

## The English Verb: A Key to Language Learning

By

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*Respect the verbs in your life. Life is a verb...Action verbs bring life to writing.*

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*Life on earth is more like a verb. It repairs, maintains, recreates, and outdoes itself.*

Lynn Margulis

### Abstract

Every aspect of the English language requires the verb to make complete sense. Without the verb, the English sentence would be like a sojourner travelling without destination. The rationale of this paper is to discuss the English verb, its importance, classification, and examples where they are used. The paper also discusses some common errors in the use of verb and their correct usage.

### Introduction

Because the verb is an important aspect to the English language, any mistake/ error that emanates from its usage is easily noticed. For instance, it is very common to hear expressions like 'I am not understanding what you are saying'. The sentence is erroneous because the verb 'understand' is stative and should not be used in the continuous or progressive form. The correct version of the erroneous sentence is 'I don't understand what you are saying'. The verb is the heart of any well meaning sentence. Judging from its definition, a word used to describe an action, state or occurrence; we can see that almost all spheres of human endeavours revolve around it. For one to speak and write correctly, the knowledge of the English verb must come to the fore. At the end of this paper, you should be able to use the English verb correctly and also decipher any blunder stemming from its use.

### What is a Verb

Many authors define verb from their own perspective. According to Eyisi, A verb is a word or group of words that is used to tell what someone or something is, does, or experiences. Strumpf and Douglas define it as words which express action, existence, or condition. From Murthy's view, a verb is described as a word which is used to indicate an action, a state of being, of existence or possession.

It is germane to affirm from the above definitions, that verbs are the life of language. Through this all important part of speech, our words take action and we express who we are and how we feel. Strumpf and Douglas are of the view that speech and writing would be reduced to trivial naming and static description without verbs. One who has the knowledge of the English verb would, no doubt, speak and write the English language correctly.

A verb tells us:

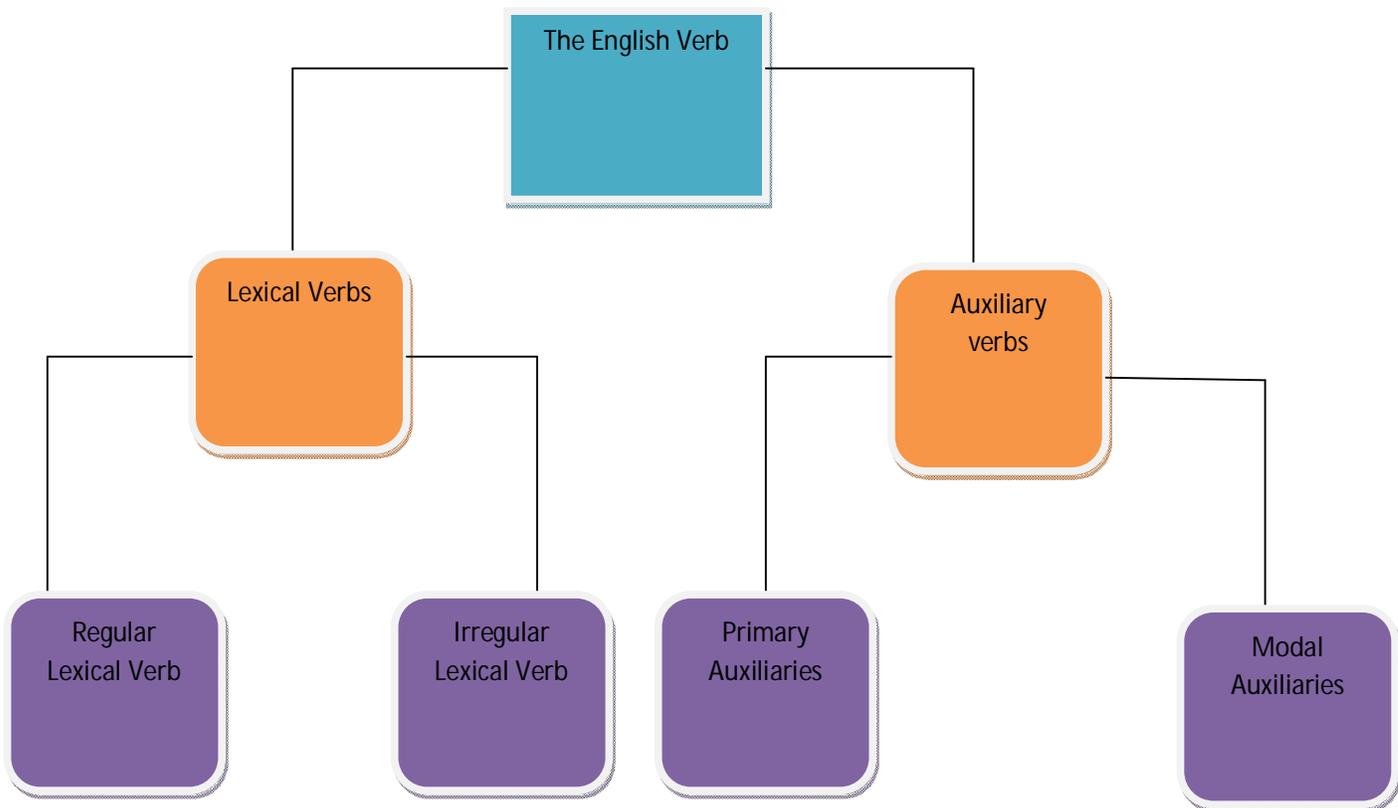
- What a person or thing does.  
Examples: My mother *cooks*.  
She *smiles*.
- What is done to a person or thing.  
Examples: Ade *is accused*.

