4.2 Verbal Phrases

Participles and Participial Phrases
A verbal is a word derived from a verb but used as a noun, adjective, or adverb. A participle is a form of a verb that can act as an adjective. A participial phrase is a participle that is modified by an adverb or adverbal phrase or that has a complement. The entire phrase acts as an adjective in a sentence. Participles and participial phrases have two forms: present and past.

<table>
<thead>
<tr>
<th>Participles</th>
<th>Participial Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present: The winning player waited on the court.</td>
<td>Present: The man running well is a pro.</td>
</tr>
<tr>
<td>Present: Smiling, she agreed to go with us.</td>
<td>Present: Smiling at her mother, she accepted her award.</td>
</tr>
<tr>
<td>Past: My worried father phoned.</td>
<td>Past: The man told to wait left through a back door.</td>
</tr>
<tr>
<td>Past: Troubled, she spoke to her counselor.</td>
<td>Past: Chosen as captain, Bill thanked his teammates.</td>
</tr>
</tbody>
</table>

**EXERCISE A: Identifying Present and Past Participles.** Underline the participle in each sentence and circle the word it modifies. On the line at the right, write present or past to tell which form it is.

**EXAMPLE:** Disturbed, Mother called the police.  _past_

1. The whining child continued to complain.  ____________________________
2. You tried to sell me a broken vase.  ____________________________
3. Laughing, she described the humorous incident.  ____________________________
4. Did you ever try to fix a damaged engine?  ____________________________
5. Dismayed, he walked out of the interview.  ____________________________
6. Swollen, the river continued to rise.  ____________________________
7. If possible, use a soothing lotion on the wound.  ____________________________
8. The speaker is a distinguished statesman.  ____________________________
9. A beginning player often has some trouble.  ____________________________
10. Swimming, I learned to breathe properly.  ____________________________

**EXERCISE B: Identifying Participial Phrases.** Underline each participial phrase and circle the word it modifies.

**EXAMPLE:** Walking briskly, I soon reached the depot.

1. Groping in the dark, Beth finally found her keys.
2. The general, broken in spirit, retired in a matter of months.
3. Chosen by the committee, Alice began to make plans.
4. Painting slowly, he completed the mural in two years.
5. The principal, arriving at seven, opened the building.
6. Abandoned by its owner, the puppy wandered about aimlessly.
7. The famous actress, reached in her dressing room, denied the story.
8. Rinsing the vegetables, he began to prepare the salad.
9. The writer, torn by indecision, destroyed his manuscript.
10. Traveling to Italy, she visited Rome, Florence, and Naples.
4.2 Verbal Phrases

Gerunds and Gerund Phrases

A gerund is a form of verb that acts as an noun. A gerund phrase is a gerund with modifiers or complements, all acting together as a noun. Gerunds and gerund phrases can be used as subjects, direct objects, indirect objects, objects of prepositions, predicate nominatives, and appositives.

<table>
<thead>
<tr>
<th>Gerunds</th>
<th>Gerund Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Subject: Talking</em> is not permitted here.</td>
<td><em>Subject: Growing tall</em> is a family characteristic.</td>
</tr>
<tr>
<td><em>Direct Object: I always enjoy laughing.</em></td>
<td><em>Direct Object: I like swimming daily at the pool.</em></td>
</tr>
<tr>
<td><em>Predicate Nominative: His favorite sport is skiing.</em></td>
<td><em>Object of a Preposition: He talked about collecting stamps.</em></td>
</tr>
<tr>
<td><em>Appositive: His bad habit, snoring, annoyed them all.</em></td>
<td><em>Indirect Object: During the gas shortage, he gave walking to the station a try.</em></td>
</tr>
</tbody>
</table>

EXERCISE A: Identifying Gerunds and Gerund Phrases. Underline the gerund or gerund phrase in each sentence. In the space provided, tell how it is used.

**EXAMPLE:** I enjoy reading magazines and newspapers. _direct object_

1. Sailing has always been her passion. ____________________________
2. He often writes about growing old. ____________________________
3. Dorene enjoys dancing in bare feet. ____________________________
4. Pam’s bad habit, giggling incessantly, now seems under control. ____________________________
5. Developing a new system is Tom’s goal. ____________________________
6. Todd gave breakdancing a bad name. ____________________________
7. After two miles, she was exhausted from jogging. ____________________________
8. For a while he tried singing with a new band. ____________________________
9. Driving on that road is dangerous. ____________________________
10. Her chief fault is speaking too rapidly. ____________________________

EXERCISE B: Writing Sentences with Gerunds and Gerund Phrases. Use the following gerunds and gerund phrases as indicated below.

