**PHRASES** (356-372) Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Prepositional Phrases**

You have already learned how to identify prepositional phrases, but now you must be able to identify what the prepositions modify and/ or how they function in sentences.

**There are three types**: **Adjectival, Adverbial, Noun** (rare and undesirable).

**ADJECTIVAL (Prepositional) Phrase**

A prepositional phrase that acts as an adjective is called an\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_phrase, which is a prepositional phrase that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Like one-word adjectives, adjectival phrases can modify;

1 *a subject* Ex. *The house across the road is for sale.*

2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ex.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ex.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ex.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sometimes a sentence can contain more than one adjectival phrase that are back to back to one another.

Sometimes the two adjectival phrases that are back to back modify the same word.

Ex. *The photograph of the tree in the library was beautiful.*

Sometimes one of the adjectival phrases can modify the object of the preposition of an adjectival prepositional phrase that comes before it. EX.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ADVERBIAL (prepositional) Phrase**

A prepositional phrase that acts as an adverb is called an\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_phrase, which is a prepositional phrase that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

by pointing out:

1.*where* 2.*why* 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Underline the Adverbial phrase in the following sentences and indicate which question the adverbial phrase answers.

1. She drove with speed *She drove in what way?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

2. I was scared by the loud noise. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The hawk flew over the house. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For the following 3 sentences, underline the adverbial phrase, indicate what the adverbial phrase modifies and what question it answers.

**Where is the adverbial phrase? What does it modify? What question does it answer?**

1. The coins rolled across the table. *rolled (verb*) The coins *rolled where?*

2. Joan was worried beyond belief. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. He kept his comments deep in his mind. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. A tiny village vanished during the mudslide. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. During the mudslide, a tiny village vanished. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. After the game, we all gathered in the hall. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**NOUN (prepositional) phrases.** This material is not in your book, but propositional phrases can function as nouns, and can therefore function in any way a noun can function**.**

**Ex Under the tree is where I like to sit.**

**It’s a bit wordy and undesirable, so you should try to avoid this structure when you are writing.**

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Practice 15.1A Follow the directions, but also indicate whether the prepositional phrase is Adjectival or Adverbial.

Prep Phrase Adjectival or Adverbial New Sentence

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practice 15. 1B

Prep Phrase Adjectival or Adverbial New Sentence

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPOSITIVES AND APPOSITIVE PHRASES (360-363)**

An appositive is a group of words that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that usually follow \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ after the word they explain.

Underline the appositive in the following examples. Essential or nonessential?

Ex. Some members, the old timers, don’t like change. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ex. The home team, the Panthers, won the tournament title. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ex. The poet Lord Byron was a British citizen. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ex. My neighbor Beth is a talented painter. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTICE**: some of the appositives are set off by commas, and some are not.

**THE MOST IMPORTANT THING YOU NEED TO KNOW ABOUT APPOSITIVES IS WHEN YOU NEED TO SET THE APPOSTIVE 0FF WITH COMMAS!**

In order to learn this, you need to understand the terms **nonrestrictive (nonessential)** and **restrictive (essential).**

With **nonrestrictive (nonessential) appositives**, the appositive could be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

With **essential (restrictive) appositives**, the appositive is not set off by any commas because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assignment**: Go back to the 4 examples above indicate whether the example is essential or nonessential.

**APPOSTIVE PHRASES**

When an appositive is accompanied by its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_it is called an\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which is a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Fill in the following chart, underline the appositive, draw an arrow to the word it modifies, and indicate if the appositive is essential or nonessential:

|  |  |  |
| --- | --- | --- |
| ROLES OF APPOSTIVES PHRASES IN SENTENCES | | Essential or nonessential? |
|  | Leonardo da Vinci, a famous artist, painted many murals. |  |
|  | The chef prepared snails, a French delicacy. |  |
|  | I brought my cousin Isabella, a girl of seven, a DVD. |  |
|  | I chose the color neon blue, an unusual color for a car. |  |
|  | My favorite snack is an orange, a citrus fruit. |  |
|  | Store the books in the basement, a cool dry place. |  |

**COMPOUND APPOSITIVES**

**Examples and their interesting features:**

EX. The entire team—writers, editors, and designers—worked on the book.

