

# Forever Fairies – verbs

Characters are positioned in settings where they are **doing, saying, sensing** and **relating** to each other and to their changing environments. These are referred to as **processes**. Processes usually take the form of verbs. Verb groups are put into a sentence to express different aspects of the character's involvement in the action.

## Action verbs:

Action verbs are mostly found in narratives, recounts and procedures.

In narratives, action verbs are found in a series of activities which create a sense of lively action.

Leandra **heard** the sudden thump and the enormous bang overhead. She **turned** around quickly. The manual **hit** the ceiling and like a rocket **zoomed** in for the attack. Luka **glanced** painfully at her. He **looked** alarmed. The *Fairy Manual* was full of life. It **set** upon Luka like a wild cat **chasing** its quarry, **snapping** its pages like sharp teeth and **clamping** them together. Then it **whacked** him from head to toe. He **stood** up, **striding** and **bouncing** from one part of his bed to the next.  
Pages 18-20

Evaluative action verbs represent the characters in negative or positive ways. In this case, the manual or rather, the one who is controlling the manual (unknown at this stage) is negatively represented - confrontational and hostile. (**hit, zoomed, set** upon, **chasing, snapping, whacked, clamping**)

## Saying verbs:

The most common **saying verb** is **say** - used in the past simple tense (**said**). Other saying verbs are used to express the attitude or opinion of a character. They are used when they are more efficient representing a character's attitude than the word said.

When looking at saying verbs, the differences between direct and indirect speech and their relative punctuation can also be discussed.

Common saying verbs used in both direct and indirect speech are:

answer	inquire	suggest	reply	say	respond	ask	demand
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1. 'Do you think Grandpa saw the fairies?' **asked** Luka. p 9
2. 'That bothers me too,' **agreed** Luka. p 10
3. Leandra **spoke** quietly. p 16
4. 'Luka,' she **whispered**. 'It's safe to come out.' p 21
5. 'We'd better start tomorrow,' **suggested** Luka, 'to follow Grandpa's map.' p 89

Some saying verbs tell us about the way something is said:

frown	giggle	scream	sigh	laugh	shout	splutter	yawn
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Many verbs in this list are also action verbs because they can refer to a character's actions and facial expressions.

Examples:

1. 'It's smiling at me,' **stammered** Luka. p 84
2. 'Put it on the lawn,' she **instructed**. p 86
3. Leandra sighed deeply. p 90
4. 'I'll be waiting for you here,' she **called** after them. p 94
5. 'No!' she **screamed**.

### Sensing verbs:

Sensing verbs reflect processes of a character's inner awareness. They are used in relation to humans and non-humans given human-like qualities e.g. fairies. These verbs draw attention to what book characters think, want, feel and observe.

Think	Desire	Feel	Observe
reason	want	enjoy	see- notice, witness, glimpse, spot
contemplate	crave	resent	taste- bite, nibble, sip, eat, savour
reflect	require	suffer	smell - sniff, whiff, pong, reek
consider	wish	revel	hear - heed, regard, listen,
ponder	implore	delight	touch- pat, stroke, tap, contact
consider	request	like	perceive
deliberate	yearn	relish	detect

Verb	Sense Type	Sentence example
watched	observing-see	They <b>watched</b> the butterflies scatter and flutter through the bushes p 1
wondered	thinking	Leandra <b>wondered</b> why they weren't opening outward. p 8
peered	observing-see	He leaned closer to the bug catcher and <b>peered</b> at the fairy. p 10
wanted	desiring	And the book she <b>wanted</b> was on her pillow, leaned up against the bed head. p 13
believe	thinking	<i>I won't <b>believe</b> that.</i> p 17
heard	observing-hear	Leandra <b>heard</b> the sudden thump... p 16
understood	thinking	She <b>understood</b> Grandma's dreamy ideas better than Luka. p 23
like	feeling	<i>I'm sure he'll <b>like</b> that. Thanks, Grandma.</i> p 35
feared	feeling	They <b>feared</b> she would see their gigantic forms looming above her and be terrified.
stared	observing-see	They <b>stared</b> at the milk as it too disappeared and then they stared at each other. p 43
promised	thinking	He <b>promised</b> Leandra not to draw or write anything about the fairy in his journal. p 45
gawked	observing-see	Luka gawked irritably at the book. p 46
grasped	observing-touch	Leandra gently <b>grasped</b> the journal pages and went back to where she found them. p 50
concluded	thinking	<i>'...Like a cipher, and you are the key,' <b>concluded</b> Leandra.</i>
tormented	feelings	<i>She's been <b>tormented</b> by this for two years.</i>

Examples from *Forever Fairies*-

## Relating verbs:

In narrative writing, **relating verbs** link characters to other parts of a sentence or story. They are the verbs that do not represent actions, speaking, thoughts or feelings and are used in the present simple or past simple tense.

