

# Prepositional Phrases

*Teaching*

A **prepositional phrase** consists of a preposition, its object, and any modifiers of the object.

The name, Helen, means "light" in Greek. (The preposition is *in*.)

Children in India, Africa, and Israel usually have names with a specific meaning.

An **adjective phrase** is a prepositional phrase that acts as an adjective to modify a noun or a pronoun. It tells *what kind* or *which one*.

Many of the common given names are from Latin. (The phrase modifies *many*, explaining of what.)

An **adverb phrase** is a prepositional phrase that modifies a verb, an adjective, or another adverb. It usually tells *where*, *when*, *how*, or *to what extent*.

During their lifetime, American Indians often use several different names. (The phrase modifies *use*, telling when.)

Usually, a prepositional phrase should be placed before or immediately after the word or words it modifies.

## A. Identifying Prepositional Phrases

Underline every prepositional phrase in each sentence.

**EXAMPLE** Personal names for individuals have been in use since early human history.

- Names for families have been in use for centuries.
- An emperor of China demanded the use of family names by the people in his land.
- In Europe during the Middle Ages, titles were adopted by people of high rank.
- After a while, even people without rank insisted on a family name.
- Often the name for a family was based on the town, occupation, or nickname of the head of the family.
- For example, names like *Miller*, *Cook*, and *Smith* came from jobs.
- Rockefeller* comes from a Dutch word with the original meaning of "dweller near a field of rye."
- Naturally, Johnson started with the "son of John."

## B. Identifying Words Modified by Prepositional Phrases

Underline the prepositional phrase once in each of the following sentences. Underline the word it modifies twice.

- Willard ran toward the goal.
- A flock of Canadian geese honked loudly outside.
- Exotic animals from Australia and New Zealand were featured.
- The girl on the left is my cousin, Phyllis.
- The luxurious cruise ship dropped anchor in the bay.
- Far overhead, the jet streaked through the darkening sky.
- Jumbo ice cream sundaes with whipped cream satisfied us completely.
- Smith Library is between the book store and the student center.

# Prepositional Phrases

*More Practice*

## A. Identifying Prepositional Phrases

In each sentence, underline twice the word modified by the underlined prepositional phrase. On the blank, write **ADJ** or **ADV** to identify what kind of prepositional phrase it is.

1. During the Middle Ages, natural surroundings gave many people their family names. \_\_\_\_\_
2. If you lived near a hill in England, you might get the name *Hill*. \_\_\_\_\_
3. A family from France who lived near a hill would get the name *Dumont*. \_\_\_\_\_
4. People called *Wood*, *Stone*, and *Brook* probably come from families that lived near those natural features. \_\_\_\_\_
5. Most people of the Middle Ages could not read and, therefore, relied on pictures. \_\_\_\_\_
6. To identify their shops, shopkeepers hung up signs with pictures. \_\_\_\_\_
7. The picture on the sign might give a name to the owner of the shop. \_\_\_\_\_
8. If the sign on your shop showed a bell, you might become Mr. or Mrs. Bell. \_\_\_\_\_
9. Another common source of family names was the names of towns. \_\_\_\_\_
10. Most English names with the endings -ton, -ham, or -wich come from town names. \_\_\_\_\_

## B. Identifying Misplaced Prepositional Phrases

Underline every prepositional phrase in each sentence once. If a phrase is misplaced, underline it twice.

**EXAMPLE** Every member wears a cap with a picture of a lizard of the team.

1. Muddy footprints marked the path Sam had taken through the family room and into the kitchen.
2. Squirrels ran up the tree with their mouths full of nuts.
3. Let's stop for pizza after the movie is over.
4. In October, the leaves on the trees begin changing colors.
5. Mrs. Whitaker, beneath the oak tree, planted petunias in neat rows.
6. During the thunderstorm, we ran to the building across the street for shelter.
7. A large committee of students and advisors planned Homecoming in the school library.
8. Under the couch, Dave spotted the cat playing with catnip.
9. The boutique you want is in the west wing at the other end of the mall.
10. The D.J., on his CD player, selected songs for the after-school dance.

# Prepositional Phrases

## Application

### A. Revising Sentences with Misplaced Prepositional Phrases

Rewrite each sentence, changing the position of one or more prepositional phrases so that the sentence is no longer confusing. If there is no error, write **Correct**.

**EXAMPLE** Without his knowledge, a village clerk sometimes added a descriptive word to the given name of a man.

*A village clerk sometimes added a descriptive word to the given name of a man without his knowledge.*

1. On the hay wagon, the horse pulled the group of students.

\_\_\_\_\_

2. In the ice, several skaters saw the large crack.

\_\_\_\_\_

3. A lion startled the hunter with a ferocious roar.

\_\_\_\_\_

4. The profits were deposited safely in the bank from the bake sale.

\_\_\_\_\_

5. Through the goal posts fans watched the football sail.

\_\_\_\_\_

### B. Using Prepositional Phrases as Modifiers

The following information tells about famous people in history with distinctive names. Use the information to write complete sentences about these people. Use at least two prepositional phrases in each sentence. Underline each prepositional phrase you use.

