**Verbs – Reading Material**

**Overview:**

Did you know that action words can get you noticed; be it a recruiter or a manager. I'd say you manage better with action words.

It’s clear, livelier and focuses on the 'doing' part. And getting things done is key.

**Objectives:**

This reading material is designed to help you:

* Understand how and when to apply action words to smoothen your conversations and build relationships.
* Learn the functional usage of verbs and the different types of verbs.

**Verbs**

Verbs are the most important component of any sentence. These words talk about the action or the state of any noun or subject. This means that verbs show what the subject is doing or what is the state or situation of the subject.

Examples:

He **ran** to the store. - Here the verb **ran** describes the action of the subject ‘he’

She **is** a creative person. - Here there is no action being done. Instead the auxiliary verb **‘is’** shows the state of the subject ‘she’ as being ‘creative’.

There are different types and classifications of Verbs; some of the most important ones are listed below:

**Action Verbs**

These verbs talk about what the subject is doing in the sentence. Action Verbs are one of the most easily identifiable types of verbs. To recognize them, you simply have to look for the word in the sentence that answers the question ‘**What is the subject doing?**’ e.g. -

Rose is **painting** the kitchen walls.

The subject here is Rose, and **what is Rose doing?** Rose is **painting**. Hence **painting** is our action verb.

My dog is **sleeping** on the sofa.

The subject here is dog, and **what is the dog doing?** The dog is **sleeping**. So**sleeping** is our action verb.

There are two types of Action Verbs which describe the Verb and the Subject doing the action and the Object on which the action is done, they are -

Transitive Verbs -

These Action Verbs have a definite object on which, or for which the action is being performed. That means that the action has a definite recipient or object. To identify them you can ask the question **what is the/did the subject -verb-?**

Rose is **painting** the kitchen walls.

Here the verb is **painting** and the subject is Rose. If we form the question - **what is Rose painting?** The answer is- **The kitchen walls**.

Thus, we see that there was a specific object on which the action of **painting** was being done.

Hannah **gave** him a big hug.

Here we see that the action **‘gave’** is being performed by the subject Hannah. So the question is **what did Hannah give?** And the answer is - **A big hug**.

Here, we also have a indirect object as ‘him’. This indirect object would be the answer to the

question-

**Who did the subject** (Hannah) - **verb -** (give) **the object** (hug) **to?**

Intransitive Verbs -

These verbs also show an action but here there is no specific object on which the action is being done. To recognize these verbs, we ask the question **what is the/did the subject - verb- ?** If there is no answer present, then the verb in the sentence is an Intransitive Verb.

Rose is **painting** right now.

Here, if we ask the question **what is Rose painting?** There is no answer which means that in this sentence **painting** is an Intransitive Verb.

It is telling us about the action of the subject but there is no specific object for the action. Hannah **sneezed** repeatedly.

Here, the verb is **sneezed**. If we ask the question **what did Hannah sneeze?**There is no

answer present for it making **sneezed** a intransitive verb.

**Dynamic and Stative Verbs**

This category of verbs deals with the verb words themselves; and whether they indicate an action or a state of the subject. This category is not concerned with the object in particular.

Dynamic Verbs

These verbs denote an actual action or expression or process done by the subject. They mean an action which can be seen or physically felt or the result of which is seen or physically felt by the object or an indirect object.

She **buys** new clothes every week.

Here the verb is **buys** which is an action done by the subject ‘she’, hence it is a dynamic

verb.

He is **swimming** at the beach.

Here again we have the definite action **swimming** done by the subject ‘he’,

making **‘swimming’** a dynamic verb in this sentence.

Stative Verbs

These verbs refer to the state of the subject or the situation of the subject. Stative Verbs tell us about the state of mind of the subject, or the relation between the subject and the

object.

She **prefers** strawberry jam.

Here the Stative Verb is **‘prefers’** which shows the thinking of the subject ‘She’ towards the

object, which is ‘jam ’ .

The cupboard **requires** a new coat of paint.

Here the subject is ‘cupboard’ and the stative verb is **‘requires’** which is telling about the

relation between the subject ‘cupboard’ and the object ‘paint’.

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| --- | --- | --- |
| STATIVE VERB | CORRECT USAGE | INCORRECT USAGE |
| Like | I like you. | I am liking you. |
| Love | I love you. | I am loving you. |
| Hate | I hate you. | I am hating you |
| Appear | It appears to be cloudy. | It is appearing to be cloudy. |
| Believe | I believe in God. | I am believing in God. |
| Fit | This shoe fits me. | This shoe is fitting me. |
| Sound | This song sounds  good. | This song is sounding  good. |
| Remember | I remember  everything. | I am remembering  everything. |

**Linking Verbs**

These verbs are unlike other verbs as they do not tell anything about a subject themselves, instead Linking Verbs connect the subject to a noun or adjective that helps in describing or providing additional information about the subject. Those nouns or adjectives are called the subject complements.