**EXAMPLE:** drinking as a direct object _I avoid drinking too many soft drinks._

1. *running fast* as a subject ____________________________
2. *reading* as a direct object ____________________________
3. *telling stories* as an object of the preposition ____________________________

4. *cooking* as a predicate nominative ____________________________
5. *collecting coins* as an appositive ____________________________
6. *swimming* as a subject ____________________________
7. *designing clothes* as a direct object ____________________________
8. *getting help* as the object of the preposition ____________________________

9. *speaking loudly* as a subject ____________________________
10. *playing baseball* as a direct object ____________________________
4.2 Verbal Phrases

Infinitives and Infinitive Phrases

An infinitive is a form of a verb that generally appears with the word to and acts as a noun, adjective, or adverb. An infinitive phrase is an infinitive with modifiers, a complement, or a subject, all acting together as a single part of speech.

<table>
<thead>
<tr>
<th>Infinitives</th>
<th>Infinitive Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: To win is our goal.</td>
<td>Subject: To reach London was her first objective.</td>
</tr>
<tr>
<td>Direct Object: She wants to leave.</td>
<td>Direct Object: We watched him sail out of the harbor.</td>
</tr>
<tr>
<td>Adjective: This is the one to buy.</td>
<td>Adjective: The best route to take to Canton is the old route.</td>
</tr>
<tr>
<td>Adverb: This is easy to do.</td>
<td>Adverb: The team fought to get the ball back.</td>
</tr>
</tbody>
</table>

EXERCISE A: Identifying Infinitives and Infinitive Phrases. Underline the infinitive or the infinitive phrase in each sentence. In the space provided, tell whether the infinitive or infinitive phrase is used as a noun, adverb, or adjective.

EXAMPLE: This was difficult to do. _adverb_

1. To drive well is one of my desires. ____________________________
2. Of course, she is happy to go. ____________________________
3. Here are the instructions to get to the museum. ____________________________
4. I think the rules are easy to follow. ____________________________
5. Phil left to catch his train. ____________________________
6. She said she would like to rest a bit. ____________________________
7. His daily goal, to jog, is not always possible. ____________________________
8. We expected to fly to Los Angeles yesterday. ____________________________
9. Yes, the mayor is about to speak. ____________________________
10. It is simple to follow these directions. ____________________________

EXERCISE B: Writing Sentences with Infinitives and Infinitive Phrases. Use the following infinitives and infinitive phrases as directed.

EXAMPLE: to see as an adverb _The statue was hard to see._

1. to read three books as a subject ____________________________
2. to do as an adverb ____________________________
3. to walk as a direct object ____________________________
4. to learn as an adjective ____________________________
5. to go as an object of a preposition ____________________________
6. to eat lunch as a direct object ____________________________
7. to work as a subject ____________________________
8. to freeze as an adverb ____________________________
9. to watch as an adjective ____________________________
10. to react quickly as a direct object ____________________________
12. Look ahead of the chapter.

13. Watch the chapter for the next chapter.

14. Read the chapter with the next chapter.

15. Look ahead of the chapter.

16. The chapter we will be discussing.

17. Are you ready to proceed with this chapter?

18. Come by my office.

19. The preparation was to work before the main job.

20. The chapter was the chapter of study to our composition.

21. The chapter we will be discussing the chapter of study.

22. In order to experience nature in not to be human.

23. I know the chapter will be the chapter of study.

24. Where is the chapter we will be discussing.

25. The chapter we will be discussing.

26. The chapter we will be discussing.

27. The chapter we will be discussing.

28. The chapter we will be discussing.

29. The chapter we will be discussing.

30. The chapter we will be discussing.

Note: Each chapter contains two (2) related phrases.

(1) The farthest was the chapter of study.
(2) The chapter we will be discussing the chapter of study.
(3) The chapter we will be discussing the chapter of study.
(4) The chapter we will be discussing the chapter of study.
4.3 Adjective, Adverb, and Noun Clauses

A clause is a group of words with its own subject and verb. There are two kinds. An independent clause can stand by itself as a complete sentence. A subordinate clause cannot stand by itself as a complete sentence.

Adjective Clauses
An adjective clause is a subordinate clause that modifies a noun or pronoun by telling what kind or which one. Adjective clauses begin with relative pronouns or relative adverbs.

