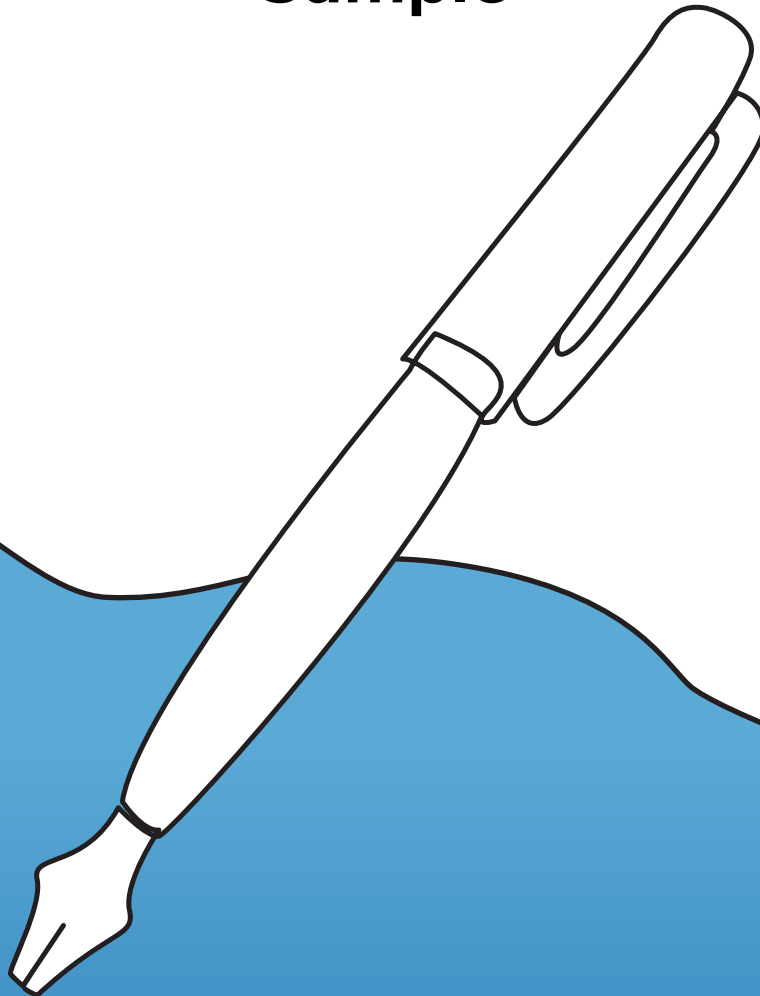


4

ANALYTICAL GRAMMAR®

Phrases and Clauses
Sample



Lesson 2

Gerund Phrases

Instructor Notes

Students may have a hard time keeping the three verbals straight in their minds. Gerunds end with *-ing*, just like present participles, so it's understandable to be confused. When students apply what they know about the jobs words and phrases do in sentences, it will become clearer for them. Be sure that they complete the gerund row in their verbals chart. Identifying the distinguishing features of gerund phrases will help lessen any confusion.

Diagramming solutions are found after Lesson 7.

A Tip for Instructors

If a lesson seems overwhelming, slow the pace a bit and have your student split up each exercise by doing the odd-numbered sentences one day and even-numbered the next. This will give your student two weeks to complete the lesson instead of one.

Lesson 2: Gerund Phrases

Another kind of verbal is the **gerund**, a verb form ending in *-ing*.

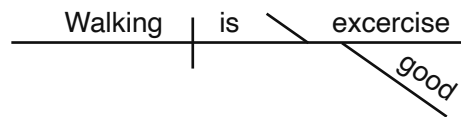
But wait— isn't a present participle a verb form ending in *-ing*? You are correct— great work! But a **gerund** is used as a noun, not as an adjective. Also, unlike the participle, it can't be removed without changing the grammatical structure of the sentence, possibly even making it grammatically incorrect.

Gerunds

A gerund is a verb ending in *-ing* which is used as a noun. It cannot be removed from the sentence without changing its grammatical structure. Gerunds can do all the jobs that nouns or pronouns can do: direct object, indirect object, object of the preposition, or predicate nominative. If a sentence has a gerund by itself, diagram it as you would any noun.

v lv adj n

Example A: Walking is good exercise.

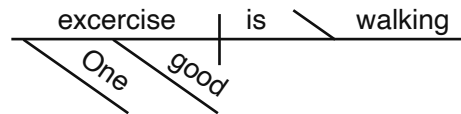


Walking, which is usually thought of as a verb, is the subject of the above N-LV-N sentence.

Here's an example of *walking* as the predicate nominative:

adj adj n lv v

Example B: One good exercise is walking.



Like all verbals, gerunds also act like verbs in many ways. For example, they can take a direct object or be modified by adverbs. When they behave like verbs *and* nouns, the gerund and all of its modifiers and objects are called a **gerund phrase**.

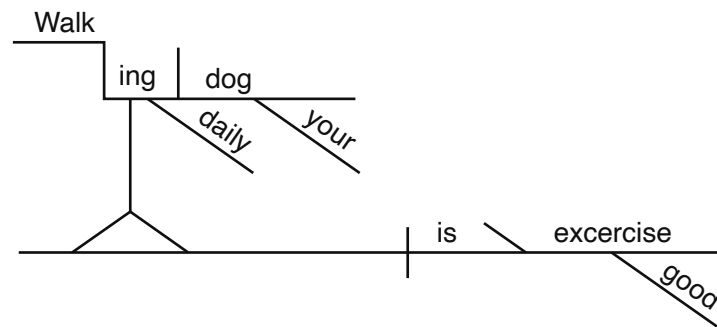
Gerund phrases

A gerund phrase includes a gerund and all of its modifiers and objects. The complete phrase works together as one unit to do one of the jobs of a noun (subject, direct object, indirect object, object of the preposition, or predicate nominative).

Gerund phrases are diagrammed in a special way. The gerund phrase is doing the job of a noun, so put it up on a stilt above the place for the noun. The gerund itself is broken into two steps, with the verb part on the higher step and the *-ing* on the same line as the rest of the phrase. That may sound confusing, so here's what it looks like for each of the jobs that nouns do.

Example 1: Gerund phrase as subject

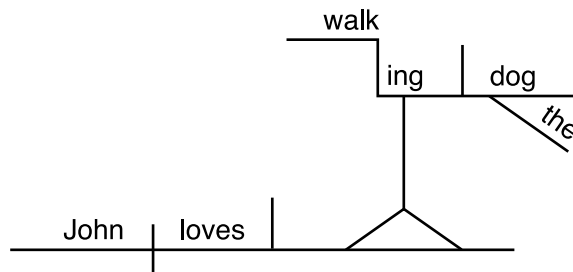
v adj n adv lv adj n
Walking your dog daily is good exercise.



The entire gerund phrase *Walking your dog daily* is the subject, so it all needs to go in the subject space. Use the stilt to make that possible and still show the complete phrase as one unit. (Remember, a phrase is a group of words that act as one unit!) *Walking* is broken into two steps, with *Walk* on the higher one and *-ing* on the same line as the rest of the phrase.

