

# Prepositional Phrases

## Reteaching

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

Cuckoos lay eggs in sparrows' nests. (The preposition is *in*.)

An **adjective phrase** is a prepositional phrase that acts as an adjective to modify a noun or a pronoun.

The bird in that photo is a cardinal. (The phrase modifies *bird*, telling which one.)

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

The hummingbird moves with speed. (The phrase modifies *moves*, telling how.)

To avoid confusion, place a prepositional phrase as close as possible to the word or words it modifies.

### A. Identifying Prepositional Phrases

Underline every prepositional phrase in each of these sentences.

**EXAMPLE** White storks nest on rooftops in Holland and Poland.

1. A penguin has air sacs beneath its skin that help it stay above water.
2. A folk tale from China tells of a nightingale that was a favorite of the emperor.
3. You can feed birds in winter and watch them in your backyard.
4. A pet bird that is angry with you will turn its back on you.
5. The eagle, a symbol of America, flies high above the earth.
6. A robin is known by its red and black colors and is found throughout the Midwest.
7. This survey locates all tern and skimmer colonies in Florida and determines the number of breeding places.
8. The bird was chased into our house by the cat and finally flew out the window.
9. The barred owl is common in southern swamps and widespread in northern woods.
10. Birds that live in those treetops are not afraid of people.

### B. Identifying Words Modified by Prepositional Phrases

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

1. In his lifetime Jack London held many jobs.
2. Maine is the only state in the United States that adjoins only one other state.
3. Paloverde, a flowering shrub, grows along desert canyon edges.
4. Both express mail and priority parcel post are shipped by air.
5. The deepest spot in the Pacific Ocean is the Mariana Trench.
6. Those blue flowers under that beech tree are called grape hyacinth.
7. The reverse side of the nickel depicts Monticello.
8. The fruit peddler's cart rattled along the cobblestone street.

# Prepositional Phrases

## More Practice

### A. Identifying Prepositional Phrases

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

1. To obtain photographs of birds **in natural settings**, focus on a branch or other favorite perch. \_\_\_\_\_
2. A bird's song in the morning alerts males **of the same species** that there is no room for them in that bird's territory. \_\_\_\_\_
3. Without regard to artistic value, making field sketches is valuable in helping people learn **about birds**. \_\_\_\_\_
4. The species of birds in each photograph is identified **in the caption**. \_\_\_\_\_
5. Almost anyone **with experience** in photographing birds can help our group. \_\_\_\_\_
6. Some people look for robins **in winter or early spring**. \_\_\_\_\_
7. An owner **with great patience** can train a parrot to speak with adequate clarity. \_\_\_\_\_
8. An eagle skimmed **across the lake**, grasping a wiggling trout in its talons. \_\_\_\_\_
9. The strong beak **of the red-headed woodpecker** easily drills through the bark of any tree. \_\_\_\_\_
10. **With nonchalant assurance** the blue jay dodged among the brambles and landed on the branch. \_\_\_\_\_

### B. Identifying Misplaced Prepositional Phrases

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

**EXAMPLE** All of the drawers were full of old photos of the cabinet.

1. The cerebellum is located below the back part of the cerebrum.
2. In the mineral, the color in most precious gems results from impurities.
3. Many peaks rise over 10,000 feet of the Rocky Mountains.
4. Kampuchea was once called Cambodia, in Southeast Asia.
5. In the closet there are boxes of used toys for the toy collection.
6. A car passed me as I crossed the street with its lights flashing.
7. The scarecrow kept birds away from the garden in my father's clothes.
8. To reach the cafeteria, go down this hallway, up the steps to the right, and across the courtyard.
9. The costumes we needed for the play were stored in large boxes under the stage.
10. A petri dish between the lab tables slipped out of my hands and became wedged.

# 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.

**EXAMPLE:** The sound of the woodpecker woke the baby in the oak tree.

*The sound of the woodpecker in the oak tree woke the baby.*

1. There is a book about the nesting habits of hummingbirds on the top shelf.

\_\_\_\_\_

2. Arthur spoke to May about his rare bird after it arrived from New York on the phone.

\_\_\_\_\_

3. Under the reeds I observed a mallard and her ducklings in a nest.

\_\_\_\_\_

4. The soaring hawk spotted the tiny field mouse with its keen eyesight.

\_\_\_\_\_

5. Peacocks proudly strutted with iridescent feathers through the gardens.

\_\_\_\_\_

### B. Using Prepositional Phrases as Modifiers

Rewrite each of the following sentences, replacing each boldfaced word or phrase with a prepositional phrase that clarifies the meaning of the sentence. You may need to place the prepositional phrase in a position different from the position of the boldfaced word.

