action, they move every story forward. In writing, your verb choice delivers a punch to your prose.

Using the right verb also increases **[readability](https://prowritingaid.com/art/348/How-to-Use----Readability-Scores.aspx)** for your audience because you don’t need to

lengthen the sentence by describing the action with extra modifiers. The verb does all the work. Here are our three favorite tips for how to use verbs well in your writing.

Many writers unintentionally hide their verbs by turning them into nouns accompanied by a weak verb.

Take these two sentences:

* + "We will **decide** tomorrow.”
  + “We will **make** a decision tomorrow.”

The first sentence is shorter and more direct. In the second sentence, the strong verb **decide**

is changed into the weaker **make**, which dilutes the meaning.

How can you spot hidden verbs? Look for words ending in **-ment**, **-tion**, **-sion**, and **-ance**. Also, if you’ve used weak verbs like **give**, **have**, **make**, **reach**, and **take**, this could be a sign of a hidden verb.

However, it’s normally better to convey action and grab your reader’s attention, rather than using **[passive](https://prowritingaid.com/Passive-Voice)**

verbs like **is**, **has**, and **was**.

Rewording your sentences to favor active verbs instead of passive verbs will strengthen your writing.

For example, you can use a verb instead of an adjective:

* + Original Sentence: He **is asleep** under the tree.
  + Improved Sentence: He **sleeps** under the tree.

The verb **sleeps** is more powerful than the passive version **is asleep**. Similarly, you can use a verb instead of a noun:

* + Original Sentence: She **was** a good **writer**.
  + Improved Sentence: She **wrote** well.

Once again, the verb **wrote** is more powerful than the passive version **was a writer**, because it conveys movement and action.

some verbs in the English language are more descriptive and precise than others.

For example, the word **whispered** conveys more information than the word **said**, because it implies **[adverbs](https://prowritingaid.com/Adverbs)** like **quietly** or **furtively**.

Similarly, the verb **sprint** conveys more information than **move**, because it tells the reader the specific type of movement being described.

There’s nothing wrong with using a generic verb like **said**, but if you want to provide more information, it’s almost

always better to use a specific verb instead of modifying a weak verb.

Sometimes, this rule means replacing a generic verb and its adverb with a stronger, more specific verb. Consider

the following example:

Original Sentence: She **walked slowly** up the stairs. Improved Sentence: She **trudged** up the stairs.

**Trudged** is more concise and evocative than **walked slowly**.

Other times, this rule can also mean replacing a generic verb and a modifying phrase with a stronger verb.

* + Original Sentence: He **smiled in a mean way** at the new kid in class.
  + Improved Sentence: He **sneered** at the new kid in class.



**Sneered** is a more interesting way to say **smiled in a mean way** and will make your writing more powerful.

keep in mind it's okay to use phrasal verbs, which are verbs that consist of multiple words, such as **break down** and **let go**.

## Types of Verbs

There are three main types of verbs. Familiarity with verb types will help you understand when to use each type and when to avoid a verb type.

The three verb types are:

* + Action verbs (which can be [transitive](https://prowritingaid.com/transitive-verb) or [intransitive](https://prowritingaid.com/intransitive-verb))
  + [Modal or helping verbs](https://prowritingaid.com/modal-verbs)
  + Linking verbs

Let’s take a closer look at each of these verb types and how they function in a sentence.

## Action Verb: Definition & Examples

When a person or thing is doing something, that’s an action verb.

Action verbs are the best ones to use in your writing to move your story forward and create **[tension](https://prowritingaid.com/art/1408/how-dramatic-questions-build-tension.aspx)**[.](https://prowritingaid.com/art/1408/how-dramatic-questions-build-tension.aspx)

Action verbs can also clarify articles and papers by indicating direct action. Action verbs are split into two categories: transitive verbs and intransitive verbs.

1. **Transitive Verbs** :

A transitive verb is always followed by a noun that receives the action, called the direct object. Consider the sentence “I patted my dog’s head.”

The transitive verb is “patted,” and the noun that’s receiving this action is “my dog’s head,” which is the direct object of the action verb.

Sometimes an object can be indirect, such as when you’re expressing to whom the action is being done.

Consider the sentence “Mary gave Angelina a kiss on the cheek.”

The verb is “gave,” and the direct object was “a kiss.” To whom it happened was Angelina, the indirect object of the sentence.

Transitive verbs act on direct and indirect objects. Something or someone always gets affected by this type of verb.

## Intransitive Verbs

When an action verb has no direct object, it’s called an intransitive verb. An adverb or adverb phrase can follow intransitive verbs, but there will not be a direct object.

Consider the sentence “Matthew **runs** away quickly.”

The verb is **runs**, and the phrase “away quickly” tells us more about the verb, but there is no object in the sentence

to receive the action. Therefore, **runs** is an intransitive verb.

An easy way to tell the difference between a transitive and an intransitive verb is to ask the question, “

Who or what is receiving the action from this verb?”

