

# Unit 4

## Transitive and intransitive verbs



### Grammar in Context

Theme: Changes brought by technology

Words by Theme



Read the following video script and answer the questions.

### Back from the Wilds

[1] Thanks for **visiting my channel**<sup>1</sup>. I've **returned** (to the city) after I **lived** (on an island alone for two years). I am going to **share my experience** with you.



[2] I **found my previous**<sup>2</sup> life extremely stressful<sup>3</sup>. I **worked** (in a busy office). My boss **sent me** emails even after office hours. I always **ate junk food** because I was under stress. My friends **spent most of their time** on playing games or watching TV online. They **gave little time** to their family. People around me **enjoyed using social media**<sup>4</sup>, but I **considered it** meaningless. Therefore, I **escaped** (to nature).

[3] That's why I started my new life. As soon as I arrived at a wild island, I built a tree house. Every morning, I woke to the sound of birds. I strolled for a while. Then, I collected fruit from the trees. At noon, I made a fire in the sun with no matches. The fire provided heat for cooking and light for the night. I caught fish in the afternoon. Sometimes, I just lay on the beach. I always watched the sunset before dinner.



[4] I already **miss my life** in the wilderness<sup>5</sup>. Thanks for **watching**.

1. Look at the blue words. They are transitive verbs. They take an object. Find the transitive verbs and underline the objects in paragraph 3, e.g. I see ghosts.
2. Look at the orange words. They are intransitive verbs. They can be followed by an adverbial expression. Find the intransitive verbs and insert brackets around the adverbial expressions in paragraph 3, e.g. He sits (in silence).

## PART 1A Transitive verbs

A transitive verb takes an object (a noun or noun phrase).

Subjects	Transitive verbs	Objects
<i>I</i>	<i>love</i>	<i>spaghetti.</i>
<i>Samantha</i>	<i>sent</i>	<i>an email.</i>
<i>The repair worker</i>	<i>will fix</i>	<i>the network problem.</i>
<i>The children</i>	<i>have caught</i>	<i>a cold.</i>
<i>The train</i>	<i>is reaching</i>	<i>the last station.</i>

## PART 1B Ditransitive verbs

A ditransitive verb can take two objects. There are two ways to place the objects.

Subjects	Verbs	Indirect objects	Direct objects	Subjects	Verbs	Direct objects	Prep.	Indirect objects
<i>Mum</i>	<i>buys</i>	<i>them</i>	<i>food.</i>	<i>Mum</i>	<i>buys</i>	<i>food</i>	<i>for</i>	<i>them.</i>
<i>Dad</i>	<i>gave</i>	<i>me</i>	<i>a watch.</i>	<i>Dad</i>	<i>gave</i>	<i>a watch</i>	<i>to</i>	<i>me.</i>
<i>Sam</i>	<i>got</i>	<i>his wife</i>	<i>a gift.</i>	<i>Sam</i>	<i>got</i>	<i>a gift</i>	<i>for</i>	<i>his wife.</i>
<i>Ms Law</i>	<i>read</i>	<i>us</i>	<i>a poem.</i>	<i>Ms Law</i>	<i>read</i>	<i>a poem</i>	<i>to</i>	<i>us.</i>

## PART 1C Intransitive verbs

An intransitive verb does not take an object. We can add an adverbial expression after an intransitive verb to give extra information about the verb.

Subjects	Intransitive verbs	Adverbial expressions
<i>He</i>	<i>arrived.</i>	Intransitive verbs cannot be followed by who or what.
<i>Georgina</i>	<i>is sleeping.</i>	
<i>The game</i>	<i>has started.</i>	
<i>The office workers</i>	<i>have sat</i>	<i>at the desk for hours.</i> (tell us where and how long)
<i>The child</i>	<i>fell</i>	<i>because of the slippery floor.</i> (tell us why)
<i>It</i>	<i>disappeared</i>	<i>mysteriously.</i> (tell us how)
<i>What</i>	<i>happened</i>	<i>yesterday?</i> (tell us when)