1. **Who:** Eric the Red (so called because of his red hair); **When:** A.D. 985; **What:** This Viking explored and colonized Greenland.

\_\_\_\_\_

\_\_\_\_\_

2. **Who:** Joan of Arc (honored as a heroine in France); **When:** 1429; **What:** This 17-year-old peasant girl led the French army to victory over England at Orleans.

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3. **Who:** Liliuokalani (the name taken by Lydia Kamekeha when she became queen); **Where:** Hawaii, before it was annexed to the U.S.; **When:** 1891 to 1893.

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Lesson  
2

# Appositive Phrases

Teaching

An **appositive** is a noun or pronoun that identifies or renames another noun or pronoun. An **appositive phrase** consists of an appositive plus its modifiers.

Have you heard of the writer Lydia Maria Child? (*Lydia Maria Child* identifies the writer.)

Her best-known work, a poem that begins "Over the river and through the woods," was set to music. (The appositive phrase is underlined.)

An **essential appositive** make the meaning of a sentence clear.

The abolitionist Child wrote to end slavery. (*Child* identifies which *abolitionist*.)

A **nonessential appositive** adds extra information to a sentence whose meaning is already clear. Use commas to set off nonessential appositive phrases.

She is also known for starting a magazine for children, the first of its kind.

## A. Identifying Appositives and Appositive Phrases

Underline the appositive or appositive phrase in each of the following sentences.

1. The American author Henry David Thoreau lived for a time at Walden Pond.
2. Paula wrote about Edgar Allan Poe, the American poet and short-story writer.
3. John Steinbeck, author of *The Grapes of Wrath*, was raised in California.
4. "God Bless America" was written by the prolific and patriotic composer Irving Berlin.
5. Nathaniel Hawthorne and his friends began their own community, Brook Farm.
6. Will Rogers, a humorist and philosopher, was originally a cowboy.
7. American poet Theodore Roethke received a Pulitzer Prize in 1954.
8. Harriet Beecher Stowe's novel *Uncle Tom's Cabin* describes slavery in the years before the American Civil War.

## B. Identifying Essential and Nonessential Appositives

Underline the appositive or appositive phrase in each sentence below. On the line, identify each phrase as **E** if it is essential or **NE** if it is nonessential. Add the necessary commas to sentences with nonessential clauses.

1. The poetry of Robert Frost is identified with rural New England the place where Frost was raised. \_\_\_\_\_
2. *Spin a Soft Black Song* a book of poetry for young readers was written by Nikki Giovanni. \_\_\_\_\_
3. Katherine Lee Bates wrote the patriotic hymn "America the Beautiful" after viewing the Rocky Mountains. \_\_\_\_\_
4. Author and journalist Louis Bromfield lived part of his life on a farm in Ohio. \_\_\_\_\_
5. The running of the bulls in Pamplona, Spain, was described in Hemingway's book *Death in the Afternoon*. \_\_\_\_\_

# Appositive Phrases

## More Practice

### A. Identifying Appositive Phrases

Underline the appositive phrase in each sentence. Write the noun it identifies to the right. Then identify each phrase as **E** if it is essential or **NE** if it is nonessential, and add commas where they are needed to set off nonessential phrases.

EXAMPLE Maya Angelou, the poet, also teaches. *Maya Angelou*, **NE**

1. Frederick Douglass established the newspaper *North Star* in 1847. \_\_\_\_\_
2. *Age of Innocence* a novel by Edith Wharton won a Pulitzer Prize. \_\_\_\_\_
3. Ohioan James Thurber authored two books of modern fairy tales. \_\_\_\_\_
4. Zelda Fitzgerald wife of F. Scott Fitzgerald wrote a novel about their marriage. \_\_\_\_\_
5. The play *A Raisin in the Sun* was the first play produced on Broadway by an African-American woman. \_\_\_\_\_
6. The play's success brought its writer Lorraine Hansberry instant acclaim. \_\_\_\_\_
7. Many works of James Fenimore Cooper a prolific author describe the tension between society and the individual. \_\_\_\_\_
8. *Godey's Lady's Book* an early magazine on manners and fashion was edited by Sarah J. Hale. \_\_\_\_\_

### B. Using Appositives in Sentences

Choose one of the nouns in each sentence that needs clarification or that can be given extra information. Rewrite the sentence, adding an appositive to the noun you chose. Use commas if necessary.

1. My friend wrote a letter to the editor of a newspaper.  
\_\_\_\_\_
2. The secretary circulated the notice to the members of the club.  
\_\_\_\_\_
3. Does the clerk know the price of that book?  
\_\_\_\_\_
4. His brother composed a poem for the literary magazine of his school.  
\_\_\_\_\_
5. Edgar Allan Poe wrote poems, essays, and short stories.  
\_\_\_\_\_

Lesson  
2

# Appositive Phrases

## Application

### A. Writing with Appositives and Appositive Phrases

Combine each set of sentences into a single sentence by using appositives or appositive phrases. Use commas as they are needed.

