

### EXERCISE 2 Identifying Transitive and Intransitive Verbs

In the following paragraph, identify each italicized verb as *transitive* or *intransitive*. Be prepared to identify the object of each transitive verb.

EXAMPLE Whether you [1] *know* it or not, about twenty percent of America's cowboys were African Americans.

1. *transitive*

During the years following the Civil War, thousands of African American cowboys [1] *rode* the cattle trails north from Texas. They [2] *worked* alongside Mexican, Native American, and Anglo trail hands. All the members of a cattle drive [3] *slept* on the same ground, [4] *ate* the same food, and did the same hard jobs. When day was done, they [5] *enjoyed* each other's company as they swapped stories and [6] *sang* around the campfire. When they finally [7] *reached* their destinations with their herds, they all [8] *celebrated* by having rodeos, parades, and shooting contests. Nat Love, one of the most famous African American cowboys, [9] *wrote* about his experiences on the range. In his book, he [10] *recalls* the times that he and his trailmates looked out for one another, regardless of skin color.

### EXERCISE 3 Writing Sentences with Transitive and Intransitive Verbs

For each verb given below, write two sentences. In one sentence, use the verb as a *transitive* verb and underline its object. In the other, use the verb as an *intransitive* verb. You may use different tenses of the verb.

EXAMPLE 1. read

1. For tomorrow, read the chapter about Taiwan that begins on page 441. (*transitive*)  
I think I'll read this evening instead of watching television. (*intransitive*)

1. win    2. help    3. play    4. run    5. freeze

## Linking Verbs

A *linking verb* links, or connects, the subject with a noun, a pronoun, or an adjective in the predicate.

EXAMPLES The star's name **is** Whoopi Goldberg. [*name = Whoopi Goldberg*]  
Marie Curie **became** a famous scientist. [*Marie Curie = scientist*]  
Tranh **is** one of the finalists. [*Tranh = one*]  
Wild animals **remain** free on the great animal reserves in Africa. [*free animals*]  
The watermelon **looks** ripe. [*ripe watermelon*]

### COMMONLY USED LINKING VERBS

<b>Forms of Be</b>	am are	be been	being is	was were
<b>Other Verbs</b>	appear become feel	grow look remain	seem smell sound	stay taste turn

**NOTE:** The forms of the verb *be* are not always used as linking verbs. When followed by a word or a group of words that tells *when* or *where*, a form of *be* is a *state-of-being* verb.

EXAMPLES Geraldo **is** here now.  
Your roller skates **are** in the attic.

### EXERCISE 4 Using Linking Verbs

Insert a different linking verb for each blank in the following sentences. Then, identify the words that each verb links.

EXAMPLE 1. Judith Jamison \_\_\_\_ calm during the première of the dance.  
1. Judith Jamison *remained* calm during the première of the dance.  
Judith Jamison—*calm*



1. The first day \_\_\_\_ long.
2. Your suggestion \_\_\_\_ good to me.
3. Our room \_\_\_\_ festive after we decorated it for the party.
4. The orange \_\_\_\_ a little too sweet.
5. In the novel the main character \_\_\_\_ a doctor, and he returns home to set up a clinic.
6. Before a storm the air \_\_\_\_ wet and heavy.
7. Did she \_\_\_\_ happy about living in Florida?
8. The diver \_\_\_\_ more confident with each dive she made.
9. They \_\_\_\_ quiet as the theater lights dimmed.
10. The lilacs \_\_\_\_ lovely.

All the linking verbs except the forms of *be* and *seem* may also be used as action verbs. Whether a verb is used to link words or to express action depends on its meaning in a sentence.

LINKING The tiger **looked** tame.

ACTION The tiger **looked** for something to eat.

LINKING The soup **tasted** good.

ACTION I **tasted** the soup.

LINKING She **grew** tired of playing.

ACTION She **grew** into a fine woman.

### ▶ EXERCISE 5 Identifying Action Verbs and Linking Verbs

Identify the verb and its subject in each of the following sentences. If the verb is a linking verb, identify also the word or words that the verb links to its subject.

