

## Choices: Investigating Phrases

The following activities challenge you to find a connection between phrases and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class.

### MATHEMATICS/SCIENCE

#### It's the Law

Mathematics and science function according to a number of laws and principles. These laws and principles are usually stated by a noun modified by an adjective phrase. Do some research. Make a list of these laws and principles. Start with the law of association and work your way toward the principles of thermodynamics. Publish your list of laws on the class Web site, or design a bulletin board to display your findings.

### ETYMOLOGY

#### Side by Side

What is the root word of *appositive*? What other words contain this root? Find out. Then, make a graphic that shows the relationship of these words to the root word. After putting the final touches on your project, ask for permission to post it in the classroom.

### CONTEST

#### Dare You

Challenge your classmates to a contest that will last five minutes. Pick a verb, any verb. Then, write as many adverb phrases as you can about it. For instance, if you chose *run*, you might write *run in place*, *run to school*, or *run like the wind*. Pick a common verb so that you will be able to generate many phrases. You will get more ideas if you keep a list of prepositions in front of you. The person or team with the most adverb phrases wins. Make sure your word is not used as some other part of speech, as in *run of the mill*.

### RESEARCH

#### Bringing up Baby

When movie producers and directors choose a title for a film, they must choose very carefully. They have to pack a lot of information, excitement, and emotion in only a few words. Verbals are often just the tools for such a job. Visit the library and find a good book about film. Then, make a list of famous movie titles that include verbals. Yes, you can use television series titles if you wish. Divide your list into each type of verbal. Try to include a few of each type. Make copies of your list for your classmates.

### CREATIVE WRITING

#### To Dream the Possible Dream

Write a poem in which each line or each stanza begins with an infinitive or an infinitive phrase. Perhaps write about something you would like to do or be in your lifetime. Send your poem to the school newspaper or to a Web site that publishes poetry.

### DISCUSSION

#### I Don't Want To!

Have you ever been advised not to end a sentence with a preposition? Many people believe that doing so is slipshod. Do you? What is the basis for their opinion and for yours? Research this question. (While you are at it, check out a dictionary to find out what Winston Churchill had to say about this injunction.) Create a few examples, each written two ways. One possible pair is *What is that for?* and *For what is that?* Then, with your teacher's approval, lead the class in a discussion of this issue. Does this rule apply to prepositions used as adverbs? Or to sentences that end with *to*, the sign of the infinitive? Should the prohibition against ending sentences with prepositions stand? What can you gain or lose by following or breaking this custom?

# Phrases

**3a.** A **phrase** is a group of related words that is used as a single part of speech and that does not contain both a verb and its subject.

- PREPOSITIONAL PHRASE** under the bed  
**PARTICIPIAL PHRASE** discarded needlessly  
**GERUND PHRASE** painting the house  
**INFINITIVE PHRASE** to go quickly  
**APPOSITIVE PHRASE** a well-known poet

**EXERCISE** If the underlined word group in each of the following sentences is a phrase, write *phrase* on the line. If the word group is not a phrase, write *no* on the line.

**Example** phrase 1. Some people love working in the kitchen, while others don't.

- \_\_\_\_\_ 1. Many devices help to make a cook's work easier.
- \_\_\_\_\_ 2. Mincing onions in a food processor takes only a minute.
- \_\_\_\_\_ 3. Even simple tools like a good knife, a utensil used for centuries, speed up the cook's task.
- \_\_\_\_\_ 4. Baking, considered a time-consuming task, can also be simple because of bread machines.
- \_\_\_\_\_ 5. Even fancy food processors can't touch what is coming in the future, however.
- \_\_\_\_\_ 6. Researchers at top labs dream of kitchens equipped with sensors and computer chips.
- \_\_\_\_\_ 7. Refrigerators and storage cabinets will be able to order foodstuffs online before the cook knows the supply is low.
- \_\_\_\_\_ 8. Talking countertops will be able to weigh ingredients and guide cooks through difficult recipes.
- \_\_\_\_\_ 9. Even oven mitts programmed to tell cooks when foods have cooked long enough, will get in on the action.
- \_\_\_\_\_ 10. Sadly, there is no help yet for most cooks' least enjoyed task, kitchen clean-up.

# Prepositional Phrases

**3b.** A **prepositional phrase** includes a preposition, the object of the preposition, and any modifiers of that object.

**EXAMPLES** Arlene climbed **up the ladder**. [The preposition is *up*, and the object of the preposition is *ladder*.]  
The picture **on the cover** is mine. [The preposition is *on*, and the object of the preposition is *cover*.]

**EXERCISE A** Underline the prepositional phrase in each of the following sentences.

**Example 1.** She found her jacket in the closet.

1. The bus drove by a large, red barn.
2. An enormous picture was painted on one wall.
3. The picture reached above the second story.
4. It showed an eighteenth-century man in a white shirt.
5. The picture was painted by a local artist.

**EXERCISE B** In each of the following sentences, underline the preposition once and the object of the preposition twice.

**Example 1.** Spike Lee is the director of the film.

6. Spike Lee was born in Georgia.
7. He studied at a New York university.
8. The video store near my house carries his films.
9. Lee appears in some films.
10. His father wrote the music for this movie.
11. Lee made a film about Malcolm X.
12. The director wore a hat with a large X.
13. During a recent newscast I heard Lee speak.
14. He talked about a film he had just finished.
15. The interviewer showed several scenes from the film.

## Adjective Phrases

**3c.** A prepositional phrase that modifies a noun or a pronoun is called an **adjective phrase**.

An adjective phrase tells *what kind* or *which one*.

**EXAMPLES** Everyone **on my soccer team** had experience. [*On my soccer team* modifies the pronoun *Everyone*, telling *which one*.]

The snack **of leftovers** was delicious. [*Of leftovers* modifies the noun *snack*, telling *what kind*.]

Two or more adjective phrases may modify the same noun or pronoun.

**EXAMPLE** Our flight **from St. Louis to Atlanta** was delayed. [Both *from St. Louis* and *to Atlanta* modify the noun *flight*.]

An adjective phrase may also modify the object of another prepositional phrase.

**EXAMPLE** On the floor **of the rain forest** live many unusual plants. [*Of the rain forest* modifies *floor*, the object of the preposition *On*.]

**EXERCISE A** In each of the following sentences, underline the prepositional phrase or phrases and circle the word that each phrase modifies.

**Example 1.** Alaska and Hawaii are the newest member states of the Union.

- Both Alaska and Hawaii were once territories of the United States.
- The name for the mainland portion of Alaska was once *Alá'kshak*.
- The origin of the name *Hawaii* is unknown.
- These are two of our most beautiful states.
- Many people from all over enjoy these magical places.

**EXERCISE B** Rewrite each of the following sentences, adding a prepositional phrase above the sentence in the place indicated by the caret (^).

**Example 1.** The red car <sup>in the driveway</sup> is my brother's.

- The early inhabitants ^ drew hunting scenes on the walls.
- No one ^ spoke during the performance.
- The magician called upon two people ^.
- A single fingerprint ^ turned out to be a critical clue.
- Erica lent me two magazines ^.

## Adverb Phrases

**3d.** A prepositional phrase that modifies a verb, an adjective, or an adverb is called an **adverb phrase**.

Adverb phrases tell *when, where, why, how, or to what extent*.

**EXAMPLES** The actor Sessue Hayakawa became famous **for his film roles**. [*For his film roles* modifies the adjective *famous* and tells *how*.]

We arrived too late **for the opening ceremonies**. [*For the opening ceremonies* modifies the adverb *late* and tells *to what extent*.]

**In the final act**, Macbeth dies **in battle**. [*In the final act* and *in battle* both modify the verb *dies*. *In the final act* tells *when* and *in battle* tells *where*.]

**EXERCISE A** In the following sentences, underline the prepositional phrases and circle the word that each phrase modifies. Then, draw an arrow from the prepositional phrase to the word it modifies.

**Example 1.** After the game we ate dinner at a restaurant.

- Please return your books to the library shelves.
- Harry is helpful in a crisis.
- During the last century my ancestors came to this country.
- Pete found some sesame oil on the top shelf.
- Chinese food is well known for its delicious flavors.
- Mother served dinner at the kitchen table.
- After the holiday we put the ornaments away in the attic.
- We ate fresh fruit for dessert.
- For the first time I felt confident.
- The kids remained quiet during the movie.

**EXERCISE B** Add a prepositional phrase to the end of each of the following sentences. Choose a phrase that will answer one of the questions in parentheses.

**Example 1.** The sleeping dog looked comfortable. (Where? How?) in the sunny yard

- We fried the fish we had caught. (When? How?) \_\_\_\_\_
- Do you enjoy playing the violin? (When? Where?) \_\_\_\_\_
- The VCR seems to be broken. (To what extent? Why?) \_\_\_\_\_
- Run as fast as you can! (Where? When?) \_\_\_\_\_
- That actor is quite famous. (Why? How?) \_\_\_\_\_

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## Adjective and Adverb Phrases

**3c.** A prepositional phrase that modifies a noun or a pronoun is called an **adjective phrase**.

**EXAMPLE** The bowl **of soup** was full. [*Of soup* is an adjective phrase modifying the noun *bowl*.]

**3d.** A prepositional phrase that modifies a verb, an adjective, or an adverb is called an **adverb phrase**.

**EXAMPLE** The bowl was full **of soup**. [*Of soup* is an adverb phrase modifying the adjective *full*.]

**EXERCISE A** Each of the following sentences contains an underlined prepositional phrase. On the line provided, write *adverb* if the phrase modifies a verb, an adjective, or an adverb. Write *adjective* if the phrase modifies a noun or a pronoun. Circle the word or words modified by the phrase.

**Example** \_\_\_\_\_ *adverb* 1. “He’s such a chameleon,” we might say about a friend who often seems to change personality.