1. The train leaving **then** goes **there**.

\_\_\_\_\_

2. **That** package should be delivered to the house **like that**.

\_\_\_\_\_

3. I always order my salad **that way**.

\_\_\_\_\_

4. All the dancers **like that** are supposed to be sunflowers **then**.

\_\_\_\_\_

5. Kathy read **that** book **then**.

\_\_\_\_\_

# Appositive Phrases

*Reteaching*

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.

On vacation, I met Janet, a volunteer at Everglades National Park. (The appositive is *volunteer*; the whole appositive phrase is underlined.)

An **essential**, or **restrictive appositive**, is needed to make the meaning of a sentence clear. Essential appositives are not set off by commas.

The pamphlet "Saving the Everglades" is available at the information desk. ("Saving the Everglades" identifies which pamphlet.)

A **nonessential**, or **nonrestrictive appositive**, adds extra information to a sentence whose meaning is already clear. Nonessential appositives are set off by commas.

The pamphlet describes Everglades National Park, a national treasure.

## A. Identifying Appositives and Appositive Phrases

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

1. The Everglades, a shallow river rather than a marsh, is in Florida.
2. Its vast acreage, a stretch of grass and water, is home to a variety of animal life.
3. Visitors regularly spot roseate spoonbills, exotic water birds.
4. The flamingo, another bird abundant there, can also be seen wading in the water.
5. Everglades National Park, a protected wildlife habitat, was established in 1947.
6. The area has been threatened by a new difficulty, the growing population of Florida.
7. Some cities draw their water from aquifers, natural underground reservoirs.

## 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 necessary commas.

1. The Babylonians the most famous lawmakers of ancient times devised edicts regarding water usage. \_\_\_\_\_
2. None of the cargo of that ship valuables from the 1600s has been recovered. \_\_\_\_\_
3. The ancient country Egypt is sometimes called the gift of the Nile. \_\_\_\_\_
4. Guam an island in the Pacific Ocean was the site of battles in World War II. \_\_\_\_\_
5. The Archimedes pump reportedly an invention of Archimedes from the third century B.C. was used for irrigation. \_\_\_\_\_
6. The boat the *Janice* sports a sign advertising the state of Washington. \_\_\_\_\_
7. The Great Lakes the largest freshwater lakes in the world lie on northern border of the United States. \_\_\_\_\_

# 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** The iceberg, a threat to navigation, is the size of New Jersey. *iceberg, NE*

1. The Amazon River the second longest in the world is 4,000 miles in length. \_\_\_\_\_
2. The book *Life on the Mississippi* chronicles events during the steamboat era. \_\_\_\_\_
3. Hydroelectric plants facilities that convert water power to electricity generate about one-fourth of the electric power in the world. \_\_\_\_\_
4. The famous waterfall on the Zambezi Victoria Falls is one of the natural wonders of the world. \_\_\_\_\_
5. The only water link between the Atlantic and the Great Lakes the St. Lawrence Seaway is used by ships of all nations. \_\_\_\_\_
6. Antarctic icebergs large pieces of ice from the Antarctic icecap are much larger than those found in the North Atlantic. \_\_\_\_\_
7. The painter J. M. W. Turner was perhaps best known for his seascapes. \_\_\_\_\_
8. An island located in the Arctic region Greenland is responsible for the icebergs in the North Atlantic. \_\_\_\_\_
9. Woody plants typically trees and shrubs grow in swamps or bogs. \_\_\_\_\_
10. Rudyard Kipling's story "The Elephant's Child" described the Limpopo River in South Africa in a colorful way. \_\_\_\_\_

### 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 as necessary.

1. That vase on the table costs \$150.  
\_\_\_\_\_
2. For breakfast we had oatmeal and toast with jelly.  
\_\_\_\_\_
3. Two of the boys carried the sofa into the dorm room.  
\_\_\_\_\_

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# 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.

- Oceans cover about 71 percent of the earth's surface. Oceans are large bodies of salt water.

\_\_\_\_\_

- The continental shelf extends toward the sea for about 43 miles. The continental shelf is the submerged section of a continent.

\_\_\_\_\_

- Mid-ocean ridges are located in the central parts of the oceans. Extensive mountain ranges in the ocean are called mid-ocean ridges.

\_\_\_\_\_

- The Mid-Atlantic Ridge and the East Pacific Rise wind across the oceans for 40,000 miles. The Mid-Atlantic Ridge and the East Pacific Rise are sections of a continuous ridge system.

\_\_\_\_\_

\_\_\_\_\_

### B. Using Appositives and Appositive Phrases

You are writing an ad for a new tour company that will operate boat tours on the Great Lakes, major rivers, and along the coasts of the United States. Choose a body of water or waterway with which you are familiar. Write one or more paragraphs describing a tour of that area, the views, and the side trips that travelers can enjoy. Use at least four appositives or appositive phrases in your paragraph. After each appositive or appositive phrase, write in parentheses whether it was essential (E) or nonessential (NE).

