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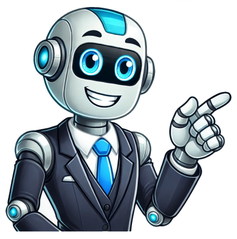

Most verbs are what's called action verbs: they can express active action, like run, swing, or levitate; not-so-active action, like twitch or yodel; or action that requires no movement at all, like think, imagine, or digress. There are, however, several other kinds of verbs, and you use them all the time. One very common verb variety is the linking verb. A linking verb (also called a copula) connects a subject with an adjective or noun (or an adjective phrase or noun phrase) that describes or identifies that subject. We saw the most common linking verb in a sentence in the last section. Let's revisit it here: A few grammarians are rude about the yodeling. Be (which in this sentence takes the form are—such a diva) is a linking verb that connects the subject, a few grammarians with an adjective phrase that describes that subject, rude about the yodeling. Be is a very common linking verb, and it can connect the subject with words that describe the subject, as we've seen, or words that identify the subject, as here: The new neighbors are both engineers. Another common linking verb is become: They became enchanted by the yodeling. They have both become grammarians. Some linking verbs, like seem, are often followed by to and a verb; the adjective or noun (or adjective phrase or noun phrase) that follows that verb describes or identifies the subject: Yodeling seems to be a required skill for grammarians. Here are some more linking verbs in bold and in action: The engineers still look like engineers. But they sound like grammarians. How this will affect their professional lives remains unknown at this point. Some other linking verbs are: act, appear, come, constitute, equal, feel, form, get, go, grow, keep, make, measure, prove, represent, stay, taste, turn Note that pretty much all of these can also be action verbs. Here's get first as an action verb and second as a linking verb: Because of community pressure, the new neighbors get free yodeling lessons from the aphorism yodeler. I'm confident the grammarian-engineers will get better at yodeling. Part of speech that conveys an action This article is about the part of speech. For the physical activity program, see VERB (program). For English usage of verbs, see English verbs. For the radio programme, see The Verb. A verb (from Latin verbum 'word') is a word that generally conveys an action (bring, read, walk, run, learn), an occurrence (happen, become), or a state of being (be, exist, stand). In the usual description of English, the basic form, with or without the particle to, is the infinitive. In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender or number of some of its arguments, such as its subject, or object. In English, three tenses exist: present, to indicate that an action is being carried out; past, to indicate that an action has been done; and future, to indicate that an action will be done, expressed with the auxiliary verb will or shall. For example: Lucy will go to school. (action, future) Barack Obama became the President of the United States in 2009. (occurrence, past) Mike Trout is a center fielder. (state of being, present) Every language discovered so far makes some form of noun-verb distinction,[1] possibly because of the graph-like nature of communicated meaning by humans, i.e. nouns being the "entities" and verbs being the "links" between them.[2] Main article: Grammatical conjugation In languages where the verb is inflected, it often agrees with its primary argument (the subject) in person, number or gender. With the exception of the verb to be, English shows distinctive agreements only in the third person singular, present tense form of verbs, which are marked by adding "-s" (walks) or "-es" (fishes). The rest of the persons are not distinguished in the verb (I walk, you walk, they walk, etc.). Latin and the Romance languages inflect verbs for tense–aspect–mood (abbreviated 'TAM'), and they agree in person and number (but not in gender, as for example in Polish) with the subject. Japanese, like many languages with SOV word order, inflects verbs for tense-aspect-mood, as well as other categories such as negation, but shows absolutely no agreement with the subject—it is a strictly dependent-marking language. On the other hand, Basque, Georgian, and some other languages, have polypersonal agreement: the verb agrees with the subject, the direct object, and even the secondary object if present, a greater degree of head-marking than is found in most European languages. Verbs vary by type, and each type is determined by the kinds of words that accompany it and the relationship those words have with the verb itself. Classified by the number of their valency arguments, usually four basic types are distinguished: intransitives, transitives, ditransitives and double transitive verbs. Some verbs have special grammatical uses and hence complements, such as copular verbs (i.e., be); the verb do used for do-support in questioning and negation; and tense or aspect auxiliaries, e.g., be, have or can. In addition, verbs can be non-finite (not inflected for person, number, tense, etc.), such special forms as infinitives, participles or gerunds.