



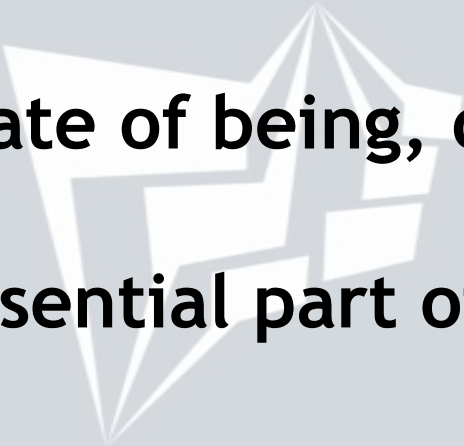
VERBS & THEIR TYPES

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► What is a Verb?

- A verb is a word that expresses an action, a state of being, or an occurrence. It is an essential part of a sentence because it tells what the subject is doing or experiencing.



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Type of Verb	Definition	Examples
Action Verbs	Express a physical or mental action	run, think, jump, write, dream
Linking Verbs	Connect the subject to a subject complement	am, is, are, was, were, become, seem
Helping (Auxiliary) Verbs	Help the main verb form tenses, moods, or voices	is running, have eaten, will go
Transitive Verbs	Require a direct object to complete the meaning	eat (the apple), buy (a car), write (a letter)
Intransitive Verbs	Do not require a direct object	sleep, cry, arrive, go, run
Regular Verbs	Form past tense by adding -ed or -d	walk → walked, play → played
Irregular Verbs	Do not follow a fixed pattern for past tense	go → went, eat → ate, sing → sang

Type of Verb	Definition	Examples
Modal Verbs	Express ability, permission, necessity, etc.	can, could, may, might, must, shall, will
Finite Verbs	Change according to subject, tense, and number	She writes daily. / They play football.
Non-finite Verbs	Do not change according to subject or tense	Running is fun. / I like to read.
Phrasal Verbs	A verb combined with a preposition/adverb	give up, look after, turn off
Stative Verbs	Express states or conditions	love, know, believe, belong

▶ 1. What Are Action Verbs?

- ▶ Action verbs are words that describe an action—something that a person, animal, or thing does. These actions can be either physical (things we can see happening) or mental (things happening in the mind).

▶ Types of Action Verbs

1. Physical Action Verbs

- ☐ These verbs describe actions that can be observed.
- ☐ They involve movement, activities, or physical effort.
- ☐ Examples: run, write, jump, dance, eat, swim

☐ Sentence Examples:

- ☐ She writes a letter.
- ☐ The dog jumps over the fence.
- ☐ They play football every evening.

2.Mental Action Verbs

- ❖ These verbs describe actions that take place in the mind.
- ❖ They show thinking, feeling, or believing.
- ❖ Examples: think, believe, understand, remember, imagine

❖ Sentence Examples:

- ❖ He believes in hard work.
- ❖ I think this is a great idea.
- ❖ She remembers the lesson from last week.

▶ How to Identify an Action Verb in a Sentence?

- ▶ To find an action verb in a sentence, ask yourself:
 - ☐ What is the subject doing? (If the subject is performing an action, the verb is an action verb.)
 - ☐ Can the action be seen or felt? (If yes, it is a physical action; if no, it may be a mental action.)

► Example Analysis:

- Sentence: "The baby cries loudly."
 - What is the subject (baby) doing? → Crying
 - Can this action be seen or heard? → Yes (Physical Action)
- Sentence: "She believes in fairness."
 - What is the subject (She) doing? → Believing
 - Can this action be seen? → No (Mental Action)

► **Identify the Action Verbs**

► **Instructions: Identify the action verb in each sentence and classify it as physical or mental action.**

1. The scientist analyzes the results carefully.

2. She doubted his explanation at first.

3. The dog chased the squirrel up the tree.

4. We discussed the project for hours.

5. He jumps over the fence effortlessly.

► **Identify and Classify Action Verbs**

► **Instructions: Identify the action verb in each sentence and classify it as physical or mental action.**

1. The athlete competes in international tournaments.
2. She imagines a world without conflict.
3. The soldiers marched through the field.
4. He regretted his decision immediately.
5. The artist sketches a beautiful landscape.
6. We debated the issue for several hours.
7. The chef prepares an exquisite meal.
8. The scientist predicts a breakthrough in medicine.
9. The children gathered seashells by the shore.
10. She concentrates on solving the puzzle.

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- ▶ **Fill in the Blanks with the Correct Action Verb**
 - ▶ **Instructions: Choose the most appropriate physical or mental action verb from the word bank to complete each sentence.**
 - ▶ **Word Bank: (think, sprint, invent, memorize, whisper, construct, admire, argue, deliver, examine)**
1. The workers will _____ a new bridge across the river.
 2. She managed to _____ all the important formulas before the test.
 3. The detective began to _____ the crime scene for clues.
 4. They continued to _____ about the best way to solve the problem.
 5. The sprinter will _____ to the finish line to win the race.

- Instructions: Fill in the blanks with an appropriate action verb from the word bank.
- Word Bank: (calculate, whisper, sprint, persuade, manufacture, discover, assemble, endure, investigate, declare)

1. The company will _____ thousands of products this year.
2. The exhausted runner struggled to _____ the final lap.
3. She tried to _____ her friend to join the debate club.
4. The scientists hope to _____ a new planet beyond our galaxy.
5. He had to _____ the cost of the entire project.
6. The detective was called to _____ the crime scene.
7. The soldiers were asked to _____ their loyalty to their country.
8. The team had to _____ the machine before testing it.
9. She had to _____ the secret to her best friend.
10. The athlete had to _____ to the finish line to win the race.

► Rewrite Sentences Using a More Powerful Action Verb

► Instructions: Replace the underlined verb in each sentence with a stronger, more vivid action verb.

