10th Grade | Unit 3
# LANGUAGE ARTS 1003
## Writing Effective Sentences

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Author: Virginia Workman, M.A.

Editor-in-Chief: Richard W. Wheeler, M.A.Ed.

Editor: Carol L. Thoma

Consulting Editor: Larry Howard, Ed.D.

Revision Editor: Alan Christopherson, M.S.

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804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759

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Writing Effective Sentences

Introduction

This LIFEPAC® is designed to increase your understanding of sentence structure and to improve your skills in writing effective sentences. A knowledge of sentence structure is necessary preparation for writing good sentences. A knowledge of sentence structure will also help you to appreciate well written prose. Skillful authors use verbals, phrases, and clauses to enliven their writing. You will find that employing these devices makes your own writing more colorful. Writing can be a pleasure; it need not be a chore.

In this LIFEPAC you will review the principles of sentence structure. You will work with verbals, phrases, and sentences, expanding your knowledge of the possible methods of varying sentence structure. You will have the opportunity to apply this knowledge by writing sentences and paragraphs of your own.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFEPAC, you should be able to:

1. Distinguish participles used as adjectives from verb phrases.
2. Distinguish between present participles and gerunds.
3. Recognize and use infinitives.
4. Distinguish between present participial phrases and gerund phrases.
5. Use infinitive, gerund, and participial phrases.
6. Distinguish between adverb and adjective phrases.
7. Identify and construct simple, compound, complex, and compound-complex sentences.
8. Diagram sentences.
1. VERBALS

Verbals are verb forms that function as nouns or modifiers, although they retain characteristics of verbs. Gerunds and present participles are similar in form, but participles are used as adjectives, and gerunds function as nouns. Infinitives can be used as nouns, adjectives, or adverbs.

In this section you will learn to recognize the three forms and to use them in your own writing.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Distinguish participles used as adjectives from verb phrases.
2. Distinguish between present participles and gerunds.
3. Recognize and use infinitives.
4. Diagram sentences.

Vocabulary

Study this word to enhance your learning success in this section.

indicative

Note: All vocabulary words in this LIFEPAC appear in boldface print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given in the glossary.
PARTICIPLES

Participles are verbal forms used as adjectives. The present participle is formed by adding -ing to the verb stem. Frequently the participle, like a common adjective, comes immediately before the modified noun as in the example, She went through the swinging door. The participle swinging modifies door, telling the reader that the door is moving and helping him to visualize the motion.

A participle also may follow a noun, as in the sentence, The child, crying, ran down the street. The present participle crying follows child, the modified noun. The present participle can come first, as in this sentence: Smiling, the girl greeted her friend. The participle is set off by a comma from the rest of the sentence.

The past participle is one of the three principal parts of a verb. The other two are the first person singular forms of the present indicative and the past indicative. The perfect tenses use has, have, or had with the past participle. Regular verbs ordinarily have the same form for the past tense and the past participle, usually -d, -ed, or -t added to the verb stem. Use, used, used is a regular verb. Go, went, gone is irregular; its second and third principal parts are not the same. Other irregular verbs include break, fly, and write.

Compare the formation of tenses of a regular and an irregular verb. The italicized forms are past participles.

<table>
<thead>
<tr>
<th>Regular</th>
<th>Irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>He likes</td>
<td>He eats</td>
</tr>
<tr>
<td>He liked</td>
<td>He ate</td>
</tr>
<tr>
<td>He has liked</td>
<td>He has eaten</td>
</tr>
<tr>
<td>He will like</td>
<td>He will eat</td>
</tr>
<tr>
<td>He had liked</td>
<td>He had eaten</td>
</tr>
<tr>
<td>He will have liked</td>
<td>He will have eaten</td>
</tr>
</tbody>
</table>

Write the principal parts of these verbs.

<table>
<thead>
<tr>
<th>present tense</th>
<th>past tense</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 I eat</td>
<td>a. I _______</td>
<td>b. I had _______</td>
</tr>
<tr>
<td>1.2 I feel</td>
<td>a. I _______</td>
<td>b. I had _______</td>
</tr>
<tr>
<td>1.3 I sing</td>
<td>a. I _______</td>
<td>b. I had _______</td>
</tr>
<tr>
<td>1.4 I love</td>
<td>a. I _______</td>
<td>b. I had _______</td>
</tr>
<tr>
<td>1.5 I know</td>
<td>a. I _______</td>
<td>b. I had _______</td>
</tr>
</tbody>
</table>
Write the present and past participle forms of these verbs.