1. As a child, Amy Tan eagerly read books. She especially loved fairy tales and Gothic and Bible stories.

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2. Amy's father came to America to escape civil unrest in his homeland. He was an electrical engineer and Baptist minister.

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3. Later, Amy better understood her mother. Her mother had been an abused wife who had to abandon her children and flee China before the Communist take-over.

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4. *The Joy Luck Club* was translated into 23 languages, including Chinese. It was a world-wide best seller.

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### B. Using Appositives and Appositive Phrases

You are a member of a club that will award a prize to a famous author. Choose an author whom you particularly like, or invent one. Write a paragraph nominating your author for the award, explaining why he or she should be honored. Use at least three appositives or appositive phrases in your paragraph. After each appositives or appositive phrase, write in parentheses whether it was essential (E) or nonessential (NE).

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# Verbals: Participial Phrases

Teaching

A **verbal** is a verb form that acts as a noun, an adjective, or an adverb. A **verbal phrase** consists of a verbal plus its modifiers and complements.

A **participle** is a verbal that acts as an adjective. A **participial phrase** consists of a participle plus its modifiers and complements. Since a participle is formed from a verb, it may have an object. Any object and its modifiers are part of the participial phrase.

Carrying their backpacks, three students boarded the school bus. (The participle is *Carrying*.)

Participles may be either present participles or past participles. (Present participles always end in *-ing*.)

The passengers standing in the aisle lurched forward. (The present participle is *standing*)

A broken rail caused the train to leave the track. (The past participle is *broken*)

An **absolute phrase** consists of a participle and the noun or pronoun it modifies. This phrase has no grammatical connection to the sentence in which it appears, although it provides information for the sentence.

A repair crew having arrived, the supervisor left the scene.

## Identifying Participles and Participial Phrases

In each sentence, underline a participle or participial phrase that modifies the boldfaced noun or pronoun. On the blank, write what kind of participle it is: **Pres.** for present participle or **Past** for past participle.

1. The **honeysuckles** blooming in our yard attract swarms of industrious bees. \_\_\_\_\_
2. Working carefully, the **signpainter** completed the elaborate poster. \_\_\_\_\_
3. Having about 52,000 people per square mile, **Paris** is among the world's most crowded cities. \_\_\_\_\_
4. An enormous **icicle**, broken into several pieces, lay on the sidewalk. \_\_\_\_\_
5. Our new **puppy** finally falling asleep, we crept out of the kitchen. \_\_\_\_\_
6. In **poetry** written in English, meters are based on syllables and stress. \_\_\_\_\_
7. The player piano **rolls** stored in my grandparents' attic for 60 years are still usable. \_\_\_\_\_
8. Impressed by the speaker's sense of urgency, **we** listened intently. \_\_\_\_\_
9. The **movie** being filmed on that set is already over budget. \_\_\_\_\_
10. Its **radio** blaring loudly enough to be heard a block away, the old gray car rolled slowly down the street. \_\_\_\_\_
11. The detectives found **scraps** of material from the thief's jacket caught on a nail. \_\_\_\_\_
12. Only five of the **students** invited to submit projects did so. \_\_\_\_\_

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Lesson  
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# Verbals: Participial Phrases

*More Practice*

## A. Identifying Participles and Participial Phrases

Underline once the participle or participial phrase in each sentence. Underline twice the word that the participle or participial phrase modifies. On the blank, write what kind of participle it is: **Pres.** for present participle and **Past** for past participle.

1. A roaring sound awakened me from a deep sleep. \_\_\_\_\_
2. Bitten on the hand by a dog, Mr. Grimsley sought medical help. \_\_\_\_\_
3. Brightly glowing embers illuminated the faces around the campfire. \_\_\_\_\_
4. The spider monkey, known for its liveliness, sat listlessly in the corner of its cage. \_\_\_\_\_
5. Climbing to the top of the hill, Charlene watched the scene below. \_\_\_\_\_
6. Caught by the strong gust of wind, she barely could keep her balance. \_\_\_\_\_
7. A Navaho blanket woven by hand is truly a work of art. \_\_\_\_\_
8. Susan, returning, opened her apartment door and went inside. \_\_\_\_\_
9. The hungry dog, found at last, eagerly gobbled the dish of food. \_\_\_\_\_
10. Screeching tires announced the arrival of Uncle Fred. \_\_\_\_\_

## B. Using Participial Phrases to Combine Sentences

Use participial phrases to combine each set of sentences into one sentence. Use an absolute phrase in the even-numbered items.