1. The wind blew through the trees.
2. He walked across the street quickly.
3. She said she would arrive on time.
4. The chef made a delicious pasta dish.
5. The student looked at the problem carefully.
6. The dog ate its food hungrily.
7. The artist drew a beautiful sunset.
8. The teacher gave us some useful advice.
9. The musician played the violin wonderfully.
10. The crowd clapped after the performance.

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▶ Sentence Challenge

- ▶ Instructions: Write two different sentences for each action verb below—one showing physical action and the other showing mental action.

▶ Example: Run

- Physical: The athlete runs five miles every morning.
- Mental: My mind runs through a thousand thoughts before an exam.

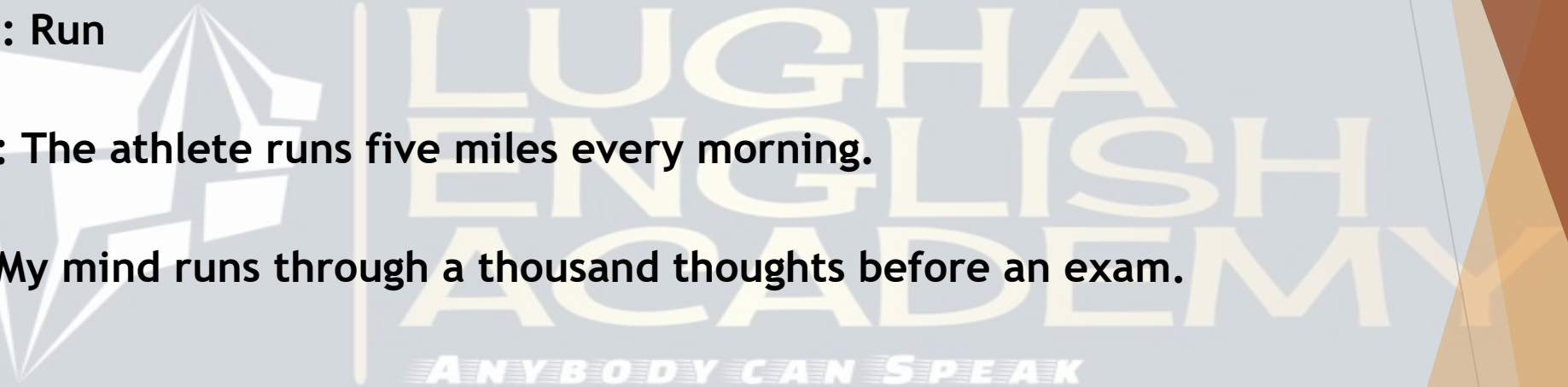
❖ Imagine

❖ Jump

❖ Analyze

❖ Chase

❖ Balance



2. What Are Linking Verbs?

- ▶ Linking verbs are verbs that do not show action but rather connect the subject of a sentence to a subject complement (a noun or an adjective that renames or describes the subject). They help provide more information about the subject by linking it to another word that tells what it is or how it feels

▶ **How Do Linking Verbs Work?**

- ▶ Unlike action verbs (which describe physical or mental actions like run, eat, think), linking verbs do not express an action. Instead, they serve as a bridge between the subject and additional information about the subject.

▶ **Examples:**

❖ The sky looks blue.

- Subject: The sky
- Linking verb: looks
- Subject complement (adjective): blue
- The verb "looks" connects "the sky" to "blue," describing its color.

❖ John is a teacher.

- Subject: John
- Linking verb: is
- Subject complement (noun): a teacher
- The verb "is" links "John" to "a teacher," renaming him.

▶ Common Linking Verbs

▶ Here are some of the most common linking verbs:

• Forms of "be"

- am, is, are, was, were, be, been, being
- Example: *She is happy.* ("is" links "she" to "happy")

• Verbs that relate to the senses

- look, feel, smell, taste, sound
- Example: *The soup tastes delicious.* ("tastes" connects "soup" to "delicious")

• Other common linking verbs

- seem, become, appear
- Example: *He seems tired.* ("seems" connects "he" to "tired")

▶ Linking Verbs vs. Action Verbs

- ▶ Some verbs can function as both linking verbs and action verbs depending on how they are used.
- Action Verb: *He looks at the board.* (Here, "looks" is an action verb because it describes what he is doing.)
- Linking Verb: *He looks tired.* (Here, "looks" is a linking verb because it describes his state, not an action.)
- ▶ How to Identify a Linking Verb
- ▶ A simple test: Replace the verb with "is" or "are." If the sentence still makes sense, the verb is likely a linking verb.
- Example: *The cake smells delicious.* → *The cake is delicious.* ✓ (Linking verb)
- Example: *She smells the flowers.* → *She is the flowers.* ✗ (Not a linking verb; this is an action verb.)

► Summary

- ❖ Linking verbs connect the subject to additional information.
- ❖ They do not show action.
- ❖ They are often followed by a noun or an adjective (subject complement).
- ❖ Forms of "be" are the most common linking verbs.
- ❖ Some verbs can be both linking and action verbs depending on usage.

► **Underline the linking verb in each sentence.**

1. The soup smells delicious.
2. My brother is a talented musician.
3. The baby appears sleepy after drinking milk.
4. The weather was cold yesterday.
5. That idea sounds interesting to me.
6. The cake tastes too sweet.
7. He became the team captain after the elections.
8. This dress looks perfect for the party.
9. The students were excited about the trip.
10. My grandmother seems happy today.

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Choose an appropriate linking verb from the list: (*is, are, was, were, seem, smell, become, feel, look, taste*).

1. The flowers _____ fresh and beautiful.
2. She _____ the best dancer in our school.
3. After the long journey, they _____ exhausted.
4. His explanation _____ confusing to the audience.
5. The lemonade _____ too sour for me.
6. The baby _____ sleepy after drinking milk.
7. The sky _____ clear and bright today.
8. My friends _____ happy to see me again.
9. This perfume _____ so nice!
10. Over time, the caterpillar _____ a butterfly.