### Let's compare

#### Transitive verb + Object

- *I seldom **contact** my friends.* (X contact with)
- *The contestant **lacked** confidence.* (X lack of)

#### Transitive verbs can be in passive forms.

We *prevented* an accident. (active voice)  
→ An accident *was prevented*. (passive voice)

#### Intransitive verb + Adverbial expression

- *The kids **are drawing** on the wall.*
- *I **voted** for the motion.*

#### Intransitive verbs have no passive form.

An accident *happened* yesterday.  
(X was happened)



### Exercise 1.1

Complete the table by underlining the verbs and writing *T* for transitive verbs, *DT* for ditransitive verbs and *IT* for intransitive verbs.

1. Matthew <u>lied</u> a lot.	IT	6. The patient's health deteriorated quickly.	
2. Olivia believed his lies.		7. The company offered me a job.	
3. The bird flew among the trees.		8. The event will raise money for the poor.	
4. Let's go.		9. My neighbour lent me a ruler.	
5. Let's discuss the matter.		10. It is raining cats and dogs.	



### Exercise 1.2

Caroline is writing a diary entry. Complete the entry by circling the best answers.

14 June 20XX

My day **(1)** ( wasn't started / didn't start / started ) well. I went to visit Aunt Betty, but I **(2)** ( took / took off / took myself ) a wrong bus.

I **(3)** ( arrived / arrived in / reached in ) an unfamiliar district. Yet, guess what?

I **(4)** ( met / met with / met up ) Stephanie by chance! We

**(5)** ( haven't seen / haven't seen each other / haven't seen us ) for a long time. She

**(6)** ( lives / lives in / resides ) that area.

Then, Aunt Betty sent **(7)** ( me a message / to me a message / a message me ). She

**(8)** ( said / told / spoke ) me that she wasn't feeling well. She would like to cancel the meeting. I didn't **(9)** ( object / object to / oppose to ) her suggestion. So, I had some free time to spend with Stephanie.

Stephanie **(10)** ( bought me / brought me / brought me to ) a frozen yoghurt shop nearby. The yoghurts **(11)** ( came / were come from / came in ) different insane flavours, like the Spicy Hot Lava and the All-Day Breakfast.

The day **(12)** ( ended / ended at / ended up ) interestingly with my old friend and some weird yoghurts!



#### Brain Breaks

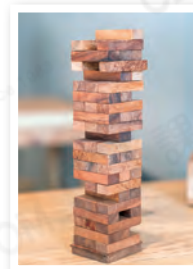
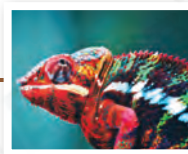
Why does ice cream carry an umbrella?

Answer: There is always a chance of sprinkles.  
sprinkle (n.) = light rain / a topping

## PART 2A Verbs that are both transitive and intransitive

Some verbs can be both transitive (with an object) and intransitive (without an object). The meanings are similar.

Transitive	Brian <b>started</b> <b>the cooking</b> early.
Intransitive	The match <b>will start</b> when the bell rings.
Transitive	The chameleon <b>has changed</b> <b>its colours</b> .
Intransitive	It has been ten years. Everything <b>has changed</b> .
Transitive	My brother <b>has broken</b> <b>a glass bottle</b> .
Intransitive	Don't lean on the fence—it <b>will break</b> .
Transitive	Johnathan <b>helped</b> <b>me</b> carry the heavy bags.
Intransitive	I took some painkillers, but they <b>didn't help</b> .
Transitive	I <b>walk</b> <b>3 km</b> to the MTR station.
Intransitive	I <b>walk</b> to school every day.
Transitive	Brazil <b>won</b> <b>the most World Cup titles</b> up to 2018.
Intransitive	I never <b>win</b> at cards.



**Error Diagnosis**

I won my friends at Jenga. ✗

I won at Jenga. ✓

I beat my friends at Jenga. ✓

Some verbs can be both transitive and intransitive with differences in meaning.