<table>
<thead>
<tr>
<th>ADJECTIVE CLAUSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I bought the book <em>which was on sale.</em></td>
</tr>
<tr>
<td>The man <em>whom you described</em> is my uncle.</td>
</tr>
<tr>
<td>We need a place <em>where we can relax.</em></td>
</tr>
</tbody>
</table>

Relative pronouns act as nouns or adjectives within the adjective clauses. Relative adverbs act as adverbs within the clauses. Note that in some sentences, such as the last one below, a relative pronoun may be understood.

<table>
<thead>
<tr>
<th>THE USE OF RELATIVE PRONOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The woman <em>who visited us</em> is brilliant. (subject)</td>
</tr>
<tr>
<td>The man <em>whose car is outside</em> will be disappointed. (adjective)</td>
</tr>
<tr>
<td>This is the magazine <em>that we need.</em> (understood direct object)</td>
</tr>
</tbody>
</table>

EXERCISE A: Identifying Adjective Clauses. Underline the adjective clause and circle the noun or pronoun it modifies.

EXAMPLE: I know the girl *that wrote to you.*

1. The book that you mentioned is no longer in print.
2. It is they who should be ashamed.
3. The capital which we visited is not a very big city.
4. This is the style that she prefers.
5. The man whom you spoke to is the general manager.
6. Is this the map which he wanted?
7. An apartment that faces south is often expensive.
8. I tried to match the color that she described.
9. The governor whose face was most familiar was Governor Chase.
10. We opened the chest which they had spent so much for.

EXERCISE B: Identifying the Use of Relative Pronouns. Identify the use of each of the pronouns in Exercise A as subject, direct object, object of a preposition, or adjective.

EXAMPLE: I know the girl *that wrote to you.* subject
4.3 Adjective, Adverb, and Noun Clauses

Adverb Clauses
Subordinate adverb clauses modify verbs, adjectives, adverbs, or verbals by telling where, when, in what manner, to what extent, under what condition, or why. Adverb clauses are introduced by subordinate conjunctions, such as although, since, if, when, because, while, and where.

<table>
<thead>
<tr>
<th>Modified Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb</td>
<td><em>If they arrive early,</em> we will go to the beach.</td>
</tr>
<tr>
<td>Adjective</td>
<td><em>She was edgy before she went into the interview.</em></td>
</tr>
<tr>
<td>Adverb</td>
<td><em>The parade began sooner than we expected.</em></td>
</tr>
<tr>
<td>Verbal</td>
<td><em>They like to exercise whenever they can.</em></td>
</tr>
</tbody>
</table>

**EXERCISE A: Identifying Adverb Clauses.** Underline the adverb clause in each sentence. Circle the word or words it modifies.

_Example:_ *Since you asked me, I have received* two other invitations.

1. She is happy whenever she hears from you.
2. Although I still visit this city often, I prefer Denver.
3. To travel whenever you like is a luxury few have.
4. I received a reply faster than I expected.
5. We will take them to the station if they will wait an hour.
6. I try to listen whenever the President speaks.
7. The witness, crying as she spoke, obviously affected the jury.
8. Your act will be first because you are the most skilled.
9. She is upset if she doesn’t exercise daily.
10. After she missed the appointment, I spoke to the dentist.

**EXERCISE B: Writing Sentences with Adverb Clauses.** Add an appropriate adverb clause to each independent clause below.

_Example:_ *When everyone had arrived,* we began the party.

1. ____________________________________________, I will save a seat for you.
2. The storm broke ____________________________________________.
3. Smiling ____________________________________________, the audience applauded wildly.
4. I was delighted ____________________________________________.
5. ____________________________________________, I thanked the postman.
6. She is faster ____________________________________________.
7. I like to swim ____________________________________________.
8. ____________________________________________, I tried to reach them.
9. Your room will be ready ____________________________________________.
10. ____________________________________________, you will find everyone receptive.
4.3 Adjective, Adverb, and Noun Clauses

Noun Clauses
A noun clause is a subordinate clause that acts as a noun.

