

***Ministry of Higher Education***

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## ***The Use of Verbs of Senses in Literary Works***

A paper

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا ۖ إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (٣٢)

صدق الله العظيم

سوره البقره ايه (32)

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*for his valuable assistance and continuous guidance*

## Dedication

My God, the night is not good except with your thanks... and the day is not good except by your obedience. And moments are not sweetened except by your remembrance. And the hereafter is not sweetened except by your forgiveness. And heaven is not sweetened except by seeing you...

✧ God (Glory be to Him) ✧

To convey the message...and fulfill the trust...and advise the nation...to the Prophet of Mercy and the Light of the Worlds...

✧ Prophet of Mercy Muhammed (PBUH) ✧

To the symbol of giving and the source of knowledge

✧ my professors ✧

To whom God has crowned with dignity, to those who taught me to give without waiting, to whom I proudly bear his name

✧ my father ✧

To my angel in life, to the meaning of love, tenderness and devotion, to the smile of life and the secret of existence, to whom was her prayer the secret of my success.

✧ my mother ✧

To pure hearts, to eternal safety beside me

✧ My sisters, brothers and my family ✧

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# **Chapter One**

## **Introduction**

### **1.1The Problem**

A **verb** is a kind of word (part of speech) that tells about an action or a state (Harmann,1976:90). It is the main part of a sentence: every sentence has a verb. In English, verbs are the only kind of word that changes to show past or present tense. Every language in the world has verbs, but they are not always used in the same ways. They also can have different properties in different languages. To my best knowledge , this type of verbs has not been given sufficient attention especially in literary works. This paper is an attention to bridge this gap through answering the following questions

- 1- What is mean by verb of senses?
- 2-What are the types of verb senses?
3. How are verbs of senses used in literary works?

### **1.2 Aims**

The study aims at:

- 1.Identifying the meaning of verb of senses .
- 2.Shedding light on the types of verb senses.
- 3.Invesagating how of verbs of senses are used in literary works.

### **1.3 Hypothesis**

The study hypothesizes that:

1. There are many problems that face a speaker in recognize the meaning of verb .
2. There are many classification of verb that the speakers face difficulties in recognize them.
3. There are many definition of verb senses .

### **1.4 Procedure**

In order to fulfill the aims of the study , the following steps are adopted :

1. Presenting a theoretical background knowledge about verb senses in particular .
2. Presenting the classification of the verb of senses .
3. Presenting how the verb of senses used in literary work.
3. Conclusion of the study

### **1.5 Limits**

The paper is limited to the definitions of verbs of senses, its types and its use in literary works.

### **1.6 Value**

It is hoped that this paper would be of some help to English students, teacher and linguists

## Chapter Two

### Literature Review

#### 2.1 Definition of Verb

A **verb** is a kind of word (part of speech) that tells about an action or a state. It is the main part of a sentence: every sentence has a verb. In English, verbs are the only kind of word that changes to show past or present tense. Every language in the world has verbs, but they are not always used in the same ways. They also can have different properties in different languages. For example, in some other languages (Chinese ) verbs do not change for past and present tense. This means the definition above only works well for English verbs.

There are many types of verbs used in Basic English. They are: be, do, have, come, go, see, seem, give, take, keep, make, put, send, say, let, get. .(Harmann,1976:90).

In English we have two main kinds of verbs: normal verbs (called lexical verbs) and auxiliary verbs. The difference between them is mainly in where they can go in a sentence. Some verbs are in both groups, but there are very few auxiliary verbs in English. There are also two kinds of auxiliary verbs: modal verbs and non-modal verbs. Also we should notice that some of the verb forms they have the same shape. For example, the plain present and the plain form of walk have the same shape. The same is true for the past and the past participle. But these different forms can have different shapes in other verbs. For example, the plain present of 'be' is usually 'are 'but the plain form 'is' be. Also, the past of eat is ate, but the past participle is 'eaten'.(Ibid:93).



## 2.2 Classification of Verbs in English

### 2.2.1 Finite and non-finite verbs

According to Hornby (1974:61) there are two types of verbs in English – finite and non-finite verbs. Finite verbs change their forms when there is a change in the number or person of the subject. Finite verbs also have different forms in different tenses. Non-finite verbs do not change their form when the number or person of the subject changes. There are mainly three types of non-finite verbs: infinitives, gerunds and participles. Verbs which have the past or the present form are called FINITE verbs. Verbs in any other form (infinitive, *-ing*, or *-ed*) are called NONFINITE verbs. This means that verbs with tense are finite, and verbs without tense are nonfinite. The distinction between finite and nonfinite verbs is a very important one in grammar, since it affects how verbs behave in sentences (ibid : 63). Finite verbs are verbs that have subjects and indicate grammatical tense, person, and number. These verbs describe the action of a person, place, or thing in the sentence. Unlike other types of verbs, finite verbs do not require another verb in the sentence in order to be grammatically correct. Non-finite verbs are verbs that do not have tenses or subjects that they correspond to. Instead, these verbs are usually infinitives, gerunds, or participles. Gerunds and present participles end in “-ing,” while past participles usually end in “-ed,” “-d,” or “-t.” (Quirk et al :1973:89)

He works at a bank

I have worked with children before.