This example demonstrates an excellence use of dashes. Why do you think the author of this sentence needed to set off his compound appositive with a pair of dashes?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Ex. All books, fiction and non-fiction, are on sale at the store.

Why did the author of this sentence not need to set off the appositive with a pair of dashes. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Fill in the following chart:

|  |  |
| --- | --- |
| TWO SENTENCES | COMBINE SENTENCES INTO ONE SENTENCE |
| New Jersey is located in North America. The state is an exporter of cranberries. |  |
| The ballet was a sixteenth-century masterpiece. It was first seen in the French king’s courts. |  |
| New York City is one of the busiest cities in the United States. It is located on the East Coast. |  |

Practice 15.1C (363)

|  |  |  |
| --- | --- | --- |
| What is the appositive/appositive phrase? | What word does it tell more about? | Is it essential or nonessential? |
| 1. a music teacher | Miss Smith | nonessential |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

Practice 15. 1D (363)

Combine the two sentences together by creating an appositive/appositive phrase. Then indicate if your appositive is essential (E) or nonessential (NE).

|  |  |
| --- | --- |
| 1. Dr. Kim, our family doctor, is retiring. | NE |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |

(364)

**VERBALS:** Participles, Gerunds, and Infinitives

When a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is used as a \_\_\_\_\_\_\_\_\_\_\_\_\_, an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_or an\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, it is called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which doesn’t function as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When it has modifiers or one or more complements, it is called a verbal\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. There three types of Verbals: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is a form of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_that can act as an\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.The most common types of participles are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_which usually end in –ing (frightening or\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_which usually end in –ed (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and entertained). Some have irregular endings, though such as –t or –en (burnt or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).

Fill in the chart below:

|  |  |
| --- | --- |
| PRESENT PARTICIPLES | PAST PARTICIPLES |
| The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_boxer held his  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_head. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Mary returned to her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_conference call. |

Like other adjectives, participles answer the questions:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Fill in the following chart. Use the examples provided on page 364 to do so.

|  |  |  |
| --- | --- | --- |
| **Sentence** | **Participle** | **What kind or which one?** |
| Maggie’s *tearing* eyes betrayed her happiness. | tearing | What kind of eyes?  Answer: tearing eyes. |
|  |  |  |
|  |  |  |
|  |  |  |

(365)

**How to tell if it is a verb or a participle?**

**Verb**—expresses the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of a sentence, like a normal verb. **Participle—**describes a noun or a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, like a normal adjective, since participles function as adjectives.

Fill in the following chart:

|  |  |
| --- | --- |
| ACTING AS VERBS—underline the verb or verb phrase | ACTING AS ADJECTIVES—underline the participle |
| The cat is crying at the door. Is crying is the action of the cat. | The crying cat clawed at the door?  Which cat? The crying cat. |
| The people were delighted with the new laws. | Delighted, the people approved of the new laws? What kind of people? Delighted people. |

**Participle Phrase**

A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_can be expanded by adding modifiers and complements to form a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which is participle modified by an adverb or adverbial phrase or accompanied by a complement. The entire phrase acts as an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which makes sense because all participles act as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
| Participle plus other element | Sentence | What kind or which one? |
| Participle with a adverb | Working quickly, we built the house in three weeks. | What kind of “we”? The working we. |
| Participle with an adverb phrase | Working at a fast pace, we built the house in three weeks. |  |
|  |  |  |

**RULES YOU MUST LEARN REGARDING PARTICPLES**

**RULE #1 JUSTS LIKE WITH APPOSITIVES, YOU NEED TO KNOW WHEN YOU NEED TO SET THE PARTICIPLE 0FF WITH COMMAS!**

In order to learn this, you need to understand the terms **nonrestrictive (nonessential)** and **restrictive (essential).**