Example 2: Gerund phrase as direct object

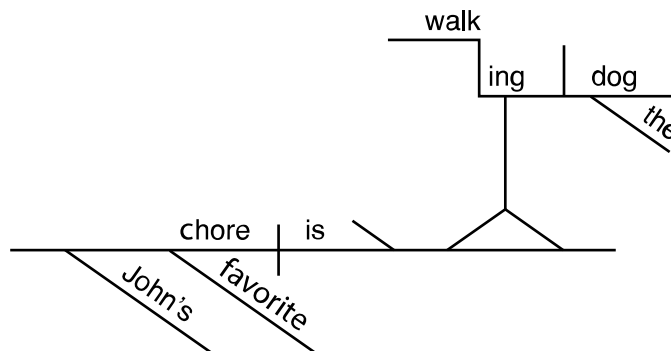
pn av v art n
 John loves walking the dog.



The entire gerund phrase *walking the dog* is the direct object.

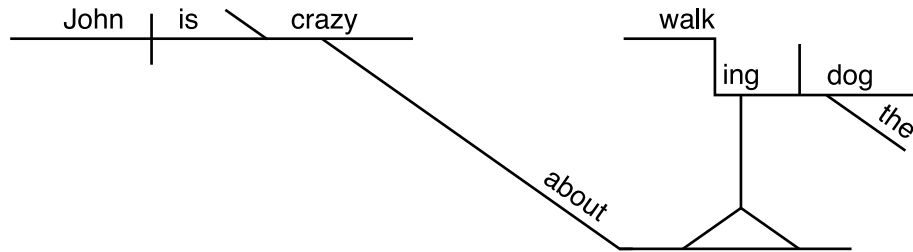
Example 3: Gerund phrase as predicate nominative

adj adj n lv v art n
 John's favorite chore is walking the dog.



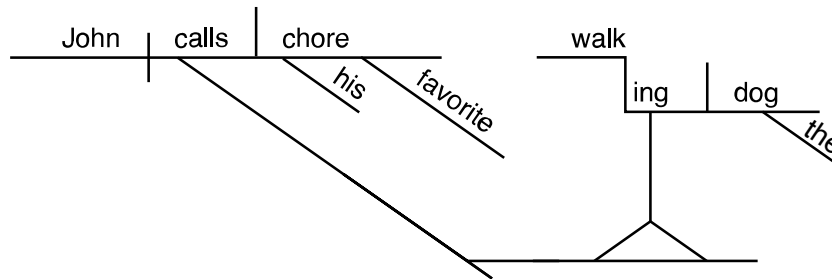
Example 4: Gerund phrase as object of the preposition

pn lv adj pp v art n
 John is crazy (about walking the dog).



Example 5: Gerund phrase as indirect object

pn av v art n adj adj n
 John calls walking the dog his favorite chore.



Boy, that John sure is crazy about walking his dog! So remember, when you have just a gerund, diagram it just like you would a noun. When you have a complete gerund phrase, however, you need to use the stilt with the steps so you can diagram the entire phrase but still show it together as one unit.

Now complete the **Gerund** row on your Verbal Phrases chart.

Gerund Phrases: Exercise A

Directions

Parse the sentences below and put prepositional phrases in parentheses. Underline the gerund phrases. Write what job the gerund phrase is doing in each sentence.

v n lv art adj n pp adj n

- 1) Writing essays is a major part (of our course).

subject

v art n pp n hv av pro

- 2) Playing the radio (at night) may disturb others.

subject

pro hv adv av v n

- 3) I have always enjoyed playing chess.

direct object

art n av adv pp v art n art n

- 4) The thief got in (by telling the guard a lie).

object of the preposition

adj n hv adv lv v n adv pp adj n

- 5) His hobby has always been arguing politics heatedly (with his friends).

predicate nominative

art n av pro n pp v pn

- 6) The class gave me practice (in speaking Spanish).

object of the preposition

pn av v n art adj n

- 7) Mortimer gives playing guitar a bad name.

indirect object

2 EXERCISE A

Directions

Parse the sentences below and put the prepositional phrases in parentheses. Underline the gerund phrases. Diagram the sentences. Use your notes and The Process Chart if you need help.

adj v art n pp art n av art n

- 8) Molly's rattling the dishes (in the kitchen) awakened the baby.

adj adj n lv v pro adj n

- 9) Her favorite pastime is telling everyone her troubles.

pro av v art adj n

- 10) I dislike teasing the little boy.

Gerund Phrases: Exercise B

Directions

In this exercise, each sentence has both a gerund phrase and a participial phrase. You will need to identify which is which. To do that, determine whether the verbal phrase is doing the job of a noun (gerund) or is modifying a noun (participial). If you're not sure, remember that a good test is to see if it can be removed from the sentence without leaving the sentence grammatically incorrect. If you can remove it, it's a participial phrase.

Parse the sentences below and put the prepositional phrases in parentheses. Underline the participial phrases **once** and the gerund phrases **twice**. Diagram the sentences. Use your Process Chart and lesson notes if you need help.

v art n pp art adj n pn av v n

- 1) Being a man (with a big heart), Jim likes helping people.

v art adj n v pp art n lv art adj n pp n

- 2) Rescuing the stray dog begging (in the street) was the woman's act (of kindness)

pp art n
(for the day).

adj n adv v pp n av art n pp v adj n

- 3) My counselor, carefully trained (in psychology), knows the importance (of sharing your troubles).

v art adj n pro av v pp art n

- 4) Being an incurable romantic, I love walking (in the moonlight).

v pp art n adv av n v pp art n

- 5) Crying (in the movies) usually embarrasses people caught (in the act).

art adj n pp adj n v pp art n lv v art n pp art n

- 6) The last act (of their day) spent (in the desert) was watching the sunset (from the mesa).

2 EXERCISE B

Directions

Write what job the following words are doing in each sentence. Choose your answers from among the following:

subject *object of the preposition* *verb*
modifier *direct object* *indirect object*
predicate nominative *predicate adjective*

Sentence #	Word	Job
1	man	<i>predicate nominative</i>
1	people	<i>direct object</i>
2	street	<i>object of the preposition</i>
2	woman's	<i>modifier</i>
2	kindness	<i>object of the preposition</i>
3	importance	<i>direct object</i>
4	incurable	<i>modifier</i>
4	romantic	<i>predicate nominative</i>
5	usually	<i>modifier</i>
5	act	<i>object of the preposition</i>
6	desert	<i>object of the preposition</i>

Gerund Phrases: Exercise C

Directions

Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases **once** and the gerund phrases **twice**. Diagram the sentences.

n v adv pp art n hv av pp v art n

- 1) Flowers picked especially (for the occasion) were used (for decorating the ballroom).

adj n v pp adj n lv v n pp n

- 2) My hobby, developed (over many years), is embroidering samplers (on linen).