### 2.2.2 Linking Verbs

Linking verbs are verbs that serve as a connection between a subject and further information about that subject. They do not show any action; rather, they “link” the subject with the rest of the sentence. The verb *to be* is the most common linking verb, but there are many others, including all the sense verbs. A linking verb connects a subject with its complement. These verbs are often called copular verbs or copulas (Haycock,2006:98)

They were shocked to hear the news.

A few other verbs related to the five senses are also considered as linking verbs. Examples are: look, feel, sound, taste, smell. Some stative verbs are also considered as copular verbs. Examples are: appear, seem, become, grow, turn, prove and remain. Noting that a linking verb should be followed by a noun or an adjective. Sometimes it is incorrect to use adverbs after linking verbs. This is regarded as a mistake.(Haycock,2006:102)

She looked happy. ( She looked happily.)

Linking verbs are sometimes described as performing the function of an equal sign because they provide the connection between the subject of a sentence and a certain state. This type of verb shows a relationship between the subject and the sentence complement, the part of the sentence following the verb, it connects or links the subject with more information — words that further identify or describe the subject and identifies a relationship or existing condition (Ibid)

### 2.2.3 Transitive verb

Schramper (2003; 68) claimed that a transitive verb is the one that only makes sense if it exerts its action on an object. An intransitive verb will make sense without one. Some verbs may be used both ways. According to him, the word *transitive* often makes people think of *transit*, which leads to the mistaken assumption that the terms *transitive* and *intransitive* are just fancy ways of describing action and without action but these terms have nothing to do with whether a verb is active or not. A transitive verb needs to *transfer* its action to something or someone—an object. In essence, transitive means “to affect something else.” Transitive verbs are not just verbs that can take an object; they demand objects. Without an object to affect, the sentence that a transitive verb inhabits will not seem complete.

Please **bring** coffee.

In this sentence, the verb **bring** is transitive; its object is **coffee**, the thing that is being brought. Without an object of some kind, this verb cannot function. As in;

### 2.2.4 Intransitive verb

According to Ramelan(1992:8), intransitive verbs are action verbs that always express doable activities. They are different from transitive verbs because there is no direct object following an intransitive verb. As;  
(Walk/ Laugh / Cough / Play / Run)

**We travelled to London.**

The intransitive verb is **travelled**, the subject is **we**, but **London** is not a direct object because London is not receiving the action of the verb.

John **eats** before leaving for school.

This example shows that the verb **eats** can be both transitive and intransitive depending on whether there is a direct object or not. If the sentence read: *John eats the cookies before leaving for school*, **eats** would be transitive as there is a direct object – *the cookies*. Some verbs can be both transitive and intransitive. These verbs include: start, leave, change, live, stop. An intransitive verb is the opposite of a transitive verb: it does not require an object to act upon. (Ibid:10)

A number of English verbs can only be intransitive; that is, they will never make sense paired with an object. Two examples of intransitive-only verbs are *arrive* and *die*. You can't *arrive* something, and you certainly can't *die* something; it is impossible for an object to follow these verbs kilby (2004, p. 21).

### **2.2.5 Ditransitive verb in English**

Huddleston (1984: 31) stated that verbs have traditionally been defined as “action or state of being words.” Main verbs, or principal verbs, fall into five categories in English grammar. Transitive verbs are English verbs that take an object. Ditransitive verbs take two objects: a direct object and an indirect object or a direct object and an object complement. Ditransitive verbs that take a direct object and an object complement are referred to as attributive ditransitive verbs.

Ditransitive verbs can occur within passive constructions. Some common ditransitive English verbs include the following: (build, cut, find, give, keep, leave, ask, forgive, read, save, send, take, teach, write...etc.) For example:

Can I ask you a question?

Please forgive me my rudeness.

Most ditransitive verbs in English language take a direct object and an indirect object. Attributive ditransitive verbs are a subcategory of ditransitive English verbs that take a direct object and an object complement. Some common attributive ditransitive English verbs include the following:(appoint, color, decorate, designate, make, name, paint)

Huddleston (1984; 74)

My two toddlers colored the walls neon green.

We are painting the roses red.

