

LANGUAGE HANDBOOK **6** PHRASES

WORKSHEET 1 Identifying Prepositional Phrases (Rules 6 a, b)

EXERCISE A In each of the following sentences, identify the italicized phrase as an adjective phrase (*ADJ*) or an adverb phrase (*ADV*) on the line provided.

- EXAMPLES ADV 1. Sand paintings created *by American Indians* are amazing.
ADJ 2. Is he the best candidate *for that office*?

- _____ 1. Countee Cullen's poetry makes simple but strong statements *about racism*.
 _____ 2. *Throughout his life* he worked hard writing, editing, and teaching.
 _____ 3. They cooked the meal *inside the house* but ate outside.
 _____ 4. She took it *upon herself* to use real dishes, to save paper.
 _____ 5. The view *between the mountains* is especially scenic.
 _____ 6. Don't look *behind that door*!
 _____ 7. The pan of enchiladas is too hot to be set on the table *without a hot pad*.
 _____ 8. The first island *beyond the breakers* has a wonderful beach.
 _____ 9. Our letters *to the city council* helped them decide to support a teen club.
 _____ 10. The directions *below the warning label* tell how to use the wrench.

EXERCISE B In each of the following sentences, underline each preposition once and each object of the preposition twice. On the line provided, tell whether the prepositional phrase is an adverb phrase (*ADV*) or an adjective phrase (*ADJ*).

- EXAMPLE ADV 1. The wind is blowing from the north.

- _____ 1. Santa Fe, which means "holy faith," is the capital of New Mexico.
 _____ 2. "Have you looked in the encyclopedia?" asked Azami.
 _____ 3. "It didn't have enough information about Ralph Waldo Emerson," Janna said.
 _____ 4. "Several friends and I correspond by e-mail," Morgan said.
 _____ 5. It seems that e-mail is the preferred way of communication now.
 _____ 6. The president of the corporation was once the company secretary.
 _____ 7. The Spanish class is planning a trip across Mexico next spring.
 _____ 8. Old Faithful geyser is within Yellowstone National Park.
 _____ 9. Under the willow tree huddled the horses.
 _____ 10. The art was produced through Japanese printmaking techniques.

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WORKSHEET 2

Identifying Participles and Participial Phrases
(Rules 6 a, c)

EXERCISE A In each of the following sentences, underline the word or words modified by the italicized participle or participial phrase.

EXAMPLE 1. The branch, *blowing in the wind*, cast strange shadows on my window.

1. Karen Blixen, *using the name Isak Dinesen*, wrote both fiction and nonfiction.
2. *Watching them warily*, the bobcat moved softly across the field.
3. Dave's parents, *overjoyed by his success*, gave a celebration party.
4. Lorraine Hansberry, *writing about African American life*, created the prize-winning play A Raisin in the Sun.
5. *Jumping from tree to tree*, the squirrel seemed to fly.
6. *Reviewing my notes*, I noticed an error in logic.
7. *Angered by the disturbance*, the bull ran toward the trespassers.
8. *Writing and speaking eloquently*, Dr. Martin Luther King, Jr., inspired generations.
9. We could smell the pizza *burning*.
10. My very tall brother, *disgusted about being asked if he plays basketball*, answers, "No, do you play miniature golf?"

EXERCISE B In each of the following sentences, underline each participle or participial phrase once and underline the word it modifies twice.

EXAMPLE 1. Swimming close to shore, the porpoises attracted many watchers.

1. The puppies, crying from loneliness, watched for their mother.
2. Left for too long, they began to climb out of their box.
3. The basmati rice, steamed to perfection, was delicious with the curry.
4. Writing about Vietnam, Yusef Komunyakaa, a poet from Louisiana, is unflinchingly candid.
5. Knowing the meanings of clouds, my grandfather accurately predicts the weather.
6. Writing *The Natural*, his first novel, Bernard Malamud focused on baseball.
7. Charmed by the kitten, she offered it some milk.
8. As the bus pulled away, we saw several people waving.
9. The fern, grown in the tropics, did not do well in the Adirondacks.
10. Their trip to El Paso, taken on horseback, lasted two weeks.

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WORKSHEET 3

Identifying Gerunds and Gerund Phrases (Rules 6 a, d)

EXERCISE A Underline the gerunds in the following sentences. On the line provided, identify each gerund by writing *S* for subject, *DO* for direct object, *IO* for indirect object, *PN* for predicate nominative, or *OP* for object of a preposition.

EXAMPLES DO 1. Do you like hiking?
PN, PN 2. Dan's favorite activities are camping and fishing.

- _____ 1. Wyatt learned television repair through taking correspondence courses.
- _____ 2. Batini enjoys wearing kente-cloth skirts.
- _____ 3. Walking daily is an excellent habit to acquire.
- _____ 4. In fact, I give walking my highest recommendation.
- _____ 5. One way of helping the environment is by recycling everything possible.
- _____ 6. Traveling through the Navajo lands in Arizona can be a thrilling experience.
- _____ 7. My uncle Buck's surprise was his successfully riding a zebra he had trained.
- _____ 8. We enjoy hearing Count Basie's jazz on old records.
- _____ 9. A simple way to please a dog is playing its favorite games.
- _____ 10. Mando gives rock climbing a top priority.

EXERCISE B Complete each of the following phrases or sentences by adding a gerund or gerund phrase that serves the function indicated in parentheses.

EXAMPLES 1. My very dramatic brother enjoys (*direct object*). My very dramatic brother enjoys performing.
2. My hobby is (*predicate nominative*). My hobby is writing poetry.