The jugs *are broken*.

- What a person or thing is or it tells us about a state of being or existence.  
Examples: Maria *is* a governess.  
The children *are* in the swimming pool.
- It also tells us about possessions.  
Examples: The old man *has* a rickety bicycle.  
Many Africans *have* black skin.

### Classification of Verbs

The English verbs could be classified using the diagram below:



### Lexical Verb

Lexical verbs are also called the main verbs. According to sil.org, a lexical verb is a member of the open class of verbs which form the primary verb vocabulary of a language. From the above chart, we can see that lexical verbs are categorized into *regular* lexical verb and *irregular* lexical verb.

A lexical verb is said to be regular if its base form does not change when inflections are added to create new forms. They are called regular lexical verbs because their simple past and past participle

forms are obtained by the addition of 'ed' to their forms. The following are examples of regular verbs:

<b>Verb</b>	<b>Past form</b>	<b>Past participle form</b>
arrive	arrived	arrived
attack	attacked	attacked
attend	attended	attended
believe	believed	believed
call	called	called
carry	carried	carried
close	closed	closed
contribute	contributed	contributed
dictate	dictated	dictated
dine	dined	dined
finished	finished	finished
greet	greeted	greeted
include	included	included
kill	killed	killed
live	Lived	lived
love	loved	loved
move	moved	moved
notice	noticed	noticed
open	opened	opened
play	played	played
preach	preached	preached
quarrel	quarreled	quarreled
start	started	started
talk	talked	talked
wait	waited	waited
walk	walked	walked
work	worked	worked

### **Irregular Lexical Verbs**

The irregular verbs are the verbs that do not maintain a uniform pattern in their formation of the past and past participle forms as exemplified below:

<b>Verb</b>	<b>Past form</b>	<b>Past participle form</b>
begin	began	begun
bite	Bit	bitten
break	broke	broken
catch	caught	caught
choose	chose	chosen
come	came	come
drive	drove	driven
eat	Ate	eaten
lie	Lay	lain

run	Ran	run
see	Saw	seen
shake	shook	shaken
tear	Tore	torn
write	wrote	written

The English lexical verbs may be *transitive* or *intransitive*.

### Transitive Verb

According to Orabueze, the morpheme *trans* has a Romance origin which means *across*. A *transitive* verb is a verb that has an object. The object of the sentence, which is usually a noun, receives the action of the verb transferred from the subject which is also a noun. The verb which is transitive links the subject and the object as exemplified in this sentence: Adamu *flogged* the cow. In this sentence, the verb *flogged* is a transitive verb. This however makes it possible for the action (*flogged*) of the subject (Adamu) to be passed on to the object (cow).

