VERBALS

Day 1: 10/2
- Read Lesson #3 beginning on page 71 of Language Network.
- Define participle, participial phrase, dangling participial phrase, misplaced participial phrase.
- List 2 examples each of participles and participial phrases.

Homework: Complete all worksheets on participles. (pages 2, 3, 4, & 5); study notes

Day 2: 10/3
- Review all worksheets on participles. (pages 2, 3, 4, & 5)

Homework: study notes

Day 3: 10/4
- **Participle Quiz**
- Read Lesson #4 beginning on page 74 of Language Network.
- Define gerund and gerund phrase.
- List the functions of gerunds in a sentence.
- List 2 examples each of gerunds and gerund phrases.

Homework: Complete all worksheets on gerunds. (pages 7, 8, & 9); study notes

Day 4: 10/7
- Review all worksheets on gerunds. (pages 7, 8, & 9)

Homework: study notes

Day 5: 10/8
- Read Lesson #5 beginning on page 76 of Language Network.
- Define infinitive, and infinitive phrase.
- List all the uses of infinitives.
- List 2 examples each of infinitives and infinitive phrases.

Homework: Complete all worksheets on infinitives. (pages 11, 12, 13, & 14); study notes

Day 6: 10/9
- Review all worksheets on infinitives. (pages 11, 12, 13, & 14)

Homework: study notes

Day 7: 10/10
- **Infinitive Quiz**
- Use your notes and the Hint Sheet on page 10 to help you complete pages 15 & 16.

Homework: Study Hint Sheet (page 10) and notes; finish pages 15 & 16

Day 8: 10/11
- **Verbals Quiz**
- Use your notes and the Hint Sheet on page 10 to help you complete pages 17 & 18.

Homework: Study Hint Sheet (page 10) and notes; finish pages 17 & 18.

Day 9: 10/15
- Review Verbals worksheets (pages 15-18) and notes

Homework: study notes

Day 10: 10/16
- **VERBALS TEST**
CONCEPT CHECK: Participial Phrases

Underline the participial phrase in each sentence. Then circle the noun or pronoun modified by the phrase.

A Sport in Decline?

1. In many parts of the country, steadily declining interest has damaged high school football.

2. Preferring soccer or basketball, many students do not sign up for football.

3. Parents concerned about football injuries suggest other sports.

4. Reacting to a lack of interest, school officials have cut football funds.

5. Remaining popular in many urban areas, however, high school football won’t be dying out anytime soon.

6. Many teenagers playing on high school football teams have had to quit because they must work after school.

7. Also, parents worried about their children’s grades insist that their teenagers concentrate on academics, not sports.

8. In some schools, severely strained budgets have forced administrators to drop their football programs.

9. As a result, National Football League (NFL) officials say they may have to create special academies promoting high school football.

10. Many future professional players may learn their skills at these football academies established by the NFL.
REVISING: Fixing Dangling and Misplaced Participial Phrases

Read the following paragraph. Underline the sentences that contain dangling or misplaced participial phrases, then rewrite them, adding or rearranging words to eliminate the errors.

A Star in Two Ways

A high school in Colorado had a homecoming queen who played football. There was a special ceremony at halftime of the homecoming game. Queen Katie smiled for the photographers taking off her helmet. Accepting a white rose, the crowd loudly cheered. Katie enjoyed the ceremony, but she was prouder of her performance on the field. With the game on the line, a field goal sailed through the goal posts kicked by Katie. During her four years on the team, Katie played well without receiving any special treatment. She was tackled by large opposing players kicking extra points. Katie was not ready to give up the game after high school. Determined to play college football, Katie’s mother gave her full support.
Using Participial Phrases in Writing

Combine the following pairs of sentences, using the boldfaced word to form a participial phrase. Use a comma after each participial phrase that begins a sentence.

1. Japanese paper folding is **known** as origami. Japanese paper folding is of two kinds: traditional and creative.

2. Traditional origami **calls** for folding colored paper into simple figures such as a butterfly or frog. It has the greatest appeal for children.