<table>
<thead>
<tr>
<th>USE</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Whomever you choose will be our representative.</td>
</tr>
<tr>
<td>Direct Object</td>
<td>I wonder how they plan to go.</td>
</tr>
<tr>
<td>Indirect Object</td>
<td>She will give whoever asks directions to the stadium.</td>
</tr>
<tr>
<td>Object of a Preposition</td>
<td>Fortunately, he usually talks about what he knows best.</td>
</tr>
<tr>
<td>Predicate Nominative</td>
<td>A good film with lots of action is what my father prefers.</td>
</tr>
<tr>
<td>Appositive</td>
<td>His suggestion, that parents fly separately, has much to recommend it.</td>
</tr>
</tbody>
</table>

**EXERCISE A: Identifying Noun Clauses.** Underline the noun clause in each sentence and tell how it is used.

**EXAMPLE:** I know what they can do. _direct object_

1. This news is just about what I expected. ________________
2. My idea, that the project be postponed, was accepted. ________________
3. How this business manages to survive is anyone's guess. ________________
4. Do you like what they suggest? ________________
5. She gave whoever called both messages. ________________
6. I can't imagine how they can go. ________________
7. A rigid diet is what Mother needs. ________________
8. Whatever price they ask is probably too much. ________________
9. I disagree with his proposal, that we build another mall. ________________
10. The speaker will arrive at whatever time you say. ________________

**EXERCISE B: Writing Sentences with Noun Clauses.** Add a noun clause to each sentence below.

**EXAMPLE:** _How they will succeed_ is a mystery to most of us.

1. I wonder ________________
2. We told them about ________________
3. I will give ________________ two tickets to the concert.
4. ________________ will be our speaker.
5. His idea, ________________ is not really possible.
6. She can tell ________________
7. A well-organized chairperson is ________________
8. ________________ is something we haven't solved yet.
9. My father can not decide ________________
10. This is about ________________
TEST: CLAUSE IDENTIFICATIONS
(a) Enclose each (dependent clause) in parentheses.
(b) Tell whether the clause is an adjective, an adverb, or a noun.
(c) Tell the grammatical usage of each clause.

Note: Each sentence contains two (2) clauses.

1. The boys who train at "Muscle Beach" have larger biceps than most people.

2. As our flying saucer spun brightly into the western sky, we waved to the earthpeople on the field where we landed.

3. If the rain in Spain falls mainly on the plain, it is unlikely that the Pyrenees will suffer much from erosion.

4. The man who saved his money for years to return to the old country lost his small fortune the day before he was supposed to leave.

5. The Christmas tree that had been so beautiful was what the children remembered in the bleak January weather.

6. The guru from Nepal said that we are what we eat.

7. The fact that Mr. Eliot, who is known as a serious metaphysical poet, wrote "Old Possum's Book of Practical Cats" endears him to most middle-aged pedants.

8. Whoever has had a good friend will understand what it is to have lost one.

9. Give whomever you wish your class ring, but don't say that you weren't warned.

10. After all is said and done, the person who understands dependent clauses knows a great deal of grammar.

---

TEST: CLAUSE CONSTRUCTIONS
Write sentences which contain the following:

1. A noun clause used as the subject.

2. A noun clause used as the direct object.

3. A noun clause used as an appositive.

4. A noun clause used as a subjective complement.

5. An adjective clause used restrictively.

6. An adjective clause used non-restrictively.

7. An adjective clause with the relative pronoun omitted.

8. An introductory adverbial clause.

9. A terminal adverbial clause.

10. An elliptical adverbial clause.
## 4.4 Sentences Classified by Structure

### The Four Structures of Sentences

English sentences may be classified by the number and kind of clauses they contain.

<table>
<thead>
<tr>
<th>Kind of Sentence</th>
<th>Number and Kind of Clauses</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>One independent clause</td>
<td>An unusual event occurred twice last month.</td>
</tr>
<tr>
<td>Compound</td>
<td>Two or more independent clauses</td>
<td>I know the main highways well, but I usually get lost on the side roads. We often visit the Poconos; sometimes, we stay a full week.</td>
</tr>
<tr>
<td>Complex</td>
<td>One independent clause and one or more subordinate clauses</td>
<td>When I travel to the Atlantic Provinces, I hope to visit Nova Scotia and New Brunswick.</td>
</tr>
<tr>
<td>Compound-Complex</td>
<td>Two or more independent clauses and one or more subordinate clauses</td>
<td>Since I am ready to begin, I will outline the project, and Ted will give you the details.</td>
</tr>
</tbody>
</table>

### EXERCISE A: Identifying the Structure of Sentences

Identify each sentence as (1) simple, (2) compound, (3) complex, or (4) compound-complex.