<table>
<thead>
<tr>
<th>verb</th>
<th>present participle</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6  ring</td>
<td>a. _________________________</td>
<td>b. __________________________</td>
</tr>
<tr>
<td>1.9  help</td>
<td>a. _________________________</td>
<td>b. __________________________</td>
</tr>
<tr>
<td>1.10 prove</td>
<td>a. _________________________</td>
<td>b. __________________________</td>
</tr>
<tr>
<td>1.11 shrink</td>
<td>a. _________________________</td>
<td>b. __________________________</td>
</tr>
<tr>
<td>1.12 swim</td>
<td>a. _________________________</td>
<td>b. __________________________</td>
</tr>
<tr>
<td>1.13 justify</td>
<td>a. _________________________</td>
<td>b. __________________________</td>
</tr>
<tr>
<td>1.14 drive</td>
<td>a. _________________________</td>
<td>b. __________________________</td>
</tr>
</tbody>
</table>

Many biblical writers used participles effectively. Note how Paul used both past and present participles in this passage from First Corinthians:

Now concerning spiritual gifts, brethren, I would not have you ignorant. Ye know that ye were gentiles, carried away unto these dumb idols, even as ye were led. Wherefore I give you to understand, that no man speaking by the Spirit of God calleth Jesus accursed; and that no man can say Jesus is the Lord, but by the Holy Ghost.

In the following examples, participles are used in verb phrases and as adjectives.

Examples:

He has learned his lesson.

Carried along by the tide, the boat moved out to sea.

Broken by the wind, the sail was useless.

She received a letter written by her mother.

Received at Christmas, the bad news was especially hard to bear.
In the following sentences underline the participle, then write the word the participle modifies in the blank.

<table>
<thead>
<tr>
<th>Number</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.15</td>
<td>A snail weighing a third of an ounce can pull eight pounds.</td>
</tr>
<tr>
<td>1.16</td>
<td>Singing joyfully, they gathered around the campfire.</td>
</tr>
<tr>
<td>1.17</td>
<td>The meeting scheduled for April 25 has been postponed.</td>
</tr>
<tr>
<td>1.18</td>
<td>Smiling pleasantly, the woman opened the door.</td>
</tr>
<tr>
<td>1.19</td>
<td>Traveling at a high speed, the car went out of control.</td>
</tr>
<tr>
<td>1.20</td>
<td>The child standing in the corner looks unhappy.</td>
</tr>
<tr>
<td>1.21</td>
<td>Joe, injured by the ball, left the game.</td>
</tr>
<tr>
<td>1.22</td>
<td>The man digging in the quarry helped us find our baseball.</td>
</tr>
<tr>
<td>1.23</td>
<td>One day my friend, excited about her new bicycle, called me on the phone.</td>
</tr>
<tr>
<td>1.24</td>
<td>Talking rapidly, she gestured with her hands to emphasize her point.</td>
</tr>
</tbody>
</table>

Rewrite the following sentences using participles in place of the italicized words.

<table>
<thead>
<tr>
<th>Number</th>
<th>Original Sentence</th>
<th>Revised Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.25</td>
<td>Some people find fault with their food and they show bad manners.</td>
<td>Some people find fault with their food and they are showing bad manners.</td>
</tr>
<tr>
<td>1.26</td>
<td>I turned the wheel sharply so that I could avoid an accident.</td>
<td>I turned the wheel sharply to avoid an accident.</td>
</tr>
<tr>
<td>1.27</td>
<td>He read the book and he enjoyed a day of leisure.</td>
<td>He read the book and he enjoyed his day of leisure.</td>
</tr>
<tr>
<td>1.28</td>
<td>Mrs. Brown quickly took attendance when she arrived at eight o’clock.</td>
<td>Mrs. Brown quickly took attendance when she arrived at eight o’clock.</td>
</tr>
</tbody>
</table>
Complete this activity.