- \_\_\_\_\_ 2. Chameleons are famous for their ability to change color to match their surroundings.
- \_\_\_\_\_ 3. However, true chameleons, which live mainly in Madagascar and Africa, do not change color to camouflage themselves.
- \_\_\_\_\_ 4. The chameleons of Madagascar do change color in response to light, temperature, and fear of attack.
- \_\_\_\_\_ 5. Chameleons change color by collecting or diluting pigmented cells called melanophore cells.
- \_\_\_\_\_ 6. They are funny-looking lizards with as many as three horns on their heads and bulging eyes that move separately from each other.

**EXERCISE B** Write a prepositional phrase to expand each of the following sentences. Draw a caret (^) to show where the phrase should be inserted in the sentence. Then, identify the phrase as an *adjective phrase* or an *adverb phrase*.

**Example** 1. They run two miles, each day. by the river, adverb phrase

6. Did she blow out all of the candles? \_\_\_\_\_
7. Be sure to sign your name. \_\_\_\_\_
8. I enjoy cooking fish. \_\_\_\_\_
9. The moviegoers’ hearts pounded. \_\_\_\_\_
10. I counted at least twenty guests. \_\_\_\_\_

# Participles

**Verbals** are formed from verbs and are used as adjectives, nouns, or adverbs. One kind of verbal is the **participle**.

**3e.** A **participle** is a verb form that can be used as an adjective.

Two kinds of participles are *present participles* and *past participles*.

**EXAMPLES** **Smiling**, the winner accepted the trophy. [*Smiling*, the present participle form of the verb *smile*, modifies the noun *winner*.]

The old, **dented** scooter was still reliable. [*Dented*, the past participle form of the verb *dent*, modifies the noun *scooter*.]

**EXERCISE A** Underline the participle in each of the following sentences. Then, circle the noun it modifies.

**Example 1.** The thrashing winds of the tropical storm damaged our city park.

- Our excited meteorologists told us that the storm's name was Clive.
- It was the worst storm in recorded history to reach our town.
- The worried townspeople hastily nailed up boards and filled sandbags.
- My grandparents recalled a similarly chilling storm from their youth.
- When the storm hit, everyone hunkered down in their mildewing basements.
- Several hours later, the storm abated and relieved neighbors came up to see the damage.
- The surprised townspeople found, to their delight, that only the city park needed repairs.
- Uprooted trees had fallen on the playground.
- Several dozen energized volunteers worked together to cut up and stack the branches.
- Only a few days later, delighted children were once again playing on the swings and slides.

**EXERCISE B** After each of the following sentences is a verb in parentheses. Revise each sentence by forming a present or past participle and inserting it above the caret next to the noun it modifies.

**Example 1.** Some <sup>*inspired*</sup> performers really get an audience cheering. (*inspire*)

- Long before Elvis and the Beatles, ^ pianists were mesmerizing audiences. (*fascinate*)
- Among pianist Franz Liszt's ^ fans were half-swooning women. (*adore*)
- ^ women were not Ludwig von Beethoven's problem, however. (*Faint*)
- This ^ composer sometimes forgot that he was also the soloist, rose from the piano, and began to conduct in wild, extravagant gestures. (*rivet*)
- Once, Beethoven became so involved in the music that he accidentally jostled a boy whose job was to hold a candle, knocking the candlestick out of the ^ boy's hand. (*embarrass*)

## Participial Phrases

**3f.** A **participial phrase** consists of a participle and any modifiers or complements the participle has. The entire phrase is used as an adjective.

**EXAMPLES** **Donning her mask**, the catcher prepared for the big game. [The participial phrase modifies the noun *catcher*. The noun *mask* is the direct object of the present participle *Donning*.]

News **reported by the tabloids** is often fictitious. [The participial phrase modifies the noun *News*. The adverb phrase *by the tabloids* modifies the past participle *reported*.]

**EXERCISE A** In the following sentences, circle the word that each underlined participial phrase modifies and draw an arrow from the participial phrase to the word it modifies.

**Example 1.** Standing at home plate, **Jesús** faced the pitcher.

1. This bowl, carved in the hills of Tennessee, is unique.
2. Chopping the carrots quickly, the chef finished the stew.
3. Given all the facts, we reached our decision quickly.
4. The power lines damaged by the storm needed repairs.
5. Fifteen men, clothed in military uniforms, presented the flags.
6. The hikers, exhausted by the long climb, slept soundly that night.
7. Stopping to tie my shoelace, I noticed an unusual insect on the sidewalk.
8. The cat, seeing movement in the bushes, crouched low in the grass.
9. Covered by a cloth napkin, the loaf of bread in the basket was still warm.
10. She returned to the house, remembering the keys and the book.

**EXERCISE B** Underline each participial phrase once and the word it modifies twice.

**Example 1.** Grown in most countries, the potato is popular.

11. The potato, first cultivated in South America, is a versatile food.
12. Discovered by the Spanish in Peru, the potato reached Europe in the 1550s.
13. This vegetable, once worshipped by the Incas, was first scorned by the Europeans.
14. Some people, confusing the potato with another plant, thought the vegetable was poisonous.
15. Actually, potatoes are quite nutritious, providing people with various vitamins and minerals.



## Participles and Participial Phrases

**Verbals** are formed from verbs and are used as adjectives, nouns, or adverbs. One kind of verbal is the *participle*.

**3e.** A **participle** is a verb form that can be used as an adjective.

Two kinds of participles are *present participles* and *past participles*.

**3f.** A **participial phrase** consists of a participle and any modifiers or complements the participle has. The entire phrase is used as an adjective.

**EXAMPLES** **Eating his cupcake**, the toddler sighed happily. [The participial phrase modifies the noun *toddler*. The noun *cupcake* is the direct object of the present participle *Eating*.]

Campfires **built with your own hands** give you a sense of accomplishment. [The participial phrase modifies the noun *Campfires*. The adverb phrase *with your own hands* modifies the past participle *built*.]

**EXERCISE** Each of the following sentences contains a participial phrase. Underline the participial phrase once. Then, draw an arrow from the participial phrase to the word or words it modifies.

**Example 1.** Everyone has read stories of knights made famous for brave deeds.

1. Few people know about the process required to become a knight.
2. By the twelfth century, a program challenging to both mind and body had been developed.
3. Boys growing up in noble households began training for knighthood at a young age.
4. Leaving their family homes, they were fostered in the houses of influential friends or uncles.
5. The boys learned etiquette, cared for horses, and exercised to build the musculature needed to carry heavy arms.
6. Demonstrating his ability to hunt, fence, and ride, a fourteen-year-old became a squire.
7. At about the age of twenty-one, well-trained in arts of defense, the young man was ready to undergo initiation into knighthood.
8. The ritual usually began when the squire, freshly bathed, put on ceremonial robes of white and red.
9. He spent the night in the chapel and offered his sword, blessed by a priest, to the service of his lord.
10. Now called an *acolyte*, the young man put on his best clothes and went in to a breakfast feast.

# Gerunds

*Verbals* are formed from verbs and are used as adjectives, nouns, or adverbs. One kind of verbal is the *gerund*.

**3g.** A *gerund* is a verb form that ends in *-ing* and that is used as a noun.

**EXAMPLES** **Swimming** exercises every major muscle. [*Swimming*, formed from the verb *swim*, is the subject of the verb *exercises*.]

Before **running** I like to do some stretches. [*Running*, formed from the verb *run*, is the object of the preposition *before*.]

**EXERCISE** In the following sentences, underline the gerund. Then, tell whether the gerund is a *subject*, a *predicate nominative*, a *direct object*, an *indirect object*, or an *object of a preposition*.

**Example** direct object 1. Mario likes diving best of all sports.

- \_\_\_\_\_ 1. Swimming, another aquatic sport, demands physical endurance.
- \_\_\_\_\_ 2. A more leisurely form of exercise is walking.
- \_\_\_\_\_ 3. Although it may seem leisurely, sailing also requires strength.
- \_\_\_\_\_ 4. Petra prefers water-skiing and is quite good at it.
- \_\_\_\_\_ 5. For me, nothing beats the thrill of cycling!
- \_\_\_\_\_ 6. Was Olympian Babe Zaharias best known for her running?
- \_\_\_\_\_ 7. Wasn't her forte golfing?
- \_\_\_\_\_ 8. Which contestants won medals in tumbling?
- \_\_\_\_\_ 9. Figure skating is certainly a graceful sport!
- \_\_\_\_\_ 10. Every person should find a way of exercising for health and for pleasure.
- \_\_\_\_\_ 11. Some kinds of exercise require planning and expense.
- \_\_\_\_\_ 12. Sports, however, are not the only means of staying fit.
- \_\_\_\_\_ 13. Even bird-watching can offer opportunities for exercise.
- \_\_\_\_\_ 14. Avid bird-watchers often do a lot of hiking.
- \_\_\_\_\_ 15. On weekends, give gardening a try.
- \_\_\_\_\_ 16. Hoeing gives a person's arms and shoulders a real workout.
- \_\_\_\_\_ 17. In the fall, fallen leaves need raking.
- \_\_\_\_\_ 18. My least favorite kind of yardwork is mowing.
- \_\_\_\_\_ 19. For some people, of course, working provides exercise.
- \_\_\_\_\_ 20. Vacuuming and other household chores also require effort and energy.

## Gerund Phrases

**3h.** A **gerund phrase** consists of a gerund and any modifiers or complements the gerund has. The entire phrase is used as a noun.

**EXAMPLES** My grandfather and his friends enjoy **swimming at the beach**. [The gerund phrase is the direct object of the verb *enjoy*.]

The **growing of the chained dogs** made me uneasy. [The gerund phrase is the subject of the verb *made*.]

