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.

Allen enjoys **singing** more than **acting**.
He feels that **singing well** is impossible **without lengthy training**.

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

**As subject**
- *Singing requires good breathing.*

**As predicate nominative**
- *My favorite activity is **singing**.*

**As direct object**
- *I love **singing**.*

**As object of a preposition**
- *Rebecca takes lessons in **singing**.*

**As indirect object**
- *I give **singing** my best effort.*

### A. Identifying Gerunds
In each sentence, underline every gerund.

1. Playing guitar well takes a great deal of skill.
2. Elena has a knack for composing ditties.
3. Francine likes performing for an audience but hates practicing.
4. Morgan isn’t interested in playing in an orchestra.
5. Developing an ear for music takes time and careful listening.
6. Dale’s goal is touring with a rock band.

### B. Identifying Gerunds
Underline each gerund. 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. Eating just before his performance gave Ben a stomachache.  

2. Jorge is anxious about learning music.  

3. We encouraged his entering the competition.  

4. Ron’s problem was thinking he was the best player.  

5. Once the season starts, skating is all Orville thinks about.  

6. One of the hardest things in band is blending in with the other players.  

7. Singing is the most fundamental form of music.  

8. I appreciate your reading my composition.  

9. Victor has a talent for finding words that fit the music.  

10. Melanie’s favorite pastime is listening to her little sister sing.
A. Identifying Gerunds

Underline each gerund. 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. Thomas likes listening to classical guitar. ________
2. He’s interested in learning to play it, but needs a teacher. ________
3. His least favorite activity is playing scales. ________
4. While fixing the engine, the mechanic played a classical music station. ________
5. Winning is not the only reason to enter the contest. ________
6. Gina enjoys studying with a real artist. ________
7. Is practicing two hours a day enough? ________
8. Devonna’s goal is entering a college with a highly rated music department. ________
9. In music and comedy, timing is everything. ________
10. The school solved the schedule conflicts by creating a new class. ________

B. Using Gerunds

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

1. To play bluegrass has always been my goal.
   __________________________________________________________________________
2. I was afraid to have him as a teacher.
   __________________________________________________________________________
3. The difficulty is to find time to practice.
   __________________________________________________________________________
4. To spend time with friends is important.
   __________________________________________________________________________
5. He knows it is a sacrifice to work so hard.
   __________________________________________________________________________
Gerunds

A. Using Gerunds
Write sentences using the following gerunds in the sentence parts indicated.

1. shouting (subject)
   ____________________________________________________________________________
   ____________________________________________________________________________

2. telling (object of preposition)
   ____________________________________________________________________________
   ____________________________________________________________________________

3. singing (predicate nominative)
   ____________________________________________________________________________
   ____________________________________________________________________________

4. winning (direct object)
   ____________________________________________________________________________
   ____________________________________________________________________________

5. playing (your choice of function in the sentence)
   ____________________________________________________________________________
   ____________________________________________________________________________

B. Using Gerunds in Writing
You would like to get a summer job, but don’t know what kind of work you are qualified for. In listing work experiences you have had, you recall these chores: you have taken care of your younger brother and sister; grocery shopped for your parents; mowed the lawn and trimmed hedges; prepared family meals of eggs or sandwiches; and vacuumed carpets. Write a statement, using five or more gerunds, that lists your experiences. You might conclude with a sentence suggesting jobs that these experiences prepare you for.

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
Participles

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

A cheering crowd distracts him. (The present participle cheering modifies crowd.)

