***Grammar Lesson Five: Verbs and verbals***

**Action-- these show direct action. When linked together they can sequentially build up tension.**

He has *plundered* our Seas, *ravaged* our Coasts, *burnt* our towns, and *destroyed* the Lives of our people. *The Declaration of Independence*

**To be can take predicate nominatives or predicate adjectives.**

He *was* a staunch *churchman* but he laughed at priests. Virginia Woolf

The tears have got small victory by that,

For it *was bad* enough before their spite. *Romeo and Juliet*

**Present Participles, gerunds, and –ing predicate forms: The present participle or the predicate and -ing carries the strongest sense of “immediacy, of ongoing experience or activity, and sometimes of force, no matter where it is placed” Virginia Tufte. When used to form a present participle the –ing form is serving as an adjective. When used as a noun the verb plus –ing is called a gerund. A noun gerund may be a subject, direct object, or objective of a prepositional phrase (or any other phrase for that matter).**

The deadline for the second edition *was fast approaching*. Katherine Graham, Personal History, 449

Harry’s heart *was pumping* frantically now that he knew they were on the right track.

*Harry Potter and the Order of the Phoenix*, 776

It was a *searing* Valley afternoon. Sandra Tsing Loh

A lovely *soaring* summer day this; Virginia Woolf

Life’s but a *walking* shadow, a poor player

That struts and frets his hour upon the stage *Macbeth*

**Infinitives: use the to plus verb to form a noun. This may be used as a subject or an object in a sentence.** An infinitive is a verbal consisting of the word to plus a verb (in its simplest "stem" form) and functioning as a noun, adjective, or adverb. The term *verbal* indicates that an infinitive, like the other two kinds of verbals, is based on a verb and therefore expresses action or a state of being. However, the infinitive may function as a subject, direct object, subject complement, adjective, or adverb in a sentence. Although an infinitive is easy to locate because of the *to* + verb form, deciding what function it has in a sentence can sometimes be confusing. (Purdue, OWL)

*To wait* seemed foolish when decisive action was required. (subject)

Everyone wanted *to go*. (direct object)

His ambition is *to fly*. (subject complement)

He lacked the strength *to resist*. (adjective)

We must study *to learn*. (adverb)

*To trust* is *to let* go. Margaret Atwood, Surfacing, 224.

I learned *to bind* books. Then *to throw* pots.

**Past Participles take the –ed form of the verb and are used as adjectives.**

So they tumbled on through the weary end of the night, and until the *coming* of another day of fear they walked in silence with *bowed* heads, seeing nothing, and hearing nothing but the wind hissing in their ears. Tolkien, *The Two Towers*, p. 621.

In two days, the Bird was violently ill, completely *incapacitated* with *rocketing* diarrhea and a 105-degree fever. Weinstein found him in his room, *crying* and ‘*whimpering* like a child.’ Hillenbrand, *Unbroken* p. 289

**Putting it together A.** Identify the verbs in the following passage as a form of to be, linking, transitive or intransitive. In the case of verbals, identify them a participles (past or present), infinitives or gerunds. In the case of infinitives tell what part of speech they are.

Sometimes, however, the visitors 1. *stayed* 2. *to help*; Tonks 3. *joined* them for a memorable afternoon in which they 4. *found* a murderous ghoul 5. *lurking* in an upstairs toilet, and Lupin, who 6. *was staying* in the house with Sirius but who 7. *left* it for long periods to do mysterious work for the Order, 8. *helped* them 9. *repair* a grandfather clock that 10. *had developed* the unpleasant habit of 11. *shooting* heavy bolts at passerby. Mundungus 12. *redeemed* himself slightly in Mrs. Weasley’s eyes by 13. *rescuing* Ron from an ancient set of purple robes that 14. *had tried* 15. *to strangle* him when he 16. *removed* them from their wardrobe.

*Harry Potter and the Order of the Phoenix.*

*1. 10.*

*2. 11.*

*3. 12.*

*4. 13.*

*5. 14.*

*6. 15.*

*7. 16.*

*8.*

*9.*

B. Write parallel sentence structure using the following

1. run, hide, and seek as infinitive subjects

2. speak, break, and freeze as past participles

3. incite, rebel, and injure as gerund direct objects