**EXAMPLE** The tour boat was already full. We waited for the next trip.  
*The tour boat being full already, we waited for the next trip.*

1. John pulled his carry-on bag from the overhead compartment. He lost his grip on it.  
 \_\_\_\_\_
2. Luggage littered the area. We kept on walking through the terminal.  
 \_\_\_\_\_
3. He went biking on a sunny afternoon. He traveled over 20 miles.  
 \_\_\_\_\_
4. The snow blocked the roads. Our travel plans were delayed.  
 \_\_\_\_\_
5. Grandpa's old car was eaten by rust. It crumbled in our hands.  
 \_\_\_\_\_



# Verbals: Participial Phrases

## Application

### A. Using Participial Phrases to Combine Sentences

Combine each of these pairs of sentences into a single sentence by using participial phrases. In one of the three items, use a participial phrase as part of an absolute phrase. Use a comma after each participial phrase that begins a sentence.

1. A rowboat bobbed gently in the middle of the lake. It soon rocked its two occupants to sleep.

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2. A hurricane was building near the coast. All cruise ships stayed in the harbor.

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3. The co-pilot took over the controls. He flew the jet while the pilot took a break.

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### B. Using Participles and Participial Phrases in Writing

On the blank to the right of each item below, write **Pres.** for a present participle and **Past** for a past participle. Then write a sentence using the participle or phrase. Use a comma after each participial phrase that begins a sentence. Use participial phrases within absolute phrases for the even-numbered items.

1. plowing through snow \_\_\_\_\_

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2. being blinded by fog \_\_\_\_\_

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3. crowded with holiday travelers \_\_\_\_\_

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4. missing their connections in Atlanta \_\_\_\_\_

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5. searching for a vegetarian meal \_\_\_\_\_

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**Lesson  
4**

# Verbals: Gerund Phrases

*Teaching*

A **gerund** is a verb form that ends in *-ing* and acts as a noun. A **gerund phrase** consists of a gerund plus its modifiers and complements. Since a gerund is formed from a verb, it may have an object. Any object and its modifiers are part of the gerund phrase.

Basic cooking requires following simple directions.

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

For me, locating the ingredients (*subject*) may take longer than putting them together (*object of preposition*).

I dislike beating eggs by hand (*direct object*).

My preference is using the electric beaters (*predicate nominative*).

## A. Identifying Gerunds and Gerund Phrases

In each sentence, underline every gerund phrase once. Underline each gerund twice.

1. George's specialty was making a perfect soufflé.
2. Elise began by sifting four cups of wheat flour into a large bowl.
3. Outdoor grilling is popular, especially in the summer.
4. The most difficult task was kneading the dough to the proper consistency.
5. Gary resents having clean-up duty after every holiday or other special occasion.
6. There was no doubt about her winning the prize for best menu.
7. Complimenting the cook is easy when the meal is delicious.
8. Maria's assignment was selecting the perfect menu for the awards banquet.

## B. Identifying Gerunds and Gerund Phrases

Underline each gerund or gerund phrase. On the blank to the right of each sentence, write **S** for a subject, **PN** for a predicate nominative, **DO** for a direct object, or **OP** for an object of a preposition.

1. The circus performer's most popular feat was juggling seven bottles at once. \_\_\_\_\_
2. Commercial fishing must be regulated to prevent depletion of fish populations. \_\_\_\_\_
3. The doctors were leery of increasing the dosage of the patient's medication. \_\_\_\_\_
4. The teacher suggested reading the poem at least twice. \_\_\_\_\_
5. The company prospers by producing software for a variety of businesses. \_\_\_\_\_
6. An inventor's major concern is ceating an invention that actually works. \_\_\_\_\_
7. Giving to charity is encouraged by most religions. \_\_\_\_\_
8. By exercising regularly, people can improve their mental and physical health. \_\_\_\_\_
9. Writing novels under an assumed name was not unusual in the 19th century. \_\_\_\_\_
10. Mechanization has dramatically altered traditional farming. \_\_\_\_\_

CHAPTER 2

# Verbals: Gerund Phrases

*More Practice*

## A. Identifying Gerunds and Gerund Phrases

Underline each gerund or gerund phrase. On the blank to the right of each sentence, write **S** for a subject, **PN** for a predicate nominative, **DO** for a direct object, or **OP** for an object of a preposition.

1. Representing the junior class was her job as a member of the student senate. \_\_\_\_\_
2. The only problem is finding someone who is prepared to finance the project. \_\_\_\_\_
3. You can manage large amounts of information by using a computer. \_\_\_\_\_
4. César enjoys playing guitar with a rock band. \_\_\_\_\_
5. Searching for underwater wrecks is a dangerous occupation. \_\_\_\_\_
6. You can access that Web page by clicking here. \_\_\_\_\_
7. Hauling the large rocks from the riverbank quickly lost its appeal for Jan. \_\_\_\_\_
8. Kevin considered raising his grades by at least a point. \_\_\_\_\_
9. Julia was inspired to create her own quilt after viewing the craft exhibit. \_\_\_\_\_
10. One way to write a believable short story is drawing on your own experience. \_\_\_\_\_

## B. Using Gerunds and Gerund Phrases

Use gerund phrases to combine each set of sentences into one sentence.