[3] An intransitive verb is one that does not have a direct object. Intransitive verbs may be followed by an adverb (a word that addresses how, where, when, and how often) or end a sentence. For example: "The woman spoke softly." "The athlete ran faster than the official." "The boy wept." A transitive verb is followed by a noun or noun phrase. These noun phrases are not called predicate nouns, but are instead called direct objects because they refer to the object that is being acted upon. For example: "My friend read the newspaper." "The teenager earned a speeding ticket." A way to identify a transitive verb is to invert the sentence, making it passive. For example: "The newspaper was read by my friend." "A speeding ticket was earned by the teenager." Ditransitive verbs (sometimes called Vg verbs after the verb give) precede either two noun phrases or a noun phrase and then a prepositional phrase often led by to or for. For example: "The players gave their teammates high fives." "The players gave high fives to their teammates." When two noun phrases follow a transitive verb, the first is an indirect object, that which is receiving something, and the second is a direct object, that being acted upon. Indirect objects can be noun phrases or prepositional phrases.[4] Double transitive verbs (sometimes called Vc verbs after the verb consider) are followed by a noun phrase that serves as a direct object and then a second noun phrase, adjective, or infinitive phrase. The second element (noun phrase, adjective, or infinitive) is called a complement, which completes a clause that would not otherwise have the same meaning. For example: "The young couple considers the neighbors wealthy people." "Some students perceive adults quite inaccurately." "Sarah deemed her project to be the hardest she has ever completed." Copular verbs (a.k.a. linking verbs) include be, seem, become, appear, look, and remain. For example: "Her daughter was a writing tutor." "The singers were very nervous." "His mother looked worried." "Josh remained a reliable friend." These verbs precede nouns or adjectives in a sentence, which become predicate nouns and predicate adjectives.[5] Copulae are thought to 'link' the predicate adjective or noun to the subject. They can also be followed by an adverb of place, which is sometimes referred to as a predicate adverb. For example: "My house is down the street." The main copular verb be is manifested in eight forms be, is, am, are, was, were, been, and being in English. Main article: Valency (linguistics) The number of arguments that a verb takes is called its valency or valence. Verbs can be classified according to their valency: Avalent (valency = 0): the verb has neither a subject nor an object. Zero valency does not occur in English; in some languages such as Mandarin Chinese, weather verbs like snow(s) take no subject or object. Intransitive (valency = 1, monovalent): the verb only has a subject. For example: "he runs", "it falls". Transitive (valency = 2, divalent): the verb has a subject and a direct object. For example: "she eats fish", "we hunt nothing". Ditransitive (valency = 3, trivalent): the verb has a subject, a direct object, and an indirect object. For example: "He gives her a flower" or "She gave John the watch." A few English verbs, particularly those concerned with financial transactions, take four arguments, as in "Pat1 sold Chris2 a lawnmower3 for $204" or "Chris1 paid Pat2 $203 for a lawnmower4".[6] Weather verbs often appear to be impersonal (subjectless, or avalent) in null-subject languages like Spanish, where the verb llueve means "It rains". In English, French and German, they require a dummy pronoun and therefore formally have a valency of 1. As verbs in Spanish incorporate the subject as a TAM suffix, Spanish is not actually a null-subject language, unlike Mandarin (see above). Such verbs in Spanish also have a valency of 1. Intransitive and transitive verbs are the most common, but the impersonal and objective verbs are somewhat different from the norm. In the objective, the verb takes an object but no subject; the nonreferent subject in some uses may be marked in the verb by an incorporated dummy pronoun similar to that used with the English weather verbs. Impersonal verbs in null subject languages take neither subject nor object, as is true of other verbs, but again the verb may show incorporated dummy pronouns despite the lack of subject and object phrases. Verbs are often flexible with regard to valency. In non-valency marking languages such as English, a transitive verb can often drop its object and become intransitive; or an intransitive verb can take an object and become transitive. For example, in English the verb move has no grammatical object in he moves (though in this case, the subject itself may be an implied object, also expressible explicitly as in he moves himself); but in he moves the car, the subject and object are distinct and the verb has a different valency. Some verbs in English have historically