Transitive	Mr Brown <b>ran</b> <b>this bookshop</b> ten years ago.	<b>run</b> = manage
Intransitive	Janice <b>runs</b> every morning before breakfast.	<b>run</b> = jog
Transitive	We can't <b>stand</b> <b>the heat</b> .	<b>stand</b> = bear
Intransitive	The soldiers <b>stand</b> still and <b>stay</b> quiet.	<b>stand</b> = be on one's feet
Transitive	Please <b>water</b> <b>the plants</b> for grandpa.	<b>water</b> = put water onto
Intransitive	My mouth <b>watered</b> when I smelled the food.	<b>water</b> = produce saliva

## PART 2B Complex transitive verbs

A complex transitive verb takes an object and an object complement. The object complement can be a noun or an adjective. The object complement identifies a quality or attribute of the object.

Subjects	Complex transitive verbs	Objects	Object complements
Ron	<b>considers</b>	<b>Harry</b>	(to be) his best friend.
Harry	<b>finds</b>	<b>Professor Snape</b>	harsh.
The professors	<b>elect</b>	<b>Bill</b>	(as) Head Boy.
Professor Snape	<b>keeps</b>	<b>his double lives</b>	secret.

### Let's compare

Many verbs belong to more than one category.

Intransitive verbs	Transitive verbs	Ditransitive verbs	Complex transitive verbs
<i>I walk.</i>	<i>I walk my dog.</i>	—	—
—	<i>I made tea.</i>	<i>I made Mum a cake.</i>	<i>I made her happy.</i>



### Exercise 2.1

Complete the sentences using the correct form of the given words.

beat    consider    elect    help    keep    run    stand    win

- I'm ready to \_\_\_\_\_ help \_\_\_\_\_. Is there something for me to do?
- Can you \_\_\_\_\_ the stench of durians?
- We \_\_\_\_\_ the wrong person as our leader in the past.
- Tim \_\_\_\_\_ all his friends at video games last weekend.
- Mrs Tong \_\_\_\_\_ the restaurant when her husband is overseas.
- The Chinese \_\_\_\_\_ Romance of the Three Kingdoms a classic.
- The singer \_\_\_\_\_ three awards last year.
- I need to give my little sister some toys to \_\_\_\_\_ her occupied while I am doing my homework.



### Exercise 2.2

Josephine is reading about her friend's recent shopping experience on a forum. Complete the post using the correct form of the given verbs. Decide whether the words in brackets should be used.

direct (me)    display (on)    describe (it)    find (it)  
 show (me)    stand (on)    greet (me)    visit (to)

Posted by Yoyo2009 • 3 days ago

#### Contactless Shopping, Anyone?

Yesterday, I (1) \_\_\_\_\_ visited \_\_\_\_\_ the new 24-hour supermarket, iMart. The founder (2) \_\_\_\_\_ as the future of grocery shopping. It is a digitalised store where customers need not interact with human staff. Some customers (3) \_\_\_\_\_ cool and smart. However, I really can't (4) \_\_\_\_\_ the lack of human touch.

As I entered the store, a robot (5) \_\_\_\_\_ and (6) \_\_\_\_\_ a QR code. I scanned the code and it (7) \_\_\_\_\_ to a page of boring product promotions. Also, I needed to use my phone to scan the product QR codes to know the prices. Why don't they simply (8) \_\_\_\_\_ the prices on the shelves?

Has any one of you been to iMart? Please share your experience in the comment section.

Comment    Share



## Grammar in Pre-DSE Text Type

Theme: Changes brought by technology

You are writing an article about assistive technology. There may be an extra word in each line. Delete the extra word (like this). If there is no extra word, put a tick (✓) at the end of the line.

