**1st Year Grammar**

 **Verbs in English**

A verb in syntax is a part of speech which conveys : 1-action (bring, read, walk, run, learn)

 2- or state of being (exist, stand)

A verb can be a word, or a group of words. "I will win this time!", the verb is made of 2 words.

The verb is marked by **tense**, **person**, and **number**.

**Inflections and subject - verb agreement**

Verbs are inflected, modified in form, when conjugated. For example, verbs take s, ed or ing in some of its forms depending on the tense and the subject-verb agreement.

**Agreement**

In English a verb may agree with the person and number of its subject. For example, verbs take s in the third person singular of the simple present: He/ she/ it plays

When the verb to have conjugates in the third person singular of the simple present, the right inflection is has NOT ~~haves~~

|  |
| --- |
| **to be** |
| I | am |
| he, she, it | is |
| we, you, they | are |

The verb to be has different inflections:

For a better understanding of inflection and subject –verb agreement the following section explains what person, number and tense are in English .

**Tense, person, and number**

**A / Person**

Each action (or state) has someone connected with it. In other words : Who? Who is doing it ? Or, who is in that state ? We call it the "person." There are **three persons** :

* **First person** (the person or persons speaking or writing) : When the verb shows an action or a state of the person speaking, we say the verb is in the first person.

 Eg :**I** go to school**. We** drink water**.**

* **Second person** (the person or persons addressed): When the verb shows an action or a state of the person you are speaking to, we say the verb is in the second person.

 Eg :You look pretty.

* **Third person** (others) When the verb shows an action or a state of someone else, which is not present, we say the verb is in the third person.

 Eg :He is a good guy. She **has** a garden.

 It **works** fine. They **sing** together.

Of course, just because we call it a "**person**" it does mean it has to be a real person! The action can be connected to an object, an animal, etc. Eg :The phone **rings**."Rings" is a verb in the *third person*.

**b/Number**

A verb is [finite](https://www.definitions.net/definition/finite) in [identifying](https://www.definitions.net/definition/identifying) how many [people](https://www.definitions.net/definition/people) or [things](https://www.definitions.net/definition/things) are [accomplishing](https://www.definitions.net/definition/accomplishing) the verb-like activity. we call this [feature](https://www.definitions.net/definition/feature) of [verbs](https://www.definitions.net/definition/verbs) *number*. If just one [person](https://www.definitions.net/definition/person) or [thing](https://www.definitions.net/definition/thing) is [doing](https://www.definitions.net/definition/doing) it, then the [finite](https://www.definitions.net/definition/finite) verb [appears](https://www.definitions.net/definition/appears) in the singular. If more than one [person](https://www.definitions.net/definition/person) or [thing](https://www.definitions.net/definition/thing) is [doing](https://www.definitions.net/definition/doing) it, then the [finite](https://www.definitions.net/definition/finite) verb [appears](https://www.definitions.net/definition/appears) in the plural. Hense, There are two numbers **singula**r and **plural.**

**c/Tense**

In addition to person and number , each verb also has a certain time. Tense is a grammatical category referring to the time of the situation . In other words, when does it happen ? Past, present or future **?** The tense is indicated by the form of the verb.

After tense and aspect ,a verb in English also has 2 possible voices

**Voice**

Verbs have two voices: **active** and **passive**. The active is the voice that is used most commonly. The active and passive have different verb phrases in that the passive has an additional auxiliary: a form of the auxiliary *be* followed by an *–ed* participle. Here are examples of corresponding active and passive verb phrases:

**Active** **Passive**

loves is loved

The passive is a way of phrasing the sentence so that the subject does not refer to the person or thing responsible (directly or indirectly) for the action. The passive therefore differs from the corresponding active not only in the forms of the verb phrases but also in the positions of certain noun phrases. The direct object (dO) or the indirect object (iO) of the active sentence becomes the subject (S) of the corresponding passive sentence, and the subject (if retained) appears after the verb in a *by*-phrase:

**Active**: *A team of detectives* (S) is investigating *the crime* (dO)

 **Passive**: *The crime* (S) is being investigated *by a team of detectives*.

Generally the passive sentence does not contain the *by*-phrase:

*Eg:Britain’s reservations on these points were duly noted.*

 *Most of the buildings were destroyed*..