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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

# Verbals: Participial Phrases

*Reteaching*

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.

Ripping free from the lamppost, the banner fluttered to the street. (The participle is *Ripping*.)

Awakened by the blaring horns, Aaron looked out the window. (The past participle *awakened* modifies *Aaron*.)

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.

The bus rumbling away in the distance, we started the long walk home.

## Identifying Participial Phrases and Absolute Phrases

Underline once the participle or participial phrase in each sentence. Underline twice the word that the participle or participial phrase modifies. Write **ABS** after the single sentence in which the participle or participial phrase is part of an absolute phrase.

1. Whistling loudly for a cab, Woodrow startled the elderly gentleman. \_\_\_\_\_
2. The train terminal, built at the turn of the century, was considered an historic treasure. \_\_\_\_\_
3. At the air show, four thunderbirds flying wing to wing somersaulted across the sky in perfect formation. \_\_\_\_\_
4. The leaping water in the monumental fountain was a tourist attraction. \_\_\_\_\_
5. Torn by too many choices, Cecelia decided to take a long walk. \_\_\_\_\_
6. Chugging slowly against the current, the tugboat left port to meet the freighter. \_\_\_\_\_
7. Bending down quickly, George scooped the kitten out of the busy street. \_\_\_\_\_
8. The train having arrived late at the station, many passengers were disgruntled. \_\_\_\_\_
9. Guided by the delicious aroma, Sam found his way to the bagel shop. \_\_\_\_\_
10. A stalled car on the freeway caused a huge traffic jam. \_\_\_\_\_
11. The 10K Turkey Trot, begun as a one-time fund raiser, became an annual event at City Park. \_\_\_\_\_
12. Climbing to the top of the pole, the electrician worked on the traffic signal. \_\_\_\_\_

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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. Write **ABS** after any sentence in which the participle or participial phrase is part of an absolute phrase.

1. Route 12, known as the shortcut to school, actually takes ten minutes longer than West Boulevard. \_\_\_\_\_
2. Broadcasting on location, the radio team raised \$5,000 for the Children's Museum. \_\_\_\_\_
3. The subway car roaring through the tunnel, we could barely hear each other. \_\_\_\_\_
4. Only the most finely ground coffee is served at that specialty shop. \_\_\_\_\_
5. Carefully trained on radar, the pilot confidently landed the jet in the thick fog. \_\_\_\_\_
6. A climbing hydrangea added a bright spot of color to the drab building. \_\_\_\_\_
7. The young boy clutching the coins for his fare, a mother and child boarded the bus. \_\_\_\_\_
8. Mr. Bales, dragged through five stores by his wife, plopped wearily on the bench. \_\_\_\_\_
9. The shaken pedestrian shouted after the careless bicyclist. \_\_\_\_\_
10. Several arriving passengers lost their luggage in the confusion. \_\_\_\_\_

### 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 main bus routes were well covered. We waited only ten minutes.  
*The main bus routes being well covered, we waited only ten minutes.*

1. The mayor was introduced to the gathering. He was warmly received.  
 \_\_\_\_\_
2. All trains were filled to capacity. Disappointed passengers demanded refunds.  
 \_\_\_\_\_
3. Food vendors were stationed outside the convention center. They did a brisk business.  
 \_\_\_\_\_
4. An electrical storm threatened. The parade was postponed until tomorrow.  
 \_\_\_\_\_
5. Tourists arrived in droves. They enjoyed the contemporary art exhibit.  
 \_\_\_\_\_



# Verbals: Participial Phrases

## Application

### A. Using Participial Phrases to Combine Sentences

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

1. Mega Movie Theater attracted people from across the city. It was filled to capacity nightly.

\_\_\_\_\_  
\_\_\_\_\_

2. Noisy helicopters circled the stadium several times. Some players on the field seemed distracted.

\_\_\_\_\_  
\_\_\_\_\_

3. A tourist tram carried visitors between historical buildings. It was closed due to the snowstorm.

\_\_\_\_\_  
\_\_\_\_\_

4. The short-circuit stopped the hotel elevator. Guests were using the stairs.

\_\_\_\_\_  
\_\_\_\_\_

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

Write a sentence using each of these participial phrases. Use a comma after each phrase that begins a sentence. Use participial phrases within absolute phrases in the even-numbered items.