———*pn*——— *av v n v pp art adj n*

- 3) Mr. Gardner enjoys reading books written (in the 18th century).

adv v art adj n av pro v pp art adj

- 4) Fluently speaking a foreign language gives anyone (interested (in a diplomatic

n art adj n

career) a distinct advantage.

adj n v n pp art pn av v art adj n

- 5) Many students attending college (in the Fifties) made stuffing a telephone booth

art adj n

a huge fad.

pro av ——pn—— pp v adj adj n v adv pp art n

- 6) I helped Mrs. Willows (by visiting her little boy) cooped up (in the hospital).

2 EXERCISE C

Directions

Write what job the following words are doing in each sentence. Choose your answers from among the following:

subject *object of the preposition* *verb*
modifier *direct object* *indirect object*
predicate nominative *predicate adjective*

Sentence #	Word	Job
1	occasion	<i>object of the preposition</i>
1	ballroom	<i>direct object</i>
2	hobby	<i>subject</i>
2	many	<i>modifier</i>
3	books	<i>direct object</i>
4	language	<i>direct object</i>
4	advantage	<i>direct object</i>
5	made	<i>verb</i>
5	fad	<i>direct object</i>
6	boy	<i>direct object</i>
6	hospital	<i>object of the preposition</i>

Application & Enrichment

Verb Tenses: Present Perfect and Past Perfect

The next verb tense to look at is the **perfect tense**. That doesn't mean that this tense is better than all of the other tenses! In this case, *perfect* comes from the Latin word *perfectum*, which means *completed*. We use the perfect tense to show actions that have been started, and sometimes completed, in the past.

The **present perfect tense** is formed by using the **present tense** of the helping verb **to have** plus the past participle of the verb (usually formed by adding *-ed*). It describes two possible scenarios:

- 1) an action that started in the past and continues up to the present time
Example: I have skied for years. (I started skiing in the past, and I still ski today.)
- 2) an action that was completed in the past at a nonspecific time
Example: I have read all of the books in that series. (I read the books in the past, and I finished reading them before today.)

The **past perfect tense** is formed by using the **past tense** of the helping verb **to have** plus the past participle of the verb. It describes an action that was completed in the past that occurs *before* something else that happened in the past. The context needs to make clear that there is a sequence of events.

Examples: The princess looked for the frog, but it had jumped back into the pond. (The frog jumped back into the pond **before** the princess looked for it.)

The teacher said that Friday was the last day to hand in book reports. I had already handed mine in. (I handed it in **before** the teacher said that Friday was the last day.)

Notice that the events don't have to be in the same sentence!

The helping verb **have** determines whether or not the verb is present tense or past tense. The main verb is in past participle form.

<i>to walk</i>	present	past	future
simple	walk	walked	
perfect	have walked <i>have/has + past participle</i>	had walked <i>had + past participle</i>	
progressive			
perfect progressive			

This tense used to be called the **pluperfect** and is still called that in other languages. You may come across this word if you study other languages or read old grammar books (which we all do, just for fun, right?).

2 APPLICATION & ENRICHMENT

Directions

The following sentences are written in present tense. Rewrite them using the present perfect tense for the verbs in italics.

- 1) I *walk* to school every day.
I have walked to school every day.
- 2) The road crew *repairs* the potholes on my street.
The road crew has repaired the potholes on my street.
- 3) The screen on my phone *cracks* because I keep dropping it.
The screen on my phone has cracked because I keep dropping it.
- 4) We *travel* to watch the big game against our arch rival in person.
We have traveled to watch the big game against our arch rival in person.
- 5) Josh and Mary *see* the sign announcing the grand opening of the new bakery.
Josh and Mary have seen the sign announcing the grand opening of the new bakery.

Directions

The following sentences are written in past tense. Rewrite them using the past perfect tense for the verbs in italics.

- 6) I *spent* all of the money I had on a miniature donkey.
I had spent all of the money I had on a miniature donkey.
- 7) The cat *climbed* even higher in the tree by the time the firemen arrived.
The cat had climbed even higher in the tree by the time the firemen arrived.
- 8) Before my alarm went off, I *awoke* with a start.
Before my alarm went off, I had awoken with a start.
- 9) The plaster *set* by the time we were ready to use it.
The plaster had set by the time we were ready to use it.
- 10) We *received* a birthday card from Aunt Shirley every year until we turned eighteen.
We had received a birthday card from Aunt Shirley every year until we turned eighteen.

Gerund Phrases: Assessment

Directions

Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases once and the gerund phrases twice. Diagram the sentences. Use The Process Chart and your lesson notes if you need help.

v adj n pp pn lv art n pp adj n

19 1) Photographing big game (in Africa) is the profession (of that man)

v art adj n

wearing the brown jacket.

art n v pp art n av v art n pp n

16 2) The students seated (in the auditorium) hated hearing the bell (for class).

v art adj n lv art adj n v pp art n

15 3) Ringing the church bells is the danger signal chosen (by the villagers).

adj n pp v art n av adj pp art n v art n

18 4) His excuse (for breaking the law) sounded ridiculous (to the officer) writing the ticket.

pro lv adj pp v n conj pro av art adj n pp art n

23 5) I was sick (of studying algebra), but I expected a good grade (on the test)

v pp —pn—

given (by Mr. Wolf).

v n pp n lv art adj n pp adj n v pp adj n

20 6) Playing tricks (on people) is the major pastime (of my cousin) going (to boarding school).

art n v pp art adj n adv av v art n

15 7) The car speeding (down a narrow road) just missed hitting a child.

2 ASSESSMENT

pn av adj n v art adj n pp v adj n
— 8) Jan helped her friend catching the early plane (by ironing her dress).
15

adj n adv v pp art n av v art adj n pp pro
— 9) My horse, recently broken (to the saddle), enjoys exploring the bridle paths (with me).
18

pn v pp adj n pp n av v n
— 10) Mother, accustomed (to large groups) (of people), adores planning parties.
14

==
173

Directions

Write what jobs the following words are doing in each sentence. Choose your answers from among the following:

subject *object of the preposition* *verb*
modifier *direct object* *indirect object*
predicate nominative *predicate adjective*

Five points each

Sentence #	Word	Job
1	game	<i>direct object</i>
1	Africa	<i>object of the preposition</i>
1	profession	<i>predicate nominative</i>
3	signal	<i>predicate nominative</i>
4	excuse	<i>subject</i>
4	law	<i>direct object</i>
4	ridiculous	<i>predicate adjective</i>
5	sick	<i>predicate adjective</i>
5	expected	<i>verb</i>
5	grade	<i>direct object</i>
6	people	<i>object of the preposition</i>
6	boarding	<i>modifier</i>
7	child	<i>direct object</i>
8	Jan	<i>subject</i>
9	horse	<i>subject</i>
10	people	<i>object of the preposition</i>