The most common reason for using the passive is to avoid referring to the person performing the action. That may be because the identity of the person is not known or because it is felt to be unnecessary to identify the person (perhaps because it is irrelevant or obvious) or it is felt to be tactless to do so:

He *was* immediately *admitted* to the hospital.

The refrigerator door *has* not *been* properly *closed*.

Some *-ed* participle forms may be used as adjectives. In the following sentences the *-ed* forms are adjectives, not passive participles:

* She was *annoyed* with them.
* I am *worried* about Edward.

**Classes of verbs**

**1-Transitive vs intransitive verbs**

**Transitive verbs a**re [verbs](https://www.myenglishpages.com/site_php_files/grammar-lesson-english-verb.php) that require one or more [objects](https://www.myenglishpages.com/site_php_files/grammar-lesson-direct-indirect-object.php). In other words, a transitive verb has a subject and a direct object.

*Examples:*  She cut the *cake*. -They climbed *the mountain*.

**Intransitive verbs** do not require an object. The verb only has a subject. **Intransitive** means *not transitive* Examples: They run. He died. She slept

The verbs *run*, *died*, *slept* and *snows* have no objects. They are intransitive.

**Many English verbs can be used both as transitive and intransitive verbs.** Now, what does that mean? It means that you can use them with a direct object, or without, depending on the sentence.

*For example:*  We **won**! We **won** the game!

Both of these sentences are correct. The verb "won" is intransitive in the first sentence, and transitive in the second one.

**2-Regular Verbs vs Irregular verbs:**

**A regular verb** is a verb that follows this rule:

**Past form of the verb = Present form of the verb + ed / d**

For example, **work** is a regular verb because: **Past form of work = work + ed = worked**

We call the present form a **base form**, or **V1** (Verb 1). We call the past form **V2** (Verb 2).

There is another form called **V3** (Verb 3). That is the form that we use in the Perfect Tenses. These are examples of Regular Verbs:

|  |  |  |
| --- | --- | --- |
| **V1** | **V2** | **V3** |
| help | helped | helped |
| stop | stopped | stopped |

 **An irregular verb** is a verb that does not follow the « ed » rule.

For example, **drink** is an irregular verb because the past form of drink is **drank**, and not

"drinked".

These are examples of Irregular Verbs:

|  |  |  |
| --- | --- | --- |
| **V1** | **V2** | **V3** |
| take | took | taken |
| am | was | been |

The English language has a **great number** of irregular verbs!

3- **Finite verb vs non-finite**

A **finite verb** is a form of a verb that has a subject and exhibit tense and number in an independent clause or sentence. Finite verbs are distinguished from [non-finite](https://www.myenglishpages.com/site_php_files/grammar-lesson-non-finite-verb.php) [verbs](https://www.myenglishpages.com/site_php_files/grammar-lesson-non-finite-verb.php) which do not show a distinction in tense and number, and cannot stand alone as the main verb in an independent clause.

*Examples*

They **watched** the match*. -* They *is a subject;* **watched** *is a finite verb;* the match *is an object***.**

*They* ***are*** *watching the match*. - *They* is a subject; ***are*** is a finite verb; *watching* is a non-finite verb (which does not exhibit tense and number); *the match* is an object.

A **non- finite verb** is a form of a verb that does not have a subject and and does not exhibit tense and number in an independent clause or sentence. In English, the non-finite verb forms are [infinitives](https://www.myenglishpages.com/site_php_files/grammar-lesson-infinitive.php) and [gerunds](https://www.myenglishpages.com/site_php_files/grammar-lesson-gerund.php) and participles.