1. There was one clear objective in the gourmet cooking class. That was to guide the students to culinary mastery.  
\_\_\_\_\_
2. Jason solved his problem of lack of ingredients. He cut his recipe in half.  
\_\_\_\_\_
3. Mix the batter for five minutes. This produces a light and fluffy dessert.  
\_\_\_\_\_
4. Of all his jobs, Nick had a favorite one. He ground coffee beans at the local coffee house.  
\_\_\_\_\_
5. Freeze blueberries when they are plentiful. This gives you a taste of summer during the winter months.  
\_\_\_\_\_  
\_\_\_\_\_

Lesson 4

# Verbals: Gerund Phrases

## Application

### A. Using Gerunds and Gerund Phrases

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

1. telling the truth (subject) \_\_\_\_\_  
\_\_\_\_\_
2. painting the garage (object of preposition) \_\_\_\_\_  
\_\_\_\_\_
3. entering the coal mine (predicate nominative) \_\_\_\_\_  
\_\_\_\_\_
4. playing chess (direct object) \_\_\_\_\_  
\_\_\_\_\_
5. acting on stage (your choice of position) \_\_\_\_\_  
\_\_\_\_\_

### B. Using Gerunds and Gerund Phrases in Writing

You are a member of a committee that is raising funds for an animal rights group by producing a vegetarian cookbook. Write a brief introduction for the cookbook, discussing cooking procedures, the purpose of the book, and/or the goals of your group. Use at least six gerunds in your statement. Underline each gerund or gerund phrase you use.

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# Verbals: Infinitive Phrases

Teaching

An **infinitive** is a verb form that usually begins with the word *to* and acts as a noun, an adjective, or an adverb. An **infinitive phrase** consists of an infinitive plus its modifiers and complements. Since an infinitive is formed from a verb, it may have an object.

- As noun**      To keep library records up to date is easy on the computer. (subject of sentence)  
Patrons like to know the location of selected books. (direct object)
- As adjective**      Current efforts to computerize all library records are making progress.  
(*To computerize all library records* modifies *efforts*.)
- As adverb**      The time needed to find a book has been reduced considerably. (*To find a book* modifies *needed*, telling how a thing is needed.)

An infinitive with a modifier between *to* and the verb is called a **split infinitive**. An example is *to quickly find* rather than *to find quickly*. Although split infinitives are acceptable in informal speech and writing, avoid them in formal writing.

## A. Identifying Infinitives and Infinitive Phrases

Underline the infinitive phrase once in each sentence. Underline the infinitive twice.

1. To spend a day without encountering some type of computer is impossible.
2. Most retail stores use computers to keep an accurate count of their merchandise in stock.
3. Computer analysis of geological areas helps oil companies to select drilling sites.
4. Giant computerized "arms" help to pour molten steel into molds.
5. Highly specialized computers are needed to navigate spacecrafts.
6. A programming mistake may cause an entire mission to fail.
7. Many animated films use computers to produce high quality pictures.
8. Presently, great strides are being made to design even more complex computers that think for themselves.

## B. Identifying Infinitive Phrases

Underline the infinitive phrase in each sentence. On the blank to the right of each sentence, **N** for a noun, **ADJ** for an adjective, or **ADV** for an adverb.

1. The selection committee plans to evaluate the qualifications of the candidates. \_\_\_\_\_
2. To combat rabies is one reason for inoculating pets. \_\_\_\_\_
3. The owner of the amusement park uses admission fees to pay his property taxes. \_\_\_\_\_
4. The purpose of the gathering was to celebrate the town's bicentennial. \_\_\_\_\_
5. The Great Wall of China was built to protect China from northern invaders. \_\_\_\_\_
6. The president of the company asked her to call a meeting. \_\_\_\_\_
7. Maoris, the first people to inhabit New Zealand, belong to the Polynesian race. \_\_\_\_\_
8. Unfortunately, we arrived too late to catch the beginning of the show. \_\_\_\_\_

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CHAPTER 2

**Lesson**  
**5**

**Verbals: Infinitive Phrases**

*More Practice*

**A. Identifying Infinitive Phrases**

Underline the infinitive phrase in each sentence. On the blank to the right of each sentence, write **N** for a noun, **ADJ** for an adjective, or **ADV** for an adverb.

1. This word processing program is not difficult to use. \_\_\_\_\_
2. What is to be gained from the use of word processing? \_\_\_\_\_
3. To make additions, deletions, and corrections is quite easy. \_\_\_\_\_
4. You will easily learn to rearrange pieces of text. \_\_\_\_\_
5. As a result, you are free to make changes almost endlessly. \_\_\_\_\_
6. When the time to produce a final copy arrives, the printer performs the task automatically. \_\_\_\_\_
7. There is no longer any need to retype pages of text. \_\_\_\_\_
8. A word-processing system enables you to store your text for future use. \_\_\_\_\_
9. To produce multiple copies of form letters is a simple task. \_\_\_\_\_
10. The original purpose of word-processing systems was simply to produce written material faster and easier. \_\_\_\_\_
11. Now, even elementary schools students use computers to do their homework. \_\_\_\_\_
12. In fact, more advanced word-processing skills include the ability to add charts and line art to a document. \_\_\_\_\_

**B. Using Infinitive Phrases**

Write a sentence using each of the following infinitive phrases.