2 ASSESSMENT

Diagrams

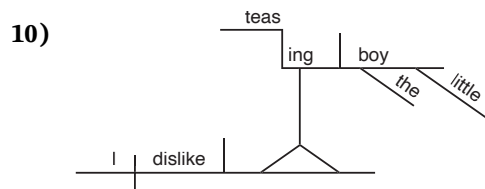
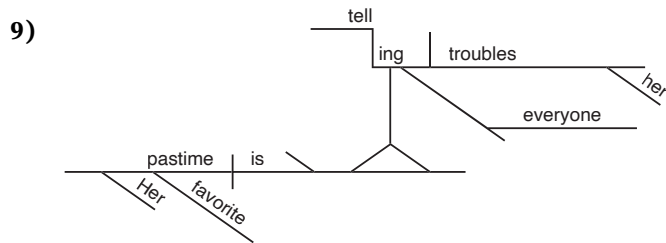
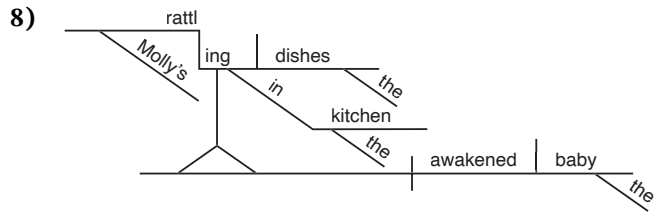
Enter score from diagramming solutions here.

==
131

$$\frac{\text{Total Points}}{384} = \frac{306}{384} = 80\%$$

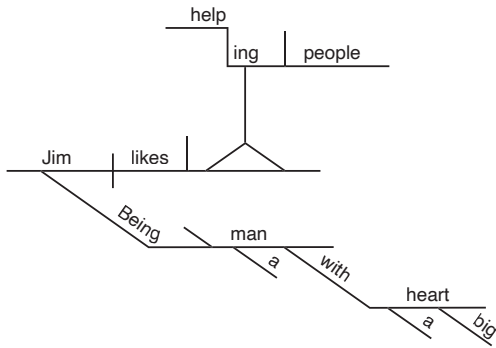
Lesson 2: Gerund Phrases

Exercise A

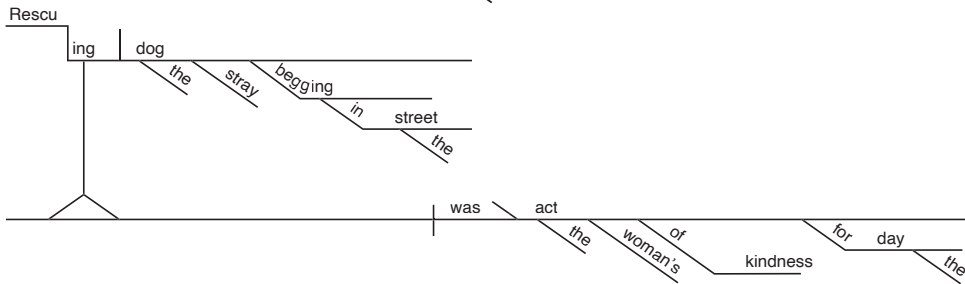


Exercise B

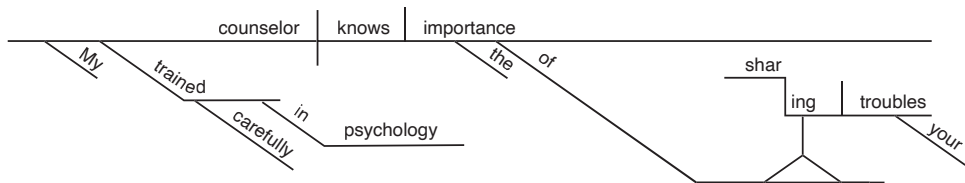
1)



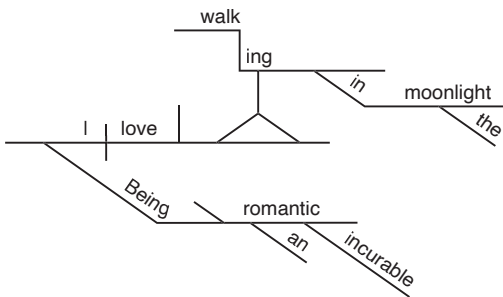
2)



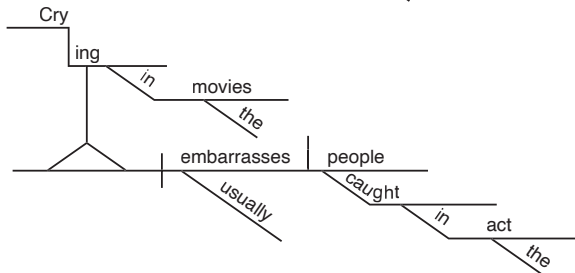
3)



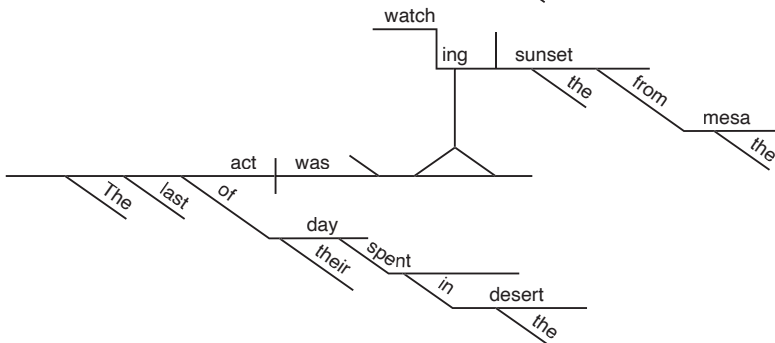
4)



5)