*Examples: They* ***are*** *writing the letter*. - *They* is a subject; ***are*** is a finite; *writing* is a non-finite verb (which does not exhibit tense nor number); *the letter* is an object.

**4-Stative Verbs vs Dynamic Verbs**

**Stative verbs (State of being or static verbs)** are verbs that express a state rather than an action. Also called non-continuous verbs and non progressive verb (because not used with continuous/progressive tense),and non-action verbs.

Stative verbs have undefined duration. they denote states rather than actions. Very few stative verbs can accept a direct object.

Sub *+* ***STATIVE*** *+ adj*

e.g. Jack ***IS*** handsome e.g. Jill ***SEEMS*** moody.

**Some of the most common non-continuous verbs**

 **feeling**: *dislike, envy, fear, hate, like, love, prefer, satisfy, want, wish*

 **senses**: *appear, feel, hear, see, seem, smell, sound, taste*

 **abstract:** *contain, exist, need*

 **communication**: *agree, deny, disagree, impress, mean, please, promise, satisfy,surprise*

 **thinking**:*believe, doubt, imagine, know, mean, realize, recognize, remember, suppose, understand*

 **possession:** *belong, lack, owe, own, possess*

**other states**: *be, care, concern, cost, depend, involve, matter, need*

**Example:** She **is** a great wife. -That **sounds** awesome!

**N.B :** Stative verbs are usually not used in the progressive tenses.

**Examples: Incorrect:** He is wanting to see you. **Correct:** He wants to see you.

 **Incorrect:** I am knowing what to do. **Correct:** I know what to do.

However, if the same verb is used to describe an actual action (not a state), then it can be used in the progressive tenses.

**Example:**

When the verb "have" means "own" – it is a state. So we do not use it in the progressive tenses.

**Incorrect:** I am having a laptop. **Correct:** I have a laptop.

When the verb "have" means "eat" – it is an actual action. So we can use it in the progressive tenses.

**Correct:** I am having lunch with Kate. **Correct:** I have lunch with Kate.

**Dynamic Verbs (action verbs)** are the opposite of stative verbs. They express a real action that shows continued or progression on the part of the subject.

**Some Examples:**

act, build, complete, design, develop, draw, fix, gather, handle, head, help, improve, interview, introduce,jump, justify, listen, lead, measure, narrate, negotiate,open, write, zap, zoom...

**Example sentences:**

 They **swam** to the other side.

 She **hit** me on the head!

 **Open** the window, please.

The dynamic verbs *can* be used in the progressive tenses.

**Correct:** He is drinking water. **Correct:** He drinks water.

***Dynamic and stative***

Some verbs can be both stative verbs and dynamic verbs depending on their meaning:

1. **Be:** it is usually used as a stative verb e.g .He's an excellent guitarist.

- when it means behave or act, it can be used as a an action verb in the continuous form. ( dynamic) You are being silly.

**2. Think**

 think = to express an opinion, to believe – stative e.g. e*I think it's a fantastic idea.*

 think = consider, to reason about or reflect on, ponder, to have or formulate in the mind - dynamic

*I am thinking about my friend*

**3. Have**

 have = to possess, to own – stative e.g *He has a beautiful car*

 have = when it doesn't mean own or possess – dynamic e.g *He's having lunch.*

**4. See**

 see = to perceive with the eye, to understand – stative e.g *I see what you mean.*

 see = to meet, to be in the company of, to escort, to attend - dynamic

*He's been seeing the same woman for eight years.*

**5-Modal Verbs Vs Auxilary verbs**

**1 /English modal verbs** are special [verbs](https://www.really-learn-english.com/learn-english-verbs.html) that are used to show possibility, ability, permission, and so forth.( show us the attitude of the speaker to what is being said)

**Examples:** "It might rain" – shows possibility. "I can juggle" – shows ability.

 "You may sit down" – shows permission.