**EXERCISE** Underline the gerund phrase in each of the following sentences. Then, identify its function in the sentence by writing above it *S* for *subject*, *PN* for *predicate nominative*, *DO* for *direct object*, or *OP* for *object of a preposition*.

**Example 1.** We eagerly anticipated diving into the icy water. <sup>DO</sup>

1. Jumping out of airplanes sounds scary to me.
2. Our reason for calling you is to invite you to our graduation.
3. I don't mind shoveling snow once in a while.
4. Skidding on wet pavement causes many accidents.
5. You will enjoy meeting Hatim.
6. Sweating over a hot stove in August is not fun.
7. My favorite weekend activity is singing with a local band.
8. Achieving a perfect score gave Molly a sense of pride.
9. Instead of subtracting the service charge, Chad added it.
10. Daydreaming about problems can be a source of creative solutions.
11. After dining at a nice restaurant, they went to a movie.
12. His idea of a pleasant Saturday is fishing from the bridge.
13. One service club's holiday project is caroling at the hospital.
14. Nicole's sisters enjoy skating in the park.
15. By shopping early in the morning, we will get the freshest produce.
16. My hobbies include reading mysteries and biographies.
17. His arms were sore after kneading the dough for ten pizzas.
18. Choosing a college to attend can be overwhelming.
19. Mike doesn't like waiting for the bus at night.
20. Her part-time job is packing computer components at the factory.

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## Gerunds and Gerund Phrases

**3g.** A **gerund** is a verb form that ends in *-ing* and that is used as a noun.

**3h.** A **gerund phrase** consists of a gerund and any modifiers or complements the gerund has. The entire phrase is used as a noun.

**EXAMPLES** I am responsible for **cooking dinner on Tuesdays**. [The gerund phrase is the object of the preposition *for*. The adverb phrase *on Tuesdays* modifies the gerund *cooking*.]  
**Smelling the kitchen aromas** always pleases me. [The gerund phrase is the subject of the verb *pleases*. *The kitchen aromas* is the direct object of *smelling*.]

**EXERCISE A** In the following sentences, underline the gerund or gerund phrase. Then, identify its function in the sentence by writing above it *S* for *subject*, *PN* for *predicate nominative*, *DO* for *direct object*, or *OP* for *object of a preposition*.

**Example 1.** <sup>S</sup>Stargazing is a popular hobby among many people.

- Buying a good telescope is a good way to get started.
- Also, many colleges have a practice of opening their observatories to the public.
- One other helpful activity is studying star charts to learn the layout of the sky.
- Some amateur astronomers also invest time in photographing the stars.
- Discovering a comet is the dream of a few persistent skywatchers.
- The tradition of naming comets after the first person or people to sight them brings a kind of fame to these skywatchers.
- For most stargazers, however, a night of lying out under the stars is pleasure enough.
- Several times a year, people can enjoy viewing meteor showers.
- Sometimes you can see up to forty meteors an hour, simply by being outside at the right time!
- The sky is filled with the streaking of meteors among the stars.

**EXERCISE B** Compose five sentences of your own, using a gerund or gerund phrase in each. Use the verb in parentheses to form the gerund. Underline the gerund or gerund phrase in each sentence.

**Example 1.** (*breathe*) Breathing deeply and slowly can help a nervous person relax.

- (*plant*) \_\_\_\_\_
- (*debate*) \_\_\_\_\_
- (*snooze*) \_\_\_\_\_
- (*subscribe*) \_\_\_\_\_
- (*taste*) \_\_\_\_\_

## Participial Phrases and Gerund Phrases

Gerunds and present participles both end in *-ing*. Do not confuse a **gerund**, which is used as a noun, with a **present participle**, which may be used as an adjective or as part of a verb phrase.

**EXAMPLES** I always love **skiing in Colorado**. [*Skiing in Colorado* is a gerund phrase used as the direct object of the verb *love*.]

I hurt my ankle last year **skiing in Colorado**. [*Skiing in Colorado* is a participial phrase modifying the pronoun *I*.]

This year we are **skiing** in Colorado during the winter holiday. [*Skiing* is used as part of the verb phrase *are skiing*.]

**EXERCISE** Decide if the underlined word group in each sentence is a gerund phrase or a participial phrase. Then, above the underlined word or words, write *G* for *gerund phrase* or *P* for *participial phrase*.

**Example 1.** <sup>G</sup> Winning the drama award thrilled my sister.

- Eating out in Tokyo is fun.
- The problem is choosing among so many different restaurants.
- Pointing at the puppy, Jim said he really wanted to get one.
- In botany class, we became quite good at identifying types of flowers.
- After dinner, feeling happy and full, we thanked our hosts.
- Going to the beach this summer will be a lot of fun.
- Searching for an answer, I looked in a current dictionary.
- Smiling proudly, the little boy pointed to his new toys.
- I have always enjoyed eating sushi.
- It's too bad that preparing sushi is Mom's least favorite thing to do!
- Buying a used car requires research.
- The little boy stomped into his room, slamming the door behind him.
- The team has a slim chance of finishing in the top four.
- The dog, wagging its tail wildly, bounded out to meet us.
- Quickly paying for the groceries, she ran out of the store.
- Decorating this birthday cake will take at least an hour.
- My cousin actually enjoys taking tests.
- Sorting through the old photographs, we found a portrait of our grandfather.
- The alligator, gliding silently through the dark water, approached its prey.
- My least favorite part of this job is scraping the paint off the woodwork.

# Infinitives

**Verbals** are formed from verbs and are used as adjectives, nouns, or adverbs. One kind of verbal is the **infinitive**.

**3i.** An **infinitive** is a verb form that can be used as a noun, an adjective, or an adverb. Most infinitives begin with *to*.

**EXAMPLES** Often, the best strategy is **to forgive**. [*To forgive* is used as a noun, a predicate nominative identifying the subject *strategy*.]  
 This is the chapter **to study**. [*To study* is used as an adjective modifying the noun *chapter*.]  
 My sister is willing **to help**. [*To help* is used as an adverb modifying the adjective *willing*.]

**EXERCISE A** Underline the infinitives in each of the following sentences. Then, identify how the infinitive is used by writing above it *subject*, *direct object*, *adjective*, or *adverb*.

**Example 1.** A well-equipped study area needs to have all supplies handy. *direct object*

- I like to keep my stapler and tape right at hand.
- The dictionary is on the next shelf, ready to answer my questions about spelling.
- To succeed in math is a special goal of mine.
- I often use a calculator to check my work.
- I intend to study for my next algebra exam.
- I also need to complete an essay for my history class.
- That's a project to begin early!
- I keep an alarm clock on my desk to remind me of how much study time remains.
- To concentrate for an hour is sometimes a challenge.
- I am sure to excel in my classes if I stick with my study habits.

**EXERCISE B** Write five sentences, using an infinitive in each sentence. Use the verb in the parentheses, and underline the infinitive in your sentence.

**Example 1.** (*fly*) Why have people always wanted to fly like birds?

- (*plan*) \_\_\_\_\_
- (*describe*) \_\_\_\_\_
- (*exhale*) \_\_\_\_\_
- (*iron*) \_\_\_\_\_
- (*build*) \_\_\_\_\_

## Infinitive Phrases

**3j.** An **infinitive phrase** consists of an infinitive and any modifiers or complements the infinitive has. The entire phrase can be used as a noun, an adjective, or an adverb.

**EXAMPLES** Ada May needs **to leave now**. [The infinitive phrase is used as a noun, the direct object of the verb *needs*. The infinitive *to leave* is modified by the adverb *now*.]  
The night light is there **to calm the children**. [The infinitive phrase is used as an adverb modifying the adverb *there*. *Children* is the direct object of the infinitive *to calm*.]

**EXERCISE A** Underline the infinitive phrase in each sentence, and identify the phrase's function by writing above it *S* for *subject*, *PN* for *predicate nominative*, *DO* for *direct object*, *ADJ* for *adjective*, or *ADV* for *adverb*.

**Example 1.** Most high-school students have an opportunity to read Shakespeare. <sup>ADJ</sup>

- For some, the attempt to understand his writing is a challenge.
- They find it hard to understand the sixteenth-century expressions.
- However, most people like to see the plays performed.
- To prevent the audience from becoming bored, Shakespeare included comic scenes.
- He also tried to include music and songs in many plays.
- To see a play staged can be a great pleasure.
- Many famous actors have wanted to play the part of Hamlet.
- Scholars are still curious to learn more about Shakespeare's life.
- He is known to have been the son of a glove maker in Stratford-on-Avon.
- His goal was to be both a playwright and an actor.

**EXERCISE B** On the lines provided, write a sentence using the verb in parentheses to construct an infinitive phrase.

**Example 1.** (*memorize*) My goal for this week is to memorize half of my lines for the play.

- (*forget*) \_\_\_\_\_
- (*fasten*) \_\_\_\_\_
- (*notice*) \_\_\_\_\_
- (*sleep*) \_\_\_\_\_
- (*read*) \_\_\_\_\_

# Infinitives and Infinitive Phrases

**3i.** An **infinitive** is a verb form that can be used as a noun, an adjective, or an adverb. Most infinitives begin with *to*.

**3j.** An **infinitive phrase** consists of an infinitive and any modifiers or complements the infinitive has. The entire phrase can be used as a noun, an adjective, or an adverb.

**EXAMPLES** Jaime likes **to help** his little sister. [The infinitive phrase is used as a noun, the direct object of the verb *likes*. The infinitive *to help* takes the direct object *his little sister*.]  
The dike is there **to hold back floodwaters**. [The infinitive phrase is used as an adverb modifying the adverb *there*. *Floodwaters* is the direct object of the infinitive *to hold*, and *back* is an adverb modifying the infinitive.]

**EXERCISE** Underline the infinitive or infinitive phrase in each sentence, and identify the phrase's use by writing above it *S* for *subject*, *PN* for *predicate nominative*, *DO* for *direct object*, *ADJ* for *adjective*, or *ADV* for *adverb*.

