

STUDY GUIDE

Lesson
1

Gerunds ANSWER KEY

Teaching

A **verbal** is a word that is formed from a verb but acts as a noun, an adjective, or an adverb.

A **gerund** is a verbal that ends in *-ing* and acts as a noun. A gerund phrase consists of the gerund with its modifiers and complements.

Allen enjoys singing more than acting.

He feels that singing well is impossible without lengthy training.

In sentences, gerunds and gerund phrases may be used anywhere nouns may be used.

- | | |
|-----------------------------------|---|
| As subject | <u>Singing</u> requires good breathing. |
| As predicate nominative | My favorite activity is <u>singing</u> . |
| As direct object | I love <u>singing</u> . |
| As object of a preposition | Rebecca takes lessons in <u>singing</u> . |
| As indirect object | I give <u>singing</u> my best effort. |

A. Identifying Gerunds

In each sentence, underline every gerund.

1. Playing guitar well takes a great deal of skill.
2. Elena has a knack for composing ditties.
3. Francine likes performing for an audience but hates practicing.
4. Morgan isn't interested in playing in an orchestra.
5. Developing an ear for music takes time and careful listening.
6. Dale's goal is touring with a rock band.

B. Identifying Gerunds

Underline each gerund. On the blank, write how it is used: **S** for subject, **PN** for predicate nominative, **DO** for direct object, or **OP** for object of a preposition.

- | | |
|--|-----------|
| 1. Eating <u>just before his performance</u> gave Ben a stomachache. | <u>S</u> |
| 2. Jorge is anxious <u>about learning</u> music. | <u>OP</u> |
| 3. We encouraged his <u>entering</u> the competition. | <u>DO</u> |
| 4. Ron's problem was <u>thinking</u> he was the best player. | <u>PN</u> |
| 5. Once the season starts, <u>skating</u> is all Orville thinks about. | <u>S</u> |
| 6. One of the hardest things in band is <u>blending in</u> with the other players. | <u>PN</u> |
| 7. <u>Singing</u> is the most fundamental form of music. | <u>S</u> |
| 8. I appreciate your <u>reading</u> my composition. | <u>DO</u> |
| 9. Victor has a talent for <u>finding</u> words that fit the music. | <u>OP</u> |
| 10. Melanie's favorite pastime is <u>listening</u> to her little sister sing. | <u>PN</u> |

CHAPTER 7

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A. Identifying Gerunds

Underline each gerund. On the blank, write how it is used: **S** for subject, **PN** for predicate nominative, **DO** for direct object, or **OP** for object of a preposition.

1. Thomas likes listening to classical guitar.
S AV DO
2. He's interested in learning to play it, but needs a teacher.
S AV OP
3. His least favorite activity is playing scales.
S LV PN
4. While fixing the engine, the mechanic played a classical music station.
S LV OP
5. Winning is not the only reason to enter the contest.
S LV
6. Gina enjoys studying ~~with a real artist~~.
S AV DO
7. Is practicing two hours a day enough?
HV S
8. Devonna's goal is entering a college with a highly-rated music department.
S LV PN
9. ~~In music and comedy~~, timing is everything.
S LV
10. The school solved the schedule conflicts by creating a new class.
S AV DO OP

DO
OP
PN
OP
S
DO
S
PN
S
OP

B. Using Gerunds

Rewrite each sentence. Change the boldfaced word or words to a gerund. You may need to alter some other words in the sentence.

1. **To play** bluegrass has always been my goal.
Playing bluegrass has always been my goal.
2. I was afraid **to have** him as a teacher.
I was afraid of having him as a teacher.
3. The difficulty is **to find** time to practice.
The difficulty is finding time to practice.
4. **To spend** time with friends is important.
Spending time with friends is important.
5. He knows it is a sacrifice **to work** so hard.
He knows it is a sacrifice working so hard.

Lesson 2

Participles

Teaching

A **participle** is a verb form that acts as an adjective. It modifies a noun or pronoun. There are two kinds of participle: **present participles** and **past participles**. The present participle always ends in *-ing*.

A cheering crowd distracts him. (The present participle *cheering* modifies *crowd*.)

The past participle of a regular verb ends in *-ed*. For irregular verbs such as *steal*, the past participle has a different ending.

Stunned, she didn't know what to say. (past participle of regular verb)

The stolen diamond was worth millions. (past participle of irregular verb)

Gerunds, participles, and verbs all end in *-ing*. Here is how you can tell the difference.