1. filled with bored commuters \_\_\_\_\_

\_\_\_\_\_

2. having walked seven blocks \_\_\_\_\_

\_\_\_\_\_

3. cruising the harbor \_\_\_\_\_

\_\_\_\_\_

4. being stranded at the terminal \_\_\_\_\_

\_\_\_\_\_

5. rising swiftly to the sky \_\_\_\_\_

\_\_\_\_\_

# Verbals: Gerund Phrases

*Reteaching*

A **gerund** is a verb form, or verbal, that ends in *-ing* and functions as a noun. A **gerund phrase** consists of a gerund plus its modifiers and complements.

Climbing mountains appeals to many people.

Gerunds and gerund phrases may be used anywhere nouns may be used. To test whether a verbal or phrase is a gerund or gerund phrase, try substituting a noun for it.

- |                                |  |
|--------------------------------|--|
| <b>As subject</b>              | <u>Seeing the grandeur of a mountain</u> makes me feel small.              |
| <b>As predicate nominative</b> | My hobby is <u>photographing mountains</u> .                               |
| <b>As direct object</b>        | One climber justified <u>climbing a mountain</u> by saying, "It's there."  |
| <b>In apposition</b>           | Sir Edmund Hilary's feat, <u>climbing Mount Everest</u> , is still famous. |

## A. Identifying Gerunds and Gerund Phrases

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

- The ship's captain is usually responsible for navigating a narrow channel.
- Georges Seurat invented pointillism, painting with small dots.
- The terms *smelting* and *sintering* relate to metallurgy.
- An increasingly popular sport is cross-country skiing.
- Storing data and retrieving archives are two useful computer functions.
- Meteorologists measure high-altitude temperatures by sending up balloons.
- Harp and harpsichords require tuning, especially in damp weather.
- Rhea gave preparing her term paper her full attention for two weeks.

## B. Identifying Gerunds and Gerund Phrases

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

- The crumbling of Mount Fuji is a serious problem. \_\_\_\_\_
- The Japanese government gave preserving this significant landmark much attention. \_\_\_\_\_
- After ten years of studying the problem, the Japanese government decided on a possible solution. \_\_\_\_\_
- The Japanese plan was to repair Fuji by building a barrier. \_\_\_\_\_
- Their aim was stopping the constant rock and sand slides. \_\_\_\_\_
- Constructing similar walls has helped in the past. \_\_\_\_\_
- Another benefit, protecting the city of Fujinoyama, was equally desirable. \_\_\_\_\_
- Unfortunately, difficulties arose in bringing workers and supplies to the site. \_\_\_\_\_
- Project managers tried flying supplies in by helicopter. \_\_\_\_\_
- Stopping the decay of Mount Fuji may be impossible. \_\_\_\_\_

CHAPTER 2

# Verbals: Gerund Phrases

## More Practice

### A. Identifying Gerunds and Gerund Phrases

Underline each gerund or gerund phrase. In the blank, write how it is used:

**S** for subject, **PN** for predicate nominative, **DO** for direct object, or **OP** for object of a preposition.

1. Scaling the highest mountains of the world requires skill, stamina, and great endurance. \_\_\_\_\_
2. Before attempting the actual climb, the participants engage in careful preparation. \_\_\_\_\_
3. One important step is mapping the route to be taken. \_\_\_\_\_
4. Another consideration is determining the location of a base camp and the smaller camps higher up the mountain. \_\_\_\_\_
5. The proper equipment is essential in making a safe ascent. \_\_\_\_\_
6. Climbers practice handling ropes, pitons, chocks, and other specialized gear. \_\_\_\_\_
7. Knowing the proper techniques to climb on rock, ice, and snow is vital. \_\_\_\_\_
8. Dangers include falling into crevasses. \_\_\_\_\_
9. Climbing in the rarefied atmosphere causes great fatigue. \_\_\_\_\_
10. However, the satisfaction gained from achieving the goal is incomparable. \_\_\_\_\_

### B. Using Gerunds and Gerund Phrases

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

1. Maggie read the atlas as a child. This activity gave her an extraordinary love of travel.  
\_\_\_\_\_
2. Ian's job was quite a challenge. He restored damaged works of art.  
\_\_\_\_\_
3. They were determined to paint the widow's home in one day. This was their objective.  
\_\_\_\_\_
4. Mary joined the choir. The reason for this was because she loved to sing.  
\_\_\_\_\_
5. Debra enjoys one particular hobby. This hobby is to knit colorful sweaters.  
\_\_\_\_\_

# Verbals: Gerund Phrases

## Application

### A. Using Gerunds and Gerund Phrases

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

1. finding waterfalls that last only through spring (subject) \_\_\_\_\_  
\_\_\_\_\_
2. painting a snow-capped peak (direct object) \_\_\_\_\_  
\_\_\_\_\_
3. climbing past the tree line (predicate nominative) \_\_\_\_\_  
\_\_\_\_\_
4. hearing a yodeler practicing in the distance (apposition) \_\_\_\_\_  
\_\_\_\_\_
5. taking precautions against a snow slide (your choice of position) \_\_\_\_\_  
\_\_\_\_\_

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

Would you enjoy climbing one of the highest mountains in the world, such as Mount Everest? Or do you consider such feats risky or unpleasant? Write a short essay explaining your attitude. Use five or more gerunds in your statement.