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

Stunned, she didn’t know what to say. (past participle of regular verb)
The stolen diamond was worth millions. (past participle of irregular verb)

Gerunds, participles, and verbs all end in -ing. Here is how you can tell the difference.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
<th>Tip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerund</td>
<td>The grasshopper enjoyed fiddling.</td>
<td>Could be replaced by a noun</td>
</tr>
<tr>
<td>Participle</td>
<td>The fiddling grasshopper did no work.</td>
<td>Could be replaced by an adjective</td>
</tr>
<tr>
<td>Verb</td>
<td>He was fiddling all summer.</td>
<td>Always used with a helping verb</td>
</tr>
</tbody>
</table>

A. Identifying Participles and Gerunds
Write Participle or Gerund to identify the boldfaced verbal in each sentence.

1. The disappointed crow went hungry that day. _________
2. The boasting hare lost the race to the tortoise. _________
3. Removing a bone from the wolf’s throat was probably foolhardy. _________
4. The grasshopper laughed at the hardworking ant. _________
5. After barely escaping the cat, the country mouse returned to the farm. _________
6. The frightened rabbits, in turn, frightened the frogs. _________
7. Arguing with the wolf was stupid. _________
8. The fox tried to escape by running into the woods. _________
9. The choking wolf begged the crane for assistance. _________
10. The crane didn’t get the promised reward. _________

B. Identifying the Role of Participles
Underline the word that each boldfaced participle modifies.

1. The characters in Aesop’s fables are talking animals.
2. Reported to be a slave in classical Greek times, Aesop was a great storyteller.
3. Presenting moral lessons, Aesop’s fables guide children to right actions.
4. The tales, retold for generations, still entertain us.
5. We laugh at, yet learn from, the animals acting like humans.
Lesson 2

Participles

A. Identifying Participles and Gerunds
Underline the verbal in each sentence. On the line, write **Participle** or **Gerund** to identify the verbal.

1. The smiling man in the third row is my uncle. ___________________

2. The slave Aesop was a master at telling stories. ___________________

3. Pleased by the noisy applause, the singer gave an encore. ___________________

4. Have you heard our whistling teapot? ___________________

5. Kathy said she saw a spotted owl. ___________________

6. That nursery is famous for growing beautiful orchids. ___________________

7. All the candidates praise working people. ___________________

8. Evan bought all the materials for building a boat. ___________________

9. Taking this roundabout path was a mistake. ___________________

10. Shocked by the sight of her sister after many years, the old woman wept. ___________________

B. 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 lying fox only wanted to eat the chickens. ___________________

2. Stopping too often for naps, the hare lost his race with the tortoise. ___________________

3. Frustrated, the fox said the grapes were probably sour anyway. ___________________

4. The eagle, convinced by the crow, let go of the turtle. ___________________

5. The lion lay in front of his cave, gasping for breath. ___________________

6. The disappointed crane flew off sadder but wiser. ___________________

7. Running to the pond, the rabbits scared the frogs. ___________________

8. The fox, expecting a nice meal, arrived at the crane’s home. ___________________

9. Thoroughly upset by the cat, the country mouse quickly left the city. ___________________

10. Quarreling among themselves, the oxen became easy prey to the lion. ___________________
Participles

A. Using Participles in Writing
Write a sentence using each of these phrases made up of noun plus a participle.

1. screeching brakes

2. stunning outfit

3. disappointed contestant

4. crying baby

B. Using Participles and Gerunds
In each sentence, underline the verbal. On the line to the right, write Gerund or Participle to identify the verbal. Then rewrite the sentence, if possible changing each gerund to a participle and each participle to a gerund. Add words and ideas as needed.

EXAMPLE

Croaking kept the frogs next to the pond busy. Gerund
The croaking frogs sat next to the pond.

1. Playing his fiddle all day, the lazy grasshopper wasted the summer.

2. My favorite after-school pastime is talking on the phone.

3. A smiling fox can’t be trusted.

4. The whistling waiter left the room.

5. Studying for a test is difficult.
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 exercise*. 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 exercise* is essential for good health. (subject of sentence)
- John plans to exercise daily. (direct object)
- His plan is to exercise daily. (predicate noun)

**As adjective**

- A plan to exercise is necessary. (*to exercise* modifies *plan*)

**As adverb**

- To exercise regularly, John made a schedule. (*To exercise* modifies *made*, telling why he made a schedule.)