derived forms that show change of valency in some causative verbs, such as fall-fell-fallen:fell-felled-felled; rise-rose-risen:raise-raised-raised; cost-cost-cost:cost-costed-costed. In valency marking languages, valency change is shown by inflecting the verb in order to change the valency. In Kalaw Lagaw Ya of Australia, for example, verbs distinguish valency by argument agreement suffixes and TAM endings: Nui mangema "He arrived earlier today" (mangema today past singular subject active intransitive perfective) Palai mangemanu "They [dual] arrived earlier today" Thana mangemainu "They [plural] arrived earlier today" Verb structure: manga-i-[number]-TAM "arrive+active+singular/dual/plural+TAM" Nuidh wapi manganu "He took the fish [to that place] earlier today" (manganu today past singular object attainative transitive perfective) Nuidh wapi mangamanu "He took the two fish [to that place] earlier today" Nuidh wapi mangamainu "He took the [three or more] fish [to that place] earlier today" Verb structure: manga-Ø-[number]-TAM "arrive+attainative+singular/dual/plural+TAM" The verb stem manga- 'to take/come/arrive' at the destination takes the active suffix -i (> mangai-) in the intransitive form, and as a transitive verb the stem is not suffixed. The TAM ending -nu is the general today past attainative perfective, found with all numbers in the perfective except the singular active, where -ma is found. Main articles: Grammatical tense, Aspect (linguistics), Linguistic modality, and Tense–aspect–mood A single-word verb in Spanish contains information about time (past, present, future), person and number. The process of grammatically modifying a verb to express this information is called conjugation. Depending on the language, verbs may express grammatical tense, aspect, or modality. Grammatical tense[7][8][9] is the use of auxiliary verbs or inflections to convey whether the action or state is before, simultaneous with, or after some reference point. The reference point could be the time of utterance, in which case the verb expresses absolute tense, or it could be a past, present, or future time of reference previously established in the sentence, in which case the verb expresses relative tense. Aspect[8][10] expresses how the action or state occurs through time. Important examples include: perfective aspect, in which the action is viewed in its entirety through completion (as in "I saw the car") imperfective aspect, in which the action is viewed as ongoing; in some languages a verb could express imperfective aspect more narrowly as: habitual aspect, in which the action occurs repeatedly (as in "I used to go there every day"), or continuous aspect, in which the action occurs without pause; continuous aspect can be further subdivided into stative aspect, in which the situation is a fixed, unevolving state (as in "I know French"), and progressive aspect, in which the situation continuously evolves (as in "I am running") perfect, which combines elements of both aspect and tense and in which both a prior event and the state resulting from it are expressed (as in "he has gone there", i.e. "he went there and he is still there") discontinuous past, which combines elements of a past event and the implication that the state resulting from it was later reversed (as in "he did go there" or "he has been there", i.e. "he went there but has now come back")[11] Aspect can either be lexical, in which case the aspect is embedded in the verb's meaning (as in "the sun shines", where "shines" is lexically stative), or it can be grammatically expressed, as in "I am running." Modality[12] expresses the speaker's attitude toward the action or state given by the verb, especially with regard to degree of necessity, obligation, or permission ("You must go", "You should go", "You may go"), determination or willingness ("I will do this no matter what"), degree of probability ("It must be raining by now", "It may be raining", "It might be raining"), or ability ("I can speak French"). All languages can express modality with adverbs, but some also use verbal forms as in the given examples. If the verbal expression of modality involves the use of an auxiliary verb, that auxiliary is called a modal verb. If the verbal expression of modality involves inflection, we have the special case of mood; moods include the indicative (as in "I am there"), the subjunctive (as in "I wish I were there"), and the imperative ("Be there!"). The voice[13] of a verb expresses whether the subject of the verb is performing the action of the verb or whether the action is being performed on the subject. The two most common voices are the active voice (as in "I saw the car") and the passive voice (as in "The car was seen by me" or simply "The car was seen"). Main article: Non-finite verb Most languages have a number of verbal nouns that describe the action of the verb. In the Indo-European languages, verbal adjectives are generally called participles. English has an active participle, also called a present participle; and a passive participle, also called a past participle. The active participle of break is breaking, and the