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# Verbals: Infinitive Phrases

*Reteaching*

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 complements and modifiers.

- |                     |   |
|---------------------|---|
| <b>As noun</b>      | <u>To work outside</u> can be challenging. (subject of sentence)<br>Drivers want <u>to avoid construction sites</u> . (direct object)<br>The crew's job is <u>to maintain the road</u> . (predicate nominative) |
| <b>As adverb</b>    | <u>To keep workers safe</u> , signs were erected. (tells why erected)   |
| <b>As adjective</b> | Directions <u>to drive more slowly</u> were enforced by police. (tells which directions)  |

## A. Identifying Infinitives and Infinitive Phrases

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

**EXAMPLE** Weather forecasters work to predict damaging storms.

(1) Reporting from Colorado, Donald Mulcahy stated that this was the third snowstorm to hit the western states this week. (2) The central Rockies, already blanketed by snow, were getting ready to dig out again.

(3) "Preparing for a storm is something we're always ready to do here," Mulcahy said. (4) "If it isn't snow, it's rain," he added, turning to point on the weather map to southeast Texas. (5) Heavy flooding has begun to snarl traffic there. (6) "In our area, the power company has asked employees to work around the clock. (7) To restore knocked-down power lines will be a big job. (8) Other than essential workers, everyone has been asked to stay off the streets. (9) That will give snowplow crews a chance to move freely. (10) To have traffic back to normal by the end of the week is about the best we can expect."

## B. Identifying Infinitive Phrases

Underline the infinitive phrase in each sentence. If the phrase is used as an adjective or adverb, write **ADJ** or **ADV** on the line at the right. If the phrase is used as a noun, write **S**, **O**, or **PN** to identify whether it is used as a subject, object, or predicate nominative.

1. To repair a downed power line during a storm demands complete concentration. \_\_\_\_\_
2. The head ranger planned to send a fresh crew to the raging forest fire. \_\_\_\_\_
3. Lift equipment helps linemen to reach the transformers located on telephone poles. \_\_\_\_\_
4. The backhoe operator's task was to dig the trench for the new water line. \_\_\_\_\_
5. To maneuver earth-moving machinery requires great skill. \_\_\_\_\_
6. Cranes to lift heavy objects have made the construction of tall buildings easier. \_\_\_\_\_
7. Weary road crews expected to remain on the job until the blizzard was over. \_\_\_\_\_
8. Skyscrapers under construction have elevators to carry the crew. \_\_\_\_\_

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# Verbals: Infinitive Phrases

## More Practice

### A. Identifying Infinitive Phrases

Underline the infinitive phrase in each sentence. If the phrase is used as an adjective or adverb, write **ADJ** or **ADV** on the line to the right. If the phrase is used as a noun, write **S**, **O**, or **PN** to identify whether it is used as a subject, object, or predicate nominative.

1. To go to medical school was an unusual choice for a woman in the 1890s. \_\_\_\_\_
2. Alice Hamilton, however, decided to become a doctor. \_\_\_\_\_
3. In 1897, she went to Chicago to teach pathology at Northwestern University. \_\_\_\_\_
4. She soon discovered there was work to do among the various immigrant groups in Chicago. \_\_\_\_\_
5. In 1909, a commission to study the relationship between occupations and disease was established in Illinois. \_\_\_\_\_
6. Dr. Hamilton was asked to be the director of the study. \_\_\_\_\_
7. She interviewed hundreds of factory workers to establish the causes of lead poisoning. \_\_\_\_\_
8. In many occupations, as she found, to breathe in the dust is life-threatening. \_\_\_\_\_
9. Dr. Hamilton also helped to prevent poisoning in nitric acid factories. \_\_\_\_\_
10. Many measures that have been taken to increase occupational safety owe their beginnings to Dr. Alice Hamilton. \_\_\_\_\_

### B. Using Infinitive Phrases

Use each of the following infinitive phrases in a sentence.

1. to dispose of hazardous waste  
\_\_\_\_\_
2. to use goggles and face masks  
\_\_\_\_\_
3. to check equipment for signs of wear  
\_\_\_\_\_
4. to reduce speed  
\_\_\_\_\_
5. to anticipate potential dangers  
\_\_\_\_\_

# 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** Highway workers wear bright reflective vests. These vests are easily seen by motorists.