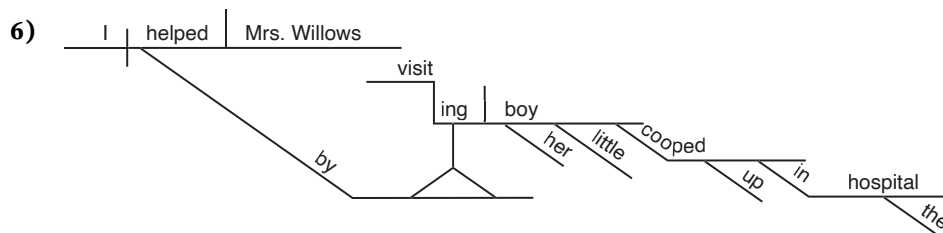
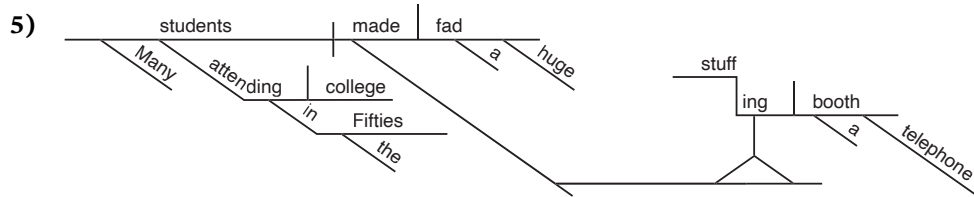
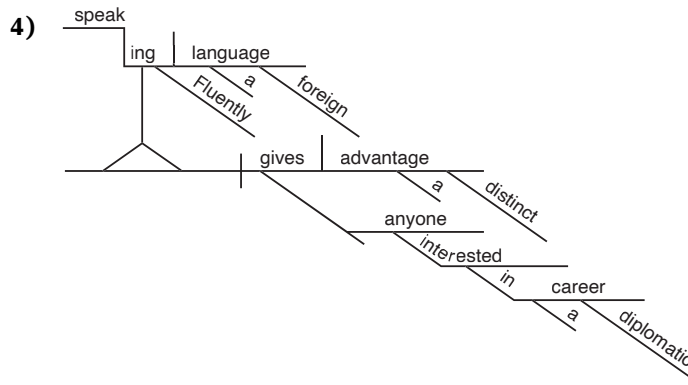
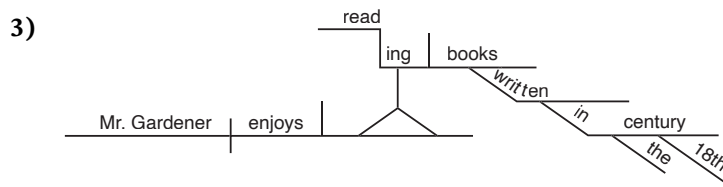
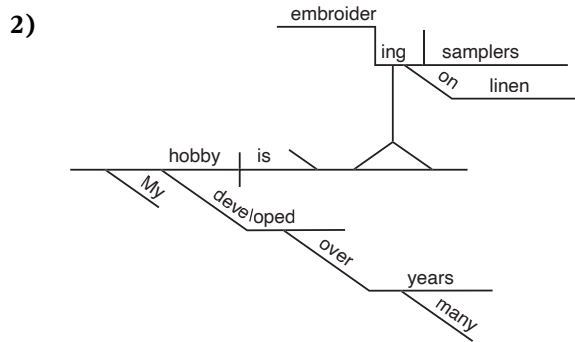
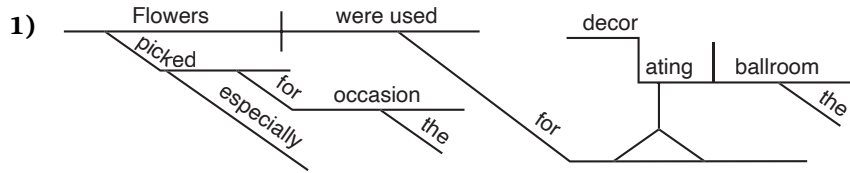


6)



© Demme Learning 0123-012423

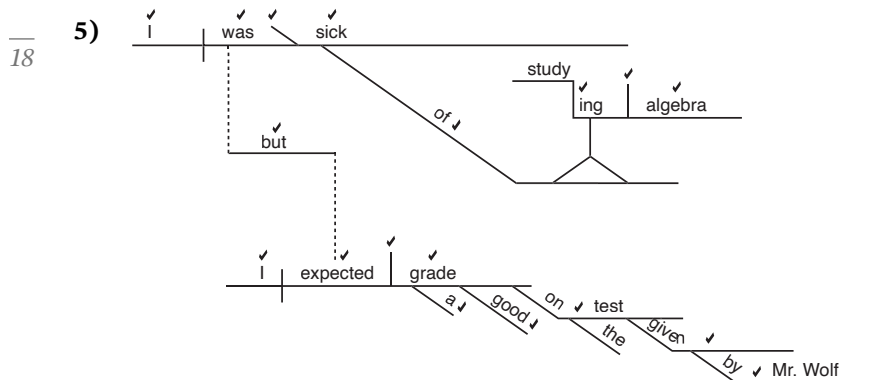
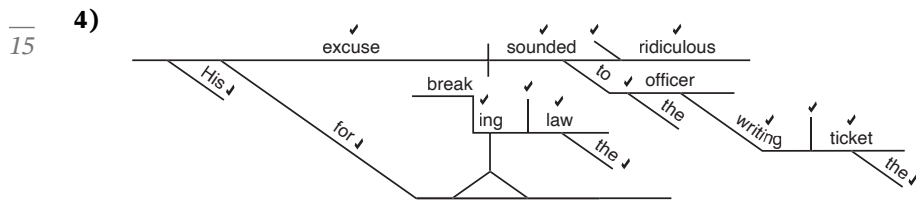
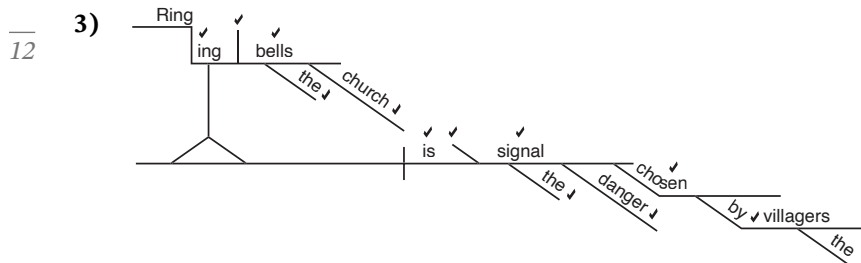
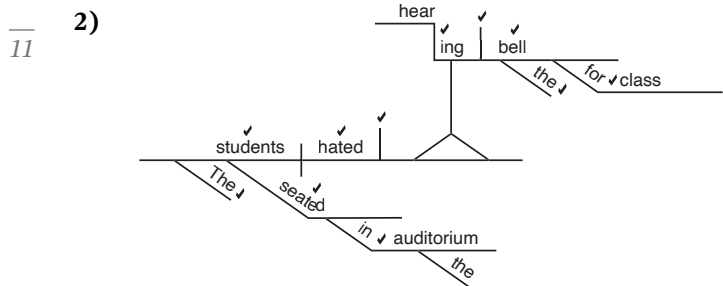
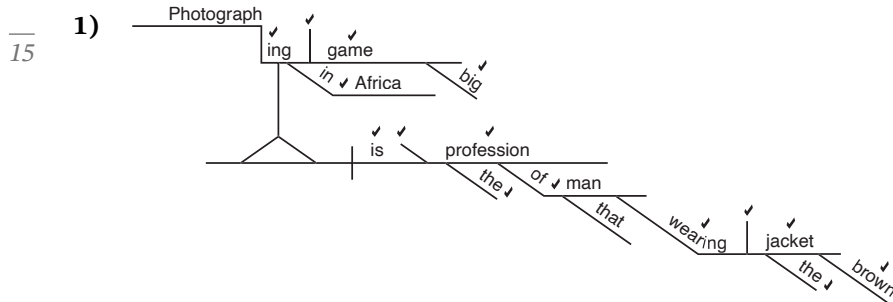
Exercise C