3. Creative origami is used to make original, complex figures. Creative origami **requires** cutting, combining, and pasting.
Participial Phrases: Punctuation

When a participial phrase begins a sentence, a comma should be placed after the phrase.

- **Arriving at the store**, I found that it was closed.
- **Washing and polishing the car**, Frank developed sore muscles.

If the participle or participial phrase comes in the middle of a sentence, it should be set off with commas only if the information is not essential to the meaning of the sentence.

- **Sid, watching an old movie**, drifted in and out of sleep.
- **The church, destroyed by a fire**, was never rebuilt.

Note that if the participial phrase is essential to the meaning of the sentence, no commas should be used:

- **The student earning the highest grade point average** will receive a special award.
- **The guy wearing the chicken costume** is my cousin.

Underline the participial phrase(s) in each of the following sentences, and draw a line to the noun or pronoun modified. Be prepared to explain the use commas in each sentence.

1. Getting up at five, we got an early start.
2. Facing high school standards, the students realized that they hadn't worked hard enough in middle school.
3. Statistics reported by the National Education Association revealed that seventy percent of American colleges offer remedial English classes emphasizing composition.
4. The car, overloaded with pumpkins, gathered speed slowly.
5. Gathering my courage, I asked for a temporary loan.

In each of the following sentences, underline the participial phrase(s), draw a line to the word(s) modified, and punctuate the sentence correctly. Remember that some sentences may not need punctuation.

6. Starting out as an army officer Karen’s father was frequently transferred.
7. Mrs. Sears showing more bravery than wisdom invited thirty boys and girls to a party.
8. The student left in charge of the class was unable to keep order.
9. Applicants must investigate various colleges learning as much as possible about them before applying for admission.
10. The crying boy angered by the bully began to fight.

Rewrite the following sentences with the correct placement and punctuation of the participial phrases.

11. Espousing a conservative point of view the proposal for stricter environmental regulations bothered him.
12. Absorbed in an interesting conversation my scheduled appointment time passed unnoticed.
**Gerunds and Participles**

**Recognize a gerund when you see one.**
Every gerund, without exception, ends in *ing*. Gerunds are not, however, all that easy to identify. The problem is that all present participles also end in *ing*. What is the difference?

Gerunds function as **nouns**. Thus, gerunds will be *subjects, subject complements, direct objects, indirect objects*, and *objects of prepositions*.

Present participles, on the other hand, act as **modifiers**.

Read these examples of **gerunds**:

<table>
<thead>
<tr>
<th>Since Francisco was five years old, <strong>swimming</strong> has been his passion.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Swimming</strong> = subject of the verb <em>has been</em>.</td>
</tr>
</tbody>
</table>

Francisco's first love is **swimming**.

| **Swimming** = subject complement of the verb *is*. |

Francisco enjoys **swimming** more than spending time with his girlfriend Diana.

| **Swimming** = direct object of the verb *enjoys*. |

Francisco gives **swimming** all of his energy and time.

| **Swimming** = indirect object of the verb *gives*. |

When Francisco wore dive fins to class, everyone knew that he was devoted to **swimming**.

| **Swimming** = object of the preposition *to*. |

These *ing* words are examples of **present participles**:

<table>
<thead>
<tr>
<th>A great white shark ate Francisco’s <strong>swimming</strong> coach.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Swimming</strong> = present participle modifying <em>coach</em>.</td>
</tr>
</tbody>
</table>

Now Francisco practices his sport in safe **swimming** pools.

| **Swimming** = present participle modifying *pools*. |
CONCEPT CHECK: Gerund Phrases
Underline the gerund phrase in each sentence. Then indicate whether the phrase functions as a subject (S), an object of a preposition (OP), a direct object (DO), an indirect object (IO), or a predicate nominative (PN).