**REVISION** *Highway workers wear bright reflective vests to be easily seen by motorists.*

1. At a construction site, wearing hard hats is required. It protects wearers from falling debris.

\_\_\_\_\_

2. On some jobs, a flagger stands several feet from the work site. The flagger's job is regulating the flow of traffic.

\_\_\_\_\_

3. Heavy trucks emit a loud beeping sound when they go in reverse. The noise warns workers.

\_\_\_\_\_

4. Steel-toed boots are required on some jobs. They protect the worker's feet in hazardous areas.

\_\_\_\_\_

5. Some workers need special headsets if their jobs are noisy. This equipment minimizes hearing loss.

\_\_\_\_\_

### B. Using Infinitive Phrases

Use each of the following infinitive phrases in a sentence in the function identified in parentheses.

1. to wear protective clothing (adjective)

\_\_\_\_\_

2. to observe the change in seasons (predicate nominative)

\_\_\_\_\_

3. to keep traffic moving (object)

\_\_\_\_\_

4. to work in all kinds of weather (subject)

\_\_\_\_\_

5. to keep workers safe (adverb)

\_\_\_\_\_

# Problems with Phrases

## Reteaching

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** The potatoes are on the stove to be mashed. (Will the stove be mashed?)

**REVISION** The potatoes to be mashed are on the stove.

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

**EXAMPLE** Coming home late, the potatoes weren't mashed. (Who came late?)

**REVISION** Coming home late, I didn't mash the potatoes.

### 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 was intended to modify.

1. Andrew put the clothes into a basket to be washed. \_\_\_\_\_
2. Indira left a message concerning a book about mining on the refrigerator door. \_\_\_\_\_
3. Prehistoric people counted cattle using fingers and thumbs. \_\_\_\_\_
4. The plane's passengers glimpsed the ruins of Monde Alban landing in Oaxaca. \_\_\_\_\_
5. I have difficulty eating foods such as noodles and peas with chopsticks. \_\_\_\_\_
6. She saw the announcement about a homework assignment assigned by Mr. Jackson hanging in the hall. \_\_\_\_\_

### B. Identifying Misplaced and Dangling Phrases

Underline the misplaced or dangling phrase in each of the following sentences. Then rewrite the sentence, correcting the error. Add or change words as needed.

1. Hidden by the weeds, I didn't see the rabbit.  
\_\_\_\_\_
2. The cat sat there while I poured the milk purring softly.  
\_\_\_\_\_
3. Did you put the new sheets in the guest room on the bed?  
\_\_\_\_\_
4. Melvin heard a song he liked turning on the radio.  
\_\_\_\_\_
5. Riding down in the elevator, my stomach felt as if it had dropped 20 stories.  
\_\_\_\_\_
6. To win this jingle-writing contest, more than luck is needed.  
\_\_\_\_\_



# 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. Exhausted by the long day, sleep was impossible to resist.

\_\_\_\_\_

2. We saw the dome of Missouri's state capitol entering Jefferson City.

\_\_\_\_\_

3. Sleeping late after the prom, most of us never noticed the small earthquake.

\_\_\_\_\_

4. Jeff found cheese, bread, and some eggs looking for something to eat.

\_\_\_\_\_

5. To be mailed today, I'll spend the morning typing.

\_\_\_\_\_

6. My dog raced along as I left the house barking loudly.

\_\_\_\_\_

7. Auden piled the branches to be fed into the chipper in the side yard.

\_\_\_\_\_

8. Taking another look, the Big Dipper finally became visible.

\_\_\_\_\_

9. Shirley always wore a bathing cap when she swam on her head.

\_\_\_\_\_

10. Talking loudly, the phone interrupted her conversation.

\_\_\_\_\_

11. After a hot day at the beach, a shower sounded inviting.

\_\_\_\_\_

12. I saw two deer and a raccoon riding my bicycle through the park.

\_\_\_\_\_

13. Fans at the tournament lined up three hours before the scheduled starting time.

\_\_\_\_\_

14. Abandoning the dockyards, the island of Malta was left by the British Navy.

\_\_\_\_\_

# 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**.

1. Waving his arms wildly, the dog barked loudly at Eric.

\_\_\_\_\_

2. Grandma looked at the vase and then at me, cracked in half and lying on the floor.

\_\_\_\_\_

3. Munching continuously, the cookies disappeared quickly.

\_\_\_\_\_

4. We stood in the rain watching the chipmunks play under the tree with our umbrellas.

\_\_\_\_\_

5. To use the grinder correctly, instructions should be followed exactly.

\_\_\_\_\_

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

Rewrite this paragraph, correcting the misplaced or dangling participles.