Ditransitive verbs can occur within passive constructions. The English language has two grammatical voices: active and passive. The active voice allows speakers to form sentences in which the grammatical subject performs the action of or acts upon the verb functioning as the predicate. The passive voice allows speakers to form sentences in which a direct or indirect object moves into the subject position. Because ditransitive verbs take objects, ditransitive verbs in active constructions can shift into the passive voice (Leech, 1983, 337) For instance;

The doctor **prescribed** me a new medicine.

Ditransitive verb, active voice.

I **was prescribed** a new medicine by the doctor.

Ditransitive verb, passive voice.

Ditransitive verbs take two objects, either a direct object and an indirect object or a direct object and an object complement. Ditransitive verbs that take a direct object and an object complement are attributive ditransitive verbs. Ditransitive verbs can occur within passive constructions. (Ibid)

## **2.3 Verbs of Senses**

### **2.3.1 Meaning of Verbs of Senses**

A sense verb is a verb that describes one of the five senses: sight, hearing, smell, touch, and taste. Verbs such as look, seem, taste, feel, smell, and sound are sensory (sense) verbs. In English, it is important to use adjectives rather than adverbs with sense verbs.

The rules of grammar usually require verbs to be modified by adverbs.

Ethan crossed the street quickly.

However, sense verbs should be modified by adjectives to sound right.

Even from a distance, Ethan's pace looked quick.

To native speakers of English, the impulse to pair sensory verbs with adjectives is instinctive; adverbs sound completely wrong in their place.

The cookies smelled deliciously.

### **2.3.2 Literal verb of senses**

Literary is a related term of literal.

Literal is a related term of literary.

As adjectives the difference between literal and literary is that literal is exactly as stated; read or understood without additional interpretation; according to the letter or verbal expression; real; not figurative or metaphorical while literary is relating to literature.

After verbs of perception (see, watch, hear, listen, feel, smell, notice, observe etc.), the infinitive expresses a completed action:

I felt the ground shake once. (I felt it as the ground shook once.)

I saw the burglar climb over the fence and break into the house. (I saw that the burglar climbed over the fence and broke into the house.)

I have never heard them play that song before. (I have never heard that song played by them before.)

In the passive voice, we use a to-infinitive:

The burglar was seen to climb over the fence.

A present participle after these verbs refers to an action continuing over a period of time:

I felt the ground shaking for about half a minute. (I felt that the ground was shaking.) (Leech, 1983, 37)

### 2.3.3. Non Literal verb of senses

Non-literal or figurative language is language that goes beyond the dictionary meaning of words or phrases – not using words in their usual or most basic sense. • Writers use a lot of non-literal language to help readers better understand something or gain a more detailed picture in their minds.

- Writers and speakers also often use common non-literal expressions, called idioms, to indicate something beyond what the words actually mean.

literal meaning refers to the normal, everyday, most basic meaning of the word. Non-literal meaning is when a word means something other than its normal, everyday meaning. Figurative language is when you use a word or phrase that does not have its normal, everyday, literal meaning

Figurative language can take multiple forms, such as simile or metaphor.

figurative language can be classified in five categories: resemblance or relationship, emphasis or understatement, figures of sound, verbal games, and errors.

A simile is a comparison of two things, indicated by some connective, usually "like", "as", "than", or a verb such as "resembles" to show how they are similar.

Example: "His cheeks were like roses, his nose like a cherry.../And the beard on his chin was as white as the snow."

A metaphor is a figure of speech in which two "essentially unlike things" are shown to have a type of resemblance or create a new image. The similarities between the objects being compared may be implied rather than directly stated.



Example: "Fog comes on little cat feet" In this example, "little cat feet" is the vehicle that clarifies the tenor, "fog." A comparison between the vehicle and tenor (also called the teritium comparitionis) is implicit: fog creeps in silently like a cat.

An extended metaphor is a metaphor that is continued over multiple sentences.

Example: "The sky steps out of her daywear/Slips into her shot-silk evening dress./An entourage of bats whirr and swing at her hem, ...She's tried on every item in her wardrobe."

Onomatopoeia is a word designed to be an imitation of a sound.

Example: "Bark! Bark!" went the dog as he chased the car that vroomed past.

Personification is the attribution of a personal nature or character to inanimate objects or abstract notions, especially as a rhetorical figure.

Example: "Because I could not stop for Death,/He kindly stopped for me;/The carriage held but just ourselves/And Immortality."—Emily Dickinson. Dickinson portrays death as a carriage driver.

An oxymoron is a figure of speech in which a pair of opposite or contradictory terms is used together for emphasis.

Examples: Organized chaos, Same difference, Bittersweet.

A paradox is a statement or proposition which is self-contradictory, unreasonable, or illogical.

Example: This statement is a lie.

Hyperbole is a figure of speech which uses an extravagant or exaggerated statement to express strong feelings.

Example: They had been walking so long that John thought he might drink the entire lake when they came upon it.