- EXAMPLES
1. The people in the picture on the next page are enjoying the International Championship Chili Cook-off in Terlingua, Texas.
    1. *are enjoying, people*
  2. The event, first held in 1967, is extremely popular.
    2. *is, event—popular*



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1. Chili cook-offs throughout the Southwest attract devoted chili fans.
2. Real fans grow hungry at the mention of any dish containing chili peppers and chili powder.
3. These are important ingredients in Mexican cooking.
4. Chili cooks start with their favorite chili powder.
5. Basic chili powder consists of ground, dried chilies blended with other spices.
6. The most common chili is chili con carne.
7. This is a thick, spicy meat stew, often including beans.
8. Chili varies from somewhat spicy to fiery hot.
9. You also find many recipes for chili without meat.
10. Regardless of the other ingredients in a batch of chili, the chili powder smells wonderful to chili fans.

### ▶ EXERCISE 6 Identifying Verbs

Identify the verb or verbs in each sentence in the following paragraph. If the verb is a linking verb, identify also the words that the verb links.

EXAMPLE [1] Do you know Tomás Herrera?

1. *Do know*

[2] He is a friend of mine, who lives next door to me.

2. *is, He—friend; lives*



[1] Tomás is a young musician who loves all kinds of music. [2] No one knows how many hours he plays each week, although many people guess at least twenty. [3] His parents worry about him, yet he seems happy.

[4] One afternoon Tomás became restless. [5] The notes sounded wrong, and none of his music seemed right to him. [6] He grabbed several sheets of music paper and then wrote some notes. [7] After a little careful revision, he formed the notes into an original harmony.

[8] That night he performed his song for some of his friends. [9] Cristina exclaimed, "Tomás, that was excellent!" [10] Is that really your first original song?"

## Verb Phrases

A *verb phrase* consists of a main verb preceded by at least one *helping verb* (also called an *auxiliary verb*).

The following sentences contain verb phrases.

Seiji Ozawa **will conduct** many outstanding orchestras.

[The main verb is *conduct*.]

He **has been praised** for his fine conducting. [The main

verb is *praised*.]

His recordings **should be heard** by anyone interested in classical music. [The main verb is *heard*.]

He **will be leading** the orchestra tonight. [The main verb is *leading*.]

### COMMONLY USED HELPING VERBS

<b>Forms of Be</b>	am are	be been	being is	was were
<b>Forms of Do</b>	do	does	did	
<b>Forms of Have</b>	have	has	had	
<b>Other Helping Verbs</b>	can could	may might	must shall	should will

Some helping verbs may also be used as main verbs.

EXAMPLES Did he **do** his homework?

She will **be** here soon.

We do not **have** enough time.


Sometimes the verb phrase is interrupted by another part of speech. In most cases, the interrupter is an adverb. In a question, however, the subject often interrupts the verb phrase.

EXAMPLES People **may** someday **communicate** with dolphins.

How much **do** you **know** about Lucy Stone, the suffragist?

Because of the fog, we **could not** [or **couldn't**] see the road.

Notice in the last example that the word *not* is never part of a verb phrase.