Pablo Morales, the Swimmer Who Wouldn’t Give Up

1. Pablo Morales became known as the comeback kid of Olympic swimming.
2. One of the goals of Morales’s mother was having her children learn to swim at an early age.
3. Morales learned quickly, and soon he started winning junior championships.
4. As a student at Stanford University, he attracted attention by winning 11 NCAA championships.
5. Competing in the 1984 Olympics brought him one gold medal and two silver medals.
7. After that, his new goal was earning a law degree.
8. When his mother died in 1991, Morales gave competitive swimming another chance.
9. Having only seven months to prepare made it difficult for him to qualify for the 1992 Olympics, but he did.
10. He touched people’s hearts by winning a gold medal in the 100-meter butterfly.
11. Swimmer Pablo Morales’s goal was making the 1992 Olympic team.
12. Watching Pablo swim at the Olympics was difficult for Pablo’s father.
13. Mr. Morales coped with the tension by clutching a picture of his late wife.
14. Pablo showed a winning style by earning two gold medals.
15. In 1998 Morales returned to the limelight by heading a list of swimmers to be inducted into the International Swimming Hall of Fame.
Using Gerunds and Gerund Phrases

Write sentences using the following gerunds and gerund phrases in the sentence parts indicated.

1. crossing an ocean (subject)

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

2. feeding the crew (object of preposition)

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

3. watching the sun set (predicate nominative)

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

4. feeling the boat rock (direct object)

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

5. seeing strange, new lands (your choice of position)

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Identifying Participial Phrases, Gerund Phrases, and Verb Phrases

Underline each participial phrase, gerund phrase, and verb phrase in these sentences. On the line, write P for participial phrase, G for gerund phrase, or V for verb phrase. Be prepared to explain how the gerunds are functioning in the sentence and what the participles are describing.

1. The narrator looked down at her hands, turning red and raw from the cold.
2. The chill in the air was making her uncomfortable and lonely.
3. Seeing Eugene was the narrator’s one source of beauty and light that year.
4. Sitting on the fire escape of her building, she looked into Eugene’s kitchen.
5. The neighborhood, populated mostly with Puerto Rican immigrants, was home to both the narrator and Eugene.
6. After much maneuvering around schedules, the narrator bumped into Eugene in the hall at school.
7. Soon she and Eugene were walking home together from school every day.
8. After reading Gone with the Wind, the narrator had many questions for Atlanta-born Eugene.
9. The narrator’s mother warned her against forgetting her true identity.
10. She had been noticing her daughter’s infatuation with Eugene for quite a while.
Verbals Hint Sheet

**Gerunds**
- Does it end in “-ing” (must be yes)
- Is it the action the subject is performing in the sentence? (must be no)
- Is it used as a noun? (must be yes)
  - Remove the gerund or gerund phrase from the sentence.
    - Is the sentence missing a
      - subject;
      - direct object;
      - indirect object;
      - predicate nominative;
      - object of a preposition?
    - Try to replace with pronoun like “it,” “this,” or “something” – is the sentence grammatically correct?

**Particples**
- Does it end in the regular endings “-ing” or “-ed,” or another irregular ending (must be yes)
- Is it the action the subject is performing in the sentence? (must be no)
- Is it used as an adjective? (must be yes)
  - Remove the participle or participial phrase from the sentence.
    - Do you know less about a noun or pronoun in the sentence?

**Infinitives**
- Does it consist of “to” followed by a verb form? (must be yes)
- Is it used as a noun?
  - Remove the infinitive or infinitive phrase from the sentence.
    - Is the sentence missing a
      - subject;
      - direct object;
      - indirect object;
      - predicate nominative;
      - object of a preposition?
    - Try to replace with pronoun like “it,” “this,” or “something” – is the sentence grammatically correct?
- Is it used as an adjective?
  - Remove the infinitive or infinitive phrase from the sentence.
    - Do you know less about a noun or pronoun in the sentence?
- Is it used as an adverb? (must be yes)
  - Remove the infinitive or infinitive phrase from the sentence.
    - Do you know less about a verb, adjective, or adverb in the sentence?
Infinitive Phrases

Identification

Directions: Underline the infinitive phrase in each sentence.