► **Action Verb or Linking Verb?**

► **Write A if the verb is an Action Verb, and L if it is a Linking Verb.**

1. She feels tired after the long journey. ____
2. He smells the roses in the garden. ____
3. The dog looks at the stranger. ____
4. This pizza tastes amazing! ____
5. The teacher appears upset. ____
6. They sound excited about the concert. ____
7. He runs every morning. ____
8. The baby becomes calm after listening to music. ____
9. The cat jumps over the fence. ____
10. This book seems very interesting. ____

▶ The Mysterious Transformation

- ▶ 🔍 Imagine you wake up one morning and have transformed into something else! Use linking verbs to describe yourself and how you feel.

▶ Example:

"I am a cat now! My fur feels soft, and my whiskers seem longer than before."

▶ 👍 Your Turn:

Write 5 sentences describing what you have turned into and how you feel using at least 3 different linking verbs (is, are, was, were, seem, become, appear, feel, look, taste, sound, smell).

▶ **Senses Challenge - Describe the Scene!**

- ▶ 👁️ Look at the picture below (or imagine one if no picture is available). Write 5 sentences using linking verbs to describe what you see, smell, taste, hear, or feel.

▶ **Example:**

"The sunset looks breathtaking over the ocean. The waves sound peaceful as they crash onto the shore."

▶ **👉 Your Turn:**

Write 5 sentences using different linking verbs to describe your imagined scene.

3. Helping (Auxiliary) Verbs

- ▶ Helping verbs, also known as auxiliary verbs, are verbs that assist the main verb in a sentence to express tense, mood, or voice. They do not carry meaning on their own but modify the main verb to give more detail about the action.

▶ **Types of Helping Verbs**

▶ Helping verbs can be classified into two main types:

▶ **1. Primary Helping Verbs**

▶ These verbs can function as both main verbs and helping verbs in different contexts. The primary helping verbs are:

- Be verbs: am, is, are, was, were, be, being, been
- Have verbs: have, has, had
- Do verbs: do, does, did

▶ **2. Modal Helping Verbs**

▶ These verbs express possibility, necessity, ability, or permission. They include:

- can, could, may, might, must, shall, should, will, would

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► Sentence Examples with Explanation:

1. She is writing a letter.

1. Helping verb: is (form of "be")
2. Main verb: writing
3. The helping verb "is" is part of the present continuous tense, indicating an action happening right now.

2. They have finished their homework.

1. Helping verb: have (form of "have")
2. Main verb: finished
3. "Have" is part of the present perfect tense, showing that the homework is completed in the present.

3. I will go to the store.

1. Helping verb: will
2. Main verb: go
3. "Will" is used to show future action.

▶ **How Helping Verbs Work Together with Main Verbs:**

- ▶ The helping verb and the main verb form a verb phrase. The helping verb adds meaning to the main verb in terms of tense, mood, voice, or aspect. The main verb is still the one that carries the main action, while the helping verb provides additional grammatical information.

▶ **For example:**

- *She is dancing.* ("is" helps show the present continuous tense, while "dancing" is the action.)
- *They have been working all day.* ("have been" shows the present perfect continuous tense, while "working" is the action.)

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Modal helping Verbs

What are Modal Verbs?

Modal verbs are helping (auxiliary) verbs that express different meanings such as ability, possibility, necessity, permission, and obligation. They always accompany a main verb in its base form (without "to").

Common Modal Verbs

- Can, Could → Ability, Possibility, Permission
- May, Might → Possibility, Permission
- Must → Necessity, Strong Obligation, Deduction
- Shall, Should → Obligation, Suggestion, Future Intent
- Will, Would → Future Prediction, Habit, Politeness

► **Helping Verbs Worksheet**

► **Directions: Identify the helping verb in each sentence and underline it.**

1. She is reading a book.
2. We have visited the museum.
3. He will play soccer tomorrow.
4. They are studying for their test.
5. I had forgotten my keys at home.
6. She can swim very fast.
7. They might go to the beach this weekend.
8. He was driving when it started to rain.
9. We do not like loud music.
10. The teacher is explaining the lesson.

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- **Directions:** Fill in the blanks with the correct helping verb from the options provided. Each question may have more than one correct answer.
- **Options:** am, is, are, was, were, be, been, being, have, has, had, do, does, did, can, could, may, might, must, shall, should, will, would

1. By the time we arrive, they _____ finished their project.
2. I _____ see you tomorrow if I finish my homework early.
3. We _____ be going to the concert later tonight.
4. He _____ been working on that assignment for hours.
5. She _____ have taken the wrong turn on her way here.
6. We _____ be leaving at 7:00 AM for the trip.
7. If they _____ studied harder, they would have passed the exam.
8. I _____ not believe what he said about the incident.
9. They _____ already finished the task before I asked them.
10. By next year, I _____ completed my school project.

I. Fill in the Blanks

Choose the correct modal verb (can, could, may, might, must, shall, should, will, would).

1. You _____ finish your homework before going out. (necessity)
2. She _____ run very fast when she was younger. (past ability)
3. We _____ go to the beach this weekend if the weather is nice. (possibility)
4. _____ I borrow your book for a day? (permission)
5. You _____ not use your phone during the exam. (prohibition)
6. I _____ call you later to discuss the project. (future intention)
7. He _____ have left early because I don't see his car outside. (strong possibility)
8. If I were you, I _____ apologize immediately. (advice)
9. _____ we order pizza for dinner? (suggestion)
10. I _____ rather stay at home than go to the party. (preference)

► Sentence Creation

1. Create a sentence using at least three helping verbs. Underline the helping verbs and circle the main verb.
2. Write a sentence where you change the mood using a helping verb. For example, use *could* to make a suggestion or *must* to show necessity. Underline the helping verb and circle the main verb.
3. Write a sentence where the helping verb *might* is used to suggest something uncertain. Underline the helping verb and circle the main verb.

► Sentence Transformation

1. Change the following sentence from present tense to past tense by adjusting the helping verbs:

They are running in the race.

2. Now, change the sentence from part 4 into a future tense sentence using a helping verb.

They _____ run in the race.