1. to explore a deep cave  
\_\_\_\_\_
2. to arrive on time  
\_\_\_\_\_
3. to remember the words of old songs  
\_\_\_\_\_
4. to listen to country music  
\_\_\_\_\_
5. to watch a parade  
\_\_\_\_\_

# Verbals: Infinitive Phrases

## Application

### A. Using Infinitive Phrases to Combine Sentences

Combine each pair of sentences below, changing one of the sentences into an infinitive phrase. Add, drop, or change words as needed.

**EXAMPLE** In this novel, a thief plans his next crime. He will rob a bank.  
*In this novel, a thief plans to rob a bank.*

1. We can aid famine victims. One way is by publicizing their plight internationally.

\_\_\_\_\_

2. After much thought she set a goal. She would become a biomedical engineer.

\_\_\_\_\_

3. You can make a difference. Here is how: register, vote, and volunteer for the political party of your choice.

\_\_\_\_\_

4. The class decided it would raise money for the flood victims. The entire class agreed with the decision.

\_\_\_\_\_

5. An overpowering urge gripped me. I wanted to sing loudly.

\_\_\_\_\_

### B. Using Infinitive Phrases for Variety

How do you use computers? Where do you use them? Is it easy or difficult for you to use computers? Write a paragraph about you and computers. Use infinitive phrases in at least four of the sentences.

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\_\_\_\_\_  
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Lesson  
6

# Avoiding Problems with Phrases

Teaching

A **misplaced modifier** is a word or phrase that is placed so far from the word it modifies that the meaning of the sentence is unclear or incorrect.

**EXAMPLE** Chewing her slipper, Annie found her new puppy. (Was Annie chewing the slipper?)

**REVISION** Annie found her new puppy chewing her slipper.

A **dangling modifier** is a word or phrase that does not clearly modify any noun or pronoun in a sentence.

**EXAMPLE** Finding her puppy, he was chewing Annie's slipper. (Who was finding the puppy?)

**REVISION** Finding her puppy, Annie caught him chewing her slipper.

## A. Finding the Words Modified by Misplaced Phrases

Each underlined phrase is misplaced. On the line to the right, write the word that the phrase is meant to modify.

1. Meatloaf was served to the guests decorated with parsley. \_\_\_\_\_
2. Allen was writing a report on elephants in the lunchroom. \_\_\_\_\_
3. The package belonged to the man with the red bow. \_\_\_\_\_
4. They passed an entire family of raccoons riding their bikes down the path. \_\_\_\_\_
5. Spurting thick puffs of black smoke, the pilot brought down the damaged plane. \_\_\_\_\_
6. Ivan noticed the stray dog looking out his window. \_\_\_\_\_

## B. Identifying Misplaced and Dangling Phrases

In each of these sentences, decide whether there is a misplaced or dangling phrase. If there is a problem with a phrase, underline the phrase and write **Misplaced** or **Dangling**. If the sentence is correct, write **Correct** on the line to the right.

1. To play the guitar well, frequent practice is needed. \_\_\_\_\_
2. Marjorie watched the snow starting to fall through her window. \_\_\_\_\_
3. In glowing shades of crimson and violet, we admired the sun set. \_\_\_\_\_
4. Running to catch the bus, the traffic light changed. \_\_\_\_\_
5. To memorize his part in the play, Brad repeated the lines several times. \_\_\_\_\_
6. Reading for one more hour, the book was finally finished. \_\_\_\_\_
7. I discovered a pearly nautilus and several sand dollars walking along the deserted beach. \_\_\_\_\_



Lesson  
6

## Avoiding Problems with Phrases

### More Practice

### Correcting Misplaced and Dangling Phrases

If a sentence contains a misplaced or dangling phrase, rewrite it to eliminate the error. If the sentence is correct, write **Correct**.

1. A trainer helped Joyce to run faster.

\_\_\_\_\_

2. Sagging on one side, Art looked warily at the barn door.

\_\_\_\_\_

3. Near the peeled onions, tears flowed.

\_\_\_\_\_

4. To dance well the muscles must be toned.

\_\_\_\_\_

5. Mrs. Humphrey, breathing heavily, climbed the steep stairs.

\_\_\_\_\_

6. To learn chess, books are very helpful.

\_\_\_\_\_

7. The parade, holding colorful banners, was filled with hundreds of marchers.

\_\_\_\_\_

8. Is the large red umbrella in the utility room or in the closet?

\_\_\_\_\_

9. Exhausted, the bed looked very inviting.

\_\_\_\_\_

10. Darrell kept his composure throughout the harrowing ordeal.

\_\_\_\_\_

11. To wash the car, a special soap did the job.

\_\_\_\_\_

12. In the tree, we watched the woodpecker drilling.

\_\_\_\_\_

# Avoiding Problems with Phrases

## Application

### A. Correcting Misplaced and Dangling Phrases

If a sentence contains a misplaced or dangling phrase, rewrite it to eliminate the error. If the sentence is correct, write **Correct**. Remember that an absolute phrase may be correct.