**Example 1.** In our house, we use the hall to display photos of our family. <sup>ADV</sup>

1. The pictures to see are my family's baby pictures.
2. Of course, to call my own baby pictures anything but beautiful would be lying!
3. To record the growth of our family is another of our goals.
4. We keep many family pictures in our house to remind us of the importance of our past.
5. I like to study the old, crumbling photo of my great-grandparents.
6. The photographer chose to take the picture on my great-grandparents' porch.
7. I use looking at this picture as a way to imagine how hard they worked on their farm.
8. I never met them, but I am told that they managed to raise corn, potatoes, and other vegetables for the family's table.
9. My goal is to imitate their hard work and hopefulness.
10. I often pause to think about this brave and enterprising couple.



## Verbal Phrases A

A *verbal phrase* consists of a verbal and its modifiers and complements. The three kinds of verbal phrases are the *participial phrase*, the *gerund phrase*, and the *infinitive phrase*.

**PARTICIPIAL PHRASE** Is *Sunshine* the name **given to you at birth** or a nickname?

**GERUND PHRASE** I hurt my shoulder by **throwing the ball too hard**.

**INFINITIVE PHRASE** She is planning **to eat a vegan diet**.

**EXERCISE A** Underline the verbal phrases in the following sentences, and identify the phrase by writing *PP* (*participial phrase*), *GP* (*gerund phrase*), or *IP* (*infinitive phrase*) above the underlined words.

**Example 1.** <sup>*PP*</sup>  
Consumed hot or cold by a third of the world's population, coffee is a drink with an interesting history.

- Learning about the history of coffee led me to the conclusion that coffee hasn't been around forever.
- The story is that about 850 A.D., an Arab goatherd noticed his goats acting strangely.
- Investigating the goats' behavior, Kaldi tasted the berries of a bush the goats had been eating.
- The berries were coffee berries, and Kaldi, feeling the effects of the caffeine, told others of his discovery.
- The newly discovered coffee was under production in Arabia by the fifteenth century.
- Europe had to wait for coffee until the sixteenth and seventeenth centuries.
- Some people started using coffee not only as a beverage but also as a medicine.
- Drinking coffee in the new coffeehouses was a prime form of entertainment in the 1700s.
- People sipped their coffee and read newspapers, talking about the latest news.
- Some people's idea of a pleasant time is to drink coffee with friends.

**EXERCISE B** Write five sentences, using the verb in parentheses to form the type of verbal named. Underline the verbal phrase in each sentence.

**Example 1.** (*holler*, participial phrase) Hearing my name hollered from the house, I took off for home right away.

- (*spin*, infinitive phrase) \_\_\_\_\_
- (*creep*, gerund phrase) \_\_\_\_\_
- (*succeed*, gerund phrase) \_\_\_\_\_
- (*acknowledge*, infinitive phrase) \_\_\_\_\_
- (*enter*, participial phrase) \_\_\_\_\_

## Verbal Phrases B

A *verbal phrase* consists of a verbal and its modifiers and complements. The three kinds of verbal phrases are the *participial phrase*, the *gerund phrase*, and the *infinitive phrase*.

**PARTICIPIAL PHRASE** The beaver **loaded down with branches** managed to struggle up the bank.

**GERUND PHRASE** Jofre convinced us to tour the museum by **describing the art we would see**.

**INFINITIVE PHRASE** Do you intend **to get an early start**?

**EXERCISE A** Underline the verbal phrases in the following sentences, and identify the phrases by writing *PP* (*participial phrase*), *GP* (*gerund phrase*), or *IP* (*infinitive phrase*) above the underlined words.

**Example 1.** <sup>GP</sup> Choosing the right college takes time and consideration.

- I started to think about the choice in my sophomore year of high school.
- You can start by reading books that describe colleges.
- You may want to narrow your choices to colleges in your state or to private colleges.
- A college renowned for its strong academic program is always a good choice.
- Some students, looking forward to making new friends at college, also examine social opportunities.
- Of course, there is no harm in considering a school with a good sports program, too.
- Cheering your team on until you are hoarse in the throat is fun.
- The excitement of a good game helps students to blow off steam.
- In the end, however, students considering their four years of college must focus on the education they will gain.
- Another option is to take advantage of your school counselor's knowledge and assistance.

**EXERCISE B** Write five sentences, using the verb in parentheses to form the type of verbal named. Underline the verbal phrase in each sentence.

**Example 1.** (*call*, infinitive phrase) Be sure to call home if you will be late.

- (*drive*, gerund phrase) \_\_\_\_\_
- (*record*, participial phrase) \_\_\_\_\_
- (*keep*, gerund phrase) \_\_\_\_\_
- (*deny*, infinitive phrase) \_\_\_\_\_
- (*pronounce*, participial phrase) \_\_\_\_\_

# Appositives

**3k.** An **appositive** is a noun or pronoun placed beside another noun or pronoun to identify or describe it.

**EXAMPLE** Haley, a math **genius**, helped me with my calculus. [The appositive *genius* describes the noun *Haley*.]

Appositives that are not essential to the meaning of the sentence are set off by commas. Essential appositives tell *which one of two or more* and should not be set off by commas.

**NONESSENTIAL** My brother, **Franklin**, is a chess champion. [I have only one brother.]

**ESSENTIAL** Cici's brother **Hamar** is a basketball player. [Cici has more than one brother.]

**EXERCISE** Underline the appositive in each sentence below, and draw an arrow from the appositive to the word or words it identifies or describes.

**Example 1.** Goro Hasegawa, a salesperson, invented the game called Othello.

1. The puppy, a Pomeranian, had long, wavy fur.
2. We gave the dry cleaner, Mr. Nowlin, our suits to press.
3. We especially wanted to hear the cellist Yo-Yo Ma.
4. The hottest months, June, July, and August, are my favorites.
5. The book details the activities of Timmy Roybal, a Pueblo.
6. Samuel Maverick, a cattle rancher, refused to brand his animals.
7. My mentor, Jane Galway, is helping me research colleges.
8. Terrill Park, my hometown, holds a parade each year for Independence Day.
9. My friend Anandi is learning to snowboard.
10. The last day of exams, Friday, is on our minds constantly.
11. The house, a turn-of-the-century mansion, is now a museum.
12. We've looked everywhere for our dog Jake.
13. Dr. Renwick, the violin teacher, also plays cello and viola.
14. Who wrote the poem "Ode on a Grecian Urn"?
15. The younger of the two boys in that family, Sam, looks like his grandfather.
16. The dessert, a magnificent chocolate cake, stood in the center of the table.
17. You should call your aunt Sarah this weekend.
18. He must take this medicine, an antibiotic, for ten days.
19. The addition to their house, an extra bedroom, took six months.
20. Mr. Galvan, the assistant principal, wants to see you in his office.

## Appositive Phrases

**31.** An **appositive phrase** consists of an appositive and any modifiers it has.

**EXAMPLES** Estrella, **my best friend in the world**, is moving away. [The appositive phrase identifies the noun *Estrella*.]

**An aviation student with lots of talent**, Moshe flew yesterday. [The appositive phrase describes the noun *Moshe*.]

**EXERCISE** Underline the appositive phrase in each of the following sentences, and draw an arrow from the phrase to the word or words it identifies or describes.

**Example 1.** A description of life on the frontier, the book became a bestseller.

1. Dorothy Parker, the poet and short-story writer, is remembered for her wit.
2. A college education, a dream of many, is a worthy pursuit.
3. The gold ring, a family heirloom, was given to my grandmother by her mother.
4. Our family car, a rusty 1981 station wagon, still runs well despite its age.
5. We traveled to Horseshoe City, a tiny town left over from the state's mining days.
6. Charon, the tiny moon of Pluto, is named for a character in Greek mythology.
7. Fear of walking under ladders, a superstition held by many people, is baseless.
8. A well-known folk tale, "Bean Soup" is a favorite story among children.
9. Oxalis, a clover-like plant, makes a colorful garden border.
10. The piano, a neglected old spinet, stood in the dusty corner.
11. This book, a collection of short stories, was due yesterday.
12. The essay contest, one of several sponsored by the newspaper, is open to all students.
13. My cousin, now a private pilot in Alaska, used to be afraid of flying.
14. Central Avenue, the main street of the town, is lined with shops and restaurants.
15. The magazine article, a feature story about hot-air balloonists, was fascinating.
16. Three bowls and a platter, examples of the potter's best work, are on display in the gallery.
17. Usually a slow, shallow stream, the creek now raged out of its banks.
18. That movie, one of the best I've ever seen, should win several awards.
19. My mother, the eighth of eleven children, grew up in North Dakota.
20. Jeremy, until recently an unexceptional student, is determined to excel in math.

# Appositives and Appositive Phrases

**3k.** An **appositive** is a noun or a pronoun placed beside another noun or pronoun to identify or describe it.

**3l.** An **appositive phrase** consists of an appositive and any modifiers it has.

**EXAMPLES** The dog, **a brown and gold shepherd**, stood panting eagerly. [The appositive phrase identifies the noun *dog*. *Brown and gold* modifies the appositive *shepherd*.]

**A breed with great intelligence**, shepherds can be trained to help people in many ways. [The appositive phrase describes the noun *shepherds*. The adjective *A* and the prepositional phrase *with great intelligence* modify the appositive *breed*.]

**EXERCISE** Underline the appositive or appositive phrase in each of the following sentences, and draw an arrow from the phrase to the word or words it identifies or describes.

