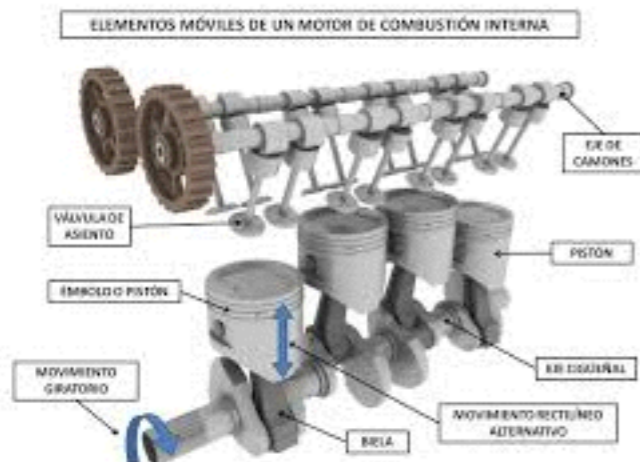




Pungent Verbs

Aim: What are pungent verbs, and why are verbs the engines of every sentence?



Subjects and Predicates

All sentences must have two components: a subject and a predicate.

- Every simple sentence must have two basic elements: (1) the thing we are talking about, and (2) what we say about it. The thing we are talking about is called the **subject**, and what we say about it is called the **predicate**. The subject is a noun, a pronoun, or some other word or group of words used as a noun. The essential part of the predicate is a verb—a word that tells something about the subject. It tells that the subject *does* something or that something *is true* of the subject. A subject and a verb are, therefore, the fundamental parts of every sentence. In fact, it is possible to express meaning with just these two elements.

1. Pilots fly.
2. Flowers bloom.
3. She sings.
4. Stop!

Finding the Verb

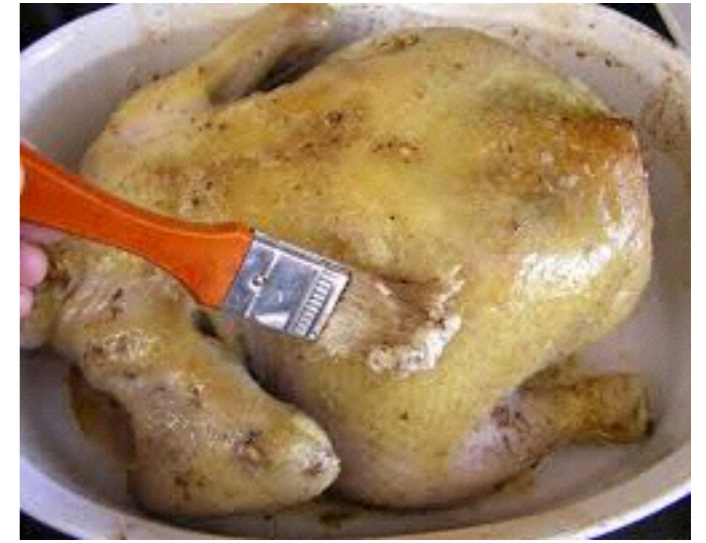
Finding verbs and subjects of verbs is the first step in determining whether or not a group of words expresses a complete thought. Look first for the verb, the most important word in the sentences, and then for its subject.

- The verb may sometimes be difficult to find. It may come anywhere in the sentence; for instance, it may precede the subject, as in some interrogative sentences (*Where is my pencil?*). It may consist of a single word or a group of two or more words; it may have other words inserted within the verb phrase; it may be combined with the negative *not* or with a contraction of *not*. To find the verb, look for the word or group of words that expresses an action or a state of being. In the following sentences the verbs are in italics:
 1. His friend *stood* at his side. [The verb *stood* follows the subject *friend*.]
 2. At his side *stood* his friend. [The verb *stood* precedes the subject *friend*.]
 3. His friend *was standing* at his side [The verb *was standing* consists of two words.]
 4. His friend *cannot stand* at his side. [The verb *can* is combined with the negative adverb *not*, which is part of the verb.]
 5. *Did* his friend *stand* at his side? [The two parts of the verb *did stand* are separated by the subject.]

Finding the Subject

Sometimes finding the subject may also be difficult, for, as we have just seen, the subject does not always come immediately before the verb. Often it comes after the verb; often it is separated from the verb by a modifying element. Always look for the noun or pronoun about which the verb asserts something and disregard intervening elements.