### Grammatical Functions of Transitive Verbs

Transitive verbs can perform the following functions in a sentence

1. A transitive verb can cover a single object as in:
  - a. Mr. Ibe *planted* plantain.
  - b. Halima *opened* the bottle.
2. A transitive verb can also govern two or more direct objects as exemplified below:
  - a. My mother will buy *bread* and *butter*.
  - b. John will prefer either *holicks* or *cornflakes*.
3. It can govern two objects in which one is direct object and the other indirect object as seen in the following examples:
  - a. Chika *gave the teacher* her *book*.
  - b. Mother showed *him* some *documents*.
4. A transitive verb can govern a sentential object as contained in the following sentences: a. *We feel that the boy has been cheated.* b. *Jane knows where her twin is.*

It is important to note that only the transitive verb undergo passivization in the English language. Let us look at the following sentence:

Ngozi *picked* some periwinkles. (Active voice)

Some periwinkles *were picked* by Ngozi (Passive voice)

Below are some other examples of transitive verbs:

Subject	Transitive verb	object
Okoro	Hits	the ball
The people	believed	the politician
Adamu	rings	the bell
The farmer	grows	cassava
My mother	drops	her basket
Chinyere	cleans	the board
The students	sweet	the class
The Vice-Chancellor	rewards	the students.

### Intransitive Verb

An intransitive verb is a verb that has no object. Whatever that comes after the verb is the complement and thus does not receive the action of the verb. The intransitive verbs include the verbs *to be* such as *be, become, am, is, are, maybe, was, were*, etc.

Below are some examples of intransitive verbs:

Subject	Intransitive
The child	Cried
Mr. Obi	Is drunk
The man	Wept
She	Smiled
Uche	Laughed
Uzo	Swims
Adamu	Slept
He	Ran
The tree	Fell

It is germane to emphasize that some verbs can function as both transitive and intransitive depending on the sentence construction in which they are used. Those verbs are *open, break, and win*. They are used as transitive or intransitive in the sentences below:

Transitive: Jones *opened* the bottles.

Intransitive: The gate *opened*.

Transitive: The maid *broke* some plates.

Intransitive: The plates *broke*.

Transitive: Our team *won* the competition.

Intransitive: We *won*.

### Linking Verb

These are verbs that link the subject to their complements. The complements may be an adjective or a noun. Examples of linking verbs are the verbs *be, feel, become, tastes, smell, grow, appear, seem, sound*. These are exemplified in the following sentences:

1. Chioma is sick.
2. Tolu is handsome.
3. The boys are wise.
4. Jenny feels inferior.
5. The entrepreneur became rich.
6. Queen cake tastes nice.
7. The room smells good.
8. He appears slim.
9. The soldiers seem confused.
10. Country music sounds pleasant.

### Stative Verbs

There are some English verbs which we call state, non-continuous or stative verbs. These verbs are not used in continuous or progressive aspects. The stative verbs often describe states that last for some time. Some common stative verbs are *understand, hear, like, know, belong, hate, love, believe, taste, own, suppose, contain, depend, prefer, remember, recognize, sound, smell, satisfy, lack, possess, please, appear, see, surprise* etc.

Because these verbs are not used in the continuous or progressive aspects, the following starred sentences are wrong.

- \*I am not hearing you.
- \*The students are now understanding the teacher.
- \*We are seeing the board.
- \*The girls are now remembering the event.
- \*My grandmother is doubting me.
- \*The food is tasting nice.
- \*Musa is lacking some sense.
- \*His behaviour is surprising me.
- \* Chika is having the money.
- \*We are wishing you success.

When corrected, the above sentences become:

1. I can't hear you.
2. The students now understand the teacher.
3. We see the board.
4. The girls now remember the event.
5. My grandmother doubts me.
6. The food tastes nice.
7. Musa lacks some sense.
8. His behaviour surprises me.
9. Chika has the money.
10. We wish you success.

A verb which is not stative is called a dynamic verb, and it is usually an action. Some verbs can be both stative and dynamic. Consider the following examples:

### Be

The verb 'be' is usually a stative verb but when it is used in the continuous, it means 'behaving' or 'acting'.

- Simbi is stupid. (stative) – It's part of her personality.
- The boys are being stupid. (dynamic)- only now, not usually.

