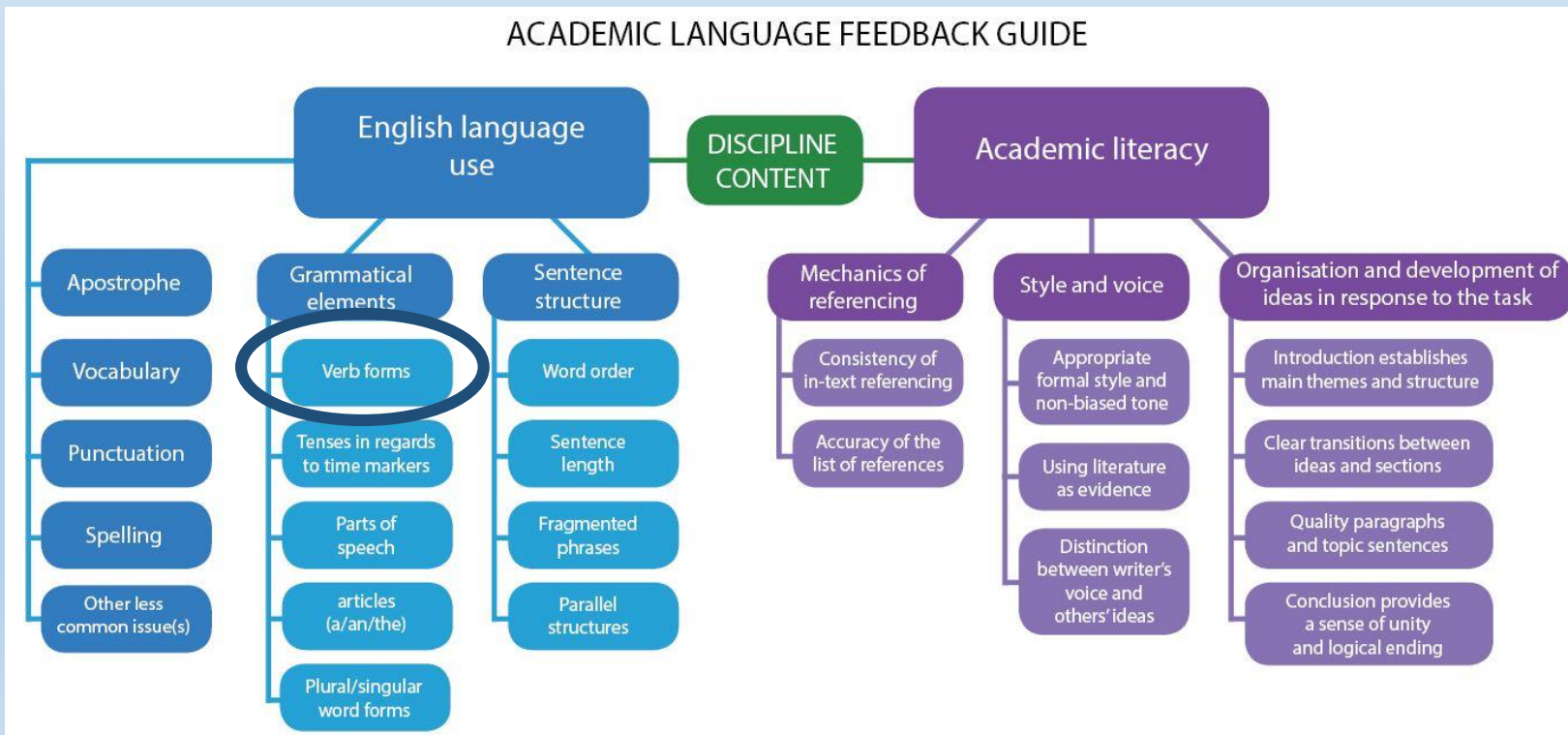


# Verb forms

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Re-visit

# Why are verb forms important?

A verb is the part of speech that signals an action. The incorrect choice of a verb form or verb tense may interfere with the intended message and make it unclear.

## Verb forms in English: Infinitives

Verb form names	Example – irregular verb	Example – regular verb	Use
Infinitive	<i>to write</i>	<i>to submit</i>	<i>The tutor asked us <b>to write</b> a short reflection about our learning.</i>
Bare infinitive	<i>write</i>	<i>submit</i>	<i>We must <b>submit</b> assignments on Moodle.</i>
Continuous infinitive	<i>to be writing</i>	<i>to be submitting</i>	<i>It would be lovely <b>to be writing</b> assignments without worrying about deadlines.</i>
Perfect Infinitive	<i>to have written</i>	<i>to have submitted</i>	<i><b>To have written</b> that long assignment in 12 days was a huge achievement for students.</i>
Passive infinitive	<i>to be written</i>	<i>to be submitted</i>	<i>All assignments need <b>to be submitted</b> before the mid-semester break.</i>