1. Students running for office needed to pick up petitions in room 1.
2. Writing a speech to deliver to the student body was another requirement of the candidates.
3. Many of the candidates were excited to deliver their speeches.
4. Nervously fidgeting in their seats, many of the candidates waited to give their speeches to their classmates.
5. John began his day by running to the store to get a paper.
6. Bill’s goal is to become a psychiatrist someday.
7. Local patriots decided to throw the tea into the harbor.
8. Who wants to go with me to the game?
9. Paramedics arrived and tried to revive the victim.
10. Tony worked to earn money for a bicycle.
11. Paula would like to learn some Spanish before her trip to Mexico.
12. The umpire stopped to clean home plate.
13. To save time, playwright George Bernard Shaw learned shorthand.
14. To listen well is an important skill.
15. The manager of the team didn’t want to miss the kickoff.

CONCEPT CHECK: Infinitive Phrases

Underline each infinitive or infinitive phrase, indicating whether it acts as an adjective, an adverb, or a noun.

_____ 1. It is a shame that so few sports stars are willing to help people in need.

_____ 2. To give something back to society is important to Tiger Woods.

_____ 3. Woods was the first person of African-American descent to win a major tournament in men’s professional golf.

_____ 4. To overcome golf’s history of discrimination was no easy task.

_____ 5. Woods is determined to help other persons of color in their quest for golf stardom.

_____ 6. To turn his dreams into reality, he founded a charitable organization, the Tiger Woods Foundation, in 1997.

_____ 7. It is one of the few golf organizations to work with disadvantaged children.

_____ 8. The foundation sponsors clinics to help children learn golf.

_____ 9. At the clinics, Woods likes to work with individual kids.

_____ 10. His foundation is also working to create new, affordable golf practice facilities around the country.
After the 1997 Masters Golf Tournament, Tiger Woods was ready to do something for golf.

Woods loves to teach at his golf clinics for children.

He is involved in First Tee, a project to build affordable golf facilities.

First Tee was created to expand children’s opportunities in golf.

To make golf more popular and ethnically diverse is the project’s ultimate goal.

At first, Woods didn’t plan to inspire people.

Even as a small child, he had a goal to be a championship golfer.

In August 1996, Woods sought to win a third consecutive U.S. Amateur Championship.

To compete for prize money is one reason Woods turned professional.

He became the only rookie in golf history to finish among the top five in five consecutive tournaments.

Directions: Choose the letter that correctly identifies the phrase and write it in the line to the left of the number.

1. Running into a fire to find a book is never a good idea.
   A. infinitive noun  
   B. infinitive adjective/adverb

2. The reporter writing the story to be written in Friday’s paper had talked to John at the hospital.
   A. infinitive noun  
   B. infinitive adjective/adverb

3. Treated for smoke inhalation, John was released to go home.
   A. infinitive noun  
   B. infinitive adjective/adverb

4. Sleeping like a rock, John had missed the chance to see himself on TV.
   A. infinitive noun  
   B. infinitive adjective/adverb

5. To sleep all day requires a quiet room.
   A. infinitive noun  
   B. infinitive adjective/adverb

6. John went home to read his paper.
   A. infinitive noun  
   B. infinitive adjective/adverb

7. I would like to see the Eagles’ game.
   A. infinitive noun  
   B. infinitive adjective/adverb

8. To get a ticket can be difficult.
   A. infinitive noun  
   B. infinitive adjective/adverb

9. Reading a newspaper is a good way to stay aware of current events.
   A. infinitive noun  
   B. infinitive adjective/adverb

10. To qualify for the contest, he filled out the entrance form.
    A. infinitive noun  
    B. infinitive adjective/adverb
Identifying Infinitive Phrases
Underline the infinitive phrase in each sentence. On the blank, write how it is used:
N for noun, ADJ for adjective, or ADV for adverb.