passive participle is broken. Other languages have attributive verb forms with tense and aspect. This is especially common among verb-final languages, where attributive verb phrases act as relative clauses. Linguistics Adyghe verbs Arabic verbs Ancient Greek verbs Basque verbs Bulgarian verbs Chinese verbs English verbs Finnish verb conjugation French verbs German verbs Germanic verbs Hebrew verb conjugation Hungarian verbs Ilokano verbs Irish verbs Italian verbs Japanese godan and ichidan verbs Japanese verb conjugations Korean verbs Latin verbs Persian verbs Portuguese verb conjugation Proto-Indo-European verb Romance verbs Romanian verbs Sanskrit verbs Sesotho verbs Slovene verbs Spanish verbs Tigrinya verbs Auxiliary verb Grammar Grammatical aspect Grammatical mood Grammatical tense Grammatical voice Performative utterance Phrasal verb Phrase structure rules Sentence (linguistics) Syntax Tense–aspect–mood Transitivity (grammatical category) Verb argument Verb framing Verbification Verb phrase Le Train de Nulle Part: A 233-page book without a single verb. ^ David Adger (2019). Language Unlimited: The science behind our most creative power. Oxford: Oxford University Press. p. 78. 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Foundations of Language. Oxford University Press. Morenberg, Max (2010). Doing Grammar (Third ed.). Oxford University Press. ISBN 978-0-1997-3288-3. Goldenberg, Gideon "On Verbal Structure and the Hebrew Verb", in: idem, Studies in Semitic Linguistics, Jerusalem: Magnes Press 1998, pp. 148–196 [English translation; originally published in Hebrew in 1985]. Media related to Verbs at Wikimedia Commons The dictionary definition of verb at Wiktionary www.verbix.com Verbs and verb conjugation in many languages. conjugation.com English Verb Conjugation. Italian Verbs Coniugator and Analyzer Conjugation and Analysis of Regular and Irregular Verbs, and also of Neologisms, like googlare for to google. El verbo en español Downloadable handbook to learn the Spanish verb paradigm in an easy ruled-based method. It also supplies the guidelines to know whenever a Spanish verb is regular or irregular Retrieved from " Did you know that you can own a leopard in some states? It is true and has been for a while! It might sound fun to own a big cat but you may want to think twice about it. After all, you would need a lot of money and a lot of animal knowledge to properly care for one. To keep the leopards happy, we should let them roam free in the wild or live in a zoo where experts can take care of them. In our discussion about leopards, we used a verb in every sentence. As you may know, a verb is a word that we use to describe actions and states of being. While there are many types of verbs that we can use in a sentence or clause, the italicized words above are members of a particularly helpful kind of verb called a helping verb or an auxiliary verb. A helping verb (also known as an auxiliary verb, with auxiliary coming from a Latin root meaning “helping”) is “a word used in construction with and preceding certain forms of other verbs, as infinitives or participles, to express distinctions of tense, aspect, mood, etc.” So what does this mean? To simplify our definition a bit, a helping verb works together with the main verb to form a verb phrase that has a certain tense, mood, voice, or other grammatical aspect. Not every sentence or clause uses a verb phrase, so you can easily have a sentence without helping verbs. For example, the sentence Ducks quack uses a verb by itself to say what ducks do. However, the sentence The ducks have been quacking all morning uses a verb phrase (have been quacking) in order to form the present perfect continuous verb tense. We will exclusively use the term helping verb here, but in general usage the names helping verb and auxiliary verb can be used interchangeably. When we use helping verbs, we place them in front of the main verb of the sentence. The main verb is the final verb in a verb phrase that actually says what action something is doing or describes a state of being. For example, in the sentence We might leave tomorrow, the main verb is leave and the helping verb is might. There aren’t that many helping verbs, but the roster of helping verbs includes some of the most commonly used words in English. These include: The verb be and its forms: be, am, is, are, was, were, been, being The verb have and its forms: have, has, had, having The verb do and its forms: do, does, did can could might may must ought to shall should will would Let’s look closer at these helping verbs to figure out why we actually use them. The verb be As a helping verb, the verb be is used with a main verb and, potentially, other helping verbs to form the continuous and perfect continuous verb tenses: The verb be can also be used as a helping verb with the passive voice. For example, Joey was rescued by a firefighter. It is important to remember that the verb be can also be used by itself in a sentence. If it is, it acts as a linking verb and not a helping verb. For example, Mateo is a police officer. The verb have As a helping verb, have (and its forms) is