**The modal verbs are:** [can](https://www.really-learn-english.com/english-modal-verbs.html%22%20%5Cl%20%22can), [could](https://www.really-learn-english.com/english-modal-verbs.html%22%20%5Cl%20%22could), [may](https://www.really-learn-english.com/english-modal-verbs.html%22%20%5Cl%20%22may), [might](https://www.really-learn-english.com/english-modal-verbs.html%22%20%5Cl%20%22might), [must](https://www.really-learn-english.com/english-modal-verbs.html%22%20%5Cl%20%22must), [ought](https://www.really-learn-english.com/english-modal-verbs.html%22%20%5Cl%20%22ought) [to](https://www.really-learn-english.com/english-modal-verbs.html%22%20%5Cl%20%22ought), [shall](https://www.really-learn-english.com/english-modal-verbs.html%22%20%5Cl%20%22shall), [should](https://www.really-learn-english.com/english-modal-verbs.html%22%20%5Cl%20%22should), [will](https://www.really-learn-english.com/english-modal-verbs.html%22%20%5Cl%20%22will) , have to and [would](https://www.really-learn-english.com/english-modal-verbs.html%22%20%5Cl%20%22would).

**First of all, what does MODAL mean ? modal** = expressing mood.

**mood** = a way to express the attitude of the speaker to what is being said.

**Examples**:

"I can paint" means the speaker believes he has the ability to paint.

"I might paint" means the speaker believes there is a possibility for that to happen.

"I will paint" means the speaker has the intention to paint.

**What is special about the modal verbs?**

They are special because they behave differently from other verbs in English:

a- English modal verbs are used together with the base form of another verb.

**Examples:** "He might come late." "You may leave if you wish."

b- English modal verbs have only one form. You don't [add](https://www.really-learn-english.com/spelling-rules-add-ing-verb.html) ["-ing"](https://www.really-learn-english.com/spelling-rules-add-ing-verb.html), ["-ed"](https://www.really-learn-english.com/spelling-rules-add-ed-verb.html) or ["-s"](https://www.really-learn-english.com/spelling-rules-add-s-verb.html) to them.

**Examples: Correct:** "We must go now." **Incorrect:** "We are musting go now."

 **Correct:** "They said we could park here." **Incorrect:** "They said we coulded park here."

c- To form questions use the modal verb itself, but change the order.

**Examples:** "He can fix the car tomorrow."

**Correct:** "Can he fix the car tomorrow?" **Incorrect:** "Does he can fix the car tomorrow?"

"We should start packing our things."

**Correct:** "Should we start packing our things?" **Incorrect:**"Do we should start packing our things?"

d- To form negative sentences use the modal verb itself and add "not" or "n't" to it.

**Examples:**

"He can run fast enough."

**Correct:** "He can't run fast enough." **Incorrect:** "He doesn't can run fast enough."

**How and when do we use each of the English modal verbs?**

**"Can" (negative: cannot, can't)**

**Meaning:** to be able to; indicates ability or possibility

a- **To talk about what you are able to do**

"He is so strong! He can lift that car!" - "She can't come before four o'clock."

b- **To talk about a general possibility**

"The weather here can get really bad." -"These chairs can be folded."

c- **To say that something is allowed**

"He can borrow my book if he needs it." -"You can't smoke in here".

d- **To make a request (this is is an informal use, "may" is the formal version)**

"Can you help me with my homework?" -"Can you make some tea?"

**"could" (negative: could not, couldn't)**

**Meaning:** past tense of “**can**”, indicates ability or possibility in the past

a- **As the past form of "can"**

"He said he couldn't come so early." -"I couldn't remember who he was."

b- **To make a polite request**

"Could you open the window, please?" - "Could you remind him to call?"

c- **To show possibility ("may" and "might" are stronger)**

"She could be with her parents." - "It could take you months to find a new place."