**Example 1.** Pluto, the solar system's smallest planet, is about two-thirds the size of Earth's moon.

1. Pluto is normally the ninth planet in the solar system, but its steep orbit at times brings it inside the orbit of its nearest neighbor, Neptune.
2. On this tiny planet, a complete rotation, one day and night, takes 6.39 Earth days.
3. We have not known about this tiny planet, the last to be discovered, for very long.
4. In fact, it was discovered by Clyde Tombaugh, an amateur astronomer at the Lowell Observatory.
5. Tombaugh located Pluto in Gemini, a well-known constellation, on February 18, 1930.
6. For a time, scientists wondered if Pluto were an escaped moon of Neptune, a planet with many moons.
7. The discovery of Charon, Pluto's tiny moon, brought this idea into question.
8. The planet is named after Pluto, Greco-Roman god of the underworld.
9. Fittingly, little Charon is named after a dreaded character in Greek myth, the ferryman who rowed the dead into the underworld.
10. Some scientists think that other tiny planetoids may exist beyond Pluto, the most distant planet for now.

## Review A: Phrases

**EXERCISE A** Underline the prepositional phrase in each of the following sentences. Then, identify the phrase by writing above it *ADJ* for *adjective phrase* or *ADV* for *adverb phrase*.

**Example 1.** Have you ever been very nervous <sup>*ADV*</sup> before a test or an examination?

1. During a test I used to become nervous or upset.
2. My mother discussed this with me last spring.
3. I had become quite upset about my final exams.
4. I had become very tense, and I had lost much of my appetite.
5. One day my mother sat down and explained the value of a little anxiety.
6. Although she was concerned, she talked very calmly about test taking.
7. Too much worry, she told me, is unhealthy for anyone.
8. No one in that situation can perform well.
9. Too much worry about a test can prevent clear thinking.
10. Her explanation of stress and anxiety was very helpful.

**EXERCISE B** In each of the following sentences, underline the verbal phrase. Then, identify the phrase by writing above it *PART* for *participial phrase*, *GER* for *gerund phrase*, or *INF* for *infinitive phrase*.

**Example 1.** Are you afraid <sup>*INF*</sup> to swim in deep water?

11. Many people never learn to stay afloat in the water.
12. Some of them, fearing the water, stay away from it.
13. Others, however, try again and again to become good swimmers.
14. Eventually some succeed in mastering the basic technique.
15. My sister, for instance, can now swim after spending many years in classes.
16. Undaunted by past failures, she would enroll in a new class each fall.
17. In class, she would cling to the side of the pool, kicking her feet.
18. Standing in shallow water, she would then practice her arm movements.
19. In deep water, though, she sometimes ended by paddling slowly to the side.
20. Then she would work up her nerve to begin again.

## Review B: Phrases

**EXERCISE A** Underline the prepositional phrase in each of the following sentences. Then, identify the phrase by writing above it *ADJ* for *adjective phrase* or *ADV* for *adverb phrase*.

**Example 1.** A bird built its nest <sup>*ADV*</sup> in my attic.

1. At first I thought I heard kittens.
2. The cries I heard were loud enough for a whole litter.
3. I took a saucer of milk and went upstairs.
4. I began an extensive search and wasted most of the afternoon.
5. To my surprise, I did not find the kitten I had expected.
6. Instead, I spotted a nest with two little pigeons in it.
7. That was very surprising to me.
8. Using some wood from my workroom, I built the pigeons a snug house.
9. Few of the neighborhood birds can boast such luxury.
10. Unfortunately, they are skittish and flighty as pets.

**EXERCISE B** In each of the following sentences, underline the verbal phrase. Then, identify the phrase by writing above it *PART* for *participial phrase*, *GER* for *gerund phrase*, or *INF* for *infinitive phrase*.

**Example 1.** <sup>*GER*</sup> Growing your own luffa gourds is both practical and fun.

11. It is easy to grow luffa gourds.
12. Many people are quite successful at raising a large crop.
13. It takes about ten days for vines to sprout from seeds.
14. Plants nurtured by the sun flourish and produce many gourds.
15. Sun-ripened in about eighty days, the gourds may be harvested and eaten.
16. Left on the vines, the gourds eventually make sponges.
17. Consider the benefits of growing a single luffa crop.
18. Combining some of the luffas with apples and sweet potatoes, you can prepare a delicious treat.
19. You might use other luffas from the same crop to wash the dishes.
20. Giving luffas as gifts to your family and friends is another option.

## Review C: Phrases

**EXERCISE A** In each of the following sentences, identify the underlined phrase by writing above it *PREP* for prepositional phrase, *PART* for participial phrase, *GER* for gerund phrase, *INF* for infinitive phrase, or *APP* for appositive phrase. Note: Do not label shorter phrases within the underlined phrase.

**Example 1.** I love <sup>*INF*</sup> to ride my bike.

1. Bicycling through the countryside is a favorite hobby of mine.
2. I enjoy the freedom to get around on my own.
3. I also ride my bike to school.
4. At 8:00 A.M., I am on my way, pedaling furiously.
5. Neither rain nor heat nor barking dogs keep me from riding my bike daily.
6. My current bike, an old three-speed model, is not well suited for long-distance riding.
7. Affectionately dubbed Wheels, it originally belonged to Carlos Ramirez.
8. Carlos, a former neighbor of mine, made me promise to keep Wheels clean and properly oiled.
9. Three years' worth of repairs attests to my good faith in the matter.
10. Nevertheless, I am trying to save enough money for an all-terrain bike.

**EXERCISE B** In each of the following sentences, identify the underlined phrase by writing above it *PREP* for prepositional phrase, *PART* for participial phrase, *GER* for gerund phrase, *INF* for infinitive phrase, or *APP* for appositive phrase. Note: Do not label shorter phrases within the underlined phrase.

**Example 1.** At college, my sister tried again <sup>*INF*</sup> to master the art of swimming.

11. Swimming the length of the pool was one of the requirements for graduation.
12. This requirement, a longtime rule at the college, was easy for many students.
13. To my sister, it was a difficult challenge.
14. She would jump into the pool with her friends standing by to cheer her on.
15. Despite her intentions, she never got farther than ten feet from the edge of the pool.
16. Nevertheless, she would try again, advancing and improving each time.
17. The instructor, a sympathetic person, became interested in my sister's problem.
18. He convinced her that swimming did not mean risking her life.
19. My sister persisted, finally passing the swimming requirement.
20. In her case, swimming seemed to be a challenge that she accepted and met.



## Literary Model: Short Story

The platoon of twenty-six soldiers moved slowly in the dark, single file, not talking. One by one, like sheep in a dream, they passed through the hedgerow, crossed quietly over a meadow, and came down to the rice paddy. There they stopped. Their leader knelt down, motioning with his hand, and one by one the other soldiers squatted in the shadows, vanishing in the primitive stealth of warfare. For a long time they did not move. Except for the sounds of their breathing, the twenty-six men were very quiet: some of them excited by the adventure, some of them afraid, some of them exhausted from the long night march, some of them looking forward to reaching the sea, where they would be safe. At the rear of the column, Private First Class Paul Berlin lay quietly with his forehead resting on the black plastic stock of his rifle, his eyes closed. He was pretending he was not in the war, . . . pretending he was a boy again, camping with his father in the midnight summer along the Des Moines River. In the dark, with his eyes pinched shut, he pretended. . . .

—from “Where Have You Gone, Charming Billy?” by Tim O’Brien

**EXERCISE A** Underline the ten participles in the passage above. Then, circle each noun that is being modified. (Hint: *Breathing* and *reaching* are gerunds.)

**EXERCISE B** In general, participles express either action that occurs simultaneously with the main verb or a state of being. Of the ten participles you identified, write *SA* over those that appear to express simultaneous action with the main verb. Write *SB* over those participles that express a state of being.



## Writing Application: Restaurant Review

Question: What looks like a verb but doesn't act like a verb?

Answer: A verbal.

Verbals—participles, gerunds, and infinitives—are formed from verbs but are used as other parts of speech. They can be modified by adverbs and adjectives and can have complements. Look at these examples.

**PARTICIPLE** The pasta, **cooked** to perfection, rivals the sauce that covers it.

**GERUND** A dinner at Pino's is like **traveling** to Italy.

**INFINITIVE** **To eat** the fettucine is a truly divine experience.

In the first example, the participle *cooked* modifies the noun *pasta*. In the second example, the gerund *traveling* is the object of the preposition *like*. In the third example, the infinitive *to eat* is the subject of the sentence. Each of these verbals is part of a phrase.

### WRITING ACTIVITY

What is your favorite restaurant? Think for a moment about why it's your favorite restaurant. Do you think it's outstanding because of the food, the atmosphere, the service, or the prices? Imagine that the local newspaper has asked you to write a review of this restaurant. In your review, include at least four participles, two gerunds, and two infinitives.

**PREWRITING** Use a cluster diagram to break the topic—your favorite restaurant—into smaller parts. Add related ideas to the diagram as you think of them. Allow new ideas to lead to others. Determine the audience for whom the review is intended. Then, decide the appropriate level of language for that audience. Will you use short sentences, long sentences, or both? How complex do you want the vocabulary to be? In addition, consider the tone you will use in the review. Although the topic is the same, a restaurant review written in a serious tone will be quite different from one written in a light, casual tone.

**WRITING** Your topic sentence should be based on your own opinion of the restaurant. Be sure to include details that support your opinion. You may want to devote a paragraph to each reason that the restaurant is outstanding. Conclude your review with a sentence that will leave an impression on the reader.

**REVISING** Read your draft carefully to identify words or phrases you can replace with others that are more descriptive or lively. In particular, can you think of other participles that, because of their dual verb-adjective nature, might spice up your review as you describe the food? Check that your opinions are sufficiently supported by the details. Also, check that your choice of details and words, as well as the rhythms of the language you have used, are suitable for the tone you chose. Be sure that you have included at least four participles, two gerunds, and two infinitives.

