

**Lesson  
1**

# Gerunds and Gerund Phrases

*Teaching*

A **verbal** is a word that is formed from a verb but acts as a noun, an adjective, or an adverb.

A **gerund** is a verbal that ends in *-ing* and acts as a noun. A **gerund phrase** consists of the gerund with its modifiers and complements.

Painting a landscape requires careful observation. (The gerund is *painting*.)

In sentences, gerunds and gerund phrases may be used any place that nouns may be used.

- |                                   |   |
|-----------------------------------|---|
| <b>As subject</b>                 | <u>Painting</u> is my favorite pastime.                     |
| <b>As predicate nominative</b>    | My favorite pastime is <u>painting portraits</u> . (phrase) |
| <b>As direct object</b>           | I love <u>painting with watercolors</u> . (phrase)          |
| <b>As object of a preposition</b> | I get in touch with nature by <u>painting</u> .             |

## A. Finding Gerunds and Gerund Phrases

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

1. Painting still-life pictures taught Mike a lot about color.
2. Studying art also taught him about history.
3. His main goal is improving his brushwork.
4. Creating art is hard work but also lots of fun.
5. Martina started painting with oils this year.
6. People like visiting art galleries.

## 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, or **OP** for object of a preposition.

1. Painting made me appreciate how light affects color. \_\_\_\_\_
2. John prefers taking photos of people. \_\_\_\_\_
3. We encouraged his entering the competition. \_\_\_\_\_
4. Mom kept me from going without my jacket. \_\_\_\_\_
5. Dorie’s best subject is acting in drama class. \_\_\_\_\_
6. Finding the right tool is half the job. \_\_\_\_\_
7. After jogging, Mr. Conway loved to eat doughnuts. \_\_\_\_\_
8. The problem is thinking of a good topic. \_\_\_\_\_
9. Do you remember fingerpainting in kindergarten? \_\_\_\_\_
10. Jonathan got paid for sculpting the dolphin. \_\_\_\_\_

Lesson 1

# Gerunds and 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. For a crisp texture, avoid overcooking the vegetables. \_\_\_\_\_
- 2. Before running, Jim always stretches. \_\_\_\_\_
- 3. Omar preferred watching the hockey game. \_\_\_\_\_
- 4. For Joanna, making a papier-mâché globe was a messy project. \_\_\_\_\_
- 5. Marcello's specialty is sculpting. \_\_\_\_\_
- 6. Collecting candy on Halloween still appeals to Del. \_\_\_\_\_
- 7. Noreen hates being left behind. \_\_\_\_\_
- 8. Thomas really dislikes drawing. \_\_\_\_\_
- 9. Aunt Frances started searching the attic for baby clothes. \_\_\_\_\_
- 10. My dog's only trick is singing. \_\_\_\_\_

### B. Using Gerunds and Gerund Phrases

Rewrite each sentence. Change the boldfaced word or words to a gerund or gerund phrase. Underline each gerund. You may need to alter some other words in the sentence.

- 1. **To paint landscapes well** has always been Juan's goal.  
\_\_\_\_\_
- 2. After **he took lessons**, Juan showed great improvement.  
\_\_\_\_\_
- 3. His goal for this year is **to sell at least one of his works**.  
\_\_\_\_\_
- 4. He feels that **to make a sale** will prove he has some ability.  
\_\_\_\_\_
- 5. We say he should be happy with **his creation of a decent picture**.  
\_\_\_\_\_

**Lesson  
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# Gerunds and Gerund Phrases

*Application*

## A. Using Gerunds and Gerund Phrases

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

1. painting by numbers (subject) \_\_\_\_\_  
\_\_\_\_\_
2. sculpting in marble (object of preposition) \_\_\_\_\_  
\_\_\_\_\_
3. sketching cartoons (predicate noun) \_\_\_\_\_  
\_\_\_\_\_
4. cleaning brushes (direct object) \_\_\_\_\_  
\_\_\_\_\_
5. choosing a good subject (your choice of sentence part) \_\_\_\_\_  
\_\_\_\_\_

## B. Using Gerunds and Gerund Phrases in Writing

You are on a committee whose job is to design a model city. What public buildings and parks will be needed, in addition to homes, stores, offices, and factories? What concerns (such as safety, avoiding wasted travel time, and providing good scenery) should be taken into account when locating these different types of buildings? Write a paragraph in which you outline one or more topics that the committee should discuss. Use five or more gerunds in your paragraph.

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**Lesson  
2**

# Participles and Participial Phrases

## Teaching

A **participle** is a verbal that acts as an adjective. It modifies a noun or pronoun. There are two kinds of participles: present participles and past participles. The **present participle** always ends in *-ing*.

The listening crowd was still. (The present participle *listening* modifies *crowd*.)

The past participle of a regular verb ends in *-ed*. For irregular verbs such as *tell*, the past participle has a different ending.

The amused listeners laughed at the ending. (regular verb.)

That retold story is still funny. (irregular verb.)