### Think

- I think the boy is great. (stative)- have an opinion
- She's thinking about her ex-boyfriend. (dynamic)- consider, have in her head

### Have

- Mr. Jack has a Murano Jeep. (stative)- own
- They are having a marvelous time. (dynamic)- part of an expression

### See

- I see what you mean. (stative) -understand

- Jerry has been seeing his girlfriend for two years. (dynamic) meet/have relationship with
- Taste**
- The egusi soup tastes nice. (stative) –has a certain taste
  - The cook is tasting the soup. (dynamic) – the action of tasting

### Phrasal Verbs

A phrasal verb is a verb followed by a preposition or an adverb. This combination creates a meaning different from the original verb. The Longman Dictionary of Contemporary English has it that phrasal verbs are idiomatic combinations of a verb and an adverb or a verb and a preposition or a verb with both adverb and preposition. What this means in essence is that a phrasal verb is made up of compound words which must obligatorily include a verb followed by either an adverb, a preposition, or a combination of adverb and preposition. Phrasal verb is also called compound verb, verb particle construction, or verb phrase.

The following are phrasal verbs

*Take off* – The plane took off.

*Give up*- The old man finally gave up the ghost

*Look forward*- We look forward to seeing you during the holiday.

*Break down*- The machine usually breaks down in winter.

*Break up*- Sali's marriage has broken up.

*Bring in*- Some British experts were brought in to construct the bridge.

*Bring about*- Udo's management strategies brought about changes in his administration

Some phrasal verbs contain two particles as in the following:

*Break out in*- spot

*Look out for*- someone/something

*Team up with*- make a partnership

*Do away with*- get rid of

*Go through with*- continue to the end

*Check up on*- get details about

*Send out for*- have somebody fetch

*Stand in for*- replace someone

*Put up with*- bear

*Go on with*- continue

*Hit back at*- attack one's attacker

*Look in on*- visit someone

*Do a room out*- sweep clean

*Do away with*- abolish

*Do someone in*- kill

*Make up to*- flatter, attempt to curry favour with

Phrasal verbs sometimes pose problems to learners of English as a second language because of their grammar and as a result of the fact that their meaning cannot always be guessed from the meaning of the verb. One can, however, get rid of these problems by consulting the dictionary and reading good books. In good dictionaries, phrasal verbs are usually listed alphabetically under the

main verb. In the Oxford Advanced Learner's English for instance, the verb see has a section for its phrasal verb thus:

*See about something-* to deal with something: I must see about (prepare) lunch. He says he won't help, does he? Well, we'll see about that (I will demand that he does help). [+ing] I'll have to see about getting that roof repaired.

*See sth in sb/sth-* to find sb/sth attractive or interesting: I don't know what she sees in him.

*See sb off-* 1. to go to a station, an airport, etc. to say goodbye to sb who is starting a journey. 2. (BrE) to force sb to leave a place for example by chasing them: The dogs saw them off in no time. 3. (BrE) to defeat sb in a game, fight etc. The home team saw off the challenges by 68 points to 47.

*See sb out* (not used in the progressive tenses) (BrE) to last longer than the rest of sb's life: I've had this coat for years, and I'm sure it will see me out.

*See sth out* (not used in the progressive tenses) (BrE) to reach the end or last until the end of sth: They had enough fuel to see the winter out. He saw out his career in Italy.

*See over sth* (BrE) to visit and look at a place carefully: We need to see over the house before we can make you an offer

*See through sb/sth* (not used in the progressive tenses) to realize the truth about sb/sth: We saw through him from the start. I can see through your little game (I am aware of the trick you are trying to play on me).

*See sth through* (not usually used in the progressive tenses) to not give up doing a task, project, etc until it is finished: She's determined to see the job through.

*See sb through/see sb through sth* (not used in the progressive tenses) to give help or support to sb for a particular period of time: Her courage and good humour saw her through. I only have \$20 to see me through the week.

*See to sth- to deal with sth:* Will you see to the arrangements for the next meeting? Don't worry, I'll see to it. We'll have to get that door seen to (repaired)

*See to it that-* make sure that... Can you see to it that the fax goes this afternoon?