 **REFERENCE NOTE:** For more information about contractions, see pages 783–784.

## EXERCISE 7 Identifying Verb Phrases

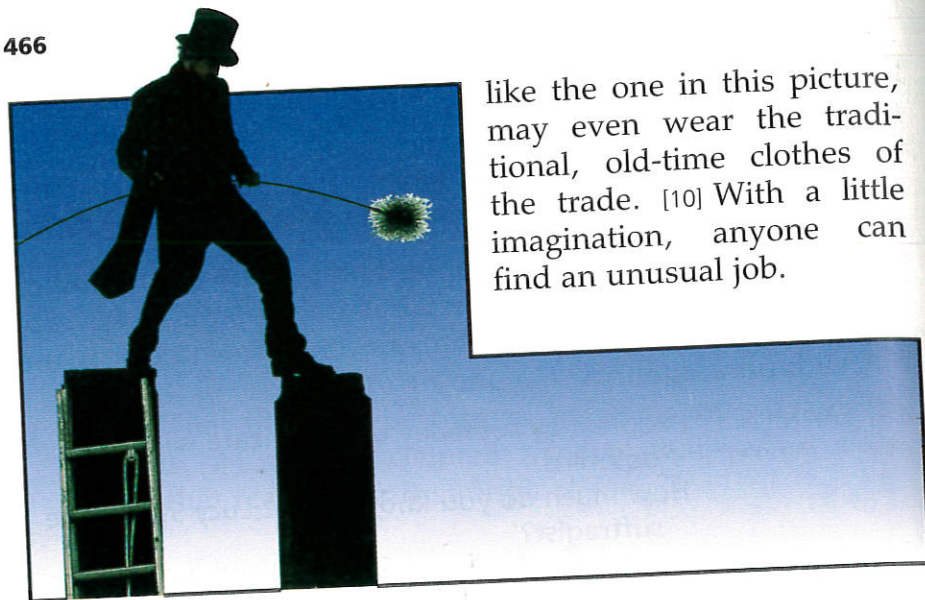
Identify the verb phrases in the sentences in the following paragraph. Some sentences contain more than one verb phrase.

EXAMPLE [1] What unusual jobs can you name?

1. *can name*

[1] Many people are earning a living at unusual jobs. [2] Even today people can find positions as shepherds, inventors, and candlestick makers. [3] It might seem strange, but these people have decided that ordinary jobs have become too boring for them. [4] Some people have been working as messengers. [5] You may have seen them when they were wearing clown makeup or costumes such as gorilla suits. [6] Other people have been finding work as mimes. [7] They can be seen performing at circuses, fairs, and festivals. [8] Chimney sweeps do still clean chimney flues for people. [9] Some chimney sweeps,





like the one in this picture, may even wear the traditional, old-time clothes of the trade. [10] With a little imagination, anyone can find an unusual job.

### ▶ REVIEW A

#### Labeling Linking Verbs and Action Verbs

Identify the verbs and the verb phrases in the following paragraph. Label each verb or verb phrase as an *action verb* or a *linking verb*.

EXAMPLE [1] Who were the Vikings, and where did they live?

1. *were*—linking verb; *did live*—action verb

[1] The Vikings were Norsemen who roamed the seas from A.D. 700–1000. [2] The term *Vikings* applies to all Scandinavian sailors, whether they were Norwegians, Swedes, or Danes. [3] People in other countries considered the Vikings the terror of Europe. [4] They worshiped such fierce gods as Thor and Odin. [5] Viking warriors hoped that they would die in battle. [6] They believed that when they died in battle, they went to Valhalla. [7] In Valhalla, they could always enjoy battles and banquets. [8] Each day, the warriors in Valhalla would go out to the battlefield and would receive many wounds. [9] Then, in spite of their injuries, at the end of the day they would all meet back at the banquet hall. [10] Their wounds would promptly heal, and they could boast about their great bravery in battle.



### WRITING APPLICATION

## Using Verbs to Make Your Writing Fresh and Lively


You've probably heard the old saying "Actions speak louder than words." In your writing, action verbs "speak louder" than many other words. Well-chosen action words help your reader picture what you're writing about. They make your writing lively and interesting and catch your readers' attention.


DULL Mississippi State won the championship last night.  
LIVELY Mississippi State seized the championship last night.


What are some other verbs you could use instead of *won*?

### ▶ WRITING ACTIVITY

Your little sister likes for you to tell her exciting stories. You've told her so many stories that you've run out of new ones. To get ideas for new stories, you think about events you've read about or seen. Write a summary of an exciting incident from a book, a movie, or a television show. Use action verbs that are fresh and lively. Underline these verbs.

 **Prewriting** Think about books that you've read recently or movies and television shows that you've seen. Choose an exciting incident from one of these works. Freewrite what you remember about that incident.

 **Writing** As you write your first draft, think about how you're presenting the information. When telling a story, you should usually use chronological order (the order in which events occurred). This method would be easiest for your young reader to follow, too. Try to use fresh, lively action verbs.

 **Evaluating and Revising** Imagine that you are a young child hearing the story for the first time. Look over your summary and ask yourself these questions.