mainly used to form the perfect and perfect continuous verb tenses. You can see examples of the perfect continuous tenses above. Here are examples of have used as a helping verb to form the perfect tenses: Just like the verb be, have can also be used alone in a sentence to refer to ownership. If it is used this way, it is a stative verb and not a helping verb: Fish have gills. Get a close-up look at how to use this helping verb correctly with our article on has vs. have! The verb do In grammar, mood (from a variant of the word mode) is a category that shows if a verb is expressing fact (known as indicative mood), command (imperative mood), question (interrogative mood), wish (optative mood), or conditionality (subjunctive mood). For example, the indicative mood is used to state facts as in Mice like cheese, and the imperative mood is used to give commands as in Bring me that book. In practice, modal verbs are used to alter the meaning of a sentence or clause in some way. The following two sentences have different meanings: Do cats chase mice? (Interrogative mood) Do not touch the glass! (Imperative mood) As with the other two main helping verbs, do can also be used alone in a sentence, usually as an action verb. For example, The sergeant watched as the recruits did push-ups. The modal auxiliary verbs The subgroup of auxiliary verbs known as modal auxiliary verbs, or modal verbs, include words such as can, could, should, might, must, may, will, and shall. Generally speaking, these words are used as helping verbs to establish the mood of a verb. In practice, this includes sentences that indicate: Possibility: It might rain tomorrow. She may ask me to dance. Ability: Parrots can imitate human speech. He could beat anyone in a race. Necessity: You must clean your room. According to the law, we should report this crime to the police. Intention: We will buy more clothes if we can afford them. Malia said she shall visit her parents next month. Helping verb examples The following sentences all have examples of helping verbs. Keep in mind that a word is only a helping verb if it is not the main verb in a sentence. It is also possible to use more than one helping verb in a single verb phrase and to make a verb phrase negative by using the word not or a contraction. Jack and Jill were walking up a hill. The workers had been building the garage all morning. I heard that some insects can breathe underwater. Does she know that the store opens in an hour? Luckily, we had locked the door, so the robbers couldn’t enter the house. Helping verbs make all the difference for verb tenses. How familiar are you with all of the tenses though? Let’s find out. Helping verb rules & best practices The most important thing to remember about helping verbs is that they are not the main verb of a sentence. As their name suggests, they help the main verb in a sentence by expressing a mood, tense, voice etc. When we use helping verbs in English, we typically put them in front of the main verb in a verb phrase. Generally speaking, we typically do not use more than three helping verbs in a single verb phrase. For example, we would say I may have been eating at that time but we wouldn’t say I could may have been eating at that time. Although they are not used as the main verb, it is possible for a linking verb to be used alone in a sentence or clause if the main verb has been omitted. Here are some examples: Madeline didn’t buy any gifts, but Elijah did. I can’t whistle, but my sister can. We never recycle even though we know that we really should. Ben didn’t know the answer, but Abby might. Cats can climb trees and monkeys can, too. It is important to note that in each of the above sentences, it is easy to tell which verb was omitted in the sentence. When using a linking verb alone in a sentence, it is crucial that a listener or reader understands the meaning of what you are trying to say. It is a good idea to not omit the main verb from a sentence if a sentence is unclear or doesn’t make sense without it. Let Grammar Coach help you! Confused about verbs and their proper use? The Thesaurus.com Grammar Coach™ platform makes writing papers, essays, emails, and a whole lot more a whole lot easier. This writing tool uses machine learning technology uniquely designed to catch grammar as well as spelling errors. Its Synonym Swap will find the best nouns, adjectives, and more to help say what you really mean, guiding you toward clearer, stronger, writing. Skip to content Normas de uso do site- Política de privacidade - Mapa do site Fica absolutamente proibida a reprodução de qualquer parte deste website em qualquer meio. Lição 32 - Verbos irregulares - Presente de indicativo -Exercícios Conjugue os verbos no presente do indicativo no Espanhol. a) Nosotros nuestras tarjetas en la mesa. (poner) b) . ¿Has visto ana?(Oír-ella). c) Yo no aquí.(Caber) d) Os en el mismo hospital? (Nacer-vosotros) Respostas corretas. Presente de indicativo - verbos irregulares PRÓXIMA AULA >>> e) Yo como un profesional. (Conducir) f) algo sobre los nuevos aparatos de la empresa. (Decir-tú) g) Yo no aquél hombre. (Conocer). h)Ellos que no hay opciones para nosotros.