Relating verbs (auxiliary words): **am, is, are, was, were, be, being, been, have, has, had.**

*Forever Fairies* examples:

1. In the sentence *It's not a butterfly*, the word *is* (in contracted negative form-*It's not*) relates *it* to *butterfly*. p. 5
2. In the sentence *It has two little feet*, the word *has* links more information (*two little feet*). p. 5
3. In the sentence *His desk was covered with sketches and notes*, *His desk* relates to *being covered* p. 7
4. *It was Luka*. p 22
5. *He was smiling*. p 42
6. *The pearl was full of colour ...* p 66
7. *They have fun sometimes ...* p 68
8. *We have something to show you, Grandma* p 71
9. *It was white with a pearly lustre.* p 89
10. *They were all lined up giving shade and providing fresh air ...*p 96

**Relating verbs** are part of the larger group of verbs called linking verbs. This larger group includes:

6. relating verbs (auxiliary)
7. some particular action verbs
8. verb phrases
9. forms of the verb 'to be'

These words show relationships between the subject and the part of the sentence following the verb. These verbs also link the subject with more information.

## Linking Verbs:

Verbs to be	Auxiliary verbs /modals		Action verbs		Verb phrases
<i>is</i>	<i>has</i>	<i>shall</i>	<i>appear</i>	<i>become</i>	<i>may be</i>
<i>am</i>	<i>had</i>	<i>could</i>	<i>feel</i>	<i>grow</i>	<i>might have been</i>
<i>are</i>	<i>have</i>	<i>would</i>	<i>look</i>	<i>remain</i>	<i>could be</i>
<i>was</i>	<i>does</i>	<i>should</i>	<i>seem</i>	<i>smell</i>	<i>can be</i>
<i>were</i>	<i>do</i>	<i>may</i>	<i>sound</i>	<i>stay</i>	<i>might be</i>
<i>be</i>	<i>did</i>	<i>might</i>	<i>taste</i>	<i>turn</i>	<i>has been</i>
<i>been</i>	<i>can</i>	<i>must</i>			<i>have been</i>
<i>being</i>	<i>will</i>				<i>had been</i>

### Linking verb examples in Forever Fairies:

1. *It **can be** our secret.* p 8
2. *We **have** a real fairy in a bottle, and we **don't** know how to help her.* p. 10
3. *This little fairy **is** still asleep.* p 11
4. *We **have** to solve this by ourselves.* p 12
5. *The outsiders **do not** waken.* p 17 (uncontracted negative)
6. *Luka **felt** he **had been** tricked...* p 21
7. *I **felt** a bit cooped up and started to muck around.* p 22
8. *He **looked** at his sister absently.* p 42
9. *The journal pages **seem** to reveal concealed entries ...* p 50
10. *I **will have** to return to my gardening before the rain comes.* p 65

## Existing verbs:

Another type of verb is where there is no action or relationship being described simply a place, condition or position. Writers use them to show that someone or something simply exists.

These types of verbs are introduced by the word there. With the **existing verb**, the word there indicates direction. It also has an abstract function and is used in statements of fact, especially in the forms, *there are* and *there is*.

1. ***There was** silence except for Luka's enormous sigh and staggered breathing and the faint brushing of pages turning slowly.* p 20
2. ***There was** a gentle knock at the door.* p 21
3. ***There was** a frightful quietness about the way she spoke.* p 28
4. ***There are** other strange things happening and we're out of our depth.* p 29
5. ***There was** a loud piercing sound like a steam train whistle and the little fairy darted underneath the bed.* p 42
6. ***There were** tales of importance told about the outsider...* p 138