**Note:** “**Could**” is used in conditional sentences.

**"may" (negative: may not)**

**Meaning:** used to indicate possibilities in the future

In interrogative sentences, “**may**” is the most polite way to ask permission (as opposed to “**can**” or “**could**”).

a- **To show possibility (it is slightly stronger than "might")**

"What he said may be true." -"It may rain."

b- **To request or give permission**

**(this is a formal use, "can" is the informal version)** "You may sit down." -"May I speak?"

**"might" (negative: might not)**

**Meaning:** synonym of “**may**”, indicates possibilities in the present or future

a- **As a past from of "may"**

"The weatherman said it might rain." -"She mentioned that she might come."

b- **To show possibility (it is slightly weaker than "may")**

"He might pass the exam, but I wouldn't count on it."

"We might fail, but let's not think about it."

**Note :“Might” can also be used like “may” to ask permission**, but this is much **more common in British English** than in American English

**"must" (negative: must not, mustn't)**

**Must**” indicates an obligation, prohibition (when in the negative) or necessity; it is a synonym of “**have to**” in affirmative sentences. “**Must**” can also be used in rhetorical questions.

a- **To show that you have to do something, for example because it is very**

**important or because it is a rule**

"You must stop the car when the traffic light turns red."

"I must go now, otherwise I will miss my train."

b- **"Must not" (or "mustn't") is used to show you are not allowed to do something**

"You mustn't steal." -"He mustn't talk to his parents like that."

c- **To show that something is very logical or very likely to be true**

"He left at noon, so he must be there already."

"She is not stupid, so she must have known what she was doing!"

**"ought to" (negative: ought not to)**

**Meaning:** synonym of “**should**” although it is less common.

a- **To say what is the right thing to do ("should" is the more common word)**

"In her condition, she ought to quit smoking." -"I believe you ought to apologize."

**"shall" (short form: 'll, negative: shall not, shan't)**

**Meaning**: used, like “**will**”, to express the future. The use of “**shall**” is much more common in British English and is generally considered more polite.

a- **Used with "I" and "we" to talk about the future (especially in formal British English)**

"I shall leave tomorrow morning." - "I'll never forget you." -"I shan't be late again."

b- **Used with "I" and "we" to ask questions or make suggestions**

"Shall I close the door?" - "What shall we do tonight?" -"Let's start, shall we?"

**Note:** The short forms of “**will**”& “**shall**” are the same. Therefore, “**I’ll**” in the above example can mean either “**I will**” or “**I shall**”. We also use “**shall**” for offers or to make suggestions or to ask about opinions or preferences.

**"should" (negative: should not, shouldn't)**

**Meaning:** indicates a recommendation or obligation or reflects an opinion about what is right or correct

a- **To say what is the right thing to do**

"You should be helping your mother."

"If he doesn't like the job, he should tell it to his boss."

b- **To give advice or ask for advice**

"You should try the new restaurant down the street." "What should I do? Should I tell him the truth?"

c- **To show that something is likely to be true or that it is expected**

"Let's return home, dinner should be ready by now." "We should arrive there by twelve o'clock."

**"will" (short form: 'll, negative: will not, won't)**

**Meaning:** used to express willingness or consent

a- **To talk about future actions or future states (not plans)**

"I hope he will pass his exams." -"She'll be very happy to hear this." -"They will not be here on time."

b- **For promises or intentions**

"Leave it, I will do the dishes." -"It must be Joe at the door, so I'll get it."

**"would" (short form: 'd, negative: would not, wouldn't)**

**Meaning**: past tense of “**will**”; indicates preference, desire, or intention

a- **As the past form of "will" in reported speech**

"I will handle it myself." --> "He said he would handle it himself."

"I won't be late." --> "He said he wouldn't be late."

b- **To talk about an imagined situation**

"What would you do if you were a millionaire?" - "I wish he'd take a break."