### *Auxiliary Verbs*

Auxiliary verbs are known as helping verbs. Their major function is that they help the main verbs to form their tenses. The auxiliary verbs consist of two main sub classes which include: the primary auxiliaries and the modal auxiliaries. The primary auxiliaries are be, have and do while the modal auxiliaries are can, could, will, would, shall, should, may, might, and must. Greenbaum and Nelson distinguished a further subclass of semi-auxiliaries which include:

have to ( I have to go now.)

be going to (He's going to retire next year)

had better (he had better not be late.)

ought to (You ought to take a break.)

### *The Primary Auxiliaries*

The three primary auxiliaries have two features as recorded in Eyisi. They are as follow:

1. Each ends in –s in the third person singular present indicative as exemplified below:
  - i. be: He is a good ambassador.
  - ii. do: Ekene does her assignments judiciously.
  - iii. Have: Captain Von Trapp has seven children.
2. Apart from functioning as auxiliary verbs, they are also used as lexical verbs in their own right as in the following examples:
  - a. As Main Verbs
    - i. be: The twins are intelligent students.
    - ii. do: Salima does her assignments every day.
    - iii. Have: Anambrarians have good governor.
  - b. As auxiliary Verb
    - i. be: The girls are skipping.
    - ii. do: Their choir do not sing well.
    - iii. have: I have closed the doors.

### *Modal Auxiliaries*

The modal auxiliaries or modals for short express the mood of the verb. They include the following:

Present: can, may, will, shall, must

Past: could, might, would, should

### *The meaning of Modals*

The modals express two main types of meaning as recorded in Greenbaum and Nelson.

1. Human control over events, such as is involved in permission, intention, ability, or obligation. Examples:

You may leave now. (I give you permission to ---)  
I could speak Greek when I was young. (I knew how to)  
You must go to bed at once (I require you to..)
2. Judgement- Whether an event was, is , or will be likely to happen. Examples:

They may be away for the weekend (It is possible that they are...)  
That could be your mother. (It is possible that it is---)  
It must be past midnight. (It is certainly the case that it is---)

Having looked at what modal is all about; we shall now expatiate on them one after another

### *Can/could*

The past form of the modal auxiliary *can* is called *could*. Can is used for all persons in the present tense as in the following examples:

Affirmative: Ike can sing.

Negation: Ike can't sing.

Interrogative: Can Ike sing?

We can use *can/could* to express the following:

Possibility: Intelligent students can be naughty.

Characteristic: Her baby can cry all night.

Sensation: We can perceive the aroma from the room.

Willingness: Can you lend me your pen please?  
Ability: Chika could not cook even yam.  
Permission: You can leave now.  
Polite request: Could you lock the door for me please.

#### *May/might*

As already mentioned above, the past tense of the modal *may* is *might*. It can be used for all persons in the present and past tenses. *May/might* could be used to express the following:

*Doubt*: They may leave before the festival.

Possibility : It may rain heavily this night.

Wish: May you live long.

Request: May I come in?

Formal Permission: You may wish to see the Vice-Chancellor.

#### *Must/have to/ must have*

*Must* is used for all persons in the present tense and for the indication of futurity. It is also used to express authority, an obligation, conclusion, command, assumption, necessity and to give emphatic advice as exemplified below:

Obligation: They must go to the farm tomorrow.

Conclusion: The book must be on the market.

Assumption: That must be Jerry's bag.

Necessity: Mothers must breastfeed their children.

Emphatic advice: You must burn the mid- night oil in order to pass your examination.

#### *Shall/ should*

*Shall* and *should* can be used to express the following:

Will: Any student who disobeys the school rules and regulations shall/should be punished.

Contingency: If we shall/should invite him, he may not honour our invitation.

Intention: They shall/should make it.

Insistence: You shall/should keep quiet.

Instruction: Every student shall /should append their signature on the question paper.

It is important to note that in most cases *should* is used to function like *ought*. Both are used to say that something is the best thing or the right thing to do. E.g.

Charles should/ought to stop sagging his trouser.

They can also be used to talk about the past as in the following:

Jamila should have/ought to have been wiser.

#### *Shall/will/would*

The modal auxiliaries *shall* and *will* are mainly used to indicate futurity. *Shall* is used with the first person singular and plural to show futurity as in:

1. Ugo shall visit her grandmother tomorrow.

2. The children shall visit the Santa Claus during the Yule tidy season.

*Will* is used with the first, second and third persons to indicate futurity as in:

-Adamu will take the cows to the meadow.