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 or pronoun, the phrase is a prepositional phrase.

- John is going to the movies. *(prepositional phrase)*
- Would you like to go to the movies? *(infinitive phrase)*

### A. Identifying Infinitives

Underline the infinitive in each sentence.

1. Kenneth’s goal is to win the race.
2. The committee decided to present a trophy to the winner.
3. Who wants to race on Saturday?
4. The runners wanted to show their appreciation.
5. To compete, you must be diligent in your training.
6. Ann wants to run all the hills.
7. After the second mile, the runners stopped to get water.
8. To be on the team, you must show up for every practice.
9. His desire to win is almost a sickness.
10. The team manager tried to stay with the runners.

### B. Identifying the Role of Infinitives

Write how each boldfaced infinitive is used: **N** for noun, **ADJ** for adjective, or **ADV** for adverb.

1. To play basketball with grace is Michael’s gift.
2. The team struggled to make the playoffs.
3. Their desire to win the city championship is admirable.
4. To achieve their goal, they must work harder.
5. The team’s fans hope to see a victory.
Infinitives

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

1. To compete in the Olympics is the dream of most athletes. ________
2. To make the Olympics, you must be talented and diligent. ________
3. The desire to excel is what motivates athletes. ________
4. She wanted to return home with an Olympic medal. ________
5. His hope was to win a medal in the 100-meter dash. ________
6. He had reason to think he could do it. ________
7. To be in the Olympics is a great achievement. ________
8. Athletes from around the world went to compete. ________
9. I wish they hadn’t decided to allow professionals into the Olympics. ________
10. The effect of the change was to take something from the games. ________

B. Using Infinitives
Use each of the following infinitives in a sentence.

1. To read

__________________________________________________________________________________________

2. To compete

__________________________________________________________________________________________

3. To sail

__________________________________________________________________________________________

4. To speak

__________________________________________________________________________________________

5. To pitch

__________________________________________________________________________________________
A. Using Infinitive Phrases

Use each of the following infinitives or infinitive phrases in a sentence.

1. to struggle

__________________________________________________________________________________________

2. to play second base

__________________________________________________________________________________________

3. to be the star

__________________________________________________________________________________________

4. to race

__________________________________________________________________________________________

5. to hit a home run

__________________________________________________________________________________________

B. Using Infinitive Phrases

Rewrite each sentence, substituting an infinitive or infinitive phrase for the underlined words.

EXAMPLE  Glenn was eager for the experience of trying out for the team.

Glenn was eager to try out for the team.

1. For the purpose of winning the race, Iona trained morning and night.

__________________________________________________________________________________________

2. Ned’s desire was becoming the goalie on the hockey team.

__________________________________________________________________________________________

3. Pam’s hope of playing second base created conflict between us.

__________________________________________________________________________________________

4. Failure was never acceptable to Stephen.

__________________________________________________________________________________________

5. All the coach wanted was success for the team.

__________________________________________________________________________________________
A **verbal phrase** consists of a verbal and any modifiers or complements it may have.

A **gerund phrase** consists of a gerund plus its modifiers and complements. Like a gerund, the entire phrase is used as a noun.

Flying a kite can be fun. *(Kite is the complement-object of flying; the gerund phrase Flying a kite is used as the subject of the sentence.)*

There are also useful reasons for flying a kite. *(used as object of preposition)*

A **participial phrase** consists of a participle plus its modifiers and complements. The entire phrase modifies a noun or pronoun.

Flying a kite in a storm, Benjamin Franklin was almost hit by lightning. *(The participial phrase Flying a kite in a storm modifies Benjamin Franklin.)*

An **infinitive phrase** consists of an infinitive plus its modifiers and complements. The entire phrase functions as a noun, an adjective, or an adverb.