"I would have cleaned the house, but I was too tired."

c- **To make a polite request**

"Would you mind closing the window?" -"Would you get me the paper, please?"

d- **To invite someone, or offer something, politely**

"Would you like a drink?" - "We are going for a walk, would you like to join us?"

**e-To say that you want something or want to do something**

I would like = a polite way of saying, "I want."

I would hate = a polite way of saying, "I don't want." I would rather = a polite way of saying, "I prefer."

"I would hate to miss this opportunity." "We'd rather study with you."

- "Would you like to come with us?" -" I'd love to, but I can't."

**Note:** “**Would**” is used to form the conditional in English.

**To sum up :**

**English Modal Verbs Table**

|  |  |  |
| --- | --- | --- |
| Modalverb | Usage | Example |
| **can** | ability | I can do several things at the same time. |
| when something is possible | Miracles can happen. |
| permission | You can go now. |
| informal requests | Can you come here for a minute? |
| **could** | past form of "can" | She said she could pay for us as well. |
| polite requests | Could you move your bag, please? |
| possibility | It could be that he missed the train. |
| **may** | possibility | It may rain tomorrow. |
| ask for or give permission (formal) | May I speak? |
| **might** | past form of "may" | He said he might change his mind. |
| possibility | This might fail. |

|  |  |  |
| --- | --- | --- |
| **must** | you have to do it | You must obey the law. |
| it's very logical orvery likely to happen | They left so early, they must be home by now. |
| **must not/****mustn't** | you are not allowed to do it | You mustn't smoke in here. |
| **shall** | future for "I" and "we" | I shall see him tomorrow. |
| questions and suggestions for"I" and "we" | Let's continue, shall we? |
| **should** | the right thing to do | She should call the police. |
| advice | - What should I do?- You should stop thinking about it. |
| what is likely orexpected to happen | We should be back by midnight. |
| **will** | future action or states(not plans) | Prices will go up next summer. |
| promises and intentions | It's alright, I'll pick it up. |
| **would** | past form of "will" | He told me he would come. |
| imagined situations | What would you doif you were him? |
| for polite requests, offers andinvitations | - Would you please sit down? - Would you like some tea?- We are meeting with Sarahnext Saturday, would you liketo come along? |
| to say what youwant to do or have | I would like a piece of cake. |
| **ought to** | the right thing to do | You ought to apologize. |

2/**Auxiliary Verbs (also called "helping verbs") & the main verb :**

An auxiliary verb is used to add functional or grammatical content to the information expressed by another verb, considered to be the main verb. Auxiliary verbs are also called **helping verbs**

Examples: We **will** be there in a minute. - **Can** you open the door?

In other words,**Auxiliary verbs** are verbs that are used together with another verb (called the **main verb** of the sentence) to express the action or state.

**Main verb + auxiliary verb = complete idea**

***Eg :Are*** singing The main verb is "singing." The auxiliary verb is "are."

**Example sentences (the auxiliary verb is in bold, and the main verb is underlined):**

 They **are** jogging.

 **Is** she sleeping?

 He **didn't** know the answer.

 **Has** she received any of my letters?

**List of most common auxiliary verbs**

 *be* (*am*, *are*, *is*, *was*, *were*, *being*), *can*, *could*, *do* (*did*, *does*, *doing*), *have* (*had*, *has*, *having*), *may*, *might*, *must*, *shall*, *should*, *will* and *would*

**Auxiliary verb or full verb?**

To distinguish a full verb from an auxiliary verb, you can carry out the following test:

If the verb allows subject-auxiliary inversion and can take ***not*** in the negative form, then it is an auxiliary verb.

Examples:

 **You are** going to travel to London. - **Are you** going to travel to London?

You **are not** going to travel to London. = **are** is an an auxiliary verb

 **You see** what I mean. --

**\*See you** what I mean. \*You **see not** what I mean. = **see** is not an auxiliary verb; it is a full verb.

(The asterisk \* indicates that the sentence is not grammatical.)