**PUBLISHING** Put your draft aside for a while. When you return to it, look carefully for errors in grammar, usage, spelling, and punctuation. Pay special attention to the spelling of participles and gerunds. Have you followed the spelling rules for adding suffixes? Finally, with your teacher's permission, present your review to the class.

### EXTENDING YOUR WRITING

Perhaps you could submit your restaurant review for publication in a local or school newspaper. First, find out what the guidelines are for length and submission dates.

## Chapter 3: The Phrase, pp. 57–83

### Choices: Investigating Phrases, p. 57

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities that they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

### Phrases, p. 58

#### EXERCISE

- |           |            |
|-----------|------------|
| 1. phrase | 6. phrase  |
| 2. phrase | 7. no      |
| 3. phrase | 8. phrase  |
| 4. phrase | 9. phrase  |
| 5. no     | 10. phrase |

### Prepositional Phrases, p. 59

#### EXERCISE A

- The bus drove by a large, red barn.
- An enormous picture was painted on one wall.
- The picture reached above the second story.
- It showed an eighteenth-century man in a white shirt.
- The picture was painted by a local artist.

#### EXERCISE B

- Spike Lee was born in Georgia.
- He studied at a New York university.

- The video store near my house carries his films.
- Lee appears in some films.
- His father wrote the music for this movie.
- Lee made a film about Malcolm X.
- The director wore a hat with a large X.
- During a recent newscast I heard Lee speak.
- He talked about a film he had just finished.
- The interviewer showed several scenes from the film.

### Adjective Phrases, p. 60

#### EXERCISE A

- Both Alaska and Hawaii were once territories of the United States.
- The name for the mainland portion of Alaska was once *Alákshak*.
- The origin of the name for Hawaii is unknown.
- These are two of our most beautiful states.
- Many people from all over enjoy these magical places.

#### EXERCISE B *Answers will vary.*

- The early inhabitants *of the caves* drew hunting scenes on the walls.
- No one *in the audience* spoke during the performance.
- The magician called upon two people *from the crowd*.
- A single fingerprint *on the mantle* turned out to be a critical clue.
- Erica lent me two magazines *from her collection*.

**Adverb Phrases, p. 61** *Note: For pages 61–62, students' identification of words modified may vary for some items.*

#### EXERCISE A

- Please return your books to the library shelves.

2. Harry is helpful in a crisis.
3. During the last century my ancestors came to this country.
4. Pete found some sesame oil on the top shelf.
5. Chinese food is well known for its delicious flavors.
6. Mother served dinner at the kitchen table.
7. After the holiday we put the ornaments away in the attic.
8. We ate fresh fruit for dessert.
9. For the first time I felt confident.
10. The kids remained quiet during the movie.

#### EXERCISE B

Answers will vary. Sample responses are given.

11. We fried the fish we had caught *in the morning*.
12. Do you enjoy playing the violin *in the symphony*?
13. The VCR seems to be broken *in a bad way*.
14. Run as fast as you can *to the car!*
15. That actor is quite famous *for his Broadway work*.

#### Adjective and Adverb Phrases, p. 62

##### EXERCISE A

- adverb 1. Chameleons are famous for their ability to change color to match their surroundings.
- adverb 2. However, true chameleons, which live mainly in Madagascar and Africa, do not change color to camouflage themselves.
- adjective 3. The chameleons of Madagascar do change color in response to light, temperature, and fear of attack.

- adverb 4. Chameleons change color by collecting or diluting pigmented cells called melanophore cells.

- adjective 5. They are funny-looking lizards with as many as three horns on their heads and bulging eyes that move separately from each other.

#### EXERCISE B

Answers will vary. Sample responses are given.

6. Did she blow out all of the candles <sup>^</sup> *on her cake, adjective phrase*
7. Be sure to sign your name <sup>^</sup> *on the bottom line, adverb phrase*
8. I enjoy cooking fish <sup>^</sup> *in the campground, adverb phrase*
9. The moviegoers' hearts pounded <sup>^</sup> *during the exciting car chase, adverb phrase*
10. I counted at least twenty guests <sup>^</sup> *in tuxedos, adjective phrase*

#### Participles, p. 63

##### EXERCISE A

1. Our excited meteorologists told us that the storm's name was Clive.
2. It was the worst storm in recorded history to reach our town.
3. The worried townspeople hastily nailed up boards and filled sand bags.
4. My grandparents recalled a similarly chilling storm from their youth.
5. When the storm hit, everyone hunkered down in their mildewing basements.
6. Several hours later, the storm abated and relieved neighbors came up to see the damage.
7. The surprised townspeople found, to their delight, that only the city park needed repairs.

8. Uprooted trees had fallen on the playground.
9. Several dozen energized volunteers worked together to cut up and stack the branches.
10. Only a few days later, delighted children were once again playing on the swings and slides.

#### EXERCISE B

11. Long before Elvis and the Beatles, <sup>fascinating</sup> pianists were mesmerizing audiences. (*fascinate*)
12. Among pianist Franz Liszt's <sup>adoring</sup> fans were half-swooning women. (*adore*)
13. <sup>Fainting</sup> women were not Ludwig von Beethoven's problem, however. (*Faint*)
14. This <sup>riveting</sup> composer sometimes forgot that he was also the soloist, rose from the piano, and began to conduct in wild, extravagant gestures. (*rivet*)
15. Once, Beethoven became so involved in the music that he accidentally jostled a boy whose job was to hold a candle, knocking the candlestick out of the <sup>embarrassed</sup> boy's hand. (*embarrass*)

#### Participial Phrases, p. 64

##### EXERCISE A

1. This bowl, carved in the hills of Tennessee, is unique.
2. Chopping the carrots quickly, the chef finished the stew.
3. Given all the facts, we reached our decision quickly.
4. The power lines damaged by the storm needed repairs.
5. Fifteen men, clothed in military uniforms, presented the flags.

6. The hikers, exhausted by the long climb, slept soundly that night.
7. Stopping to tie my shoelace, I noticed an unusual insect on the sidewalk.
8. The cat, seeing movement in the bushes, crouched low in the grass.
9. Covered by a cloth napkin, the loaf of bread in the basket was still warm.
10. She returned to the house, remembering the keys and the book.

#### EXERCISE B

11. The potato, first cultivated in South America, is a versatile food.
12. Discovered by the Spanish in Peru, the potato reached Europe in the 1550s.
13. This vegetable, once worshipped by the Incas, was first scorned by the Europeans.
14. Some people, confusing the potato with another plant, thought the vegetable was poisonous.
15. Actually, potatoes are quite nutritious, providing people with various vitamins and minerals.

#### Participles and Participial Phrases, p. 65

##### EXERCISE

1. Few people know about the process required to become a knight.
2. By the twelfth century, a program challenging to both mind and body had been developed.
3. Boys growing up in noble households began training for knighthood at a young age.
4. Leaving their family homes, they were fostered in the houses of influential friends or uncles.

5. The boys learned etiquette, cared for horses, and exercised to build the musculature needed to carry heavy arms.
6. Demonstrating his ability to hunt, fence, and ride, a fourteen-year-old became a squire.
7. At about the age of twenty-one, well-trained in arts of defense, the young man was ready to undergo initiation into knight-hood.
8. The ritual usually began when the squire, freshly bathed, put on ceremonial robes of white and red.
9. He spent the night in the chapel and offered his sword, blessed by a priest, to the service of his lord.
10. Now called an acolyte, the young man put on his best clothes and went in to a breakfast feast.

### Gerunds, p. 66

#### EXERCISE

- subject 1. Swimming, another aquatic sport, demands physical endurance.
- predicate nominative 2. A more leisurely form of exercise is walking.
- subject 3. Although it may seem leisurely, sailing also requires strength.
- direct object 4. Petra prefers water-skiing and is quite good at it.
- object of a preposition 5. For me, nothing beats the thrill of cycling!
- object of a preposition 6. Was Olympian Babe Zaharias best known for her running?

- predicate nominative 7. Wasn't her forte golfing?
- object of a preposition 8. Which contestants won medals in tumbling?
- subject 9. Figure skating is certainly a graceful sport!
- object of a preposition 10. Every person should find a way of exercising for health and for pleasure.
- direct object 11. Some kinds of exercise require planning and expense.
- object of a preposition 12. Sports, however, are not the only means of staying fit.
- subject 13. Even bird-watching can offer opportunities for exercise.
- object of a preposition 14. Avid bird-watchers often do a lot of hiking.
- indirect object 15. On weekends, give gardening a try.
- subject 16. Hoeing gives a person's arms and shoulders a real workout.
- direct object 17. In the fall, fallen leaves need raking.
- predicate nominative 18. My least favorite kind of yardwork is mowing.
- subject 19. For some people, of course, working provides exercise.
- subject 20. Vacuuming and other household chores also require effort and energy.

## Gerund Phrases, p. 67

### EXERCISE

1. Jumping out of airplanes sounds scary to me.
2. Our reason for calling you is to invite you to our graduation.
3. I don't mind shoveling snow once in a while.
4. Skidding on wet pavement causes many accidents.
5. You will enjoy meeting Hatim.
6. Sweating over a hot stove in August is not fun.
7. My favorite weekend activity is singing with a local band.
8. Achieving a perfect score gave Molly a sense of pride.
9. Instead of subtracting the service charge, Chad added it.
10. Daydreaming about problems can be a source of creative ideas.
11. After dining at a nice restaurant, they went to a movie.
12. His idea of a pleasant Saturday is fishing from the bridge.
13. One service club's holiday project is caroling at the hospital.
14. Nicole's sisters enjoy skating in the park.
15. By shopping early in the morning, we will get the freshest produce.
16. My hobbies include reading mysteries and biographies.
17. His arms were sore after kneading the dough for ten pizzas.

18. Choosing a college to attend can be overwhelming.
19. Mike doesn't like waiting for the bus at night.
20. Her part-time job is packing computer components at the factory.