**EXAMPLE:** I will attend, or I will send someone.  

1. All the roads will be flooded unless the storm abates soon.  
2. My older sister drives, but my younger one has yet to learn.  
3. My night school class is crowded now, but it will diminish in size as soon as winter comes.  
4. I prefer roomy American-made cars; my brother likes foreign models.  
5. Have you completed all your research on the dangers of smoking?  
6. Since I left, the town has changed greatly.  
7. Did you buy the cake today, or will you get it later?  
8. This is the book which I have been trying to get.  
9. When the economic situation changes, I will sell my old house, and I will buy another closer to the city.  
10. At the end of the road near the hill is a modern gas station.

### EXERCISE B: Writing Different Types of Sentences

Follow the directions below.

1. Write a complex sentence in which the subordinate clause comes first.

2. Write a compound sentence punctuated with a semicolon.

3. Write a simple sentence in the form of a question.

4. Write a compound-complex sentence consisting of two independent clauses and two subordinate clauses.
5.3 Faulty Parallelism

Correct Parallelism in Sentences
Parallelism is the placement of equal ideas in words, phrases, or clauses of similar types.

<table>
<thead>
<tr>
<th>PARALLEL WORDS, PHRASES, AND CLAUSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words: We hiked, swam, and rested on our vacation.</td>
</tr>
<tr>
<td>Phrases: My sisters shopped in the mall and in some local shops.</td>
</tr>
<tr>
<td>Clauses: I wondered who discovered the valley and who built the first settlements there.</td>
</tr>
</tbody>
</table>

EXERCISE A: Recognizing Parallel Structures. In each sentence below, underline the parallel structures.

EXAMPLE: She went to school, to the library, and to work.
1. In the mall she bought boots, stockings, and gloves.
2. There are many unusual species in the forest and in the dry areas.
3. Growing up alone and learning to be independent, Pat succeeded early in life.
4. In a burst of emotion the actor smiled, snarled, grimaced, and whimpered.
5. She knew that one of the boys liked country music and that the other liked hard rock.
6. Ricky studies on the bus, at school, and at work.
7. The twins were busy wrapping packages and tying ribbons.
8. Twisting and turning, he managed to wriggle from the handcuffs.
9. He decided to wash his car, to repair the fender, and to change the oil.
10. Nancy, Betty, and I all agreed to work overtime.

EXERCISE B: Completing Parallel Structures. In the spaces provided, add an appropriate parallel structure.

EXAMPLE: I read the passage, thought about it, and decided to act.

1. The room was dark, dreary, and ____________________________________________
2. We decided to go uptown, to have lunch, and ____________________________________________
3. Sally, Ellen, and ____________________________________________ volunteered for the committee.
4. When you arrived late and when ____________________________________________, I fully understood your predicament.
5. I will write a good speech, rehearse it carefully, and ____________________________________________
6. The orchestra played an overture, a march, and a ____________________________________________
7. I will buy the ingredients, bake the cookies, and ____________________________________________
8. Smiling and ____________________________________________, Tim accepted the award.
9. Roads are jammed at the bridge and ____________________________________________
10. I need two blouses, several skirts, and ____________________________________________
QUIZ ONE: CLAUSE IDENTIFICATIONS

(a) Enclose each (dependent clause) in parentheses.
(b) Tell whether the clause is an adjective, an adverb, or a noun.
(c) Tell the grammatical usage of each clause.

1. Tell whether the clause is an adjective, an adverb, or a noun.

2. He is the Joe Smith who voted for Proposition XIV.

3. Because the tour book only included the Midwestern States, Donfo refused to enter Virginia from the south.

4. It is very apparent that waxing a car in sunlight is taxing.

5. The Sartoris that died in 1920 was Bayard III.

6. The little boy was not so independent as he thought; he still needed his mother at times.

7. The thought that his home was an igloo chilled the Eskimo.

8. The Banana Splits’ antics, which are ludicrous at times, are not very palatable to me.

9. Guardhouses whirl like derelicts whenever they are caught in tornadoes.

10. Writing books for whoever will read them is a pleasure.

11. He has gone to a place where we all desire to go.

12. The prince’s royalty seems to be a financial program, as he was just invested.

13. A person’s home seems whatever he is.

14. Ours is a nation dedicated to God, in Whom we put our trust.

15. Sydney Carton was so brave that he gave his life for another.

QUIZ TWO: CLAUSE IDENTIFICATIONS

(a) Enclose each (dependent clause) in parentheses.
(b) Tell whether the clause is an adjective, an adverb, or a noun.
(c) Tell the grammatical usage of each clause.