-Chidimma will bring the crates of egg today.

*Will* or *would* may be used to express the following:

1. Willingness: Will/would you get me the books?

2. Natural propensity: Babies will always act like babies.

3. Intention: I'll leave as soon as they come back.
4. Prediction: The principal will/would angry with you if he discovers your mistake.
5. Past habit: Ije would always visit the pen when she was living with her grandmother.
6. Probability: That would be our uncle's footsteps.
7. Polite Request: Would you visit me during the holiday?

### *Dare*

To dare means to be brave or courageous enough to do or say something. Dare as an auxiliary verb does not go with the –s morpheme. It is used only in the present tense to show negation and inversion as exemplified below:

1. You dare not disclose their identity.
2. One daren't enter the lion's den.

Having seen the various uses of the modal auxiliaries, it is important that you use them correctly in writing.

### The English Tenses

Tenses usually pose some problems to learners of English as a second language. It is very important that you get yourself acquainted with use of tenses in the language to avoid such difficulties in future. What then are tenses? The term tense as recorded in the Oxford Advanced Learner's Dictionary is any form of a verb that may be used to show the time of the action or state expressed by the verb. According to the same dictionary the tense is made up of the past/present/future tense. Again in the Longman Pocket Dictionary, tense is the form of a verb that shows when the action of the verb happens: 'I look' and 'I am looking' are present tenses, 'I looked', 'I was looking', and 'I have looked' are past tenses, 'I will look' and 'I am looking' are future tenses.

From the above definitions and examples, there are three types of tenses which include: The present tense, the past tense and future tense. Modern grammarians from their own points of views argued coherently and came up with two types of tenses namely: *the Present tense* and *past tense*. Oji for example affirmed that "There is no form of the verb which indicates a future event, consequently, there is no future tense in English". This argument is based on the fact that traditional grammarians equated tense with time i.e *The present, the past* and *the future time* which are quite different from tenses. Below are examples of present tense and past tense:

#### Regular Lexical verbs

Present tense	Past tense
Walk	walked
Talk	talked
Close	closed
Cry	cried
Pick	picked

#### Irregular Lexical Verbs

Present tense	Past Tense
Go	went
Weep	wept
Keep	kept
Sweep	swept
Fly	flew

### **Aspect**

Traditional grammarians have up to twelve types of tenses. Apart from the present tense and past tense, every other thing they have and mistake for 'sub-tenses' are what is called *Aspect*. According to Oji, Aspect is the form or category of the verb which shows inception, duration or continuity or completion. Example is dancing (progressive aspect) i.e. be + a present participle, has eaten (perfective aspect) i.e. have+ a past participle.

The progressive aspect combines both the present tense and the past tense to express limited progression or duration of activity or state expressed by the verb. Example:

The old woman is cooking (present tense/progressive aspect).

The old woman was cooking (past tense/progressive aspect).

We can use the present tense with progressive aspect to express future activity or intention as in:

They'll be harvesting their crops tomorrow.

Ngozi will be travelling tomorrow.

The present and past tenses can combine with the perfective aspect to express a past event with present relevance or present result as exemplified in the following sentences:

They have cleaned the board (see they are neat).

They have cleaned the board (before they were asked to).

The Perfective tense stresses completed action. It is indicated by the use of the different forms of the auxiliary verb *have* and the past participle suffix. -d, -ed, or -en added to the main verb. That is:

The form of have + a past participle as exemplified by has/have/had commenced.

Both aspects (the progressive and perfective aspects) are treated as part of the tense system in English from the point of view of the traditional grammarians. Thus we have the following:

The present progressive tense: The girls are eating.

The past progressive tense: The girls were eating.

The past perfect progressive tense: The girls had been eating.

The present perfect tense: The girls have eaten.

The past perfect tense: The girls had eaten.

These as exemplified by the traditional grammarians are wrong. They are not tenses but rather *aspects*.

### **Future**

Futurity is expressed by the use of modal auxiliaries *shall* and *will* and sometimes by having recourse to some time adverbials such as tomorrow, the day after tomorrow, tomorrow week, today week, Sunday week, next year. Examples:

I'll see you tomorrow.

We shall visit the zoo next week.

Chike shall invite his parents.

We shall discuss it tonight.

He'll definitely change his bad behaviour.