A **participial phrase** consists of a participle plus its modifiers and complements.

The crowd, listening to the storyteller, was spellbound. (modifies *crowd*.)

Told in many versions, this story is still funny. (modifies *story*.)

Gerunds, present participles, and progressive verbs all end in *ing*. Here's how to tell them apart.

<b>Participle</b>	What is that <b>barking</b> sound?	Can be replaced by an adjective such as "loud"
<b>Gerund</b>	That <b>barking</b> is the neighbor's dog.	Can be replaced by a noun such as "noise"
<b>Verb</b>	The dog is <b>barking</b> at our cat.	Always preceded by a helping verb

## Identifying Participles and Participial Phrases

Underline the participle or participial phrase in each sentence. Underline twice the noun or pronoun that it modifies.

**EXAMPLE:** The plane, veering wildly, almost crashed to the ground.

1. The old flag, battered by wind and weather, was finally replaced.
2. Finished, the artists cleaned their brushes.
3. Exhausted, Victor fell to the ground after his long run.
4. The skaters, moving effortlessly, danced across the ice.
5. Crossing the old bridge, she passed the village store and the stable.
6. Nan, breathing deeply, bent her knees and lifted the box.
7. Leaving, Doug promised that he would be back.
8. The postal clerk, hurrying, placed the mail in the wrong place.
9. The promised troops did not arrive until it was too late.
10. The alarmed workers saw smoke and fled the factory.
11. The laughing children dashed onto the playground.
12. Cheering crowds welcomed home the winning team.

**Lesson  
2**

**Participles and Participial Phrases**

*More Practice*

**A. Identifying Participles and Participial Phrases**

Underline the participle or participial phrase in each sentence. On the blank to the right, write the word that the participle or participial phrase modifies.

1. The art students, brought by bus, toured the museum. \_\_\_\_\_
2. The search party found the skiers huddled together. \_\_\_\_\_
3. The antique desk, collecting dust in a corner, is priceless. \_\_\_\_\_
4. Holding her torch aloft, the Statue of Liberty welcomes newcomers to the United States. \_\_\_\_\_
5. Graduation came at last for the exhausted students. \_\_\_\_\_
6. The letter, damaged in the mail, finally reached its destination. \_\_\_\_\_
7. Completed in record time, the new building was open for business. \_\_\_\_\_
8. The game show contestant, thinking hard about the question, didn't answer in time. \_\_\_\_\_
9. We watched the goldfish swimming in the pond. \_\_\_\_\_
10. Hiking briskly, we reached the mountain pass at noon. \_\_\_\_\_

**B. Distinguishing Between Gerunds and Participles**

In each sentence, underline the verbal. On the line, label it as either a **Gerund** or a **Participle**. Underline twice the word each participle modifies.

1. Baking is a major project for the holidays. \_\_\_\_\_
2. Baking in the oven, the bread smelled delicious. \_\_\_\_\_
3. The burgers, sizzling on the grill, were almost ready. \_\_\_\_\_
4. Dressing up for parades is a family tradition. \_\_\_\_\_
5. The woman, dressed as a princess, has the lead in the play. \_\_\_\_\_
6. Seeing the accident, Lori helped the boy to his feet. \_\_\_\_\_
7. Seeing the old slides reminded me of the good times we had. \_\_\_\_\_
8. Talking is rude while the movie is on. \_\_\_\_\_
9. Talking among themselves, the actors missed their cues. \_\_\_\_\_
10. The dog, wagging its tail, eyed the steak. \_\_\_\_\_
11. Dropping the toy, the baby laughed. \_\_\_\_\_
12. Dancing takes strength and discipline. \_\_\_\_\_

**Lesson  
2**

# Participles and Participial Phrases

## *Application*

### A. Identifying Participles and Participial Phrases

You are writing a fairy tale about knights, princesses, and fire-breathing dragons. Write sentences for the story using the following participles and participial phrases. (Use a comma after any participial phrase that begins a sentence.) Underline the word modified by each participle or participial phrase.

1. disguised \_\_\_\_\_  
\_\_\_\_\_
2. building a fortress \_\_\_\_\_  
\_\_\_\_\_
3. enraged \_\_\_\_\_  
\_\_\_\_\_
4. threatening the kingdom \_\_\_\_\_  
\_\_\_\_\_
5. determined to save the kingdom \_\_\_\_\_  
\_\_\_\_\_

### B. Using Present and Past Participles in Writing

The following story is missing several participles. The verbs that must be used in the participles are listed here. Choose the right verb for each blank, and write either the present participle or the past participle on the line, as needed.

- worry      peep      accompany  
pretend    need      trust      defeat

The fox appears in many folktales. A hen, often \_\_\_\_\_ by a brood of chicks, is another stock character. \_\_\_\_\_ about her chicks, the hen looks for help. \_\_\_\_\_ the fox, she doesn't recognize him for what he really is. The hungry fox really wants to eat her and her \_\_\_\_\_ brood too. \_\_\_\_\_ to be harmless, the fox offers to help the hen out. The hen, \_\_\_\_\_ help, takes him up on his offer. Then, suddenly realizing her error, she escapes with her chicks. \_\_\_\_\_ at his own game, the fox heads back to his den still hungry.