© Demme Learning 0123-012423

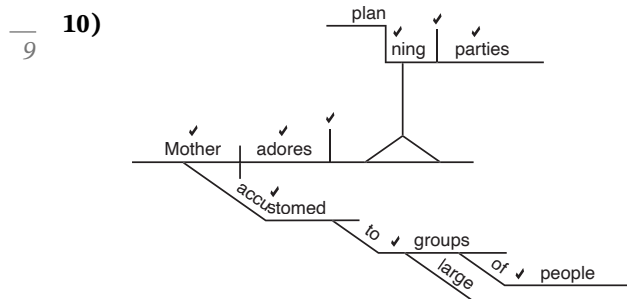
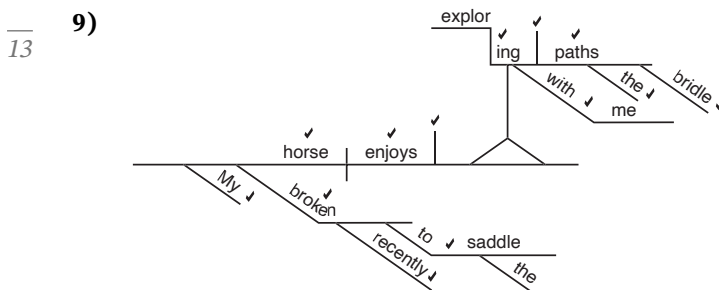
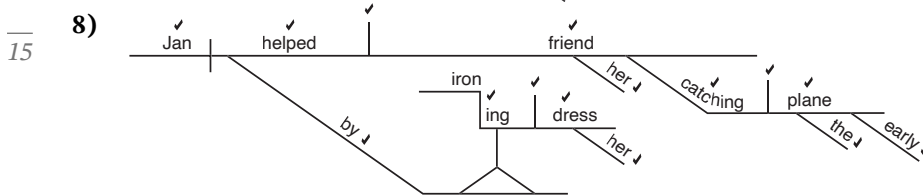
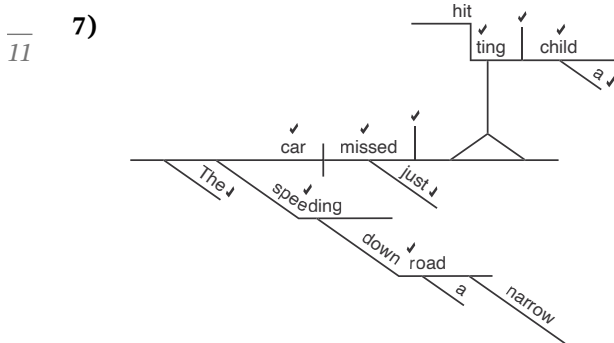
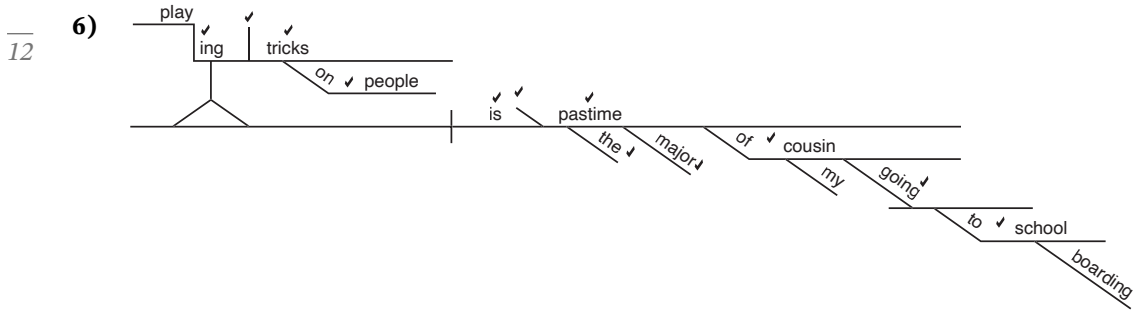
Assessment

Although prepositional phrases are usually only worth one point, for this lesson, those with compound objects will be worth more as shown.



© Demme Learning 0123-012423

Assessment



Diagrams

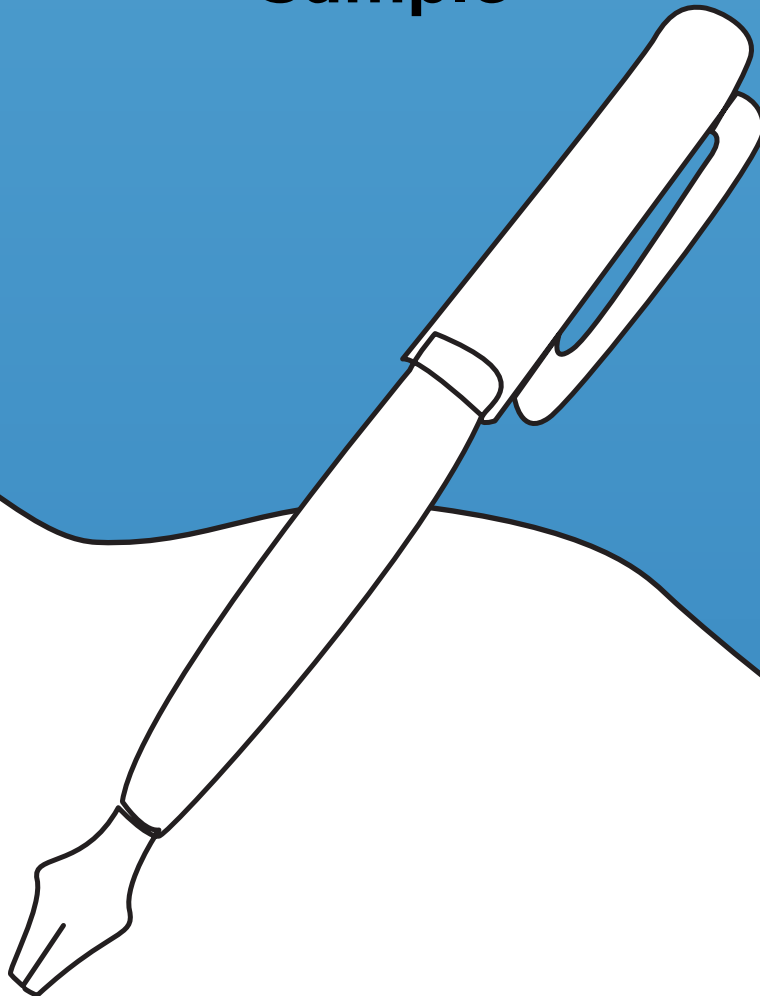
Transfer diagraming points to lesson assessment.

==== Total Points
131

4

ANALYTICAL GRAMMAR®

Phrases and Clauses
Sample



Lesson 2

Gerund Phrases

Lesson 2: Gerund Phrases

Another kind of verbal is the **gerund**, a verb form ending in *-ing*.