Word	Example	Tip
Gerund	The grasshopper enjoyed <u>fiddling</u> .	Could be replaced by a noun
Participle	The <u>fiddling</u> grasshopper did no work.	Could be replaced by an adjective
Verb	He was <u>fiddling</u> all summer.	Always used with a helping verb

A. Identifying Participles and Gerunds

Write **Participle** or **Gerund** to identify the boldfaced verbal in each sentence.

- The **disappointed** crow went hungry that day. P
- The **boasting** hare lost the race to the tortoise. P
- Removing** a bone from the wolf's throat was probably foolhardy. G
- The grasshopper laughed at the **hardworking** ant. P
- After barely **escaping** the cat, the country mouse returned to the farm. G
- The **frightened** rabbits, in turn, frightened the frogs. P
- Arguing** with the wolf was stupid. G
- The fox tried to escape by **running** into the woods. G
- The **choking** wolf begged the crane for assistance. P
- The crane didn't get the **promised** reward. P

B. Identifying the Role of Participles

Underline the word that each boldfaced participle modifies.

- The characters in Aesop's fables are **talking** animals.
- Reported** to be a slave in classical Greek times, Aeson was a great storyteller.
- Presenting** moral lessons, Aesop's fables guide children to right actions.
- The tales, **retold** for generations, still entertain us.
- We laugh at, yet learn from, the animals **acting** like humans.

CHAPTER 7

Lesson
2**Participles***More Practice***A. Identifying Participles and Gerunds**

Underline the verbal in each sentence. On the line, write **Participle** or **Gerund** to identify the verbal.

1. The smiling man in the third row is my uncle. P
2. The slave Aesop was a master at telling stories. G
3. Pleased by the noisy applause, the singer gave an encore. P
4. Have you heard our whistling teapot? P
5. Kathy said she saw a spotted owl. P
6. That nursery is famous for growing beautiful orchids. G
7. All the candidates praise working people. P
8. Evan bought all the materials for building a boat. G
9. Taking this roundabout path was a mistake. G
10. Shocked by the sight of her sister after many years, the old woman wept. P

B. Identifying Participles and Participial Phrases

Underline the participle or participial phrase in each sentence. On the blank to the right, write the word that the participle or participial phrase modifies.

1. The lying fox only wanted to eat the chickens. fox
2. Stopping too often for naps, the hare lost his race with the tortoise. hare
3. Frustrated, the fox said the grapes were probably sour anyway. fox
4. The eagle, convinced by the crow, let go of the turtle. eagle
5. The lion lay in front of his cave, gasping for breath. lion
6. The disappointed crane flew off sadder but wiser. crane
7. Running to the pond, the rabbits scared the frogs. rabbits
8. The fox, expecting a nice meal, arrived at the crane's home. fox
9. Thoroughly upset by the cat, the country mouse quickly left the city. mouse
10. Quarreling among themselves, the oxen became easy prey to the lion. oxen

Infinitives

Teaching

An **infinitive** is a verb form that usually begins with the word *to* and acts as a noun, an adjective, or an adverb. In each example below, the infinitive is *to exercise*. An **infinitive phrase** consists of an infinitive plus its complements and modifiers. The entire phrase functions as a noun, adjective, or adverb.

As noun To exercise is essential for good health. (subject of sentence)
John plans to exercise daily. (direct object)
His plan is to exercise daily. (predicate noun)

As adjective A plan to exercise is necessary. (*to exercise* modifies *plan*)

As adverb To exercise regularly, John made a schedule. (*To exercise* modifies *made*, telling why he made a schedule.)

To decide whether a phrase is an infinitive or a prepositional phrase, look at the word after *to*. If the word is a verb, the phrase is an infinitive. If the word is a noun or pronoun, the phrase is a prepositional phrase.

John is going to the movies. (prepositional phrase)
Would you like to go to the movies? (infinitive phrase)

A. Identifying Infinitives

Underline the infinitive in each sentence.

1. Kenneth's goal is to win the race.
2. The committee decided to present a trophy to the winner.
3. Who wants to race on Saturday?
4. The runners wanted to show their appreciation.
5. To compete, you must be diligent in your training.
6. Ann wants to run all the hills.
7. After the second mile, the runners stopped to get water.
8. To be on the team, you must show up for every practice.
9. His desire to win is almost a sickness.
10. The team manager tried to stay with the runners.