3. Write a sentence in the negative form, using any of the following helping verbs: *does, do, is, was, have*. Underline the helping verb and circle the main verb.

Story Time!

4. Write a short story (4-5 sentences) where you use at least five helping verbs. Underline each helping verb and circle the main verb in each sentence

4. Transitive Verbs:

- ▶ Transitive verbs are action verbs that require a direct object to complete their meaning. The action is being done to someone or something, and that someone or something is the object of the verb. Without the object, the sentence would be incomplete or unclear.
- ▶ **Characteristics of Transitive Verbs:**
 - Requires an object: The verb's action is performed on a noun (the object).
 - Complete thought: Without the object, the sentence may sound unfinished.

► Example Sentences:

- "She buys a book."
 - "Buys" is the transitive verb.
 - "A book" is the direct object of the action.
 - The sentence makes complete sense because the action of buying is being done to the object "book."
- "They read the newspaper every morning."
 - "Read" is the transitive verb.
 - "The newspaper" is the object being read.
 - Without the object ("the newspaper"), the sentence would leave you wondering, "What do they read?"

5. Intransitive Verbs:

- ▶ Intransitive verbs do not require a direct object. These verbs can stand alone, and their meaning is complete without needing an object. The action does not pass to an object.
- ▶ **Characteristics of Intransitive Verbs:**
 - Does not require an object: The verb action is not directed toward anything.
 - Complete thought: The sentence makes sense and is grammatically correct without an object.

▶ **Example Sentences:**

- ❑ "He sleeps early."
 - ❑ "Sleeps" is an intransitive verb.
 - ❑ There is no object because the action of sleeping doesn't pass to anything else. The sentence is complete without any object.
- ❑ "The baby cried loudly."
 - ❑ "Cried" is an intransitive verb.
 - ❑ No object is needed to make the sentence meaningful.
- ▶ **Some Verbs Can Be Both Transitive and Intransitive:**
- ▶ Some verbs can function as both transitive and intransitive, depending on how they are used in a sentence.
- ▶ **Examples:**
 - ❖ "She runs every day." (Intransitive)
 - ❖ "Runs" does not have a direct object.
 - ❖ "She runs a bakery." (Transitive)
 - ❖ "Runs" is now a transitive verb because "a bakery" is the object.

Identify the verb and determine if it is Transitive or Intransitive

1. She reads a novel every night.
2. The dog barks loudly.
3. We watched a movie yesterday.
4. The baby sleeps peacefully.
5. He kicked the ball across the field.
6. They arrived late to the party.
7. I completed my assignment on time.
8. The birds chirped in the morning.
9. My mother made a delicious cake.
10. The train stopped suddenly.

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Instructions: Fill in the blanks with a suitable transitive or intransitive verb.

Complete the sentence with the correct verb

1. She _____ a letter to her friend. (Transitive)
2. The baby _____ in the crib. (Intransitive)
3. We _____ the beautiful sunset at the beach. (Transitive)
4. They _____ for hours after the match. (Intransitive)
5. He _____ his homework before going to bed. (Transitive)
6. The wind _____ through the trees. (Intransitive)
7. The chef _____ a delicious meal for the guests. (Transitive)
8. She _____ on the chair and started reading. (Intransitive)
9. I _____ a song for my grandmother. (Transitive)
10. The old man _____ at the joke. (Intransitive)

Convert the intransitive sentences into transitive sentences by adding an object.

Rewrite the sentence to make it transitive

1. She sings. → She sings _____.
2. He writes. → He writes _____.
3. The boy ate. → The boy ate _____.
4. They watched. → They watched _____.
5. The teacher teaches. → The teacher teaches _____.
6. We played. → We played _____.
7. She paints. → She paints _____.
8. The musician played. → The musician played _____.
9. He carried. → He carried _____.
10. The scientist discovered. → The scientist discovered _____.

Creative Exercises for Transitive and Intransitive Verbs

Story Builder Challenge

Instructions: Use the given transitive and intransitive verbs in a short and creative story (5-7 sentences). Be sure to include at least three transitive and three intransitive verbs.

Word Bank:

- ☐ Transitive Verbs: build, chase, throw, paint, discover
- ☐ Intransitive Verbs: jump, sleep, dance, arrive, shine

▶ Example Start:

One evening, Mia discovered a hidden map in her attic. The moon shined brightly as she chased her dog around the garden, trying to get the map back. Suddenly, the dog jumped over the fence and ran away. Mia threw her shoes on and ran after him. When she finally caught him, she painted a picture of their adventure to remember the moment.

The Mystery Box Challenge

Instructions:

Imagine you find a mysterious box in your backyard. Write a short 5-sentences story using at least three transitive and three intransitive verbs.

▶ Example Start:

This morning, I discovered an old wooden box buried in my backyard. I carefully opened the lid and found a tiny glowing key inside. The wind whistled through the trees as I held the key in my palm. Suddenly, the ground shook, and a secret door appeared beneath my feet. My heart raced as I stepped forward to uncover the truth.

Regular and Irregular Verbs:

- ▶ Verbs in English are classified into regular and irregular based on how they form their past tense and past participle forms.

1. Regular Verbs

Definition:

Regular verbs form their past tense and past participle by adding -ed or -d to the base form.

Formation Rules for Regular Verbs:

1. Most verbs → Add -ed

☐ Example:

☐ Walk → Walked

☐ Play → Played

☐ Jump → Jumped

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1. Verbs ending in 'e' → Add -d

☐ Example:

☐ Love → Loved

☐ Bake → Baked

☐ Smile → Smiled

2. Verbs ending in a consonant + y → Change 'y' to 'i' and add -ed

☐ Example:

☐ Cry → Cried

☐ Study → Studied

☐ Try → Tried

3. Verbs ending in a single vowel + single consonant → Double the consonant before adding -ed (if the last syllable is stressed)

☐ Example:

☐ Stop → Stopped

☐ Plan → Planned

☐ Prefer → Preferred

2. Irregular Verbs

Definition:

Irregular verbs do not follow a fixed pattern when forming the past tense and past participle. Instead, they have unique forms that must be memorized.