## Gerunds and Gerund Phrases, p. 68

### EXERCISE A

1. Buying a good telescope is a good way to get started.
  2. Also, many colleges have a practice of opening their observatories to the public.
  3. One other helpful activity is studying star charts to learn the layout of the sky.
  4. Some amateur astronomers also invest time in photographing the stars.
  5. Discovering a comet is the dream of a few persistent skywatchers.
  6. The tradition of naming comets after the first person or people to sight them brings a kind of fame to these skywatchers.
  7. For most stargazers, however, a night of lying out under the stars is pleasure enough.
  8. Several times a year, people can enjoy viewing meteor showers.
  9. Sometimes you can see up to forty meteors an hour, simply by being outside at the right time!
  10. The sky is filled with the streaking of meteors among the stars.
- ### EXERCISE B
- Answers will vary. Sample responses are given.
11. Planting a garden is another relaxing activity.



12. Some gardeners enjoy debating the choice of plants for their beds.
13. A pleasant way to end a day in the garden is snoozing in the hammock.
14. Some gardeners benefit from subscribing to gardening magazines.
15. Tasting the first vegetables harvested from one's own garden is a treat!

### Participial Phrases and Gerund Phrases, p. 69

#### EXERCISE

1. Eating out in Tokyo is fun.
2. The problem is choosing among so many different restaurants.
3. Pointing at the puppy, Jim said he really wanted to get one.
4. In botany class, we became quite good at identifying types of flowers.
5. After dinner, feeling happy and full, we thanked our hosts.
6. Going to the beach this summer will be a lot of fun.
7. Searching for an answer, I looked in a current dictionary.
8. Smiling proudly, the little boy pointed to his new toys.
9. I have always enjoyed eating sushi.
10. It's too bad that preparing sushi is Mom's least favorite thing to do!
11. Buying a used car requires research.
12. The little boy stomped into his room, slamming the door behind him.
13. The team has a slim chance of finishing in the top four.
14. The dog, wagging its tail wildly, bounded out to meet us.

15. Quickly paying for the groceries, she ran out of the store.
16. Decorating this birthday cake will take at least an hour.
17. My cousin actually enjoys taking tests.
18. Sorting through the old photographs, we found a portrait of our grandfather.
19. The alligator, gliding silently through the dark water, approached its prey.
20. My least favorite part of this job is scraping the paint off the woodwork.

### Infinitives, p. 70

#### EXERCISE A

1. I like to keep my stapler and tape right at hand.
2. The dictionary is on the next shelf, ready to answer my questions about spelling.
3. To succeed in math is a special goal of mine.
4. I often use a calculator to check my work.
5. I intend to study for my next algebra exam.
6. I also need to complete an essay for my history class.
7. That's a project to begin early!
8. I keep an alarm clock on my desk to remind me of how much study time remains.
9. To concentrate for an hour is sometimes a challenge.
10. I am sure to excel in my classes if I stick with my study habits.

#### EXERCISE B

*Answers will vary. Sample responses are given.*

11. To plan a good vacation takes time and thought.
12. I would like to describe my used car to you.

13. This exercise requires you to exhale slowly over a count of ten.
14. Oh, my, how I hate to iron my cotton clothes!
15. To build their own house is their dream.

### Infinitive Phrases, p. 71

#### EXERCISE A

1. For some, the attempt to understand his writing is a challenge. <sup>ADJ</sup>
2. They find it hard to understand the sixteenth-century expressions. <sup>ADV</sup>
3. However, most people like to see the plays performed. <sup>DO</sup>
4. To prevent the audience from becoming bored, Shakespeare included comic scenes. <sup>ADV</sup>
5. He also tried to include music and songs in many plays. <sup>DO</sup>
6. To see a play staged can be a great pleasure. <sup>S</sup>
7. Many famous actors have wanted to play the part of Hamlet. <sup>DO</sup>
8. Scholars are still curious to learn more about Shakespeare's life. <sup>ADV</sup>
9. He is known to have been the son of a glove maker in Stratford-on-Avon. <sup>ADV</sup>
10. His goal was to be both a playwright and an actor. <sup>PN</sup>

#### EXERCISE B

*Answers will vary. Sample responses are given.*

11. To forget the lines would be a disaster.
12. It might help to fasten the lines to my mirror so that I can see them while dressing.
13. The lines to notice are the ones I stumbled on yesterday in rehearsal.
14. "To sleep, perchance to dream"—that's certainly a memorable line!

15. I thought at first that it would be easy to read the lines well, but it takes practice!

### Infinitives and Infinitive Phrases, p. 72

#### EXERCISE

1. The pictures to see are my family's baby pictures. <sup>ADJ</sup>
2. Of course, to call my own baby pictures anything but beautiful would be lying! <sup>S</sup>
3. To record the growth of our family is another of our goals. <sup>S</sup>
4. We keep many family pictures in our house to remind us of the importance of our past. <sup>ADV</sup>
5. I like to study the old, crumbling photo of my great-grandparents. <sup>DO</sup>
6. The photographer chose to take the picture on my great-grandparents' porch. <sup>DO</sup>
7. I use looking at this picture as a way to imagine how hard they worked on their farm. <sup>ADJ</sup>
8. I never met them, but I am told that they managed to raise corn, potatoes, and other vegetables for the family's table. <sup>DO</sup>
9. My goal is to imitate their hard work and hopefulness. <sup>PN</sup>
10. I often pause to think about this brave and enterprising couple. <sup>ADV</sup>

### Verbal Phrases A, p. 73

#### EXERCISE A

1. Learning about the history of coffee led me to the conclusion that coffee hasn't been around forever. <sup>GP</sup>
2. The story is that about 850 A.D., an Arab goatherd noticed his goats acting strangely. <sup>PP</sup>
3. Investigating the goats' behavior, Kaldi tasted the berries of a bush the goats had been eating. <sup>PP</sup>

4. The berries were coffee berries, and Kaldi, feeling the effects of the caffeine, told others of his discovery. <sup>PP</sup>
5. The newly discovered coffee was under production in Arabia by the fifteenth century. <sup>PP</sup>
6. Europe had to wait for coffee until the sixteenth and seventeenth centuries. <sup>IP</sup>
7. Some people started using coffee not only as a beverage but also as a medicine. <sup>GP</sup>
8. Drinking coffee in the new coffeehouses was a prime form of entertainment in the 1700s. <sup>GP</sup>
9. People sipped their coffee and read newspapers, talking about the latest news. <sup>PP</sup>
10. Some people's idea of a pleasant time is to drink coffee with friends. <sup>IP</sup>

**EXERCISE B** *Answers will vary.*

11. One way to become dizzy is to spin quickly in circles.
12. Creeping along plants is the caterpillar's mode of transportation.
13. He set a goal of succeeding at the track meet.
14. The audience rose to acknowledge the entrance of the judge.
15. Entering the vast cavern, we fell to an amazed hush.

### Verbal Phrases B, p. 74

#### EXERCISE A

1. I started to think about the choice in my sophomore year of high school. <sup>IP</sup>
2. You can start by reading books that describe colleges. <sup>GP</sup>
3. You may want to narrow your choices to colleges in your state or to private colleges. <sup>IP</sup>

4. A college renowned for its strong academic program is always a good choice. <sup>PP</sup>
5. Some students, looking forward to making new friends at college, also examine social opportunities. <sup>PP</sup>
6. Of course, there is no harm in considering a school with a good sports program, too. <sup>GP</sup>
7. Cheering your team on until you are hoarse in the throat is fun. <sup>GP</sup>
8. The excitement of a good game helps students to blow off steam. <sup>IP</sup>
9. In the end, however, students considering their four years of college must focus on the education they will gain. <sup>PP</sup>
10. Another option is to take advantage of your school counselor's knowledge and assistance. <sup>IP</sup>

**EXERCISE B** *Answers will vary.*

11. Driving a car is a big step towards independence.
12. Our garage band, recording our first CD, could not believe that our dreams had come true.
13. The hardest thing about secrets is keeping them.
14. Don't even try to deny that you ate the last piece of cantaloupe!
15. Pronouncing their words clearly, the actors made sure that the audience understood the story.

### Appositives, p. 75

#### EXERCISE

1. The puppy, a Pomeranian, had long, wavy fur.
2. We gave the dry cleaner, Mr. Nowlin, our suits to press.

3. We especially wanted to hear the cellist Yo-Yo Ma.
4. The hottest months, June, July, and August, are my favorites.
5. The book details the activities of Timmy Roybal, a Pueblo.
6. Samuel Maverick, a cattle rancher, refused to brand his animals.
7. My mentor, Jane Galway, is helping me research colleges.
8. Terrill Park, my hometown, holds a parade each year for Independence Day.
9. My friend Anandi is learning to snowboard.
10. The last day of exams, Friday, is on our minds constantly.
11. The house, a turn-of-the-century mansion, is now a museum.
12. We've looked everywhere for our dog Jake.
13. Dr. Renwick, the violin teacher, also plays cello and viola.
14. Who wrote the poem "Ode on a Grecian Urn"?
15. The younger of the two boys in that family, Sam, looks like his grandfather.
16. The dessert, a magnificent chocolate cake, stood in the center of the table.
17. You should call your aunt Sarah this weekend.
18. He must take this medicine, an antibiotic, for ten days.
19. The addition to their house, an extra bedroom, took six months.
20. Mr. Galven, the assistant principal, wants to see you in his office.