My great-grandfather Seth fancied himself quite an inventor on my mother's side of the family. As a young man the radio was a new invention. "I can do something with that," he declared emphatically. Seth would talk over his ideas with the cows doing his chores. At night he worked in the barn entangled in wires. Pounding and hammering, the night was filled with loud sounds. Finally, covered with dirt and hay, the barn door opened to reveal a triumphant Seth. Gleaming through the dusty haze, he pointed to his new invention. Seth's cows were the first in Guernsey County to have a "whole-barn" sound system.

\_\_\_\_\_  
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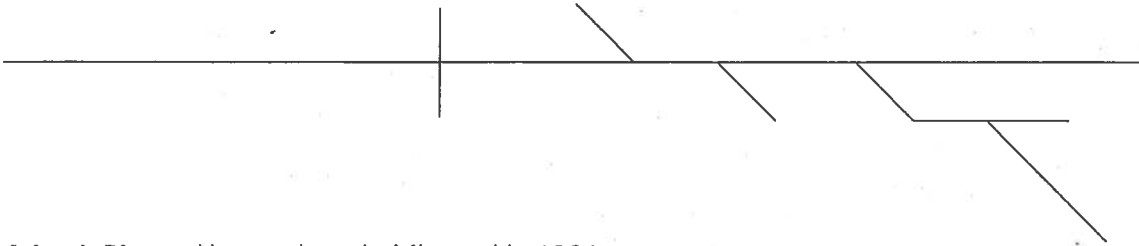
# Sentence Diagramming

## More Practice 1

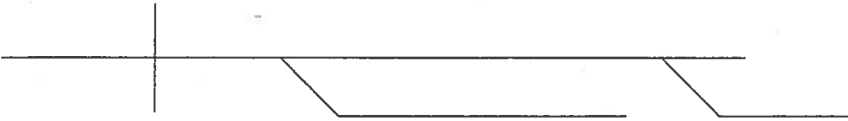
Complete each diagram with the sentence provided.

### A. Prepositional Phrases

**Adjective Phrase** George Washington Carver was a pioneer in agricultural research.

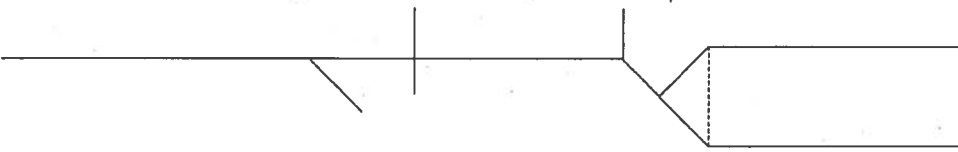


**Adverb Phrase** He was born in Missouri in 1864.



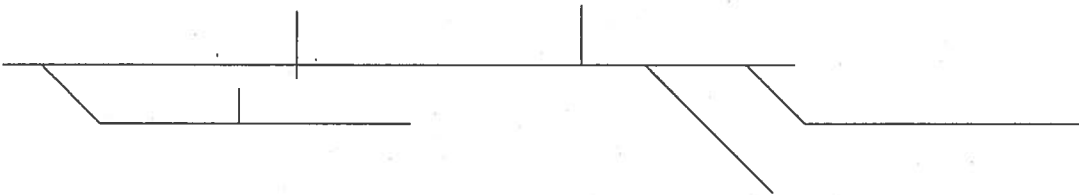
### B. Appositive Phrases

Carver, an orphan, was raised by Moses and Susan Carver.

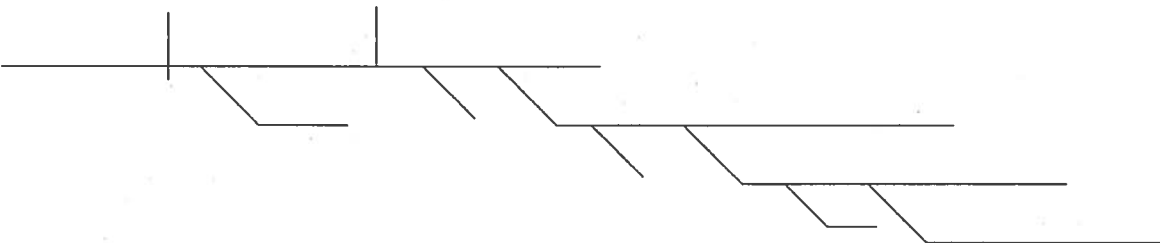


### C. Participial Phrases

**Present Participle** Supporting himself, Carver pursued graduate degrees in agriculture.



**Past Participle** In 1896 Carver joined the faculty of the Tuskegee Institute, founded in 1881 by Booker T. Washington.