Types of Irregular Verbs:

1. Completely different past tense and past participle

☐ Example:

☐ Go → Went → Gone

☐ Eat → Ate → Eaten

☐ Break → Broke → Broken

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1. Same past tense and past participle, but different from the base form

1. Examples:

- ☐ Buy → Bought → Bought
- ☐ Teach → Taught → Taught
- ☐ Catch → Caught → Caught

2. Same base form, past tense, and past participle

1. Examples:

- ☐ Cut → Cut → Cut
- ☐ Put → Put → Put
- ☐ Hit → Hit → Hit

3. Same past tense and past participle, but different spelling from the base form

1. Examples:

- ☐ Sleep → Slept → Slept
- ☐ Feel → Felt → Felt
- ☐ Keep → Kept → Kept

3. Key Differences Between Regular and Irregular Verbs

Feature	Regular Verbs	Irregular Verbs
Formation	Add -ed or -d	No fixed pattern
Examples	Walk → Walked	Go → Went
Past Participle	Same as past tense (Walked)	May be different (Go → Gone)
Easy to learn?	Yes, follows a rule	No, must be memorized

Irregular Verbs (Do Not Follow a Fixed Pattern)

V1 (Base Form)	V2 (Past Tense)	V3 (Past Participle)
Go	Went	Gone
Eat	Ate	Eaten
Drink	Drank	Drunk
Write	Wrote	Written
Read	Read	Read
Speak	Spoke	Spoken
Take	Took	Taken
Give	Gave	Given
See	Saw	Seen
Run	Ran	Run

Regular Verbs (Follow the -ed Rule)

V1 (Base Form)	V2 (Past Tense)	V3 (Past Participle)
Accept	Accepted	Accepted
Achieve	Achieved	Achieved
Add	Added	Added
Answer	Answered	Answered
Ask	Asked	Asked
Bake	Baked	Baked
Behave	Behaved	Behaved
Believe	Believed	Believed
Borrow	Borrowed	Borrowed

Regular Verbs (Follow the -ed Rule)

V1 (Base Form)	V2 (Past Tense)	V3 (Past Participle)
Answer	Answered	Answered
Ask	Asked	Asked
Bake	Baked	Baked
Behave	Behaved	Behaved
Believe	Believed	Believed
Borrow	Borrowed	Borrowed
Brush	Brushed	Brushed
Carry	Carried	Carried
Change	Changed	Changed
Check	Checked	Checked

Regular Verbs (Follow the -ed Rule)

Describe	Described	Described
Discover	Discovered	Discovered
Dress	Dressed	Dressed
Enjoy	Enjoyed	Enjoyed
Explain	Explained	Explained
Fill	Filled	Filled
Finish	Finished	Finished
Follow	Followed	Followed
Guess	Guessed	Guessed
Help	Helped	Helped
Hope	Hoped	Hoped
Invite	Invited	Invited
Jump	Jumped	Jumped
Kick	Kicked	Kicked
Laugh	Laughed	Laughed

Regular Verbs (Follow the -ed Rule)

Mix	Mixed	Mixed
Move	Moved	Moved
Name	Named	Named
Need	Needed	Needed
Open	Opened	Opened
Paint	Painted	Painted
Plan	Planned	Planned
Play	Played	Played
Pray	Prayed	Prayed
Rain	Rained	Rained
Reach	Reached	Reached

Irregular Verbs (Do Not Follow a Fixed Pattern)

V1 (Base Form)	V2 (Past Tense)	V3 (Past Participle)
Arise	Arose	Arisen
Awake	Awoke	Awoken
Be	Was/Were	Been
Beat	Beat	Beaten
Become	Became	Become
Begin	Began	Begun
Bend	Bent	Bent
Bet	Bet	Bet
Bite	Bit	Bitten
Blow	Blew	Blown
Break	Broke	Broken
Bring	Brought	Brought
Build	Built	Built

Irregular Verbs (Do Not Follow a Fixed Pattern)

V1 (Base Form)	V2 (Past Tense)	V3 (Past Participle)
Fly	Flew	Flown
Drive	Drove	Driven
Ride	Rode	Ridden
Swim	Swam	Swum
Begin	Began	Begun
Fall	Fell	Fallen
Break	Broke	Broken
Shake	Shook	Shaken
Stand	Stood	Stood
Sit	Sat	Sat

Irregular Verbs (Do Not Follow a Fixed Pattern)

V1 (Base Form)	V2 (Past Tense)	V3 (Past Participle)
Have	Had	Had
Hold	Held	Held
Keep	Kept	Kept
Find	Found	Found
Get	Got	Got/Gotten
Feel	Felt	Felt
Hear	Heard	Heard
Say	Said	Said
Tell	Told	Told
Think	Thought	Thought

Irregular Verbs (Do Not Follow a Fixed Pattern)

+	V2 (Past Tense)	V3 (Past Participle)
Make	Made	Made
Build	Built	Built
Draw	Drew	Drawn
Grow	Grew	Grown
Cut	Cut	Cut
Burn	Burnt/Burned	Burnt/Burned
Buy	Bought	Bought
Sell	Sold	Sold
Teach	Taught	Taught
Learn	Learnt/Learned	Learnt/Learned

► **Irregular Verbs (Do Not Follow a Fixed Pattern)**

V1 (Base Form)	V2 (Past Tense)	V3 (Past Participle)
Hit	Hit	Hit
Hurt	Hurt	Hurt
Catch	Caught	Caught
Throw	Threw	Thrown
Send	Sent	Sent
Bring	Brought	Brought
Cost	Cost	Cost
Deal	Dealt	Dealt
Pay	Paid	Paid
Spend	Spent	Spent

I. Fill in the Blanks (V1 → V2 or V3)

Complete the sentences using the correct past tense (V2) or past participle (V3) form of the verb in brackets.