Words by Theme



- (1) Assistive technology<sup>1</sup> is a blessing<sup>2</sup> to people with special needs! ✓
- (2) Visually impaired or deaf individuals experience through a lot of difficulties in daily life.
- (3) When discussing about the aids for the visually impaired, we probably think of canes,
- (4) Braille and guide dogs. However, thanks to the assistive features of electronic gadgets<sup>3</sup>,
- (5) including computers and mobile phones, they can handle with daily problems more easily.
- (6) As many electronic devices provide with an intelligent voice assistant function<sup>4</sup>, users can
- (7) ask for the assistant to perform different tasks by speaking. The text-to-speech function<sup>5</sup>
- (8) helps with blind or visually impaired users to 'read' texts, while some apps<sup>6</sup> help them to
- (9) 'view' photos by describing images aloud to them. On the other hand, users can change to
- (10) font sizes easily. They can also enlarge the images. These functions assist people with poor
- (11) vision to operate on the electronic devices<sup>7</sup>.
- (12) Assistive technology benefits for deaf individuals too! In the past, deaf people could only
- (13) rely on text phones and amplified phones to communicate with the hearing. Now, people
- (14) with hearing disabilities can make video calls using sign language, and during the calls, a
- (15) communications assistant can translate for sign language into voice for the hearing person.
- (16) Technology exists to bring up great convenience<sup>8</sup> to everyone. In other words, every one
- (17) of us should share upon equal opportunities in enjoying a more efficient life.

### More to take away

assistive technology (n.) = tools used by people with disabilities to accomplish tasks, e.g. screen readers, text-to-speech systems and robotic legs

cane (n.) = a long stick that old, ill, or blind people use to help themselves walk

Braille (n.) = a system of printing for blind people, in which each letter is represented as a raised pattern that can be 'read' by touching it with fingers



A transitive verb needs an object while an intransitive verb does not.



- The economy **is growing** steadily. (intransitive)
- The fishermen **killed** the whale accidentally. (transitive)
- The bank finally **loaned** us a large sum of money. (ditransitive)
- The newly married couple **painted** their house white. (complex transitive)

## Version 1

Wilson is writing a letter to the editor of *Student Weekly*. Read the letter and pay attention to the underlined sentences and the sentences in bold.

### How Technology Helps in the Classroom

Dear Editor,

After reading the column about the debate 'Is technology getting in the way of learning?' in the last issue, I would like to express my views on the topic.

**(1)** The author thinks that digital devices are unnecessary at schools. **(2)** Thus, he thinks that it is reasonable to ban all of them. My school allows us to bring any gadgets to school. It has never caused distractions to us. **(3)** On the contrary, it has brought us a number of benefits.

**(4)** Internet access gives a better learning experience to students. By doing online research, we can deepen our understanding of different subjects. **(5)** We can also talk about the latest news articles together. **(6)** **Our English teacher encourages for us to use online dictionaries.** We can look up new vocabulary words and check out pronunciations quickly. **(7)** **My spelling has improved it a lot.**

Most importantly, we learn to be a responsible student. **(8)** **Our teachers have reminded to take control of mobile devices.** We never use our smartphones or tablets for non-educational purposes.

In fact, I have learned a lot with my mobile phone at school. I am sure many students feel the same.

Yours faithfully,

Wilson

## Version 2

Rewrite the underlined sentences in Version 1 based on the instructions and correct the sentences in bold.

### How Technology Helps in the Classroom

Dear Editor,

After reading the column about the debate 'Is technology getting in the way of learning?' in the last issue, I would like to express my views on the topic.

(1) The author considers digital devices unnecessary at schools \_\_\_\_\_ (*consider*). (2) \_\_\_\_\_  
 \_\_\_\_\_ (*find*). My school allows  
 us to bring any gadgets to school. It has never caused distractions to us. (3) \_\_\_\_\_  
 \_\_\_\_\_ (add preposition *to*).

(4) \_\_\_\_\_ (put the  
 indirect object first). By doing online research, we can deepen our understanding of different subjects.

(5) \_\_\_\_\_ (*discuss*).

(6) \_\_\_\_\_.

We can look up new vocabulary words and check out pronunciations quickly. (7) \_\_\_\_\_  
 \_\_\_\_\_.

Most importantly, we learn to be a responsible student. (8) \_\_\_\_\_  
 \_\_\_\_\_. We never use our smartphones or tablets for  
 non-educational purposes.

In fact, I have learned a lot with my mobile phone at school. I am sure many students feel the same.

Yours faithfully,

Wilson