- 1. Paloma gave (*indirect object*) her total concentration. _____
- 2. (*subject*) is fun if you like the ocean. _____
- 3. Julio's favorite part of baseball is (*predicate nominative*). _____
- 4. My Mexican aunt taught me (*direct object*). _____
- 5. You need to use caution in (*object of the preposition*). _____

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Identifying and Using Appositives and Appositive Phrases (Rules 6 a, g)

EXERCISE A Underline the appositive or appositive phrase in each sentence below. Underline twice the word or words to which it refers.

EXAMPLE 1. Jin and his sister Akako are visiting relatives in Japan.

1. Machu Picchu, the ancient Inca city, is high in the Andes Mountains.
2. George Washington Carver, a plant scientist, discovered many uses for peanuts.
3. My favorite form of peanuts, peanut butter, is always on hand.
4. Yangon, the capital of Myanmar, is a very large city.
5. Halibut, flat-bodied fish, live in the northern Pacific and Atlantic oceans.
6. Formerly a private estate, the park is now open to the public.
7. Formidable predators, owls help keep a balance in nature.
8. Pacifists, people who oppose war, support diplomacy as a way of ending disputes.
9. Receiving scholarships to MIT are Bonita and Keung, the top science students.
10. Eggplant, a favorite Middle Eastern food, is delicious in salads and vegetable stews.

EXERCISE B On the lines provided, combine each of the following pairs of sentences by forming an appositive or appositive phrase from one of the sentences.

EXAMPLE 1. Mike is an art director for television sitcoms. Mike is my brother.
My brother Mike is an art director for television sitcoms.
or
Mike, an art director for television sitcoms, is my brother.

1. Mr. Alp enjoys eating tuna fish. Mr. Alp is our sixteen-year-old cat. _____

2. Detroit, Michigan, is the headquarters of several major automobile companies. It was also the original home of Motown Records. _____

3. *The Big Sleep* is playing on television this weekend. It is one of my favorite movies. _____

Continued 

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WORKSHEET 4

Identifying and Using Infinitives, Infinitive Phrases, and Infinitive Clauses (Rules 6 a, e, f)

EXERCISE A Underline the infinitive, infinitive phrase, or infinitive clause in each sentence. On the line provided, tell whether it is used as a noun (*N*), an adjective (*ADJ*), or an adverb (*ADV*). If the infinitive is used as a noun, indicate whether it is a subject (*S*), a direct object (*DO*), or a predicate nominative (*PN*). If the infinitive is used as an adjective or adverb, underline the word modified twice. If the infinitive is used in an infinitive clause, identify it as *CL* on the line.

- EXAMPLES ADV 1. They ran to meet their grandparents.
N, S 2. To get rich would be exciting.
N, DO, CL 3. The director wants us to start the scene from the beginning.

- _____ 1. The workout required us to stretch our bodies.
- _____ 2. Our main goal is to keep the roadsides clean.
- _____ 3. To plant a tree is an act of hope.
- _____ 4. Edgar Allan Poe's eerie stories have the power to disturb readers.
- _____ 5. The poetry to memorize is Langston Hughes's.
- _____ 6. Javier forgot to bring his photographs of surfing.
- _____ 7. We expected her to give the exam on Thursday.
- _____ 8. To save abandoned animals is Adowa's cause.
- _____ 9. My goal as a dancer is to learn flamenco.
- _____ 10. We went to the concert to hear folk music.

EXERCISE B Complete each of the following phrases or sentences by adding an infinitive, infinitive phrase, or infinitive clause that serves the function indicated in parentheses.

EXAMPLE 1. I have plans (*adjective*). I have plans to go to a vocational school.

1. With a cheerful smile she started (*direct object*). _____
2. The long-range goal is (*predicate nominative*). _____
3. (*subject*) is my long-term goal. _____
4. The abstract painting is the one (*adjective*). _____
5. The contest forms direct (*direct object, infinitive clause*). _____

Continued

Name: _____ Date: _____ Period: _____

Mixed Review of Phrases

Directions: The following sentences contain a number of phrases. Underline each phrase in the sentence. Then, in order of appearance, identify the type of phrase it is on the lines provided. (The number of lines provided gives a hint as to how many phrases will be found in the sentence.) If the phrase is prepositional, gerund, or infinitive, also identify its function in the sentence.

1. During World War II an extraordinary military operation was carried out by a specially trained group of American marines recruited from the Navajo nation.

2. Based on the highly complex Navajo language, a code was devised by the Navajo marines to transmit radio messages about troop movements.

3. Japanese intelligence officers, after never encountering anything similar, were unable to crack the encoded messages.

4. These valiant members of the Marine Corps, known as the Navajo code talkers, helped to win a number of key battles during the war.

Identifying Prepositional, Verbal, and Appositive Phrases

Directions: After the proper number, identify the kind of phrase indicated for that sentence (prepositional, participial, gerund, infinitive or appositive).

(1) *To become a lawyer*, one must first earn a degree (2) *from a four-year college*. Then the undergraduate must take the Law School Admissions Test (3) *to gain acceptance at an approved law school*. After (4) *completing three full years of law school*, the graduate is awarded an L.L.B. degree or a J.D. degree. Before (5) *practicing law*, however, the graduate must take an exam (6) *given by the state board of bar examiners*. Only after (7) *passing this exam* is a lawyer ready (8) *to be admitted to the bar* and (9) *to practice law*.

The duty of a lawyer, (10) *called an attorney or a counselor at law*, is (11) *to provide service and advice relating* (12) *to legal rights*. (13) *Representing a client in court* is only part (14) *of a lawyer's job*. Lawyers must spend hours (15) *gathering enough evidence* (16) *to defend a client*. Lawyers also devote time (17) *to research* and are required (18) *to write numerous reports*.

Some lawyers spend most of their time (19) *trying cases in court*. Others work hard (20) *to keep cases out of court*.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____