1. She _____ (go) to Paris last summer.
2. I have never _____ (see) such a beautiful painting before.
3. The child _____ (break) the glass while playing.
4. We _____ (swim) in the river yesterday.
5. He has already _____ (write) the report.
6. The thief _____ (steal) the jewelry from the shop.
7. I _____ (choose) the red dress for the party.
8. They have _____ (bring) all the necessary documents.
9. She _____ (speak) to the manager about the issue.
10. The dog _____ (bite) the postman last week.

Choose the Correct Verb Form

Select the correct verb form from the options given.

1. She has (went/gone) to the market.
2. We (saw/seen) a rainbow after the rain.
3. He (took/taken) my advice seriously.
4. I have (wrote/written) a poem about nature.
5. They (ate/eaten) lunch together.
6. She (drunk/drank) a cup of tea.
7. The artist (drew/drewed) a masterpiece.
8. He (ran/run) five kilometers this morning.
9. The phone (rang/rung) twice before I answered.
10. They have (spoke/spoken) to the teacher.

Each sentence contains a mistake in the verb form. Identify and correct it.

1. She writed a letter to her grandmother.
2. We dranked a lot of water after the long walk.
3. He catched the ball with one hand.
4. I have saw that movie before.
5. The birds flyed high in the sky.
6. They haved dinner at 8 PM last night.
7. She spended all her money on clothes.
8. He runned fast to catch the train.
9. The baby slepted peacefully.
10. I bringed my books to school.

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Irregular Verb Emoji Challenge

Guess the irregular verb from the emoji clues!

1.    (Past tense: _____)

2.    (Past tense: _____)

3.    (Past tense: _____)

4.    (Past tense: _____)

5.    (Past tense: _____)

6.    (Past tense: _____)

7.    (Past tense: _____)

8.    (Past tense: _____)

9.    (Past tense: _____)

10.    (Past tense: _____)

Irregular Verb Chain Story

How to play:

1. Start a story using an irregular verb in the past tense.
2. The next person must continue the story with a new irregular verb.
3. Keep going until the story becomes funny or weird!

► Example:

 Person 1: "Yesterday, I woke up and saw a dragon in my backyard!"

 Person 2: "The dragon flew into my kitchen and ate all my cereal!"

 Person 3: "Then, I ran outside and found a secret map!"

1. Finite Verbs

Definition:

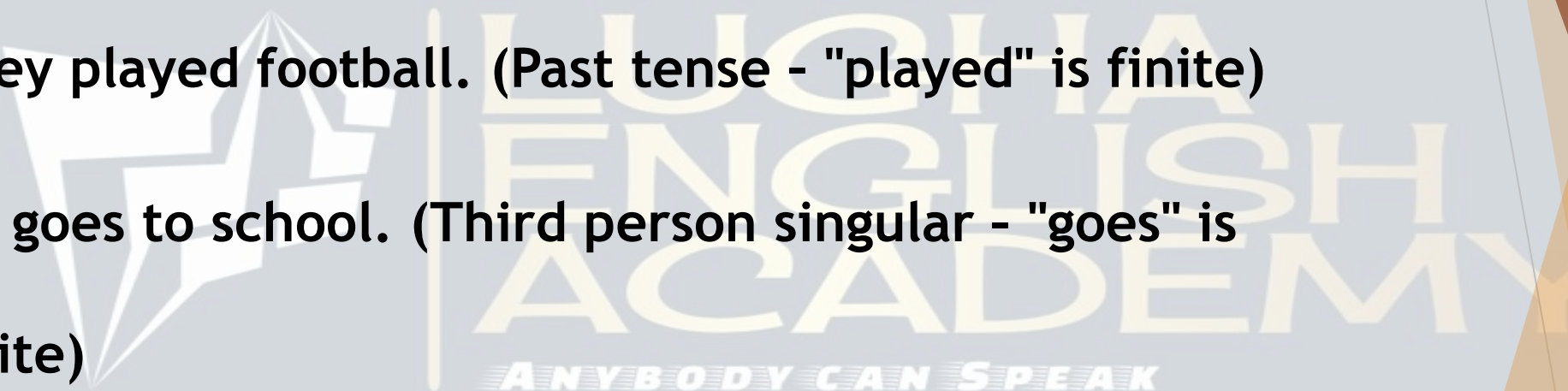
A finite verb is a verb that shows tense (past, present, or future) and agrees with the subject in number (singular/plural) and person (first, second, third). It acts as the main verb of a sentence or clause.

Characteristics of Finite Verbs:

- ▶ ☒ Shows tense (past, present, future).
- ☒ Changes according to the subject and number.
- ☒ Can function as the main verb of a sentence or clause.
- ☒ Requires a subject.

Examples:

1. She writes a letter. (Present tense - "writes" is finite)
2. They played football. (Past tense - "played" is finite)
3. He goes to school. (Third person singular - "goes" is finite)
4. We will visit the museum tomorrow. (Future tense - "will visit" is finite)



2. Non-Finite Verbs

Definition:

A non-finite verb does not show tense and does not change according to the subject. It cannot function as the main verb in an independent clause.

Non-finite verbs are of three types: Infinitives, Gerunds, and Participles.

Characteristics of Non-Finite Verbs:

- ▶ ☒ Does not show tense.
- ☒ Does not change according to the subject or number.
- ☒ Functions as a noun, adjective, or adverb rather than the main verb.

Types of Non-Finite Verbs

1. Infinitives (To + Base Verb)

- The base form of a verb, often preceded by "to."
- Can act as a noun, adjective, or adverb.

✓ Examples:

- I love to read. (Infinitive "to read" acts as a noun - object of "love")
- She wants to learn French. (Infinitive "to learn" is the object of "wants")
- He came here to help us. (Infinitive "to help" shows purpose - adverbial use)

2. Gerunds (Verb + -ing)

- A verb ending in -ing that acts as a noun.