Lisa **is** fussy about food.

Here we see the subject is Lisa and the linking verb is **‘is’** which is connecting Lisa to the subject complement ‘fussy about food’ which is giving additional information about Lisa’s preferences.

They **are** stubborn children.

Here the linking verb is **‘are’** which is combining the subject They to the subject complement

of ‘stubborn’ which is an adjective.

The best to recognize linking words in a sentence is to see whether the verb can be replaced by **‘is, am** or **are’.** If the sentence still sounds logical you know you have a linking verb.

The students **felt** relieved. - The students **are** relieved.

Hence **‘felt’** was a linking verb and not an action verb. As **‘felt’** here is simply connecting the subject to the adjective.

Every student **felt** the relief. - Every student **is/am/are** the relief.

Hence in this sentence **‘felt**’ is action verb as it is the action of ‘feeling an emotion.’

**Using Verbs in Sentences -**

To use verbs correctly in sentences you need to learn more about the construction and use of the various verbs. And how they change form according to tenses and use in a sentence. For correct application verbs in written text you will need to know about -

Regular and Irregular Verbs - These are the two different ways in which verbs change to form different tenses. Whether to simply add ‘-ed’ at the end of a verb or does it take a different form altogether.

Shared, Scared, wanted, shouted – Regular verbs

Go, Run, Think, Bring, Swim – Irregular verbs

Finite and Non-Finite Verbs - These are verbs which can be either the main verb of a sentence or just one that is used as an adjective or noun as well.

She **walks** home - Here we see that the finite verb is **walks** and the pronoun is 'she'.

He loves **camping** in the woods. - Here the non-finite verb is **camping** and it is used as a noun. These kind of non-finite verbs are called Gerunds.

I need to go **to sleep**. - Here the non- finite verb phrase is **to sleep**, it is acting as a noun. Non-finite verbs that use ‘to’ before them are called Infinitives.

The **sleeping** dog caused a delay. - The nonfinite verbs that have ‘-ing’ or ‘-ed’ as suffixes

and cause the verb to come an adjective are called Participles.

**Participles, Gerunds & Infinitives**

Participles, Gerunds and Infinitives are called verbals. Verbals are words which are formed from a verb but which function as a different part of speech.

**Participle**

A participle is usually formed by adding –ing or –ed to a verb.**It functions as an adjective.**

Examples:

The **singing** bird was the main attraction at the event. The **injured** man was waiting for the doctor.

**Gerund**

A gerund is formed by adding –ing to a verb.**It functions as a noun.**

Examples:

**Swimming** is very good for the body.

**Smoking** is prohibited in the hospital.

**Infinitive**

An infinitive is formed by using the word ‘to’ before the verb in its stem word.**It functions as a noun, adjective or adverb.**

Examples:

He was made **to clean** his room. Shalini loves **to talk.**

Modal Verbs - These verbs tell us whether something is probable or about the skills of a noun etc. There are 10 modal verbs in total and each have an important part in sentence formation.

There are 10 modal verbs in the English language:

 Can

 Could

 May

 Might

 Will

 Would

 Must

 Shall

 Should

 Ought to

**Uses of Modal Verbs:**

1. To indicate that something is probable or possible, or not so. For example:

 It is sunny today; it must be warm outside. = It is sunny today; it is probably warm outside.

 His mobile is not reachable; he may/might/could be travelling by metro. = His mobile is

not reachable; it is possible that he is travelling by metro.

 This can’t be our bill. = It is not possible that this is our bill.

2. ‘Can’ and ‘could’ are used to refer to skills and abilities. For example:

 He can cover a hundred metres in under ten seconds.

 My father could see perfectly before the age of fifty.

 I can’t ride a horse.

3. ‘Must’ is used to indicate that something is necessary or of extreme importance, and

‘should’ is used to suggest that something is advisable. For example:

 You must do your homework.

 You mustn’t skip school.

 You should say sorry.

 You shouldn’t smoke.

4. ‘Can’, ‘could’ and ‘may’ are used to ask for, give and withhold permission. For example:

 Can I try my hand at it?

 Could we disperse early today?

 You may not enter the premises.

5. ‘Will’ and ‘would’ are used to refer to habits and inclinations.

 When I was a child, I would often climb trees.

 I will never refuse you anything.

 He would never do such a thing.

These verbs differ from ordinary verbs in 3 respects.

1. When used with the third person singular (he, she), they don’t require the addition of an

‘s’.

2. They can be used to form questions by inverting the structure of the sentence.

3. They can be followed directly by the verb, without the use of ‘to’.