1. Lasting more than four years, over eight million soldiers' lives were claimed by World War I.

\_\_\_\_\_

2. Countries before the assassination of the Archduke of Austria-Hungary of Europe had chosen sides.

\_\_\_\_\_

3. Russian troops having mobilized along the German border, Germany declared war against Russia in August of 1914.

\_\_\_\_\_

4. The fighting ended when Germany accepted the armistice terms the Allied Forces had been demanding on November 11, 1918.

\_\_\_\_\_

\_\_\_\_\_

### B. Correcting Misplaced and Dangling Phrases in Writing

In this paragraph, find the misplaced or dangling phrases. On the lines below, write the numbers of the sentences with phrase problems, and rewrite those sentences correctly.

(1) Easter Island, one of many islands in the South Pacific, has a special distinction. (2) Approaching the area by sea or air, huge statues are visible. (3) Cut from volcanic rock, you are astounded by the size of these sculptures. (4) Ranging in height from 14 to 65 feet, you are amazed by spectacular carvings. (5) Most historians believe the statues to have been made by prehistoric Polynesians. (6) These remarkable artisans quarried and carved the several ton figures using primitive tools.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

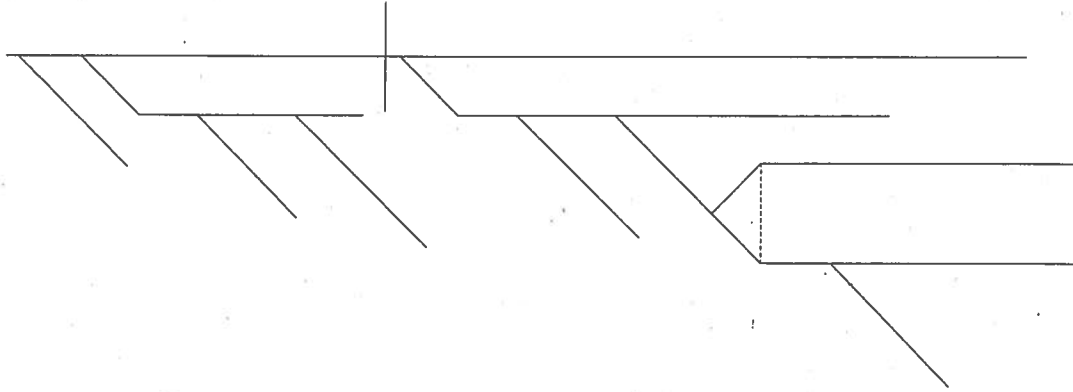
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# Sentence Diagramming: Phrases

## More Practice 1

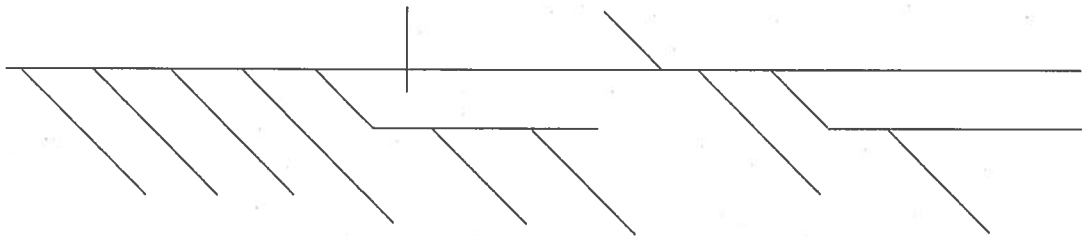
### A. Prepositional Phrases

A career as a set designer can appeal to a person with imagination and artistic ability.



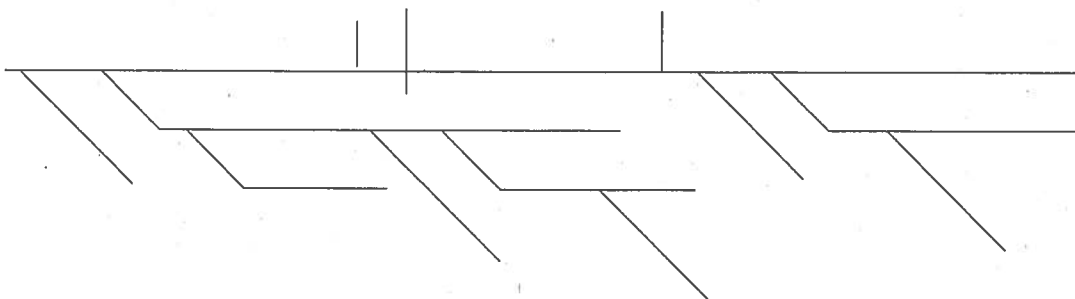
### B. Appositive Phrases

The set design, a major element in a play's success, sets the mood of a play.