1. Would you give whichever Fuller he is the brush?

2. The Indians surrounded us, since we had intruded on their land.

3. At a time when all men should come to the aid of their country, no one should shirk his task.

4. My son, you should always assume the full responsibility which is yours to assume.

5. Although he could hear the wind gently soughing through the trees, his mind remained a maelstrom of despair.

6. No one can ever know what this book has meant to me.

7. “When am I going over to Scott’s?” Edward asked.

8. However noisy his house remains, the student can always find refuge in his school library.

9. Is he the man whose head was laughed off?

10. That John belonged to the organization was attested to by his wearing purple armbands to work.

11. A person is only as good as he thinks he is.

12. My dog is bigger than your dog is.

13. For that member of the I.R.A. who is wearing both orange and green we award a brotherhood medal.

14. Observing that the human race is full of foibles, the philosopher smiled wryly.

15. He went swimming where the water was green.
5.2 Misplaced and Dangling Modifiers

Misplaced Modifiers
A misplaced modifier seems to modify the wrong word in the sentence. It should be placed as close as possible to the word it modifies.

<table>
<thead>
<tr>
<th>MISPLACED MODIFIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misplaced</td>
</tr>
<tr>
<td>We bought an album at that store <em>that cost three dollars.</em></td>
</tr>
<tr>
<td>The thief missed the necklace on the bed <em>in a box.</em></td>
</tr>
</tbody>
</table>

EXERCISE A: Recognizing Misplaced Modifiers. Underline each misplaced modifier. If the sentence is correct, leave it unmarked.

EXAMPLE: The musician signed autographs *with a clarinet in hand.*

1. The house was broken into *that he recently purchased.*
2. Bob gave his stereo to his sister with *the Dolby System.*
3. The book won a prize with *many color photos.*
4. Damaged in the accident, Phil saw his car in *the repair shop.*
5. The books that you want will *cost thirty-five dollars.*
6. The man asked to see the surgeon growing restless in *the hospital.*
7. The bus is leaving for the city with *your luggage in it.*
8. The mirror reflected the view in *the silver frame.*
9. The room with a view of the sea has been rented.
10. We saw many art galleries driving from city to city.

EXERCISE B: Correcting Misplaced Modifiers. Rewrite the sentences below improving the position of the misplaced modifiers.

EXAMPLE: The only store is closed in town.

*The only store in town is closed.*

1. We need two more things from the store to eat for lunch.

2. The car hit a spectator leading the parade.

3. Bruce ordered a soda and a sandwich with chocolate ice cream.

4. My sisters ran from the gazebo shouting my name.

5. John reminded me to remember my notebook twice.
5.2 Misplaced and Dangling Modifiers

Dangling Modifiers

A dangling modifier seems to modify the wrong word or no word at all because the word it should modify has been omitted from the sentence.

<table>
<thead>
<tr>
<th>Dangling</th>
<th>Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking to school, her notebook was lost.</td>
<td>Walking to school, she lost her notebook.</td>
</tr>
<tr>
<td>When she was still in grade school, Alice's aunt bought a house in Kansas.</td>
<td>When Alice was still in grade school, her aunt bought a house in Kansas.</td>
</tr>
</tbody>
</table>

EXERCISE A: Recognizing Dangling Modifiers. Underline each dangling modifier. If a sentence has no dangling modifier, leave it unmarked.

EXAMPLE: There were two meal stops driving to Atlanta.

1. Eating in the restaurant, his manners were deplorable.
2. Brought before the judge, the plea was not guilty.
3. Snatched from its mother's arms, the child cried pitifully.
4. Performing before a real audience, her talent was quickly recognized.
5. Swimming in the pool, his chores were left undone.
6. A group of new houses were seen entering the development.
7. Turning the corner, I saw my mother and father.
8. To bake a cake, all the ingredients should be assembled first.
9. Driving from the hotel, the Rideau Canal was seen on the left.
10. After I opened the letter, I realized my good fortune.

EXERCISE B: More Work with Dangling Modifiers. Underline each dangling modifier. If a sentence has no dangling modifier, leave it unmarked.

EXAMPLE: Frightened by the announcement, the room was silent.

1. When he was a cadet at West Point, John's father became a four-star general.
2. Running rather slowly, the library seemed a distant goal.
3. While practicing in the gym, sneakers must always be worn.
4. Sinking rapidly, the pool was soon empty.
5. Many different kinds of barns were seen cruising along the country road.
6. When Audrey appeared at the door, I shouted for joy.
7. Looking at the catalog, an expensive lamp stood out.
8. Sweeping up Lexington Avenue, his long beard was the center of attention.
9. Trampling through the snow, her bags began to tear.
10. Her towel could not be found leaving the shower.
5.3 Faulty Parallelism

Faulty Parallel Structures
Correct a sentence containing faulty parallelism by rewriting it so that each parallel idea is expressed in the same grammatical structure. Faulty parallelism can involve words, phrases, and clauses in a series as well as comparisons.