1.29 Underline the participles in the following sentences. Draw an arrow from each participle to the noun or pronoun it modifies.

a. Thrashing into the air, the helicopter attained a height of forty feet.

b. Yelling loudly, the angry fan protested the decision of the umpire.

c. Examining the jewelry and discussing the prices, the shoppers crowded around the sale counters.

d. Falling continually, the heavy, wet snow meant the beginning of the skiing season.

e. Food kept in a good freezer lasts indefinitely.

f. Hearing a loud crash, we rushed to the window.

g. Running swiftly, he was able to overtake the child.

h. The students sitting in the first row were noisy.

i. Loping along, the rabbit thought he could beat the tortoise easily.

j. Growling under his breath, the man went out to start the car.

Compare these two sentences:

Mary was *learning* rapidly.

*Learning* quickly, Mary was soon at the head of her class.

In the first sentence *learning* is used with the auxiliary verb *was*; in the second *learning*, with a modifier, tells how Mary came to be at the head of her class. To distinguish a verb phrase from a participle used as an adjective, remember that the participle will never have a helping verb, whether it is used before or after the subject. The past tense form of a regular verb can be distinguished from a past participle used as an adjective by its function in the sentence.

Complete this activity.

1.30 Underline the *-ing* or *-ed* form(s) in the following sentences. Write *VP* if the form is used in a verb phrase and *P* if it is used as a participle. Disregard past tense verbs

a. ________ Following the directions, the man drove slowly up the street.

b. ________ When you are reading the paper, please keep the pages in order.

c. ________ Building the expressway, the men carefully constructed each section.

d. ________ Cautiously, the boys crept toward the closed door.
INFINITIVES

Infinitives are verbal forms preceded by to and used as nouns, adjectives, and adverbs.

In the sentence To forgive is to forget, both the subject and the predicate nominative are infinitives. An infinitive used as a noun may also function as the object of a verb or preposition. In the following examples, infinitives are used as adjectives and adverbs.

The candidate to watch is Barry James. (adjective)

The train was ready to leave. (adverb)

In the first example, to watch modifies the noun candidate and is therefore an adjective. In the second example, the infinitive to leave modifies the adjective ready and is therefore an adverb.

Underline each infinitive and write in the blank whether it is used as a noun, an adjective, or an adverb.

1.31 ___________ James hopes to succeed as a doctor.
1.32 ___________ That type of person is hard to please.
1.33 ___________ To change one’s mind is not always wrong.
1.34 ___________ She had planned to begin piano lessons last week.
1.35 ___________ Jane wanted to forget about the matter.
1.36 ___________ I am glad to know that.
1.37 ___________ The witness was ready to tell the truth.
1.38 ___________ Pennsylvania is a nice place to visit.
1.39 ___________ A good book to read is The Hiding Place.
1.40 ___________ One should not be afraid to try.
1.41 ___________ She started to leave.

Complete these activities.

1.42 Underline the infinitive in each sentence. In the blank write S for subject, DO for direct object, or PN for predicate nominative.
   a. ___________ To win the poetry contest would be exciting.
   b. ___________ To tell a lie displeases God.
   c. ___________ He likes to be chief.
   d. ___________ Her ambition is to swim gracefully.
   e. ___________ He wants to ski in the winter months.
1.43 Underline the verbal or verb phrase, then write P for participle, VP for verb phrase, or I for infinitive in the blank.
   a. ___________ The president is about to speak.
   b. ___________ Putting her sewing aside, she got up and answered the door.
   c. ___________ She was busily planning a party.
   d. ___________ He handed her the keys and asked her to drive.
   e. ___________ “Are you going to town tomorrow?” her neighbor asked.

Write five sentences using infinitives.

1.44 _______________________________________________________________________________________________
1.45 _______________________________________________________________________________________________
1.46 _______________________________________________________________________________________________
1.47 _______________________________________________________________________________________________
1.48 _______________________________________________________________________________________________

GERUNDS

Gerunds are verbal forms ending in -ing and used as nouns. Like infinitives, they may function as subject, object, predicate nominative, or object of a preposition. In the sentence Walking is her favorite exercise, the gerund walking is the subject. The gerund and the noun can be switched so that walking functions as a predicate nominative: Her favorite exercise is walking. Gerunds can be used in almost any way that nouns are used.
Complete these activities.

1.49 Underline the gerund and write in the blank whether it is used as a subject (S), direct object (DO), object of a preposition (OP) or predicate nominative (PN).
   a. ________ I enjoy walking in the country.
   b. ________ Reckless driving is dangerous.
   c. ________ Jogging is good exercise.
   d. ________ A popular pastime is backpacking.
   e. ________ John has finally lost interest in collecting stamps.