**Nonrestrictive** (nonessential) participles or participle phrases **are** set of by commas.

**Essential** (restrictive) participles or participle phrases **are not** set off by commas.

Fill in the Chart and underline the participles. Draw an arrow from the participle to the noun or pronoun which it modifies. (366)

|  |  |
| --- | --- |
| NONESSENTAIL PHRASES | ESSENTIAL PHRASES |
|  |  |
|  |  |

**RULE # 2** A participle/ participle phrase (modifier) **must** be as close as possible to the thing it modifies. Things can get very confusing if you don’t. Not having a modifier close to that which it modifies is an error knows as a **dangling modifier or misplaced modifier.**

**Error Example**: Bob saw an elephant driving his car. In this sentence it appears that the elephant is actually driving Bob’s car.

**Correct Example:** Driving his car, Bob saw an elephant.This sentence is much clearer because the modifier (driving his car) is closest to that which it modifies (Bob).

**Combining sentences using participle phrases**—this skill will help you to become less word, eliminate low level, pattern 5 “to be” verb sentences, and vary your sentence structure. Complete the following chart. Notice that the modifiers are close to the noun or pronouns they modify.

|  |  |
| --- | --- |
| Two sentences | Combine the two sentences by creating a participle phrase |
| We were exhausted for the ride to California.  We rested by the side of the road. | Exhausted by our ride to California, we rested by the side of the road. |
| We ate dinner early.  We shared stories about our day. |  |

Practice 15.1EComplete the chart. Please notice that the participle is located next to the thing it modifies!

|  |  |
| --- | --- |
| Participle Phrase | What it modifies |
| 1. Searching in the dark | Ann |
| 2. arriving at ten | The manager |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |

Practice 15.1F Complete the chart

|  |  |
| --- | --- |
| Participle Phrase | Essential or Nonessential |
| 11. |  |
| 12. |  |
| 13. |  |
| 14. |  |
| 15. |  |
| 16. |  |
| 17. |  |
| 18. |  |
| 19. |  |
| 20. |  |

**VERBAL #2: GERUNDS** (368)

**Gerunds ARE THE EASIEST TO UNDERSTAND AND TO IDENTIFY!** Yes, they end in –ing like participles, but they **ALWAYS** act as **nouns**!

A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is a form of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_that ends in \_\_\_\_\_\_\_\_\_and acts as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Since they are nouns, they can function anywhere a noun can function. Complete the following chart.

Underline the gerund in each sentence.

|  |  |
| --- | --- |
| Part of the sentence | Sample Sentence—underline the gerund. Be prepared to identify all of the elements of theses sentences. |
| Subject | Reading is my favorite pastime.  (subj) (v) (mod) (mod) (pred. nom) Pattern 5 sentence |
| Direct Object | I enjoy reading |
| Indirect Object | The coach gave running a new meaning. |
| Predicate Nominative | My sister’s favorite activity is running. |
| Object of the Preposition | Their well-behaved horses showed signs of training. |
| Appositive | Dan’s profession, running, is very competitive.  Why is this appositive set off by commas? |

Fill in the following Chart. Identify if the underlined word is a particle, gerund or verb.

|  |  |
| --- | --- |
| Sample sentence | Participle, Gerund or Verb? |
| Gabby is singing in her seat. |  |
| The singing girl is very joyful. |  |
| Singing is very soothing. |  |
| My brother was yelling, and that upset me. |  |
| Yelling, my brother upset me. |  |
| My brother’s yelling upset me. |  |

Like participles, gerunds may be joined by other words to make \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which consists of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and one or more\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that act together as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Fill in the chart. Underline the gerund phrase in the sample sentences.

|  |  |
| --- | --- |
| Type of modifier or complement | Sample sentence |
| With Adjectives | His constant, angry ranting made the commander difficult to tolerate. |
| With an Adverb | Speaking loudly is not always a good idea. |
| With a Prepositional Phrase | Walking on the grass is prohibited here. |
| With a Direct Object | Blane was incapable of remembering the speech. |
| With an Indirect and Direct Object | The literature professor tried giving her students praise. |

**THERE IS ONE MAJOR GRAMMAR RULE TO LEARN WHEN IT COMES TO THE PROPER USE OF GERUNDS!**

**ALWAYS** use the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_form of a personal noun in front of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

EX: We never listen to \_\_\_\_\_\_\_\_\_\_\_shouting.