Having looked at some of the important aspects of the verb in the English language, we shall x-ray some common errors inherent in its usage.

### Common Errors in the Use of Verb

Most Nigerian learners of English as a second language experience difficulties the use of verb. They often misuse the past participle forms of the irregular verb, commit blunders in the use of tenses, among others. Here are some of the common errors and their correct usage:

1. Uzo has eaten the money her mother gave her for the journey. This is a problem of transliteration. The correct sentence is : ***Uzo has spent the money her mother gave her for the journey.***
2. We shall write our examination tomorrow. In good English, one should say: ***We shall take our examination tomorrow***, or ***We shall do our examinations tomorrow*** or ***We shall sit for our examination tomorrow.***
3. The committee discussed about the matter in their meeting. The verb discuss is a transitive verb and so should be followed immediately by the object of the sentence. The correct expression should read: ***The committee discussed the matter in their meeting.***
4. The students are now understanding the lecture. The verb understand is a stative verb and so should not be used in the progressive aspect. The correct sentence should be: ***The students now understand the lecture.***
5. Most girls prefer eating rice than beans. *Prefer* does not go with *than* but with *to*. The correct sentence is: Most girls prefer eating rice to beans.
6. All that glitters are not gold. The correct version of the sentence is : ***All that glitters is not gold.***
7. The moment James got his query, he frowned his face. The expression ‘frown his face’ is unEnglish. In good English, one should say: ***The moment James got his query, he frowned.***
8. Jide was not opportuned to see the governor. The word ‘opportuned’ does not exist in English. The correct expression is: ***Jide was not lucky to see the governor.***
9. The PhD candidates have submitted the binded copy of their project. The past participle form of bind is bound not bind. The correct version of the erroneous sentence is: ***The PhD candidates have submitted the bound copy of their project.***
10. The minutes of the last meeting was read by Cherry the secretary. Minutes is a plural noun and so should go with a plural verb thus: ***The minutes of the last meeting were read by Cherry, the secretary.***
11. I don’t think it can be possible. Can and be possible are not used together in the same environment. The sentence should be corrected thus: ***I don’t think it would be possible.***
12. Its high time you stop playing truant. It’s high time is always followed by the past tense of a verb, the fact that it’s meaning is present or future notwithstanding. For grammaticality, the sentence should read: ***It’s high time you stopped playing truant.***
13. Uzo delivered a bouncing baby boy two days ago. This is bad English. The correct expression is: ***Uzo was delivered of a bouncing baby boy two days ago*** or ***Uzo gave birth to a bouncing baby boy two days ago.***
14. I am coming (while the speaker is going). This is transliteration. It sounds funny to hear one say that one is coming while in actual fact he is going away. What one should say in this situation is : ***Excuse me for a moment*** or ***I’ll be back in a jiffy.***
15. The teachers were beaten by the rain on their way to school this morning. The verb beaten should be replaced with caught for correctness. The correct version of the sentence should be: ***The teachers were caught in the rain on their way to school this morning.***
16. The meeting has been shifted to a later date. To shift means to change in position, direction, or focus. What the speaker meant here is: ***The meeting has been postponed to a later date.***
17. Chukwuma treks to his office every morning. Trek means to embark on a long difficult journey, which though on foot may last for days. The correct expression in this context should be: ***Chukwuma walks to his office every morning.***

18. The thieves robbed the senator's car. The verb rob means 'to take property from a person or place illegally'. One therefore robs a person or place and steals something. When corrected, the sentence should be: *The thieves robbed the senator of his car* or *The thieves stole the senator's car*.
19. Don't put your mouth in this case. This is a case of transliteration. The correct expression is: *Don't get involved in this case*.
20. Ngozi has born her husband two daughters. What is required here is the past participle of the verb bear (borne and not born). The correct version of the sentence is: *Ngozi has borne him two daughters*.

### **Conclusion**

From the foregoing, therefore, it is germane to emphasize that the importance of the English verb cannot be overemphasized. One who is well acquainted in it should be able to know the difference between the present, past tense and the past participle, the use of stative and non-stative verbs, transitive and intransitive verbs etc. Since the verb is the heart of any well constructed sentence, users of English as a second language are encouraged to master the rubrics to avoid erroneous constructions.

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