Ben decided to fly a kite in a storm to test his theory about lightning. *(The first infinitive phrase is used as a noun, telling what Ben decided; the second is used as an adverb, telling why.)*

**Identifying Verbals and Verbal Phrases**
Identify each boldfaced verbal phrase by writing **gerund phrase, participial phrase,** or **infinitive phrase** on the line to the right.

1. Using the kite string as an electrical conductor, Franklin captured a bit of lightning. _______________________

2. The electricity captured during his experiment was safely stored in a Leyden jar. _______________________

3. Franklin’s surviving the process was a kind of scientific miracle. _______________________

4. Knowing how dangerous it was, Franklin surely would never have attempted his kite experiment. _______________________

5. I remember how my father loved flying kites. _______________________

6. He loved to get out in the city park on a windy autumn afternoon. _______________________

7. But he always warned me never to fly a kite in a storm. _______________________

8. Using balsa sticks and tissue paper, he made me my first kite. _______________________

9. I remember thinking it was not very handsome. _______________________

10. I’d give anything to have that kite now. _______________________

11. Remembering my first kite brings back a lot of other memories. _______________________

12. Remembering my first kite, I’d like to make a kite for my son. _______________________
Lesson 4

Verbal Phrases

A. Identifying Verbals and Verbal Phrases
Underline every verbal and verbal phrase in these sentences. If a sentence has more than one verbal or verbal phrase, use double underlining on the second one.

1. Anybody devoted to personal fitness should try to walk more.
2. After running, I only wanted to take a nap.
3. A flying trapeze is not the best equipment to exercise on.
4. Sailing inspired Henry to write poetry.
5. My least favorite exercise is running.
6. To build up muscles for running, Ari walked a mile a day.
7. Injured in the fall, Evelyn considered dropping out of the race.
8. Larry, surrounded by guards, decided to toss the ball at the basket.
9. Tony wanted to start a career in acting.
10. When people try to sail around the world, what do they do about receiving mail?

B. Identifying Verbals and Verbal Phrases
Identify each boldfaced verbal phrase in two ways. First, write GP, PP, or IP for gerund phrase, participial phrase, or infinitive phrase. Second, write how the phrase is used: NS, NO, ADJ, or ADV (for Noun as Subject, Noun as Object of verb or preposition, Adjective, or Adverb).

1. To do your best, you must develop a positive attitude. ______________
2. Abner wanted to try out for the basketball team. ______________
3. Watching you try out, I decided I should too. ______________
4. To win was not his objective. ______________
5. Running track is what Jackie lives for. ______________
6. Inspired by Ronald’s attitude, we tried harder. ______________
7. In the sixth inning, Val scored the run tying the game. ______________
8. I prefer sailing my boat to work. ______________
9. My brother always likes a peanut butter sandwich after swimming. ______________
10. Observing your performance, I learned a lot. ______________
A. Using Verbals and Verbal Phrases

What do you know about kites? Write sentences about kites using the verbal phrases identified in parentheses. Underline your verbal phrase.

1. (gerund phrase) ______________________________________________________________
   ____________________________________________________________________________

2. (participial phrase) ______________________________________________________________
   ____________________________________________________________________________

3. (infinitive phrase) ______________________________________________________________
   ____________________________________________________________________________

B. Using Verbals and Verbal Phrases

Complete each sentence with a verbal or verbal phrase. On the numbered lines below, identify the verbal you supplied in two ways. First, write G, P, or I for gerund, participle, or infinitive. Second, write how the verbal is used: N, N, ADJ, or ADV for noun, adjective, or adverb.

Have you ever flown a kite? (1) ______________________ is not difficult.

You need (2) ______________________ a kite and string. The easiest way to launch a kite is (3) ______________________ into the wind,

(4) ______________________ the kite aloft, until the wind lifts it into the sky.

(5) ______________________ by the wind, the kite will gain and lose altitude.

Listen to the taut string (6) ______________________ in the wind.

You’ll want (7) ______________________ back often to the park

(8) ______________________ your kite.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________