1.50 Underline the -ing form and identify it as part of a verb phrase, a participle, or a gerund. Write VP, P, or G in the blank.
   a. ________ Shouting for help, Mrs. Jones held on to her purse.
   b. ________ Having no one to play with, the child turned to books for companionship.
   c. ________ Kidnapping is a federal offense.
   d. ________ Congress is passing a new, stronger law.
   e. ________ Her reasoning seems to be sound.
   f. ________ A thinking person will avoid foolish strife.
   g. ________ Marilyn occupied herself by painting.
   h. ________ Climbing the hill, Bob could see most of the town.
   i. ________ Franklin was swimming in the private pool.
   j. ________ Reading is more than word recognition.

Because gerunds resemble present participles, it is often difficult to tell the difference. Determining the function of an -ing word in a sentence may be easier if you diagram the sentence. A gerund is placed on a platform to distinguish it from a common noun, and a participle is written partly on a slanting line as an adjective and partly on a horizontal line as a verb.
Compare the following sentences and their diagrams.

*Walking on water, Christ held out His arms to Peter.*

Christ held arms Peter

Walking on
to
water

*Christ’s walking on water was proof of His divinity.*

walking
Christ
on
water

was
proof

of
divinity

His

In the first example, *walking on water* is an adjective modifying Christ and is therefore a participle. In the second sentence, since *walking on water* is the subject, the verbal must be a gerund. Note the difference in the diagraming of a participle and a prepositional phrase. Also note that this style of diagraming differs slightly from the one used in English 901 and 910.
SELF TEST 1

Underline the verbals in the following sentences, and identify each as a gerund (G), an infinitive (I), or a participle (P) (each part, 1 point).

1.01  ______  The child smiled cheerfully after scraping her knee.
1.02  ______  The swiftly flowing stream was icy cold.
1.03  ______  She wants to go to town.
1.04  ______  Bob enjoys listening to music.
1.05  ______  Jim likes to fish on Saturdays.
1.06  ______  Breathing hard, he forced himself in the race.
1.07  ______  Few pastimes are more enjoyable than reading.
1.08  ______  Riding a horse is an ordeal for me.
1.09  ______  The flying fox is actually a bat.
1.010  ______  Kathy picked up the pieces of broken glass.

Diagram the following gerund sentences (each answer, 3 points).

1.011  Skiing is fun.

1.012  The boy enjoyed fishing on weekends.

1.013  Walking builds strong leg muscles.
1.014  Her favorite sport is riding.

1.015  Dressing is a complicated ritual for my little sister.

Underline the gerund and write in the blank whether it is used as subject (S), direct object (DO), predicate nominative (PN), or object of preposition (OP) (each part, 1 point).

1.016  ___________ He wrote a book on the fine points of running.
1.017  ___________ Wrestling alligators seems both foolish and dangerous.
1.018  ___________ John likes jogging, Great Danes, and sweet rolls.
1.019  ___________ Besides eating, what does your baby sister do?
1.020  ___________ Philately means stamp collecting.

Underline the infinitive and write in the blank whether it is used as a noun, an adjective, or an adverb (each part, 1 point).

1.021  ____________________ Check to see if the turkey is done.
1.022  ____________________ My mother has finally learned to ride my brother’s motorcycle.
1.023  ____________________ It’s time to go home.
1.024  ____________________ I don’t really want to write that letter, but I should.
1.025  ____________________ She was quick to answer the difficult question.

Underline each participle and write in the blank the word it modifies (each part, 1 point).

1.026  ________  My teacher finds dangling participles unacceptable.
1.027  ________  The food dribbling down the child’s chin made him look like a clown.
1.028  ________  Lying in the shade, the cow swished away flies with her tail.
1.029  ________  Reading from Ecclesiastes, the minister warned us of the vanity of riches.
1.030  ________  The essay, though written in 1810, is surprisingly modern.
Write one sentence each using a participle, an infinitive, and a gerund (each answer, 5 points).

1.031 participle ________________________________________________________________

1.032 infinitive ________________________________________________________________

1.033 gerund ________________________________________________________________

Answer this item (this answer, 5 points).

1.034 Briefly explain the difference between a present participle and a gerund.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________