✓ Examples:

- Swimming is my favorite hobby. ("Swimming" is the subject)
- He enjoys reading books. ("Reading" is the object of "enjoys")
- They talked about traveling. ("Traveling" is the object of "about")

◆ 3. Participles

Types: Present Participle (*verb + -ing*) and Past Participle (*verb + -ed, -en, etc.*)

Function: Acts as adjectives or forms part of verb phrases.

□ Present Participle (*verb + -ing*)

- Describes an action in progress or ongoing.
- Used as an adjective or part of continuous tenses.

Examples:

- *The crying baby needed attention.* → Describes the baby
- *She is reading a book.* → Part of the present continuous tense

● Past Participle (*usually verb + -ed or irregular forms*)

- Describes a completed action.
- Used as an adjective or in perfect/passive voice.

Examples:

- *The broken window was fixed.* → "Broken" describes the window
- *He has eaten all the cookies.* → Part of present perfect tense
- *The movie was directed by a famous filmmaker.* → Passive voice



Quick Summary Chart:

Type	Form	Acts As	Example
Infinitive	to + base verb	Noun/Adj/Adv	I want to sing.
Gerund	verb + -ing	Noun	Singing makes me happy.
Participle	verb + -ing/-ed	Adjective	A burnt toast / A crying child

Identify the Type

Instructions: Underline the non-finite verb in each sentence and state whether it's an infinitive, gerund, or participle.

1. Walking through the forest, we spotted a deer.
2. I forgot to lock the door.
3. She enjoys drawing landscapes.
4. The broken vase lay on the floor.
5. They went to the library to study.
6. Reading helps improve your vocabulary.
7. The crying baby would not stop.
8. He is eager to win the prize.
9. Her dream is to become a scientist.
10. The injured player was taken off the field.

Exercise 2: Fill in the Blanks

Instructions: Fill in the blanks with the correct form of the non-finite verb (infinitive, gerund, or participle).

1. She avoided _____ (talk) to strangers.
2. I want _____ (visit) the museum tomorrow.
3. The girl _____ (sing) in the corner is my sister.
4. _____ (exercise) every day keeps you fit.
5. The teacher encouraged us _____ (read) more books.
6. He saw a man _____ (run) down the street.
7. The _____ (break) mirror was replaced.
8. We practiced _____ (speak) French in class.
9. He hopes _____ (join) the chess club.
10. The _____ (fall) leaves made the path slippery.

Non-Finite Quest (Story Completion)

Instructions: Fill in the blanks using suitable non-finite verbs (infinitives, gerunds, or participles).

Use your imagination!

In a distant land, a group of explorers began _____ (search) for the Lost Book of Time.

Their leader, Aria, was known for her skill in _____ (climb) steep cliffs and _____ (solve) ancient riddles.

They brought a map that showed a hidden path, marked by _____ (twinkle) stars and _____ (fall) leaves.

Aria reminded everyone to stay focused and avoid _____ (talk) loudly.

The goal was _____ (find) the book before sunset.

After hours of _____ (walk), they discovered a glowing cave entrance.

Without _____ (hesitate), they stepped in...

 Now write 3–4 more sentences continuing the story using at least 2 non-finite verbs.

“Mission: Verb Possible”

Theme: Spy adventure

Instructions: Complete the sentences using the correct non-finite verb form (infinitive, gerund, or participle).

1. The agent disguised himself before _____ the secret meeting. (*attend*)
2. She trained daily to master the art of _____ silently. (*move*)
3. _____ through the lasers required great skill. (*Crawl*)
4. The spy slipped into the room without _____ a sound. (*make*)
5. He was caught while _____ the computer files. (*hack*)
6. The _____ document was hidden under the desk. (*encrypt*)
7. He hopes _____ the vault code before midnight. (*crack*)
8. The _____ agent avoided the cameras skillfully. (*run*)
9. She refused _____ until the mission was complete. (*rest*)
10. _____ behind the painting, the microphone recorded everything. (*Place*)

Creative Writing Worksheet: “The Non-Finite Writers’ Quest”

Focus: Infinitives, Gerunds, and Participles in Creative Writing

Instructions:

Complete each task below using at least one non-finite verb in your response. Write in full sentences or short paragraphs.

1. Describe your dream adventure (real or fantasy). Use at least one infinitive to show purpose.

Example: To escape the volcano, the travelers built a raft.

2. Write about your favourite hobby using a gerund as the subject of the sentence.

Example: Painting helps me express my emotions.

Creative Writing Worksheet: “The Non-Finite Writers’ Quest”

Focus: Infinitives, Gerunds, and Participles in Creative Writing

Instructions:

Complete each task below using at least one non-finite verb in your response. Write in full sentences or short paragraphs.

3. Invent a mysterious character. Describe them using at least one participle phrase.
Example: Covered in shadows, the figure stepped into the room.

4. Describe a magical place using two different non-finite verbs.
You can use an infinitive and a participle, or a gerund and an infinitive.

5. Write a sentence that starts with a gerund phrase, followed by a surprising action.
Example: Flying through the thunderstorm, the dragon let out a deafening roar.

► Phrasal Verbs:

- A phrasal verb is a combination of a verb and one or more particles (prepositions or adverbs) that together create a meaning different from the meaning of the individual words. The particle(s) can change the meaning of the verb in various ways.

Components of Phrasal Verbs:

1. Verb: The core action word.
2. Particle: The preposition or adverb (or sometimes both) added to the verb.
 - Prepositions: words like *in*, *on*, *at*, *for*, *to*, *with*, etc.
 - Adverbs: words like *up*, *down*, *off*, *out*, *back*, etc.

1. Transitive vs. Intransitive Phrasal Verbs:

- **Transitive Phrasal Verbs:**
- These verbs require an object to complete their meaning. They are often separable.
 - **Example** (Separable): *Turn off* the light → "turn" is the verb, and "off" is the particle. The verb "turn off" needs an object to make sense.
 - You can also say: *Turn the light off* (separating the verb and the particle).
 - **Example** (Inseparable): *Look after* your sister → "look after" is a phrasal verb that requires no separation.
- **Intransitive Phrasal Verbs:** These do not require an object to complete their meaning. They are not separable.
 - **Example:** *Wake up* early → "wake up" doesn't require an object; it's complete by itself.
 - **Example:** *Hurry up* → No object is necessary; it's a complete thought.