<table>
<thead>
<tr>
<th>CORRECTING FAULTY PARALLELISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERUND PHRASE</td>
</tr>
<tr>
<td>Incorrect: I enjoy reading books, listening to music, and to collect stamps.</td>
</tr>
<tr>
<td>Correct: I enjoy reading books, listening to music, and collecting stamps.</td>
</tr>
<tr>
<td>NOUN</td>
</tr>
<tr>
<td>Incorrect: She prefers a good meal to going on a long hike.</td>
</tr>
<tr>
<td>Correct: She prefers a good meal to a long hike.</td>
</tr>
</tbody>
</table>

EXERCISE A: Recognizing Faulty Parallelism. Next to each sentence below write FP if there is faulty parallelism and C if it is correct.

EXAMPLE: I want to sing, to dance, and acting. ___FP___

1. I would rather visit a new city than going to a hotel. ___
2. She knows how to plan, how to take notes, and using a number of different references. ___
3. The roads are crowded in the morning and in the evening. ___
4. Ted likes jogging, dancing, and to go on hikes. ___
5. I want this car for its styling not that it has a good price. ___
6. My parents prefer visiting new places and to travel to foreign countries. ___
7. Our candidate is intelligent, compassionate, and trustworthy. ___
8. My grandmother likes to bake, to sew, and watching television. ___
9. Rest, exercise, and to eat good food are recommended. ___
10. I expect to visit London, to see Stonehenge, and to stay in Stratford. ___

EXERCISE B: Writing Sentences with Parallel Structures. Follow the instructions below to write four sentences of your own.

1. Write a sentence with three verbs in a series.

2. Combine two parallel clauses using but.

3. Use three parallel predicate adjectives after a verb.

4. Begin a sentence with two prepositional phrases connected by and.
6.4 Voice

Active and Passive Voice
A verb is active if its subject performs the action. A verb is passive if its action is performed upon the subject.

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The storm damaged the pine tree.</td>
<td>The pine tree was damaged by the storm.</td>
</tr>
<tr>
<td>My mother painted that landscape.</td>
<td>That landscape was painted by my mother.</td>
</tr>
</tbody>
</table>

A passive verb is made from a form of be plus the past participle of a transitive verb.

<table>
<thead>
<tr>
<th>THE VERB ELECT IN THE PASSIVE VOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tense</strong></td>
</tr>
<tr>
<td>Present</td>
</tr>
<tr>
<td>Past</td>
</tr>
<tr>
<td>Future</td>
</tr>
<tr>
<td>Present Perfect</td>
</tr>
<tr>
<td>Past Perfect</td>
</tr>
<tr>
<td>Future Perfect</td>
</tr>
</tbody>
</table>

EXERCISE A: Distinguishing Between Active and Passive Voice. After each sentence, write active or passive to describe the verb.

**EXAMPLE:** The police have already been notified. *passive*

1. A strange car was parked in our driveway. *active*
2. The letter carrier left a large package for you. *active*
3. Nancy's nomination was seconded by Luis. *passive*
4. Detective Sharp examined the chain of paper clips with interest. *active*
5. The firm was founded by Alec's grandfather in 1912. *active*
6. By this weekend, a new Homecoming Queen will have been chosen. *passive*
7. These peaches have been bruised. *passive*
8. The damaged airliner landed safely. *active*
9. Aunt Betsy taught Ellen and me how to play golf. *active*
10. Waldo's new book is being praised by all the critics. *passive*

EXERCISE B: Forming the Tenses of Passive Verbs. Write the passive forms indicated.

**EXAMPLE:** future of *remember* (with *she*) *she will be remembered*

1. past of *disappoint* (with *we*) *he was disappointed*
2. past perfect of *injure* (with *he*) *
3. past progressive of *consult* (with *they*) *
4. present of *remind* (with *I*) *
5. present perfect of *report* (with *it*) *
6. future of *select* (with *she*) *
7. present progressive of *build* (with *it*) *
8. present of *honor* (with *I*) *
9. past of *invite* (with *you*) *
10. future of *publish* (with *it*) *
8.2 Pronoun and Antecedent Agreement

Agreement Between Personal Pronouns and Antecedents

A personal pronoun must agree with its antecedent in number, person, and gender. Use a singular personal pronoun with two or more singular antecedents joined by or or nor. Use a plural personal pronoun with two or more antecedents joined by and. Use a plural personal pronoun if any part of a compound antecedent joined by or or nor is plural. When dealing with pronoun-antecedent agreement, take care not to shift either person or gender. When gender is not specified, use the masculine or rewrite the sentence.