**Lesson**  
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# Infinitives and Infinitive Phrases

*Teaching*

An **infinitive** is a verb form that usually begins with the word *to* and acts as a noun, an adjective, or an adverb. In each example below, the infinitive is *to eat*. An **infinitive phrase** consists of an infinitive plus its complements and modifiers. The entire phrase functions as a noun, adjective, or adverb.

- As noun**     To eat healthily was Anna’s New Year’s resolution. (subject)  
                   Anna wanted to eat healthily. (direct object)  
                   Anna’s resolution was to eat healthily. (predicate noun)
- As adjective** Her plan to eat healthily was fine. (*to eat healthily* modifies *plan*)
- As adverb**    To eat healthily, Anna will learn the art of cooking vegetables properly. (*To eat healthily* modifies *will learn*, telling *why*.)

To decide whether a phrase is an **infinitive** or a prepositional phrase, look at the word after *to*. If the word is a verb, the phrase is an infinitive. If the word is a noun, pronoun, or modifier the phrase is a prepositional phrase.

- John is going to the library. (prepositional phrase)
- Does Marie want to go with him? (infinitive phrase)

## A. Identifying Infinitives and Infinitive Phrases

Underline every infinitive.

1. Lola hesitated to order the pork sausage.
2. We don’t care to go out for breakfast.
3. Who wants to run to the store for some milk and bread?
4. Marie’s idea was to try eating vegetarian twice a week.
5. To keep more taste and food value in vegetables, I use a steamer.
6. Lou’s intention to have healthy meals clashed with his love of ice cream.
7. To cook eggs for all ten of us, you’ll need a much larger pan.
8. Where can you go to school to learn to be a chef?

## B. Identifying Infinitive Phrases

Underline the infinitive phrase in each sentence. On the blank, write how it is used: **N** for noun, **ADJ** for adjective, or **ADV** for adverb.

1. Her suggestion was to leave at 9:00 A.M. \_\_\_\_\_
2. It was his idea to take a cab instead of the subway. \_\_\_\_\_
3. To get to the French restaurant, take a right at the next street. \_\_\_\_\_
4. Colin wants to live forever, but he eats like there’s no tomorrow. \_\_\_\_\_
5. To eat healthily is not enough; you also need regular physical exercise. \_\_\_\_\_

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# Infinitives and Infinitive Phrases

## More Practice

### A. Identifying Infinitive Phrases

Underline the infinitive phrase in each sentence. On the blank, write how it is used:  
**N** for noun, **ADJ** for adjective, or **ADV** for adverb.

1. To have a balanced diet, keep the food triangle in mind. \_\_\_\_\_
2. George wants to take Lea out tonight. \_\_\_\_\_
3. Fifty years ago, people didn't know to avoid "bad" cholesterol. \_\_\_\_\_
4. Would you like to read this detective novel? \_\_\_\_\_
5. Avoiding green, leafy vegetables is guaranteed to ruin your health. \_\_\_\_\_
6. To get good food at that place is impossible. \_\_\_\_\_
7. My grandmother taught me to make lentil soup. \_\_\_\_\_
8. Brenda went to that popular, crowded cafe simply to see her friends. \_\_\_\_\_
9. We listened to Rosalie's suggestion to disguise the leftovers. \_\_\_\_\_
10. Everyone plans to bring a potluck dish to the party. \_\_\_\_\_

### B. Using Infinitive Phrases

Use each of the following infinitive phrases in a sentence.

1. to make soup  
\_\_\_\_\_
2. to get to dinner on time  
\_\_\_\_\_
3. to ask you to dinner  
\_\_\_\_\_
4. to wait tables  
\_\_\_\_\_
5. to snack before the TV  
\_\_\_\_\_



**Lesson**  
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# Infinitives and Infinitive Phrases

*Application*

## A. Using Infinitive Phrases

Use each of the following infinitive phrases in a sentence.

1. to eat a balanced diet

\_\_\_\_\_

2. to chew his food slowly

\_\_\_\_\_

3. to teach nutrition

\_\_\_\_\_

4. to avoid high-calorie snacks

\_\_\_\_\_

5. to get enough vitamins

\_\_\_\_\_

## B. Writing Infinitive Phrases

Rewrite the following paragraph, changing every sentence to include an infinitive or infinitive phrase.

**EXAMPLE** Eating well is important to your health.  
*To eat well is important to your health.*

Laying the foundations for health is simple. Your needs include choosing the right foods and exercising. For choosing foods wisely, consider the food pyramid. This guide advises eating some foods from each food group daily. The key is balancing your diet—some high-protein food, some fruits and vegetables, and some bread or pasta. For exercising effectively, stay simple. Walking every day beats going to the gym once a week.

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