**Modal verbs are auxiliary verbs** that, unlike the auxiliary verbs “be”, “do”and “have”, cannot function as principal verbs.

Modal verbs express modality, ability, possibility, necessity, probability, obligation or other conditions. They are auxiliary verbs used for forming the future and conditional.

As complementary verbs, modal verbs **cannot function without other verbs**. The principal verb is always found after the modal verb and in the base form. Modal verbs are not conjugated and have no tenses.

**6 -Compound Verbs**

**A compound verb** = auxiliary verb + main verb.

**Example:** She ***will fall***. "Will fall" is a compound verb.

They **were discussing** their future. -He **didn't tell** us the truth.

**7-Linking verbs vs Stative verbs :**

**Linking verbs** (also referred to as **copulas** or **copular verbs**) don't show action like ordinary verbs. They rather link or connect [the](https://www.myenglishpages.com/site_php_files/grammar-lesson-subject.php) [subject](https://www.myenglishpages.com/site_php_files/grammar-lesson-subject.php) to a subject complement, the part of the sentence that follows the verb(it may be an [adjective](https://www.really-learn-english.com/english-parts-of-speech.html%22%20%5Cl%20%22adjective) or a [noun](https://www.really-learn-english.com/english-parts-of-speech.html%22%20%5Cl%20%22noun) that identifies or describes the subject). This complement which contains additional information describes and identifies the subject.

Examples:

 Larry **looks** happy. (**looks** is a linking verb; happy is a complement that describes and identifies Larry, the subject)

 The play **was** good. (**was** is a linking verb; good is a complement that describes and identifies the play, the subject

 I am a singer.(*Am* connects the subject *I* with the noun *singer*.The noun *singer* tells the identity of the subject *I*.)

**List of linking verbs**

Appear -be -become -feel -get- grow-look- prove -remain-seem-smell -stay-sound-taste-turn.

**Linking verb?**

Some of the verbs listed above can function as linking verbs and also as ordinary verbs (action) . One trick that you can use to identify whether a verb is a linking verb or an ordinary verb(action) is to see the relation between the subject and complement. If the relation is indicative of an equal sign (=), then it is a linking verb. Consider the following examples:

 He looks angry. (He = angry | linking verb)

 He looked at the man. (He = at the man | action verb)

Examples: **taste**

 The food tastes delicious. (linking verb)

 They tasted the food. (ordinary verb)

The direct object completes the meaning of the verb, but not every verb needs completion.

*For example:*  I built last year.

This sentence feels incomplete. Something is missing. What did I build?

To complete the idea I should add a direct object: "I built a house last year."Now the idea is complete. *An opposite example:*

 I ran yesterday.

This sentence is completely fine just like that, right? The idea is complete, and the verb doesn't require a direct object.

**8-STATE vs LINKING**

Linking verbs and stative verbs are two separate categories, but most linking verbs are stative verbs.Linking verbs can be verbs os sense(look,sound,taste,feel,smell,ect)

Stative verbs includes verbs os sense (look,sound,taste,hear,see)

Linking verbs can be verbs of existense (e.g . be,become,appear,seem,remain,turn,ect)

Stative verbs include verbs of existence (e.g.be,have)

Stative verbs include verbs of **emotion/feeling**: care, detest, dislike, enjoy, envy, fear, hate, hope, impress, like, love, to mind, need, prefer, promise, satisfy, surprise, want, wish

**mind/perception:** agree, assume, believe, consider, deny, disagree, doubt, expect, feel (opinion), forget, imagine, know, look (seem), realise, recognize, remember, sound, suppose, think, understand

**possession/relation:** appear, belong to, consist of, contain, cost, depend, have, include, mean, need, owe, own, possess, resemble, seem, weigh

ALSO: act, astonish, concern, fit, go, involve, lack, matter, measure (have length), please

In contrast to stative verbs,linking verbs accept adjective phrases, noun phrases and prepositional phrases as complements :

He seems nice/a good fellow/up to it. It was good/a pen/under the bed.