EX: \_\_\_\_\_\_\_\_\_\_\_\_refusing to wear knee pads is dangerous.

**VERBAL #3: Infinitives (369)**

**Infinitives** can act as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is the form of a verb that generally appears with the word *to* in front of it and acts as a noun, and adjective or an adverb.

**THREE RULES THAT YOU MUST LEARN ABOUT INFINITIVES**

**RULE #1: Infinitives are not prepositional phrases!**

PREPOSITIONAL PHRASES always end with a noun (the object of the preposition): I walked to the store.

INFINITIVES always end with a verb. I like to walk.

**RULE #2: There are 8 words that if they come before the infinitive, the infinitive does not require the use of the word *to* before the verb.** Example, He wouldn’t dare (to) go to KFC without me).

**RULE #3:** **Never split your infinitive**—in other words, never separate the *to* from the *verb.*

|  |  |
| --- | --- |
| INFINITIVES USED AS NOUNS (complete the chart and underline the infinitive in each sample sentence) | |
| Subject | To teach requires practice and patience. |
| Direct Object |  |
| Predicate Nominative |  |
| Object of a Preposition |  |
| Appositive |  |

|  |  |
| --- | --- |
| INFINITIVES USED AS MODIFIERS (complete the chart and underline the infinitive in each sample sentence) | |
| Adjective |  |
| Adverbs |  |

Prepostional phrase or Infinitive? Complete the following chart.

|  |  |
| --- | --- |
| SAMPLE SENTENCES | PREP PHRASE OR INFINITIVE PHRASE? |
| The students listened to the instructions. | Prep Phrase (*instructions* is the object of the Preposition) |
| The purpose of the headmaster is to instruct. |  |
| We went to the back of the store. |  |
| Make sure to back up your inventory list. |  |

**There are 8 verbs that precede infinitives with *to.***

List them and then write a sentence using each on in the space below.

|  |  |
| --- | --- |
| 1. dare | He dare not go to KFC without me. |
| 2. help |  |
| 3. make |  |
| 4. see |  |
| 5. hear |  |
| 6. let |  |
| 7. please |  |
| 8. watch |  |

**An Infinitive phrase** consist of an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and its\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, complements, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_all acting together as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| INFINITIVES PHRASES (complete the chart and underline the infinitive phrase in each sample sentence) | |
| Subject | Tim’s family likes to read quietly. |
| Direct Object |  |
| Predicate Nominative |  |
| Object of a Preposition |  |
| Appositive |  |

Practice 15.1G Complete the chart.

|  |  |
| --- | --- |
| Gerund/ Gerund Phrase | Its Function in the Sentence |
| 1. Sailing | Subject |
| 2. growing older | Object of the Preposition |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |

Practice 15.1F Complete the chart

|  |  |
| --- | --- |
| Infinitive/ Infinitive Phrase | It’s Function in the Sentence |
| 11. to saw a woman in half | Predicate Nominative |
| 12. to see | Direct Object |
| 13. |  |
| 14. |  |
| 15. |  |
| 16. |  |
| 17. |  |
| 18. |  |
| 19. |  |
| 20. |  |

**Identify all of the phrases in the following sentences, and identify each phrase as Prep, App, Part, Ger, or Inf.**

1. The car quickly disappeared around the corner. Prep Phrase

Mod S Mod V Prep mod obj of prep

2. Sprinting to the finish line, Terrence felt elated.

3. To ride a bike without a helmet is not safe.

4. The Enlightenment, a fascinating period, influenced many policies of the U.S. Constitution.

5. The bus stopped to let the children cross the street.

6. Darryl, a man of thirty-two, volunteers at the fire department down the street.

7. Swimming laps in the pool is great exercise.

8. When the nurse takes your blood pressure, he slips a cuff around your arm.

9. Amazed by the light show, Joan asked a technician how it was done.

10. Taking a chance, Keith applied for the job after the deadline.