Allusion is a reference to a famous character or event.

Example: A single step can take you through the looking glass if you're not careful.

An idiom is an expression that has a figurative meaning unrelated to the literal meaning of the phrase.

Example: You should keep your eye out for him.

A pun is an expression intended for a humorous or rhetorical effect by exploiting different meanings of words.

Example: I wondered why the ball was getting bigger. Then it hit me.

(Haycock,2006:58)

## **Chapter Three**

### **Date and Analysis**

#### **3.1 Date**

This examples said by different writers

Blew there are analysis of the types of verb and verb sense used in literature text:

##### **3.1.1. Data Description**

One aspect of evaluation is testing. The main aim of evaluation is to "examine how much the whole programme has succeeded or failed or in what areas " ( Al-Hamash and Younis, 1985 : 195 ).

A test is defined as " an instrument or a tool of measurement " ( ibid ).

Al-Jubory ( 2000 : 1 ) uses the term " assessment " instead of " testing " because of its wider view. Assessment includes any means of checking what students can do with the language .

#### **3.2 The Analysis**

##### **1: Utopian for Beginners (by Joshua Foer)**

**“There are so many ways for speakers to see the world. We can glimpse, glance, visualize, view, look, spy, or ogle. Stare, gawk, or gape. Peek, watch, or scrutinize.”**

In this text , the first sentence has a transitive verb with an object; however, the following sentences have intransitive verbs, as they have not employed any object of the subject.

## **2: Black Boy (by Richard Wright)**

**“I would hurl words into this darkness and wait for an echo, and if an echo sounded, no matter how faintly, I would send other words...to create a sense of the hunger for life that gnaws in us all, to keep alive in our hearts a sense of the inexpressibly human.”**

There are four types of verbs in this example; modal verb “would,” regular verb “sounded,” dynamic verbs “send, create, gnaws,” and static verb “keep.”

## **3: Stars Shine Down (by Sidney Sheldon)**

**“You’re very flattering,” Lara laughed. ... “I’m much too busy.”  
“How do you operate? How do you decide ... ”  
And they had reluctantly agreed.  
“As you can see, gentlemen,” Lara said, ...**

This excerpt has perfectly employed intransitive verbs. All of the sentences have intransitive verbs that are without objects.

## **4: E.B. White (by E.B. White)**

**“Automobiles, skirting a village green, are like flies that have gained the inner ear – they buzz, cease, pause, start... brake, and the whole effect is a nervous polytone curiously disturbing.”**

Here, White has used helping verbs, “are,” “have,” and “is;” and a main verb “gained.” Also, he has used a list of intransitive verbs that do not use objects of the verbs.

### **5. The Five Senses by Kyra Bromfield**

**I step out my front door and see footprints lying in the snow. it's foogy and misty outside. when I breathe, I can see my breath in the cold air. As I head towards the forest, I hear two birds singing to one another across a tall, damp, pine tree with dew dripping down from the leaves and branches. I look up to look at the two birds but I'm blinded by the sun seeping through the branches. I block out the sunlight with my hand and keep on moving forwards. I take a brief pause as I can hear something within the woods, but it is very faint. i follow it and it leads me to a narrow river. it's got all sorts of pebbles lying beneath the tricking water and when I look to the other side of the river, I notice that there is a log lying dead across it. it's so beautiful, I crouch down beside the river to get a closer look and I reach out and touch the water with the very end of my finger tips. I instantly pull them away bringing up water as I go along because the coldness of the water is too much to bear. I walk over a few steps towards a large rock and jump on top of it. I breathe a deep breath of the cold air. it tastes fresh, like you've just brushed your teeth and it's minty fresh. I close my eyes and take in all that nature has to offer. As I finish my breath and open my eyes again, I jump off from the rock. the rock was slippery and had moss crawling all around it. as I jump off, I crunch old, autumn leaves and brittle branches. I move over and climb around logs and more large rocks and finally reach the top of a mountain that didn't look as far up as it was when you were up there. I gaze out to the sight that I'm seeing and realize the magnificence of nature.**

Here in this texts we have many verbs such as look / touch / taste all of these verbs refer to verb of senses.

## **Conclusion**

In English we have two main kinds of verbs: normal verbs (called lexical verbs) and auxiliary verbs. The difference between them is mainly in where they can go in a sentence. Some verbs are in both groups, but there are very few auxiliary verbs in English. There are also two kinds of auxiliary verbs: modal verbs and non-modal verbs. Also we should notice that some of the verb forms they have the same shape.

A sense verb is a verb that describes one of the five senses: sight, hearing, smell, touch, and taste. Verbs such as look, seem, taste, feel, smell, and sound are sensory (sense) verbs. In English, it is important to use adjectives rather than adverbs with sense verbs.

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