<table>
<thead>
<tr>
<th>PRONOUN-ANTECEDENT AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason got an A on his science report.</td>
</tr>
<tr>
<td>The lamppost has flowers around it.</td>
</tr>
<tr>
<td>Amy or Louise will lend you her notes.</td>
</tr>
<tr>
<td>Mom and Dad have left for their vacation.</td>
</tr>
<tr>
<td>Neither the attendants nor the bride showed their nervousness.</td>
</tr>
<tr>
<td>Every student must pay his own way.</td>
</tr>
<tr>
<td>All students must pay their own way.</td>
</tr>
</tbody>
</table>

**EXERCISE A:** Choosing Personal Pronouns to Agree with Antecedents. Assume that each item below is an antecedent for a personal pronoun. After each, write his, her, its, or their to show which pronoun you would use to refer to it.

**EXAMPLE:** the general or an aide —— his

1. most teachers ————
2. the sports car ————
3. either Tom or Peter ————
4. Sally, Jane, or Carol ————
5. only one actress ————
6. Damian or Justin ————
7. each Cub Scout ————
8. several proposals ————
9. the new library ————
10. the best female vocalist ————

**EXERCISE B:** Pronoun-Antecedent Agreement in Sentences. Write an appropriate personal pronoun to complete each sentence.

**EXAMPLE:** My sister and I clean our own rooms.

1. Despite Tom’s hard work, _____________ probably will not win a prize.
2. We planted a lot of spinach this year, but no one will eat _________________.
3. Neither Beth nor Elena can find _________________ history notes.
4. The lawyer and her clerk changed _________________ line of defense.
5. Papa Walter thinks _________________ garden is the best in the neighborhood.
6. Lionel offered to lend us _________________ car.
7. All contestants must include _________________ phone numbers on the form.
8. Vera, are these _________________ gloves?
9. Janet has been studying all week for _________________ driver’s test.
10. Surely Bill or Kevin will give us _________________ expert advice.
8.1 Subject and Verb Agreement

Confusing Subjects
Always check certain kinds of subjects carefully to make sure they agree with their verbs.

<table>
<thead>
<tr>
<th>AGREEMENT WITH CONFUSING SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject After Verb</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Subject Versus Predicate Nominative</td>
</tr>
<tr>
<td>Plural Form with Singular Meaning</td>
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<tr>
<td>Plural Form with Singular Meaning</td>
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<tr>
<td>Plural Form with Singular Meaning</td>
</tr>
<tr>
<td>Amounts and Measurements</td>
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<td></td>
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<tr>
<td>Titles</td>
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<tr>
<td>Indefinite Pronouns</td>
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<tr>
<td>Collective Nouns</td>
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<td></td>
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</tbody>
</table>

EXERCISE A: Deciding on the Number of Subjects. Assume that each item below is to be the subject of a sentence. Label each one S if it needs a singular verb or P if it needs a plural verb.

EXAMPLE: Jo’s Boys S
1. Some of the cars S
2. Economics P
3. The Brothers Karamazov S
4. All of the pie S
5. Measles P
6. Each of the students S
7. Sense and Sensibility S
8. Mathematics P
9. Either of the plans S
10. Some of the corn S

EXERCISE B: Choosing Verbs to Agree with Difficult Subjects. Write the correct verb form from parentheses to complete each sentence.

EXAMPLE: Here is the sweater you lent me. (is, are)
1. The concert series is beginning tomorrow night. (begins, begin)
2. The committee are arguing among themselves about the plan. (is, are)
3. Along the coast are scattered several tiny villages. (is, are)
4. Two thirds of our students are going on to college. (goes, go)
5. The scout troop is beginning its annual camp out tomorrow. (begins, begin)
6. The panel sometimes discuss their ideas among themselves. (discusses, discuss)
7. The main point of discussion now is wages. (is, are)
8. There has never been any disagreement between the twins. (has, have)
9. Star Wars was the first movie in the trilogy. (was, were)
10. The team is putting on their uniforms. (is, are)