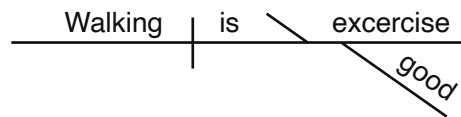
But wait— isn't a present participle a verb form ending in *-ing*? You are correct— great work! But a **gerund** is used as a noun, not as an adjective. Also, unlike the participle, it can't be removed without changing the grammatical structure of the sentence, possibly even making it grammatically incorrect.

Gerunds

A gerund is a verb ending in *-ing* which is used as a noun. It cannot be removed from the sentence without changing its grammatical structure. Gerunds can do all the jobs that nouns or pronouns can do: direct object, indirect object, object of the preposition, or predicate nominative. If a sentence has a gerund by itself, diagram it as you would any noun.

v lv adj n

Example A: Walking is good exercise.

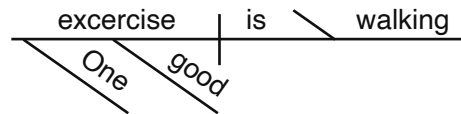


Walking, which is usually thought of as a verb, is the subject of the above N-LV-N sentence.

Here's an example of *walking* as the predicate nominative:

adj adj n lv v

Example B: One good exercise is walking.



Like all verbals, gerunds also act like verbs in many ways. For example, they can take a direct object or be modified by adverbs. When they behave like verbs *and* nouns, the gerund and all of its modifiers and objects are called a **gerund phrase**.

Gerund phrases

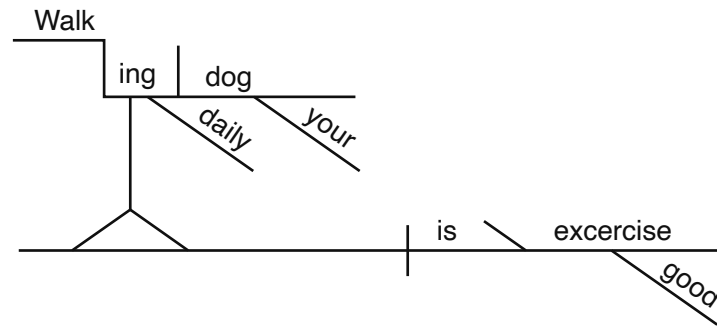
A gerund phrase includes a gerund and all of its modifiers and objects. The complete phrase works together as one unit to do one of the jobs of a noun (subject, direct object, indirect object, object of the preposition, or predicate nominative).

Gerund phrases are diagrammed in a special way. The gerund phrase is doing the job of a noun, so put it up on a stilt above the place for the noun. The gerund itself is broken into two steps, with the verb part on the higher step and the *-ing* on the same line as the rest of the phrase. That may sound confusing, so here's what it looks like for each of the jobs that nouns do.

Example 1: Gerund phrase as subject

v adj n adv lv adj n

Walking your dog daily is good exercise.

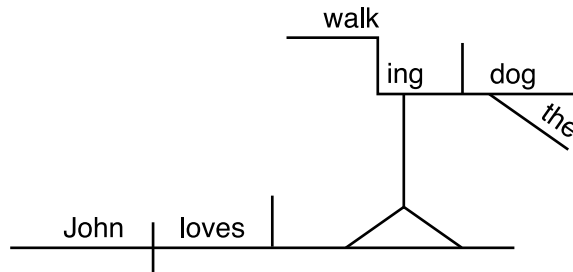


The entire gerund phrase *Walking your dog daily* is the subject, so it all needs to go in the subject space. Use the stilt to make that possible and still show the complete phrase as one unit. (Remember, a phrase is a group of words that act as one unit!) *Walking* is broken into two steps, with *Walk* on the higher one and *-ing* on the same line as the rest of the phrase.

Example 2: Gerund phrase as direct object

pn av v art n

John loves walking the dog.

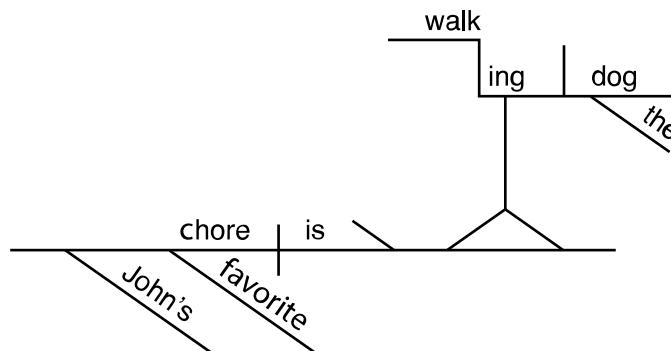


The entire gerund phrase *walking the dog* is the direct object.

Example 3: Gerund phrase as predicate nominative

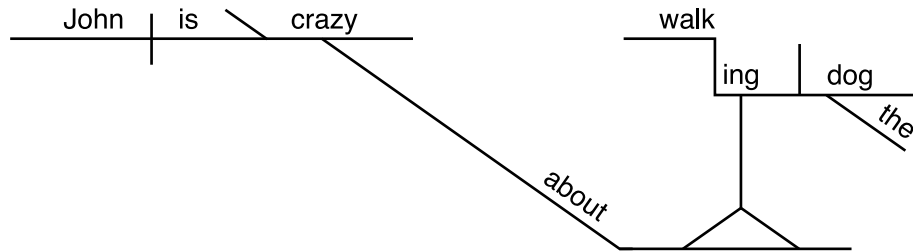
adj adj n lv v art n

John's favorite chore is walking the dog.



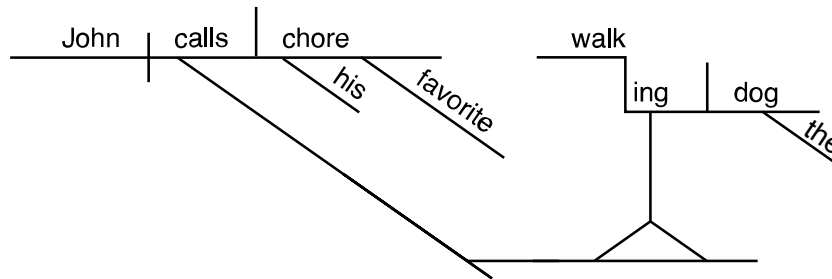
Example 4: Gerund phrase as object of the preposition

pn lv adj pp v art n
 John is crazy (about walking the dog).



Example 5: Gerund phrase as indirect object

pn av v art n adj adj n
 John calls walking the dog his favorite chore.



Boy, that John sure is crazy about walking his dog! So remember, when you have just a gerund, diagram it just like you would a noun. When you have a complete gerund phrase, however, you need to use the stilt with the steps so you can diagram the entire phrase but still show it together as one unit.

Now complete the **Gerund** row on your Verbal Phrases chart.

Gerund Phrases: Exercise A**Directions**

Parse the sentences below and put prepositional phrases in parentheses. Underline the gerund phrases. Write what job the gerund phrase is doing in each sentence.

- 1) Writing essays is a major part of our course.

- 2) Playing the radio at night may disturb others.

- 3) I have always enjoyed playing chess.

- 4) The thief got in by telling the guard a lie.