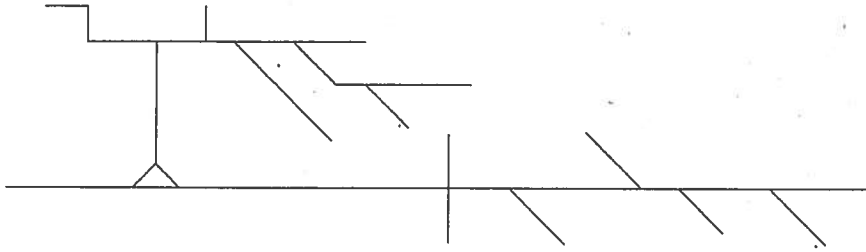


# Sentence Diagramming

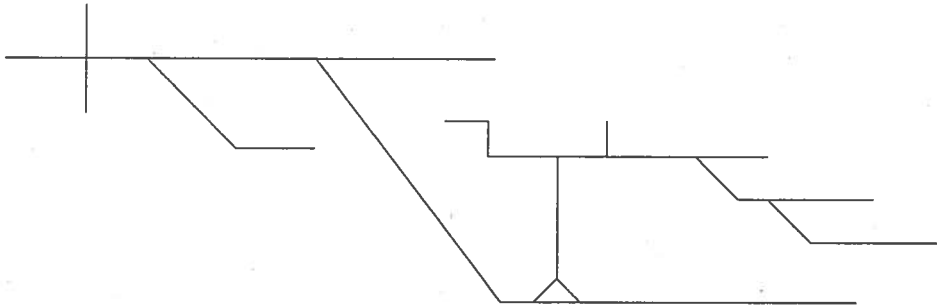
## More Practice 2

### D. Gerund Phrases

**Gerund Phrase as Subject** Improving agricultural methods in the South soon became his chief concern.

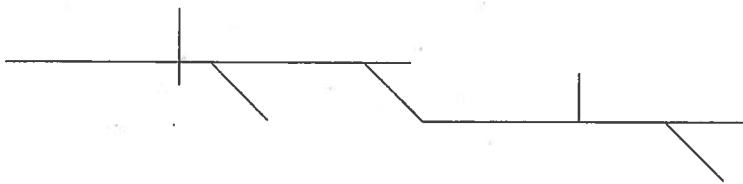


**Gerund Phrase as Object of Preposition** After 1914, he concentrated on finding hundreds of uses for peanuts.

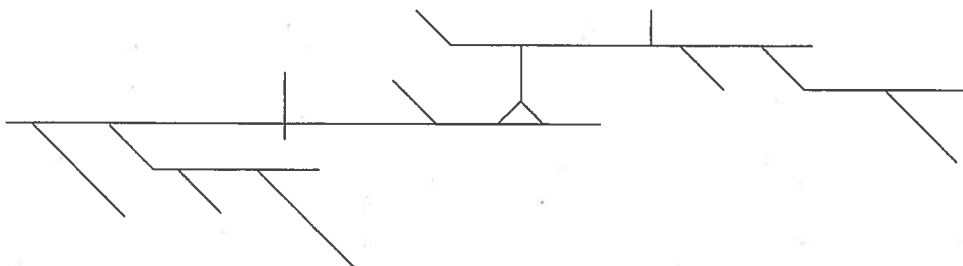


### E. Infinitive Phrases

**Infinitive Phrase as Adverb** Carver worked hard to improve race relations.



**Infinitive Phrase as Noun** Carver's goal in his peanut research was to broaden the market for peanut farmers.



# Sentence Diagramming

## Application

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

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

1. Without much demand for their crops, peanut farmers could not make a profit.
2. Carver, head of Tuskegee's Department of Research, developed 300 products made from peanuts.
3. Winning international fame, Carver was named a fellow of the Royal Society of Arts in London in 1916.
4. Carver's bulletins, distributed to farmers, aided in soil conservation.

### B. Diagramming Gerund Phrases and Infinitive Phrases

1. Farmers improved their crops by following instructions in Carver's bulletins.
2. Carver began to earn his own living at the age of 11.
3. He had artistic talent but decided against becoming a painter.
4. In 1940, Carver donated his life savings to establish a foundation for agricultural research at Tuskegee Institute.

### C. Mixed Practice

1. Some of the products made from peanuts by Carver were a milk substitute, printer's ink, and soap.
2. To call Carver's early life traumatic does not exaggerate.
3. Born a slave, he became an orphan within a year.
4. His mother was stolen by men intending to resell her.
5. After the emancipation of slaves in Missouri in 1865, the toddler George was still raised by his previous owners.
6. Taught to read and write by the Carvers, George determined to continue his education.
7. In 1939, Carver was honored by being awarded the Theodore Roosevelt Medal for his contributions to science.
8. A national monument established in 1951 at Carver's birthplace is one way of showing our appreciation for his work.