1. To understand the difference between a democracy and a republic is important.
2. The captain struggled to regain control of the foundering ship.
3. The political prisoner refused to denounce his principles.
4. Magellan’s ship was the first to circumnavigate the globe.
5. The class approved the decision to offer tutoring services to younger children.
6. Kara’s plan is to take a trip to Australia next year.
7. The hill above the town is the best place to watch the fireworks.
8. Prospective team members must promise to attend regular practice sessions.
9. A few prospectors brave enough to explore the frozen interior found gold in the summer of 1896.
10. The first lucky adventurers hoped to stake their claims before word reached the outside world.
11. They had good reasons to worry about losing their opportunity.
12. When the first ship to carry gold out of Alaska reached Seattle the following summer, news of the discovery spread like wildfire.
13. People from all over the world spent all their savings to make their way to Alaska.
14. Unfortunately, to come late to a gold rush guarantees disappointment.
15. A few people made fortunes and left wealthy; others learned to love Alaska and stayed, with or without gold.
REVISING: Combining Sentences
Use an infinitive phrase to combine each pair of sentences.

*Example:* Hale Irwin has displayed incredible skill. He has won the U.S. Open three times.

*Answer:* Hale Irwin has displayed incredible skill to win the U.S. Open three times.

*A Golfer Who Keeps Winning*

1. Hale Irwin must have amazing physical endurance. He has won tournaments for 30 years.

_______________________________________________________________________________

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2. He had weeks of outstanding play on the Senior Tour. He earned nearly $3 million in one year.

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3. He possesses extraordinary talent. He has dominated a professional sport for so many years.

_______________________________________________________________________________

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_______________________________________________________________________________

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Verbals

Verbals are forms of verbs that are used as other parts of speech. There are three types of verbals: participles, gerunds, and infinitives.

- **A participle** is a verb form used as an adjective. Participles can end in *-ing* or *-ed*. A **participial phrase** consists of the participle, and any complements or modifiers.
  
  *Infected with typhoid*, Mary Mallon passed on the disease to others.

- **A gerund** is a verb form ending in *-ing* that acts as a noun. A **gerund phrase** consists of the gerund, and any complements or modifiers.
  
  *Mary Mallon was accused of infecting others with typhoid*.

- **An infinitive** is a verb form, usually preceded by *to*, that is used as a noun, an adjective, or an adverb. A **infinitive phrase** consists of the infinitive, and any complements or modifiers.
  
  *Mary Mallon refused to believe that she was a typhoid carrier*.

Identify the boldfaced, underlined phrase as a participial phrase (P), gerund phrase (G), or infinitive phrase (I).

1. Nellie wrote articles **describing the hard lives of the poor**.
2. **Communicating her own concern for others**, Nellie aroused readers’ sympathy for poor working women.
3. After **winning loyal readers**, Nellie was given an unusual assignment.
4. In those days, **traveling in foreign countries** was dangerous for a single woman.
5. Nellie went to Mexico **to report on life in that country**.
6. **To get more excitement**, Nellie then moved to a New York newspaper.
7. Her first assignment was pretending **to be insane**.
8. **Admitted to an insane asylum**, Nellie stayed for two weeks to get the facts about conditions inside.
9. Her articles **reporting on abuse of patients** resulted in action to improve their treatment.
10. In her most famous exploit, Nellie tried **to travel around the world in 80 days**.

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Verbals

Identify each boldfaced verbal phrase by writing G for gerund phrase, P for participial phrase, or I for infinitive phrase on the line to the left. Be prepared to explain more about your answer, such as “the gerund is functioning as a subject” or “the infinitive is being used as an adverb to describe the verb running.”

1. **Using the kite string as an electrical conductor**, Franklin captured a bit of lightning.