# More verb forms in English

Verb form names	Example – irregular verb	Example – regular verb	Use
Present participle	<i>writing</i>	<i>submitting</i>	<i>Writing</i> their assignments, the students were not sure about the result.
Gerund	<i>writing</i>	<i>submitting</i>	Accurate <i>writing</i> was a challenge for some students.
Past Simple	<i>wrote</i>	<i>submitted</i>	Students <i>submitted</i> their assignments last week.
Past Participle	<i>written</i>	<i>submitted</i>	<i>Written</i> assignments were quite difficult.
Passive present participle	<i>being written</i>	<i>being submitted</i>	The problems were caused by too many assignments <i>being submitted</i> at the same time.

# Verb complementation (verb + another verb form)

We need to be careful when deciding on the verb form to use in a sentence. Here are some basic rules:

1. We always use *the -ing* form after prepositions. Please note, that 'to' can be a preposition in some cases:

*The student was worried about submit assignments on time.*



*The student was worried about submitting assignments on time.*



*I look forward to hear from you soon.*



*I look forward to hearing from you soon.*



Be aware of differences between active and passive verb forms:

*The teacher was worried about asking questions by students.*



*The teacher was worried about being asked questions by students.*



# Verb complementation (verb + another verb form)

2. Verbs directly followed by other verb forms often cause problems – but the rules are quite simple.

## Verb + infinitive

*agree, aim, decide, decline, demand, deserve, fail, hesitate, hope, hurry, intend, manage, offer, plan, prepare, pretend, refuse, threaten, volunteer, want, wish*

*He failed **to** read enough before the exam.  
I intend **to** demonstrate to my students that I care about them.*

## Verb + the –ing form

*Admit, avoid, consider, delay, deny, discuss, imagine, involve, miss, recall, resent, risk, suggest*

*He admitted **committing** the crime.  
We discussed **doing** that assignment together.*

## Some verbs can be followed by either infinitive or gerund.

*Sometimes **the meaning changes only slightly (after begin, cease, continue start)**. For example:  
We began **studying** for the exam. = We began **to study** for the exam.*

*Sometimes **the meaning changes (after come, mean, regret, remember, stop, try)**. For example:  
I remember **locking** the door last night. (I remember how I did it)*

*or*

*Please remember **to lock** the door when you leave. (= don't forget to do it)*

# Verb complementation (verb + another verb form)

3. We often use participles (Ving and V3/Ved) to add information about timing, causes and results. If this information is given in a participle clause, please ensure that the implied subject of a participle clause is the same as the subject of the main clause\*. For example:

*Having focused, the assignments were submitted on time.*



*Having focused of their assignments, the students were able to manage the study load and progress in their course.*



*Reading their first peer-reviewed articles, it was evident that different disciplines had different academic conventions.*



*Reading their first peer-reviewed articles, students became aware of academic conventions in their respective disciplines.*



\* For more information about clauses and sentence structure, please go to the following modules: “Word order”, “Sentence length” and “Fragmented phrases”.

Quick tips



# Quick tips

**When you use verb forms in your writing and speech, be aware of the purpose of each verb form.**

**Refresh your knowledge by studying verb forms in advanced grammar books.**

**Look at the use of verb forms in your reading and listen to the news/lectures in order to understand the purpose for each use.**

Learn more section

# Useful links on verb forms and tenses

[Griffith University, Help yourself resources, Verbs](#)

[Englishpage.com Verb Tense Tutorial](#)

<http://www.edufind.com/english-grammar/verbs/>

[The University of Adelaide, English for Uni, Tenses](#)

[The University of Adelaide, English for Uni, Conditionals](#)

[Monash University, Language and Learning Online, Grammar](#)

[Purdue University, Online Writing Lab, Gerunds, Participles and Infinitives](#)

[Module 6: Passive and Active Sentences, ASCENT, Monash University](#)

## Face-to-face support

### Who can help with English at Monash?

#### English Connect –

conversational circles,  
peer feedback on your  
writing and grammar  
workshops



## Resources – grammar books



- Azar, B. S. & Hagen, S.A. (2009). *Understanding and using English grammar (4<sup>th</sup> ed.)*. USA: Pearson Longman.
- Borjars, K. & Burridge, K. *Introducing English grammar (2<sup>nd</sup> ed.)*. London: Hodder Education.
- Foley, M. & Hall, D. (2012). *MyGrammarLab (Advanced)*. England: Pearson.
- Hewings, M. (2012). *Advanced grammar in use: a reference and practice book for advanced students of English (2<sup>nd</sup> ed.)*. Cambridge: Cambridge University Press.
- Murphy, R. (2011). *English Grammar in Use (Intermediate) (3 ed.)*. Cambridge: Cambridge University Press.

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