1. *Many* of the children *come* to the clinic. [A prepositional phrase comes between the subject and the verb]
2. There *are flowers* on the table. [The subject comes after the verb. The word *there* is never a subject; in this sentences it is an expletive, an idiomatic introductory word.]
3. In the room *were* a *cot* and a *chair*. [The subjects come after the verb].
4. *Come* in out of the rain. [*You*, the subject, is implied.]
5. *Shut* the door! [*You*, the subject, is implied.]
6. *You play* goalie.
7. The *boy* and *girl played*. [Two subjects.]
8. The *boy worked* and *played*. [Two verbs.]
9. The *boy* and the *girl worked* and *played*. [Two subjects and two verbs.]



What are the ten best cooking verbs you can think of? Pungent verbs are precise and powerful.



Kitchen Verbs



grate grill layer level melt



pinch pour scramble serve



simmer slice spread stir taste



add bake blend boil bread



broil chop cut dip fry

cut
mince
dice
slice
chop
julienne
pound
dredge

peel
scrape
shave
shred
tear
trim

beat
whisk
whip
fluff
aerate
toss

stir
scramble
mix
blend
fold

crush
pulverize
pound
whack
crack
grind
mash
skin
slash

squeeze
pat
peel

pop
puree
squash

strain
sieve
filter
sift
separate
skim

drizzle
dust
sprinkle
spritz

top
glaze
ice
garnish
bedeck
coat
baste
slather

nap
cover
veil
enrobe
encase
enclose
enfold

submerge
dunk
soak
saturate
macerate
marinate

braise
sear
sizzle
broil
simmer
saute
poach

fry
bake
boil
blanch
scald

roast
toast
singe
scorch
char

burn
blacken
caramelize

dish up
present
plate
serve
offer
dole out

Name: _____

Telling Animal Stories With Vivid Verbs

Step #1: YOUR OCCUPATION.

Pick a Particular Profession out of the hat and reproduce it below:

I picked the following profession:

--

Step #2: PAST TENSE VIVID VERBS RELATED TO YOUR OCCUPATION.

Take 4-5 minutes to come up with fifteen verbs (and a bonus) related to that profession and reproduce them below. Make sure your verbs are in the past tense:

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	Bonus.

Step #3: CONCRETE NOUNS RELATED TO THE CLASSROOM.

As a class, come up with fifteen concrete nouns related to a school classroom:

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	Bonus.

Name: _____

Telling Animal Stories With Vivid Verbs

Step #1: YOUR OCCUPATION.

Pick a Particular Profession out of the hat and reproduce it below:

Butterfly Catcher

Step #2: PAST TENSE VIVID VERBS RELATED TO YOUR OCCUPATION.

Take 4-5 minutes to come up with fifteen verbs (and a bonus) related to that profession and reproduce them below. Make sure your verbs are in the past tense:

1. Swiped	2. Leaped	3. Netted	4. Pinned
5. Captured	6. Fluttered	7. Flapped	8. Swooshed
9. Bounded	10. Pinioned	11. Threaded	12. Whooshed
13. Glanced	14. Bagged	15. Nabbed	Bonus. Glimmered

Step #3: CONCRETE NOUNS RELATED TO THE CLASSROOM.

As a class, come up with fifteen concrete nouns related to a school classroom:

1. Pencil Sharpener	2. n/a	3. n/a	4. n/a
5. n/a	6. n/a	7. n/a	8. n/a
9. n/a	10. n/a	11. n/a	12. n/a
13. n/a	14. n/a	15. n/a	Bonus. n/a

Telling Animal Stories With Vivid Verbs

STEP #4: PICK TWO OF THE FOLLOWING FOUR CHARACTERS. BOX THE TWO YOU WANT TO WRITE ABOUT.

YOUR FOUR CHARACTERS TO CHOOSE FROM ARE THE FOLLOWING: 1. NelsontheKoala

2. RogertheRat

3. EsmetheMarmot 4. CeliatheSkunk

STEP #5: ESTABLISH THE FOLLOWING CONFLICT BETWEEN YOUR TWO CHARACTERS:

One character wants something the other refuses to give him or her.

STEP #5: BEGIN STORIES.

- 1. ON A SEPARATE SHEET OF LOOSELEAF, WRITE THE FIRST SENTENCE OF A STORY WITH THE ABOVE CONFLICT.**
- 2. USE ONE OF THE NOUNS FROM YOUR LIST AND ONLY ONE OF THE VERBS.**
- 3. CROSS OUT FROM THE LIST THE VERB YOU USE.**
- 4. FEEL FREE TO RECYLCE THE NOUNS.**

NOTE: THE PROFESSION YOU CHOSE IS NO LONGER RELEVANT. IT JUST HELPED YOU GENERATE VERBS.

Ex. Esme the Marmot, tucked under her blanket, loved to read *Martha Stewart Living*, so she was appalled one evening when Roger the Rat swiped the magazine from between her paws.