(Decir) i) ¿Le una gaseosa? (Ofrecer-yo) j) Aquella flor muy rápido.(Crecer) Vocabulário Aquél: aquele Gaseosa: refrigerante Carla Muniz Professora licenciada em Letras Os verbos constituem uma parte fundamental da gramática pois permitem que uma oração seja situada no tempo (presente, passado ou futuro).Eles podem expressar ações, mudanças de estado, fenômenos da natureza e desejo, entre outros.O Toda Matéria separou uma série de exercícios de concursos para ajudar você a aprimorar os seus conhecimentos sobre os verbos em espanhol.Leia os enunciados com atenção e mãos à obra.Bons estudos!1. (Enem/2016)ACCIÓN POÉTICA LIMA. Disponível em: . Acesso em: 30 maio 2016.Nesse grafite realizado por um grupo que faz intervenções artísticas na cidade de Lima, há um jogo de palavras com o verbo “poner”. Na primeira ocorrência, o verbo equivale a “vestir uma roupa”, já na segunda, indicaa) início de ação. b) mudança de estado. c) conclusão de ideia. d) simultaneidade de fatos. e) continuidade de processo. Ver Resposta Alternativa correta: b) mudança de estado. A mudança de estado é expressa pelo uso da palavra feliz. Em espanhol, quando queremos dizer que algo/alguém deixou determinada pessoa com um certo estado de ânimo ou que algo/alguém fez com que determinada pessoa tivesse um sentimento diferente daquele que estava sentindo inicialmente, usamos o verbo ponerse. Exemplo: El film me puso triste. (O filme me deixou triste.) 2. (UPF)Puede afirmarse que el verbo "sea" está conjugado en:a) pretérito imperfecto. b) pretérito perfecto. c) pretérito indefinido. d) presente del subjuntivo. e) presente del indicativo. Ver Resposta Alternativa correta: d) presente del subjuntivo Sea faz parte da conjugação do presente del subjuntivo. O presente del subjuntivo é utilizado para indicar desejo, dúvida, fato imaginado, possibilidade ou suposição. Veja abaixo a conjugação completa do verbo ser nos tempos verbais disponibilizados como alternativas: Presente del Subjuntivo Pretérito Imperfecto del Indicativo Pretérito Imperfecto del Subjuntivo Pretérito Perfecto Presente del Indicativo (que) yo sea yo era (si) yo fuera/fuese yo fui yo soy (que) tú seas tú eras (si) tú fueras/fueses tú fuiste tú eres (que) usted sea usted era (si) usted fuera/fuese usted fue usted es (que) él/ella sea él/ella era (si) él/ella fuera/fuese él/ella fue él/ella es (que) nosotros/nosotras seamos nosotros/nosotras éramos (si) nosotros/nosotras fuéramos/fuésemos nosotros/nosotras fuimos nosotros/nosotras somos (que) vosotros/vosotras seáis vosotros/vosotras erais (si) vosotros/vosotras fuerais/fueseis vosotros/vosotras fuisteis vosotros/vosotras sois (que) ustedes sean ustedes eran (si) ustedes fueran/fuesen ustedes fueron ustedes son (que) ellos/ellas sean ellos/ellas eran (si) ellos/ellas fueran/fuesen ellos/ellas fueron ellos/ellas son IMPORTANTE: Pretérito Indefinido já foi uma nomenclatura apresentada pela RAE, mas atualmente é designado de Pretérito Perfecto Simple. 3. (PUC-RJ/2008)Lea y conteste según lo que dice el texto.Al final del 4º párrafo aparece la siguiente frase: “las mujeres que decidieron quedarse en casa”. Marca la otra forma correcta de decir lo mismo.a) Las mujeres que decidieron se quedar en casa. b) Las mujeres que decidiéronse quedar en casa. c) Las mujeres que decidieron quedar en casa. d) Las mujeres se que decidieron quedar en casa. e) Las mujeres que se decidieron quedar en casa.4. (PUC-RJ/2009)4.1. En el párrafo 3 el infinitivo del verbo “cupo” es:a) coger. b) caber. c) cundir. d) cubrir. e) cumplir. Ver Resposta Alternativa correta: b) caber. O verbo caber é um verbo irregular e, por isso, não segue um padrão de conjugação como acontece com os verbos regulares. Os verbos irregulares têm uma conjugação própria. Cupo é uma flexão de terceira pessoa do singular do verbo caber no Pretérito Perfecto Simple. Confira a conjugação completa desse verbo no tempo verbal referido: Pretérito Perfecto Simple yo cupe tú cupiste usted cupo él/ella cupo nosotros/nosotras cupimos vosotros/vosotras cupisteis ustedes cupieron ellos/ellas cupieron 4.2. Podemos cambiar el orden de los elementos de la construcción verbal “se ha venido constituyendo” sin alterar su significado.a) ha venido constituyéndose. b) ha venido-se constituyendo. c) ha se venido constituyendo. d) ha venido se constituyendo. e) ha-se venido constituyendo. 