B. Identifying the Role of Infinitives

Write how each boldfaced infinitive is used: **N** for noun, **ADJ** for adjective, or **ADV** for adverb.

1. **To play** basketball with grace is Michael's gift. _____
2. The team struggled **to make** the playoffs. _____
3. Their desire **to win** the city championship is admirable. _____
4. **To achieve** their goal, they must work harder. _____
5. The team's fans hope **to see** a victory. _____

Verbal Phrases

Teaching

A **verbal phrase** consists of a verbal and any modifiers or complements it may have.

A **gerund phrase** consists of a gerund plus its modifiers and complements. Like a gerund, the entire phrase is used as a noun.

Flying a kite can be fun. (*Kite* is the complement-object of *flying*; the gerund phrase *Flying a kite* is used as the subject of the sentence.)

There are also useful reasons for flying a kite. (used as object of preposition)

A **participial phrase** consists of a participle plus its modifiers and complements. The entire phrase modifies a noun or pronoun.

Flying a kite in a storm, Benjamin Franklin was almost hit by lightning. (The participial phrase *Flying a kite in a storm* modifies *Benjamin Franklin*.)

An **infinitive phrase** consists of an infinitive plus its modifiers and complements. The entire phrase functions as a noun, an adjective, or an adverb.

Ben decided to fly a kite in a storm to test his theory about lightning. (The first infinitive phrase is used as a noun, telling *what* Ben decided; the second is used as an adverb, telling *why*.)

Identifying Verbals and Verbal Phrases

Identify each boldfaced verbal phrase by writing **gerund phrase**, **participial phrase**, or **infinitive phrase** on the line to the right.

1. Using the kite string as an electrical conductor, Franklin captured a bit of lightning. PP
2. The electricity captured during his experiment was safely stored in a Leyden jar. PP
3. Franklin's surviving the process was a kind of scientific miracle. GP
4. Knowing how dangerous it was, Franklin surely would never have attempted his kite experiment. PP
5. I remember how my father loved flying kites. GP
6. He loved to get out in the city park on a windy autumn afternoon. IP
7. But he always warned me never to fly a kite in a storm. IP
8. Using balsa sticks and tissue paper, he made me my first kite. PP
9. I remember thinking it was not very handsome. GP
10. I'd give anything to have that kite now. IP
11. Remembering my first kite brings back a lot of other memories. GP
12. Remembering my first kite, I'd like to make a kite for my son. GP, IP

Verbal Phrases

More Practice

A. Identifying Verbals and Verbal Phrases

Underline every verbal and verbal phrase in these sentences. If a sentence has more than one verbal or verbal phrase, use double underlining on the second one.

1. Anybody devoted to personal fitness should try to walk more.
2. After running, I only wanted to take a nap.
3. A flying trapeze is not the best equipment to exercise on.
4. Sailing inspired Henry to write poetry.
5. My least favorite exercise is running.
6. To build up muscles for running, Ari walked a mile a day.
7. Injured in the fall, Evelyn considered dropping out of the race.
8. Larry, surrounded by guards, decided to toss the ball at the basket.
9. Tony wanted to start a career in acting.
10. When people try to sail around the world, what do they do about receiving mail?

B. Identifying Verbals and Verbal Phrases

Identify each boldfaced verbal phrase in two ways. First, write **GP, PP, or IP** for gerund phrase, participial phrase, or infinitive phrase. ~~Second, write how the phrase is used: **NS, NO, AD, ADJ, ADV** (for Noun as Subject, Noun as Object of Verb or preposition, Adjective, or Adverb).~~

- | | |
|---|-----------|
| 1. To do your best , you must develop a positive attitude. | <u>IP</u> |
| 2. Abner wanted to try out for the basketball team. | <u>IP</u> |
| 3. Watching you try out , I decided I should too. | <u>PP</u> |
| 4. To win was not his objective. | <u>I</u> |
| 5. Running track is what Jackie lives for. | <u>GP</u> |
| 6. Inspired by Ronald's attitude , we tried harder. | <u>PP</u> |
| 7. In the sixth inning, Val scored the run tying the game . | <u>PP</u> |
| 8. I prefer sailing my boat to work. | <u>GP</u> |
| 9. My brother always likes a peanut butter sandwich after swimming . | <u>G</u> |
| 10. Observing your performance , I learned a lot. | <u>PP</u> |