* + If you can name a noun that’s on the receiving end, it’s a transitive verb.
  + If you can’t name a noun, whether a direct or indirect object, then the verb is intransitive.

Either way, transitive or intransitive, active verbs lend immediacy to your sentence, drawing in the reader.

## Auxiliary Verb: Definition & Examples

An auxiliary verb, also called a helping verb, modifies the action in the main verb.

Auxiliary verbs help readers to understand the main verb. They typically change the mood or tense of the main verb.

Auxiliary verbs provide hints re lated to the possibility of something happening (can, should, would, etc,(has, did, was, etc.).

When you add auxiliary verbs to your sentence, you create verb phrases. Auxiliary verb examples:

* + Laura **is** (helping verb) **writing** (main action verb) her life story.
  + Her story **might** (helping verb) **be** (main verb) embarrassing for some of her friends. The following verbs always function as auxiliary verbs or helping verbs:
  + Can
  + Could
  + May
  + Might
  + Must
  + Ought to
  + Shall
  + Should
  + Will
  + Would

In addition, you can have auxiliary verbs comprising the forms of **to be**, **to do**, and **to have**.

Keep in mind that the following words can also serve as linking verbs (which we’ll discuss next):

* + Am
  + Are
  + Be
  + Been
  + Being
  + Did
  + Do
  + Does
  + Had
  + Has
  + Have
  + Is
  + Was
  + Were

Examples of **be, do, have** helping verbs in sentences:

* + Juliet **is** changing trains at the station.
  + Daniel **had** eaten everything on his plate.
  + Every cyclist **does** dismount at the crossing.

**Irregular verb :**

An irregular verb is defined as “a verb that does not follow the usual rules of grammar.

For example, ‘eat’ is an irregular verb because its past tense is ‘ate’ and its past participle is ‘

eaten’, not ‘eated’,” according to the Macmillan Dictionary. According to the Oxford Learners

’ Dictionary, an irregular verb is a verb that is “not formed in the normal way.” The normal way

of forming past and past participle forms of a verb in English is by adding ‘ed’ to it. Irregular

verbs do not follow this rule.An irregular verb is defined as “a verb that does not follow the

usual rules of grammar. For example, ‘eat’ is an irregular verb because its past tense is ‘ate’

and its past participle is ‘eaten’, not ‘eated’,” according to the Macmillan Dictionary. According

to the Oxford Learners’ Dictionary, an irregular verb is a verb that is “not formed in the

normal way.” The normal way of forming past and past participle forms of a verb in English is

by adding ‘ed’ to it. Irregular verbs do not follow this rule.

## **Conjugating Irregular Verbs – Rules and Examples**

Learning to conjugate irregular verbs can be a little tricky. It is often considered a difficult task,

but that is not the case. Before we start, try to unlearn the concepts or notions about irregular

verbs you have in your mind. Let us start from the beginning with a fresh and clear mind.

The conjugation of irregular verbs can be learnt under three main groups based on how they

behave when changed to represent the simple past and past participle forms.

It can be grouped as follows:

* Group 1 – Irregular verbs which take the same spelling as the base verb in the simple past form
* and the past participle form. These verbs remain the same throughout all tense forms.
* Group 2 – Irregular verbs which have the same spelling in the simple past form and the past participle form. There are some irregular verbs in this group that take an alternate spelling too.
* Group 3 – Irregular verbs which have three different spelling patterns in the base form, the
* simple past form and the past participle form.

Let us now look at the list of irregular verbs which fall under the three groups to have a

better understanding.

## 

## **Irregular Verbs Examples :**

|  |  |  |
| --- | --- | --- |
| ****Base Verb**** | ****Simple Past Form**** | ****Past Participle Form**** |
| Cut | Cut | Cut |
| **put** | **put** | **put** |
| **shut** | **shut** | **shut** |
| **Hurt** | **Hurt** | **Hurt** |
| **Burst** | **Burst** | **Burst** |
| **Let** | **Let** | **Let** |
| **Set** | **Set** | **Set** |
| **Hit** | **Hit** | **Hit** |
| **Cast** | **Cast** | **Cast** |

#### **Group 2 – Irregular Verbs with the Same Simple Past Form and Past Participle Form**

|  |  |  |
| --- | --- | --- |
| ****Base Verb**** | ****Simple Past Form**** | ****Past Participle Form**** |
| Bent | Bend | Bend |
| Buy | Bought | Bought |
| Bind | Bound | Bound |
| Light | Lit | Lit |

#### **Group 3 – Irregular Verbs with Completely Different Spellings for Each Form**

|  |  |  |
| --- | --- | --- |
| ****Base Verb**** | ****Simple Past Form**** | ****Past Participle Form**** |
| Blow | Blew | Blown |
| Arise | Arose | Arisen |
| See | Saw | Saw |
| Run | Ran | Run |
| Sink | Sank | Sunk |
| Sing | Sang | Sung |
| Drink | Drank | Drunk |
| Take | Took | Taken |
| Strive | Strove | Striven |