## Appositive Phrases, p. 76

### EXERCISE

1. Dorothy Parker, the poet and short-story writer, is remembered for her wit.
2. A college education, a dream of many, is a worthy pursuit.
3. The gold ring, a family heirloom, was given to my grandmother by her mother.
4. Our family car, a rusty 1981 station wagon, still runs well despite its age.
5. We traveled to Horseshoe City, a tiny town left over from the state's mining days.
6. Charon, the tiny moon of Pluto, is named for a character in Greek mythology.
7. Fear of walking under ladders, a superstition held by many people, is baseless.
8. A well-known folk tale, "Bean Soup" is a favorite story among children.
9. Oxalis, a clover-like plant, makes a colorful garden border.
10. The piano, a neglected old spinet, stood in the dusty corner.
11. This book, a collection of short stories, was due yesterday.
12. The essay contest, one of several sponsored by the newspaper, is open to all students.
13. My cousin, now a private pilot in Alaska, used to be afraid of flying.
14. Central Avenue, the main street of the town, is lined with shops and restaurants.
15. The magazine article, a feature story about hot-air balloonists, was fascinating.
16. Three bowls and a platter, examples of the potter's best work, are on display in the gallery.

17. Usually a slow, shallow stream, the creek now raged out of its banks.
18. That movie, one of the best I've ever seen, should win several awards.
19. My mother, the eighth of eleven children, grew up in North Dakota.
20. Jeremy, until recently an unexceptional student, is determined to excel in math.

### Appositives and Appositive Phrases, p. 77

#### EXERCISE

1. Pluto is normally the ninth planet in the solar system, but its steep orbit at times brings it inside the orbit of its nearest neighbor, Neptune.
2. On this tiny planet, a complete rotation, one day and night, takes 6.39 Earth days.
3. We have not known about this tiny planet, the last to be discovered, for very long.
4. In fact, it was discovered by Clyde Tombaugh, an amateur astronomer at the Lowell Observatory.
5. Tombaugh located Pluto in Gemini, a well-known constellation, on February 18, 1930.
6. For a time, scientists wondered if Pluto were an escaped moon of Neptune, a planet with many moons.
7. The discovery of Charon, Pluto's tiny moon, brought this idea into question.
8. The planet is named after Pluto, Greco-Roman god of the underworld.
9. Fittingly, little Charon is named after a dreaded character in Greek myth, the ferryman who rowed the dead into the underworld.

10. Some scientists think that other tiny planetoids may exist beyond Pluto, the most distant planet for now.

### Review A: Phrases, p. 78

#### EXERCISE A

1. <sup>ADV</sup> During a test I used to become nervous or upset.
2. My mother discussed this <sup>ADV</sup> with me last spring.
3. I had become quite upset <sup>ADV</sup> about my final exams.
4. I had become very tense, and I had lost much of <sup>ADJ</sup> my appetite.
5. One day my mother sat down and explained the value of <sup>ADJ</sup> a little anxiety.
6. Although she was concerned, she talked very calmly <sup>ADV</sup> about test taking.
7. Too much worry, she told me, is unhealthy <sup>ADV</sup> for anyone.
8. No one <sup>ADJ</sup> in that situation can perform well.
9. Too much worry <sup>ADJ</sup> about a test can prevent clear thinking.
10. Her explanation <sup>ADJ</sup> of stress and anxiety was very helpful.

#### EXERCISE B

11. Many people never learn <sup>INF</sup> to stay afloat in the water.
12. Some of them, <sup>PART</sup> fearing the water, stay away from it.
13. Others, however, try again and again <sup>INF</sup> to become good swimmers.
14. Eventually some succeed in <sup>GER</sup> mastering the basic technique.
15. My sister, for instance, can now swim after <sup>GER</sup> spending many years in classes.

16. Undaunted by past failures, she would enroll in a new class each fall.
17. In class, she would cling to the side of the pool, kicking her feet.
18. Standing in shallow water, she would then practice her arm movements.
19. In deep water, though, she sometimes ended by paddling slowly to the side.
20. Then she would work up her nerve to begin again.

### Review B: Phrases, p. 79

#### EXERCISE A

1. At first I thought I heard kittens.
2. The cries I heard were loud enough for a whole litter.
3. I took a saucer of milk and went upstairs.
4. I began an extensive search and wasted most of the afternoon.
5. To my surprise, I did not find the kitten I had expected.
6. Instead, I spotted a nest with two little pigeons in it.
7. That was very surprising to me.
8. Using some wood from my workshop, I built the pigeons a snug house.
9. Few of the neighborhood birds can boast such luxury.
10. Unfortunately, they are skittish and flighty as pets.

#### EXERCISE B

11. It is easy to grow luffa gourds.
12. Many people are quite successful at raising a large crop.
13. It takes about ten days for vines to sprout from seeds.

14. Plants nurtured by the sun flourish and produce many gourds.
15. Sun-ripened in about eighty days, the gourds may be harvested and eaten.
16. Left on the vines, the gourds eventually make sponges.
17. Consider the benefits of growing a single luffa crop.
18. Combining some of the luffas with apples and sweet potatoes, you can prepare a delicious treat.
19. You might use other luffas from the same crop to wash the dishes.
20. Giving luffas as gifts to your family and friends is another option.

### Review C: Phrases, p. 80

#### EXERCISE A

1. Bicycling through the countryside is a favorite hobby of mine.
2. I enjoy the freedom to get around on my own.
3. I also ride my bike to school.
4. At 8:00 A.M., I am on my way, pedaling furiously.
5. Neither rain nor heat nor barking dogs keep me from riding my bike daily.
6. My current bike, an old three-speed model, is not well suited for long-distance riding.
7. Affectionately dubbed Wheels, it originally belonged to Carlos Ramirez.
8. Carlos, a former neighbor of mine, made me promise to keep Wheels clean and properly oiled.
9. Three years' worth of repairs attests to my good faith in the matter.

10. Nevertheless, I am trying to save enough money for an all-terrain bike. <sup>INF</sup>

**EXERCISE B**

11. Swimming the length of the pool was one of the requirements for graduation. <sup>GER</sup>
12. This requirement, a longtime rule at the college, was easy for many students. <sup>APP</sup>
13. To my sister, it was a difficult challenge. <sup>PREP</sup>
14. She would jump into the pool with her friends standing by to cheer her on. <sup>INF</sup>
15. Despite her intentions, she never got farther than ten feet from the edge of the pool. <sup>PREP</sup>
16. Nevertheless, she would try again, advancing and improving each time. <sup>PART</sup>
17. The instructor, a sympathetic person, became interested in my sister's problem. <sup>APP</sup>
18. He convinced her that swimming did not mean risking her life. <sup>GER</sup>
19. My sister persisted, finally passing the swimming requirement. <sup>PART</sup>
20. In her case, swimming seemed to be a challenge that she accepted and met. <sup>INF</sup>

**Literary Model: Short Story, pp. 81–82**

**EXERCISES A AND B** *Answers may vary.*

The platoon of twenty-six soldiers moved slowly in the dark, single file, not talking. One by one, like sheep in a dream, they passed through the hedgerow, crossed quietly over a meadow, and came down to the rice paddy. There they stopped. Their leader knelt down, motioning with his hand, and one by one the other soldiers squatted in the shadows, vanishing in the primitive stealth of warfare. For a long time they did not move. Except for the sounds of their breathing, the twenty-six men were very quiet: some of them excited by

the adventure, some of them afraid, some of them exhausted from the long night march, some of them looking forward to reaching the sea, where they would be safe. At the rear of the column, Private First Class Paul Berlin lay quietly with his forehead resting on the black plastic stock of his rifle, his eyes closed. He was pretending he was not in the war, . . . pretending he was a boy again, camping with his father in the midnight summer along the Des Moines River. In the dark, with his eyes pinched shut, he pretended. . . .

From "Where Have You Gone, Charming Billy?" slightly adapted from *Going After Cacciato* by Tim O'Brien. Copyright © 1975, 1976, 1977, 1978 by Tim O'Brien. Reprinted by permission of the author.

**EXERCISE C**

*A sample response is given.*

Evin Delafosse walked through the deserted streets of the South End, amazed at how stupid he was to be in this part of the city at two in the morning. Walking as fast as he thought he could without arousing suspicion, he went over the events of the night: the party at Mimi's, the poker game he lost, the consequence he had to accept for losing. Almost whining, he pleaded with his friends to call off the bet and not leave him in this dreaded South End neighborhood. But they were dead serious—determined he was going to be as bulletproof as they were. They came to the worst corner they could find and slowed down long enough to push him out, tires screeching as they sped off.

Evin, shaking off the fear as best he could, vowed that he would get through this caper too. He weaved through the streets, all five senses operating at maximum capacity.

**EXERCISE D**

*Answers will vary. A sample response is given.*

1. Evin Delafosse walked through the deserted streets of the South End. He was amazed at how stupid he was to be in this part of the city at two in the morning. He walked as fast as he thought he could without arousing suspicion. He went over the

events of the night: the party at Mimi’s, the poker game he lost, the consequence he had to accept for losing. He almost whined as he pleaded with his friends to call off the bet and not leave him in the South End neighborhood that was so dreaded. . . .

Evin shook off the fear as best he could and vowed that he would get through this caper too. He weaved through the streets. All five senses were operating at maximum capacity.

2. In my original passage, I used verbals to indicate that more than one thing was happening at the same time—for example, walked/amazed; walking/went over; shaking off/vowed; screeching; sped off. I believe that this writing is more interesting than that of my revised passage because it is more complex. My use of only verbs in the revised passage makes the writing more choppy and less flowing.

**Writing Application: Restaurant Review, p. 83**

Writing Applications are designed to provide students immediate composition practice in using key concepts in each chapter of the

*Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

**Scoring Rubric**

The review includes at least four participles, two gerunds, and two infinitives.

1      2      3      4      5

The details, words, and rhythms of the language that the writer has used are suitable for the tone.

1      2      3      4      5

The writer’s opinion is well supported by details.

1      2      3      4      5

The assignment is relatively free of errors in usage and mechanics.

1      2      3      4      5

**Total Score** \_\_\_\_\_

5 = highest; 1 = lowest