2. Separable vs. Inseparable Phrasal Verbs:

- **Separable Phrasal Verbs:** The object can come between the verb and the particle.
 - Example: *Pick up* the book → You can also say: *Pick the book up*.
- **Inseparable Phrasal Verbs:** The object cannot be placed between the verb and particle.
 - Example: *Look after* your brother → You cannot say: *Look your brother after*.

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3. Types of Phrasal Verbs:

- **Literal Meaning:** The meaning of the phrasal verb is close to the literal meaning of the verb and the particle.
 - Example: *Go in* (enter a place).
- **Figurative Meaning:** The meaning of the phrasal verb is different from the literal meaning of the individual words.
 - Example: *Give up* (stop trying).

4. Common Phrasal Verbs and Their Meanings:

Phrasal Verb	Meaning(s)	Example
Bring up	To mention or raise a topic	She <i>brought up</i> an important issue in the meeting.
Call off	To cancel	The event was <i>called off</i> due to bad weather.
Check out	To examine or look at	You should <i>check out</i> this book.
Cut off	To interrupt or stop something	They <i>cut off</i> my internet connection.
Go on	To continue	The show must <i>go on</i> !
Look forward to	To eagerly await something	I <i>look forward to</i> meeting you.
Make up	To invent or create (often a story); also to reconcile	She <i>made up</i> a story to explain her absence.
Set up	To establish or arrange	He <i>set up</i> a new company.
Take over	To gain control or assume responsibility	She <i>took over</i> the project after he left.
Work out	To solve or exercise	We need to <i>work out</i> the problem together.

Exercise: Choose the Correct Phrasal Verbs

Phrasal Verbs:

- bring up, look after, give up, find out, turn off, run into, make up, take over, break down, check out
1. I was surprised when I _____ my old friend at the mall yesterday.
 2. Could you please _____ the fan? It's getting cold in here.
 3. Don't _____! Keep practicing and you'll get better.
 4. She had to _____ her little brother while her parents were out.
 5. We need to _____ what time the train arrives.
 6. Our car _____ on the way to the airport, and we missed our flight.
 7. The company was in trouble until a new manager _____.
 8. He didn't want to tell the truth, so he _____ a silly excuse.
 9. Can you _____ this article? It's about climate change.
 10. The teacher _____ an interesting topic during the discussion.

Sentence Transformation

Phrasal Verb List

*give up, turn down, bring up, call off, look after, run into, take over,
find out, break down, make up, throw away, cheer up, look forward to,
pick up, hang up*

1. He refused the job offer.

→ He _____.

2. We postponed the trip due to rain.

→ We _____.

3. She is excited about her birthday party.

→ She _____.

4. He created a lie to cover his mistake.

→ He _____.

5. They stopped trying after a few failures.

→ They _____.

Sentence Transformation

Phrasal Verb List

give up, turn down, bring up, call off, look after, run into, take over, find out, break down, make up, throw away, cheer up, look forward to, pick up, hang up

1. I met my old teacher by chance yesterday.

→ I _____.

2. I collected the parcel from the post office.

→ I _____.

3. Please take care of my plants while I'm away.

→ Please _____.

4. The sad movie made her feel better.

→ The sad movie _____.

5. He ended the phone call suddenly.

→ He _____.

Stative Verbs

Definition:

- ▶ Stative verbs describe a state or condition rather than an action. They refer to thoughts, emotions, relationships, senses, states of being, and measurements. These verbs are not usually used in continuous (-ing) tenses, because they describe situations that are more static and not actions that change quickly.

Explanation:

Stative verbs express:

- 1. Emotions and Feelings - how someone feels**
- 2. Possession - what someone owns or has**
- 3. Senses and Perception - what someone sees, hears, or feels**
- 4. Thoughts and Opinions - what someone thinks, believes, or knows**
- 5. Being/Existence - states of being**

Examples by Category:

1. Emotions and Feelings:

- love, hate, like, dislike, prefer, want, need

✓ I love chocolate.

✗ I am loving chocolate.

2. Possession:

- have, own, belong, possess

✓ She has two dogs.

✗ She is having two dogs.

3. Senses and Perception (when not active):

- see, hear, smell, taste, feel

▶ ✓ This cake tastes amazing.

✗ This cake is tasting amazing.

✓ I see your point.

✗ I am seeing your point.

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4. Thought, Knowledge, Opinion:

- know, believe, understand, remember, think (opinion), mean
- ✓ He knows the answer.
- ✗ He is knowing the answer.
- ✓ I think it's a good idea. (*opinion*)
- ✓ I'm thinking about the problem. (*mental activity – not stative in this case*)

5. State of Being/Measurement:

- be, seem, appear, consist, contain, depend, matter, measure
- ▶ ✓ She is a teacher.
- ✗ She is being a teacher.
- ✓ This room measures 20 feet across.
- ✗ This room is measuring 20 feet across.

Stative Verbs – Writing Exercises (10 Questions)

Instructions: Complete each task using correct stative verbs. Be sure to use appropriate tenses and avoid continuous forms with stative verbs unless context demands it.

1. Write 5 sentences describing how you feel about your favourite subject using stative verbs like: *love, enjoy, prefer, think, believe*.
2. Describe your best friend using at least 4 stative verbs that show feelings, opinions, and possession (e.g., *have, know, understand, like*).

3. Write a short paragraph (3–4 sentences) about a food you dislike. Use stative verbs like: *hate, taste, seem, smell*.

4. Complete the sentence:

“I usually _____ that mornings are difficult because _____.”

(Use a stative verb like *feel, think, know, believe*)

5. Use the verb “*be*” in two different ways:

- One with a stative meaning.
- One with a temporary or dynamic meaning (e.g., “*She is being helpful today.*”)

Explain the difference.