- 5) His hobby has always been arguing politics heatedly with his friends.

- 6) The class gave me practice in speaking Spanish.

- 7) Mortimer gives playing guitar a bad name.

2 EXERCISE A

Directions

Parse the sentences below and put the prepositional phrases in parentheses. Underline the gerund phrases. Diagram the sentences. Use your notes and The Process Chart if you need help.

8) Molly's rattling the dishes in the kitchen awakened the baby.

9) Her favorite pastime is telling everyone her troubles.

10) I dislike teasing the little boy.

Gerund Phrases: Exercise B

Directions

In this exercise, each sentence has both a gerund phrase and a participial phrase. You will need to identify which is which. To do that, determine whether the verbal phrase is doing the job of a noun (gerund) or is modifying a noun (participial). If you're not sure, remember that a good test is to see if it can be removed from the sentence without leaving the sentence grammatically incorrect. If you can remove it, it's a participial phrase.

Parse the sentences below and put the prepositional phrases in parentheses. Underline the participial phrases **once** and the gerund phrases **twice**. Diagram the sentences. Use your Process Chart and lesson notes if you need help.

- 1) Being a man with a big heart, Jim likes helping people.

- 2) Rescuing the stray dog begging in the street was the woman's act of kindness

for the day.

- 3) My counselor, carefully trained in psychology, knows the importance of sharing your troubles.

- 4) Being an incurable romantic, I love walking in the moonlight.

- 5) Crying in the movies usually embarrasses people caught in the act.

- 6) The last act of their day spent in the desert was watching the sunset from the mesa.

2 EXERCISE B

Directions

Write what job the following words are doing in each sentence. Choose your answers from among the following:

subject *object of the preposition* *verb*
modifier *direct object* *indirect object*
predicate nominative *predicate adjective*

Sentence #	Word	Job
1	man	
1	people	
2	street	
2	woman's	
2	kindness	
3	importance	
4	incurable	
4	romantic	
5	usually	
5	act	
6	desert	

Gerund Phrases: Exercise C

Directions

Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases **once** and the gerund phrases **twice**. Diagram the sentences.

- 1) Flowers picked especially for the occasion were used for decorating the ballroom.

- 2) My hobby, developed over many years, is embroidering samplers on linen.

- 3) Mr. Gardner enjoys reading books written in the 18th century.

- 4) Fluently speaking a foreign language gives anyone interested in a diplomatic career a distinct advantage.

- 5) Many students attending college in the Fifties made stuffing a telephone booth a huge fad.

- 6) I helped Mrs. Willows by visiting her little boy cooped up in the hospital.

2 EXERCISE C

Directions

Write what job the following words are doing in each sentence. Choose your answers from among the following:

subject *object of the preposition* *verb*
modifier *direct object* *indirect object*
predicate nominative *predicate adjective*

Sentence #	Word	Job
1	occasion	
1	ballroom	
2	hobby	
2	many	
3	books	
4	language	
4	advantage	
5	made	
5	fad	
6	boy	
6	hospital	

Application & Enrichment

Verb Tenses: Present Perfect and Past Perfect

The next verb tense to look at is the **perfect tense**. That doesn't mean that this tense is better than all of the other tenses! In this case, *perfect* comes from the Latin word *perfectum*, which means *completed*. We use the perfect tense to show actions that have been started, and sometimes completed, in the past.

The **present perfect tense** is formed by using the **present tense** of the helping verb **to have** plus the past participle of the verb (usually formed by adding *-ed*). It describes two possible scenarios:

- 1) an action that started in the past and continues up to the present time
Example: I have skied for years. (I started skiing in the past, and I still ski today.)
- 2) an action that was completed in the past at a nonspecific time
Example: I have read all of the books in that series. (I read the books in the past, and I finished reading them before today.)

The **past perfect tense** is formed by using the **past tense** of the helping verb **to have** plus the past participle of the verb. It describes an action that was completed in the past that occurs *before* something else that happened in the past. The context needs to make clear that there is a sequence of events.

Examples: The princess looked for the frog, but it had jumped back into the pond. (The frog jumped back into the pond **before** the princess looked for it.)

The teacher said that Friday was the last day to hand in book reports. I had already handed mine in. (I handed it in **before** the teacher said that Friday was the last day.)

Notice that the events don't have to be in the same sentence!

The helping verb **have** determines whether or not the verb is present tense or past tense. The main verb is in past participle form.

<i>to walk</i>	present	past	future
simple	walk	walked	
perfect	have walked <i>have/has + past participle</i>	had walked <i>had + past participle</i>	
progressive			
perfect progressive			

This tense used to be called the **pluperfect** and is still called that in other languages. You may come across this word if you study other languages or read old grammar books (which we all do, just for fun, right?).

2 APPLICATION & ENRICHMENT

Directions

The following sentences are written in present tense. Rewrite them using the present perfect tense for the verbs in italics.

- 1) I *walk* to school every day.
- 2) The road crew *repairs* the potholes on my street.
- 3) The screen on my phone *cracks* because I keep dropping it.
- 4) We *travel* to watch the big game against our arch rival in person.
- 5) Josh and Mary *see* the sign announcing the grand opening of the new bakery.

Directions

The following sentences are written in past tense. Rewrite them using the past perfect tense for the verbs in italics.

- 6) I *spent* all of the money I had on a miniature donkey.
- 7) The cat *climbed* even higher in the tree by the time the firemen arrived.
- 8) Before my alarm went off, I *awoke* with a start.
- 9) The plaster *set* by the time we were ready to use it.
- 10) We *received* a birthday card from Aunt Shirley every year until we turned eighteen.

Gerund Phrases: Assessment

Directions

Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases once and the gerund phrases twice. Diagram the sentences. Use The Process Chart and your lesson notes if you need help.

- 1) Photographing big game in Africa is the profession of that man

wearing the brown jacket.

- 2) The students seated in the auditorium hated hearing the bell for class.

- 3) Ringing the church bells is the danger signal chosen by the villagers.

- 4) His excuse for breaking the law sounded ridiculous to the officer writing the ticket.

- 5) I was sick of studying algebra, but I expected a good grade on the test

given by Mr. Wolf.

- 6) Playing tricks on people is the major pastime of my cousin going to boarding school.

- 7) The car speeding down a narrow road just missed hitting a child.

2 ASSESSMENT

- 8) Jan helped her friend catching the early plane by ironing her dress.

- 9) My horse, recently broken to the saddle, enjoys exploring the bridle paths with me.

- 10) Mother, accustomed to large groups of people, adores planning parties.

Directions

Write what jobs the following words are doing in each sentence. Choose your answers from among the following:

subject *object of the preposition* *verb*
modifier *direct object* *indirect object*
predicate nominative *predicate adjective*

Sentence #	Word	Job
1	game	
1	Africa	
1	profession	
3	signal	
4	excuse	
4	law	
4	ridiculous	
5	sick	
5	expected	
5	grade	
6	people	
6	boarding	
7	child	
8	Jan	
9	horse	
10	people	