2. The electricity **captured during his experiment** was safely stored in a Leyden jar.

3. Franklin’s **surviving the process** was a kind of scientific miracle.

4. I remember how my father loved **flying kites**.

5. He loved **to get out in the city park on a windy autumn afternoon**.

6. But he always warned me **never to fly a kite in a storm**.

7. **Using balsa sticks and tissue paper**, he made me my first kite.

8. I’d give anything **to have that kite now**.

9. **Remembering my first kite** brings back a lot of other memories.

10. I’d like **to make a kite for my son**.

11. Anybody **devoted to personal fitness** should try to walk more.

12. **After running for an hour to train for the race**, I only wanted to take a nap.

13. **After running for an hour to train for the race**, I only wanted to take a nap.

14. **After running for an hour to train for the race**, I only wanted **to take a nap**.

15. A flying trapeze is not the best equipment **to use for exercise**.

16. Sailing inspired Henry **to write poetry**.

17. **To build up muscles for running**, Ari walked a mile a day.

18. **Injured in the fall**, Evelyn considered dropping out of the race.

19. **Injured in the fall**, Evelyn considered **dropping out of the race**.

20. Larry, **surrounded by guards**, decided to toss the ball at the basket.
Verbals

Exercise: Identifying Verbals

On the line, identify the underlined the verbal or verbal phrase in these sentences about “Mary Mallon’s Trail of Typhoid” as a participle (P), a gerund (G), or an infinitive (I).

_____ 1. It is possible to catch typhoid from contaminated food or water.

_____ 2. Identifying the source of the typhoid outbreak was a difficult challenge.

_____ 3. Working as a cook in New York households, Mary passed her disease to unsuspecting victims.

_____ 4. Authorities had to take Mary, kicking and screaming, into custody.

_____ 5. If the typhoid victim manages to survive, he or she gradually returns to normal.

_____ 6. After an unsuccessful appeal to the U.S. Supreme Court, Mary was forced to live in an isolation center.

_____ 7. It is odd that some people are known for carrying the disease even though they have no obvious symptoms.

_____ 8. Learning of another outbreak, investigators began to search for Mary again.

_____ 9. Returned to Riverside Hospital, Mary stayed there the rest of her life.

_____ 10. Harboring the typhoid bacteria was Mary’s curse.
Writing with Verbals

Exercise A: Using Gerund Phrases
On another piece of paper, rewrite each sentence, changing the underlined element(s) to a gerund phrase. Underline the gerund phrase(s) in your rewritten sentence.

Example: Richard Wright read widely as a way to occupy his spare time.
Rewritten: Richard Wright occupied his spare time by reading widely.

1. I was looking for an outlet for my boredom, so I wrote a story.
2. It took me three days to compose that story of a villain who wanted a widow’s home.
3. He pushed my writing to the side of his desk, which was tantamount to dismissing it and me.
4. The editor didn’t seem interested enough to finish my story just then.
5. It did not seem fair to give my story to the newspaper for free.
6. The editor divided my story into three installments, which put my name before the public in an unexpected way.
7. My classmates could not understand why it was important to me to write a story.
8. In my school, literature was not taught as part of the curriculum.
9. I did something so inconceivable that it separated me from my classmates.
10. I did not want to get into an argument with my grandmother, so I evaded her questions.

Exercise B: Using Infinitive Phrases
On another piece of paper, rewrite each sentence, using an infinitive phrase to replace what is expressed by the underlined words. Underline the infinitive phrase in the new sentence.

Example: All of us wished that we each had our own bedroom.
Rewritten: All of us wished to have our own bedroom.

1. The family decided that it would leave one flat because the water pipes burst.
2. Before we went to bed, mother told us stories about the house that she hoped she would buy some day.
3. The nun from my school asked me if I would point out where I lived.
4. Mother likes it when she can combine doing housework with listening to opera records.
5. Mother decided that since she didn’t have nice clothes, she would quit school.