She became healthy/president.

**9-A Gerund**

A gerund is a noun made from a verb. To make a gerund, you add "-ing" to the verb.

**For example:** In the sentence "I swim every day", the word "swim" is a verb.In the sentence "I like swimming", the word "swimming" is a noun. Therefore, "**swimming**" is a **gerund**.

Gerunds are often used when actions are **real** or **completed**.

**Examples:**

(Note how the main underlined verb relates to real or completed actions.)

 She stopped smoking.

 They keep on fighting.

 We discussed moving to Florida.

**10-The Infinitive**

An infinitive is the basic form of the verb + "to".

**Examples:** to buy, to fish, to run, to watch, to tell, and so forth.

**Example Sentences:** "I want to swim." "The goal is to win."

You could say this actually makes sense : the infinitive describes an action, but unlike a regular verb, it is not limited in any way.

The regular verb is limited to the tense and subject. For example, in the sentence "Diana danced" the action is limited to Diana and to the past.

However, the infinitive is unlimited. In the sentence "To dance is easy", the action is not limited to any subject or to any time.

Infinitives are often used when actions are unreal, general, or future.

**Examples:**

(Note how the main underlined verb relates to unreal, general, or future actions.)

 Kate agreed to come. -I hope to see you soon. We plan to finish this shortly.

**11- Phrasal verbs**

A phrasal verb is a verb that is combined with an [adverb](https://www.really-learn-english.com/english-adverbs.html) or a [preposition](https://www.really-learn-english.com/prepositions.html). The combination creates a new meaning. This meaning is not usually obvious from the [dictionary](https://www.really-learn-english.com/english-dictionary.html) definitions of the two words separately. **Examples:**

 **Run** = to move very quickly with your legs. ("She can run fast!")

 **Into** = in the direction of something. ("He looked into my eyes.")

 **Run into** = to meet someone by accident. ("I ran into Joe yesterday.")

**Some more examples:**

 **Get up** = to stand up after sitting or lying. ("It's hard for him to stand up on his own.")

 **Put on** = to dress yourself in something. ("Put on your gloves. It's Cold outside.")

**How to remember English phrasal verbs?**

**1.Phrasal verb = single meaning**

The first thing to do with phrasal verbs is to learn them as phrases and not only as separate words. Try to remember them as if they were a single verb.

**2. Group phrasal verbs together**

The second thing that will help you is to remember them in groups. For example, make a list of phrasal verbs with the word **get** in them and try to remember them.

If you find it easier, you can put them in groups of verbs with the same [preposition](https://www.really-learn-english.com/prepositions.html). For example, phrasal verbs including the word **up**.

**3. Your own sentences**

The third thing that will help you learn phrasal verbs is to [make](https://www.really-learn-english.com/how-to-study-vocabulary-words.html) [up](https://www.really-learn-english.com/how-to-study-vocabulary-words.html) [or](https://www.really-learn-english.com/how-to-study-vocabulary-words.html) [write](https://www.really-learn-english.com/how-to-study-vocabulary-words.html) [sentences](https://www.really-learn-english.com/how-to-study-vocabulary-words.html) that will help you remember how they are used.

**4. Other necessary prepositions**

The fourth important thing about phrasal verbs is to remember if there are any other prepositions which always follow them. "He **gets on well** with his brother."

**Separable and inseparable phrasal verbs**

There are two kinds of phrasal verbs: separable and inseparable.

**Separable phrasal verbs** can have the object in the middle of the two words.

 **For example:** "He put it down."

**Inseparable phrasal verbs** must have the object after the two words.

 **For example**: "He fell for his best friend's sister."

Separable phrasal verbs can take the object in between the two words, or after the two words.

 **For example:** "She put her socks on," or "She put on her socks."