5. (PUC-RS/2006)“celebrara” (línea 04) puede ser sustituido, sin cambio de significado, pora) celebraba. b) celebrase. c) ha celebrado. d) celebró. e) había celebrado. Ver Resposta Alternativa correta: b) celebrase. Tanto celebrara quanto celebrase são flexões do verbo celebrar conjugado no Pretérito Imperfecto. O Pretérito Imperfecto, também chamado de Pretérito, possui duas possibilidades de conjugação para cada pessoa verbal. Confira abaixo a conjugação completa: Pretérito imperfecto/Pretérito yo celebrara o celebrase tú/vos celebraras o celebrases usted celebrara o celebrase él, ella celebrara o celebrase nosotros, nosotras celebráramos o celebrásemos vosotros, vosotras celebrarais o celebraseis ustedes celebraran o celebrasen ellos, ellas celebraran o celebrasen 6. (PUC-RS/2006)El verbo que tiene la misma terminación de “leer” en la forma de gerundio esa) huir. b) prever. c) deducir. d) precaver. e) oler. Ver Resposta Alternativa correta: a) huir. A forma de gerúndio do verbo ler é leyendo. O verbo ler é um verbo de conjugação irregular e, por isso, não segue nenhum modelo de conjugação. Conheça a flexão de gerúndio dos verbos apresentados nas alternativas de resposta: a) huir: huyendo b) prever: previendo c) deducir: deduciendo d) precaver: precaviendo e) oler: oliendo Observe que o gerúndio do verbo huir termina em –yendo assim como o gerúndio de leer. 7. (PUC-RS/2007)El verbo “se ubica” (línea 17) puede ser reemplazado, sin cambio de significado y sin afectar la construcción sintáctica, pora) se destina. b) se halla. c) se preserva. d) se conserva. e) se precisa. Ver Resposta Alternativa correta: b) se halla. O verbo espanhol ubicarse é utilizado para indicar a localização de um lugar. Tanto ubicarse quanto hallarse se referem ao local onde algo está situado. Hallarse pode ser taduzido como ser encontrado; ubicarse pode ser traduzido como localizar-se. 8. (PUC-RS/2007)La palabra “subrayó” (línea 29) puede ser traducida pora) destacou. b) estimou. c) contestou. d) reiterou. e) questionou. Ver Resposta Alternativa correta: a) destacou. O verbo subrayar é utilizado para destacar uma informação. Esse destaque pode ser dado de forma física (por exemplo, sublinhando parte de um texto) ou abstrata (chamando a atenção para determinado dado ou fato.) No texto, o responsável pelo multilinguismo destaca que o indicador de competência linguística servirá para conhecer a "distância que ainda separa o Conselho Europeu de Barcelona dos objetivos traçados: o acesso por parte dos cidadãos da União Europeia ao multilinguismo". 9. (PUC-RS/2007)El verbo que tiene la misma terminación de “construir” (línea 19) en la forma de gerundio esa) poseer. b) eludir. c) prever. d) descubrir. e) deducir. Ver Resposta Alternativa correta: a) poseer. A forma de gerúndio do verbo construir é construyendo. O verbo construir é um verbo de conjugação irregular e, por isso, não segue nenhum modelo de conjugação. Veja qual é a flexão de gerúndio dos verbos apresentados nas alternativas de resposta: a) poseer: poseyendo b) eludir: eludiendo c) prever: previendo d) descobrir: decubriendo e) deducir: deduciendo Observe que o gerúndio do verbo poseer termina em –yendo, assim como o gerúndio de construir. Se você deseja saber mais sobre a língua espanhola, vale a pena conferir os seguintes conteúdos: Professora, lexicógrafa, tradutora, produtora de conteúdos e revisora. Licenciada em Letras (Português, Inglês e Literaturas) pelas Faculdades Integradas Simonsen, em 2002 e formada em 1999 no Curso de Magistério (habilitação para lecionar na Educação Infantil e no Ensino Fundamental I). MUNIZ, Carla. Verbos em espanhol exercícios. Toda Matéria, [s.d.]. Disponível em: . Acesso em: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Tempo de leitura: 6 minutos Um dos primeiros passos a se dar na hora de aprender um novo idioma é estudar os verbos, tempos e modos verbais. E no Espanhol não é diferente, sendo então os verbos regulares um dos itens essenciais a se estudar. Para refrescar sua memória, vale lembrar que os verbos regulares são aqueles que seguem um mesmo modelo de conjugação referente a um tempo e modo verbal, e por isso, não sofrem alterações no seu radical, como acontece com os verbos irregulares. Se iguala ao que se é ensinado também na Língua Portuguesa, sendo o radical a única forma de diferenciação entre verbos regulares e irregulares na língua espanhola. Assim, o radical de um verbo é aquilo que vem antes da terminação da sua forma no infinitivo. Veja um exemplo: no verbo “Hablar”, o”Habl-” é o radical e “-ar” é a sua terminação. 1ª conjugação: terminação “-ar”2ª conjugação: terminação “-er”3ª conjugação: terminação “-ir” Lembrando que esses verbos ainda podem ser indicativo, subjuntivo, imperativo, gerúndio, particípio e potencial, e também determinam o tempo podendo ser presente, pretérito e futuro. Por essa razão que o verbo indica estados, ações, sensações ou mudanças, pois é muito variável e pode também apresentar questões numéricas, no sentido plural ou singular, em 1ª, 2ª e 3ª pessoa. Lembre-se que estudar os verbos em espanhol mais utilizados e existentes em todas as línguas não é uma tarefa simples e rápida, mas é essencial para aprender o novo idioma que foi escolhido, sendo assim merece bastante atenção e empenho. Mas não tenha medo, veja abaixo 15 verbos regulares e seus exemplos. Pois para entender melhor nada mais fácil do que ver exemplos, correto? Tradução: Amar Modo: Indicativo Tempo: Presente 1ª conjugação Exemplo: Yo amo mi trabajo. (Eu amo meu trabalho) Tradução: Convidar Modo: Indicativo Tempo: Presente 1° conjugação Exemplo: Él invita ella. (Ele convida ela) Tradução: Cantar Modo: Indicativo Tempo: Pretérito Indefinido 1ª conjugação Exemplo: Vosotros cantasteis cuando? (Vocês cantam quando?) Tradução: Viver Modo: Indicativo Tempo: Presente 3° conjugação Exemplo: Ustedes viv-en Buenos Aires? (Vocês vivem em Buenos Aires?) Tradução: Descobrir Modo: Indicativo Tempo: Presente 3ª conjugação Exemplo: Yo descubrí una pagina web. (Eu descobri um site) Tradução: Comer Modo: Indicativo Tempo: Futuro Simples 2° conjugação Exemplo: ¿Qué vas a comer? (Você comerá o que?) Tradução: Vender Modo: Indicativo Tempo: Presente 2ª conjugação Exemplo: Vendes el celular? (Você vende o celular?) Tradução: Falar Modo: Indicativo Tempo: Condicional Simples 1° conjugação Exemplo: Ellos hablarían con nosotros. (Eles falariam conosco) Tradução: Partir Modo: Indicativo Tempo: Pretérito 3° conjugação Exemplo: Nosotros partimos mañana. (Nós partimos amanhã) Tradução: Beber Modo: Indicativo Tempo: Futuro Perfeito 2ª conjugação Exemplo: Ella habrá bebido. (Ela terá bebido) Tradução: Fazer Modo: Indicativo Tempo: Pretérito Imperfeito 2° conjugação Exemplo: Ellos hacen lo que quieren. (Eles fazem o que querem) Tradução: Dizer Modo: Indicativo Tempo: Presente 3° conjugação Exemplo: Yo digo por tu bien. (Eu digo para o seu bem) Tradução: Vir Modo: Indicativo Tempo: Presente 3° conjugação Exemplo: Yo vengo con mi novia. (Eu venho com a minha namorada) Tradução: Ter Modo: Indicativo Tempo: Pretérito Perfeito Simples 2° conjugação Exemplo: Nosotras no tuvimos lo que decir. (Não tínhamos o que dizer) Tradução: Ouvir Modo: Indicativo Tempo: Pretérito Perfeito 3° conjugação Exemplo: Tú has oído eso? (Você tem ouvido isso?) Conseguiu entender um pouco dos verbos regulares? Realmente não é tão fácil assim de primeira, mas estudando corretamente, com qualidade e dedicação você se tornará fluente em espanhol sem nem quebrar a cabeça como imagina. Yo __ todos los días a las 7 de la mañana. (despertar) Nosotros __ en una empresa de tecnología. (trabajar) Ella __ español y francés. (estudiar) ¿Tú __ siempre con tus amigos los fines de semana? (salir) Los estudiantes __ sus tareas a tiempo. (entregar) Vosotros __ música clásica. (escuchar) Mi hermano y yo __ juntos los domingos. (cocinar) ¿Ustedes __ con frecuencia a sus abuelos? (visitar) El perro __ mucho cuando está solo. (llorar) ¿Tú __ los ejercicios en casa? (practicar) Nosotros __ libros de historia. (leer) El bebé __ toda la noche. (llorar) Ella no __ mucho en clase. (preguntar) ¿Vosotros __ a menudo con vuestros amigos? (chatear) Ellos __ por correo electrónico. (responder) Yo siempre __ mis errores. (aceptar) Tú __ los consejos de tu madre. (escuchar) Nosotros __ un regalo para nuestro profesor. (preparar) ¿Ustedes __ en el grupo de estudio? (participar) Él __ en el gimnasio tres veces por semana. (entrenar) Gabarito (Presente do indicativo): despierto trabajamos estudia sales entregan escucháis cocinamos visitan llora practicas leemos llora pregunta chateáis responden acepto escuchas preparamos participan entrena Se você chegou até aqui, é porque tem o desejo real de aprender espanhol. E a boa notícia é que isso pode começar hoje direto do conforto da sua casa, com um método simples, organizado e eficaz. Nosso curso de espanhol online foi desenvolvido para quem quer resultados reais, com conteúdos gravados que seguem uma linha didática clara e progressiva. São mais de 190 videoaulas organizadas por níveis, que permitem que você estude no seu ritmo, de forma prática e objetiva. Você terá acesso a PDFs de apoio para cada aula, com resumos e exercícios para fixação, além de áudios gravados por nativos, ideais para treinar sua escuta e pronúncia sempre que quiser. Tudo isso acessível de forma ilimitada, onde e quando você preferir. E o melhor: você pode começar totalmente grátis, com acesso ao primeiro módulo completo, incluindo tarefas, testes e materiais complementares. Uma oportunidade real de experimentar o curso na prática, aprendendo espanhol de verdade, sem compromisso. Preencha o formulário agora mesmo e comece a sua jornada no espanhol com clareza, propósito e direção. Você está a um clique de iniciar algo novo. Um grande abraço. Leitura focada Você está em Pratique > Exercícios (UFRGS) Si en la frase "tuvo lugar en Buenos Aires del 21 al 25 de octubre", se sustituyera la expresión subrayada por "en el futuro" la forma verbal correcta sería: a) teráa) teneráa) tendráa) tiendráa) tendría (IPA) Si sustituyendo el verbo "puedes" para el plural se quedaría: a) podáisa) pudiesesa) pudieraisa) podéisa) pudisteis (UPF) Puede afirmarse que el verbo "sea" está conjugado en: a) pretérito imperfectoa) pretérito perfectoa) pretérito indefinidoa) presente del subjuntivoa) presente del indicativo (IPA) Si en la frase "... sostuvo el funcionario en su habitual conferencia en Casa Rosada" escribiéramos funcionarios, la forma correcta del verbo sería: a) sostengana) sostuvierona) sostuvieran a) sostuviesena) sostuvieron Si al inicio de la frase "Sólo vives para el trabajo." añadiéramos "nosotras", la forma verbal correcta sería: a) vivemosa) viviamosa) viveremosa) vivimosa) viviremos Como referenciar: "Exercícios de Espanhol - Verbos" em Só Espanhol. Virtuous Tecnologia da Informação, 2008-2025. Consultado em 27/05/2025 às 08:09. Disponível na Internet em Os verbos irregulares no presente são uma parte crucial do aprendizado da língua espanhola. Diferentemente dos verbos regulares, que seguem