### C. Participial Phrases

The designer, keeping in mind the requirements of the play, plans each element on the stage.

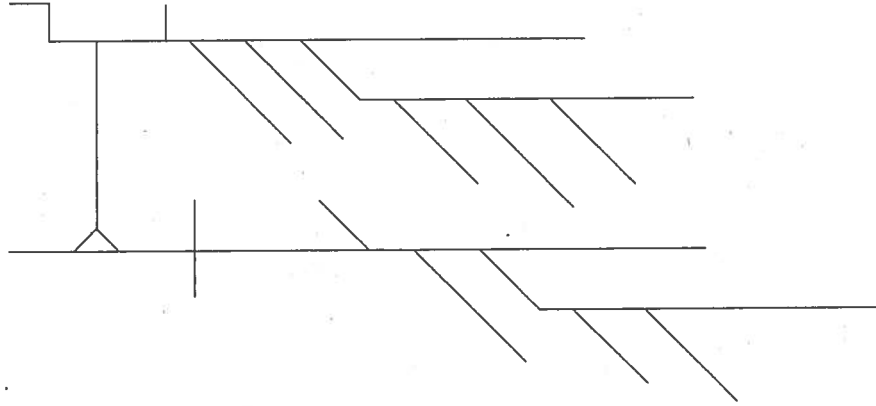


# Sentence Diagramming

## More Practice 2

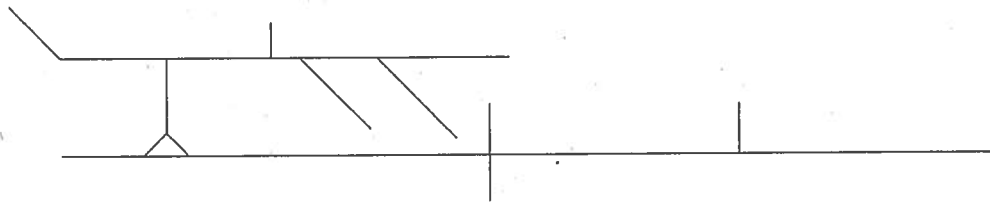
### D. Gerund Phrases

Finding the right furniture of a particular time period can be a challenge for the set crew.

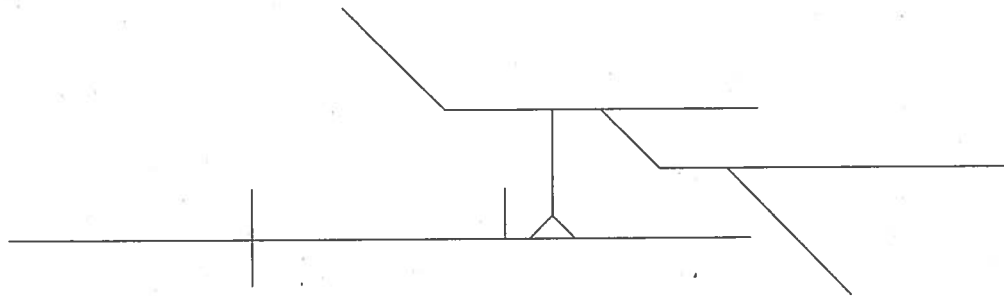


### E. Infinitive Phrases

**Infinitive Phrase as Subject** To get the right effect requires effort.



**Infinitive Phrase as Direct Object** Would you like to go into stage design?



## Sentence Diagramming

### Application

On a separate piece of paper, diagram each of the following sentences.

### A. Diagramming Prepositional, Appositive, and Participial Phrases

1. Reviewing a new play, critics usually judge the set design.
2. The local drama critic, a person with strong opinions, has high standards.
3. Her columns reviewing productions have brought many people, her loyal readers, to the plays.
4. My friend Jim, hating dull plays, has relied on her opinion often.

### B. Diagramming Gerund Phrases and Infinitive Phrases

1. Can you imagine going to plays for your job?
2. Finding a fascinating new play would be an enticing possibility.
3. To expect a fascinating new play nightly would be unrealistic.
4. Most of us prefer to wait for the reviews.

### C. Mixed Practice

1. Many play-lovers enjoy volunteering as ushers.
2. People looking for their seats in dark theaters are easily lost.
3. Sitting in somebody else's seat can cause confusion.
4. Without volunteer ushers, theaters would need to raise prices.
5. Many playwrights hope to see their works in production.
6. A writer known locally for his comedies, Luke Colombi, is a graduate from my high school.
7. To gain a wider reputation is Luke's goal.
8. Winning praise from a Broadway critic would give him lasting pleasure.