

Exercises for Tutorial 17. Verbal Phrases

Principle I: The implied subject of the verbal phrase must be the same as the actual grammatical subject of the sentence. So if you want to combine sentences using a verbal phrase structure, make sure that the subjects of both sentences are the same.

Principle II: Present participial or *-ing* verbal phrases can show simultaneous action or cause and effect. By adding a time word like *before*, *after* or *while* to the verbal, you can also show time sequence.

Exercise 1

Instructions: Using Principles I and II, combine each group of sentences using an *-ing* verbal phrase modifier, if possible. Before you combine them, remember to check to see if the sentences have the same subject. If the sentences cannot be combined, write “not possible.”

The first sentence has been done for you. *Type, write, or copy-paste and revise in the answer boxes.*

1. The dog is barking ferociously at the Halloween mask that lies on the sidewalk.
He is hiding behind his owner's legs.

*(“The dog” is the subject of both sentences; therefore, they can be combined using an **-ing** verbal.)*

Hiding behind his owner's legs, the dog is barking ferociously at the Halloween mask that lies on the sidewalk.

(The implicit subject of the verbal phrase and the grammatical subject of the complete sentence are the same.)

2. Sofia stared at the Great Dane.
He was trailing mud all over the white, wool carpet.

3. Tom reached in the refrigerator and emerged with a coconut cream pie.
He raised it and pressed it firmly against his sister's face.

4. Oscar reached for a raincoat in the dark closet.
He felt a long, wet rattlesnake.
He yelled as loudly as he could and collapsed on the floor.

5. The relaxed rat crawled slowly.
It made its way across the enormous chocolate whisky cake.

6. The clock was striking two.
Anita entered the house quietly, so her parents would not realize she had missed her curfew.

Exercise 2

Instructions: Using Principles I and II, add an **-ing** verbal phrase to each sentence. Remember that **-ing** verbal phrases can show simultaneous action or cause and effect and that you can also add a time word like *while, before, or after* to the verbal. For each sentence, make sure that the implied subject of the verbal phrase is the same as the grammatical subject of the sentence. *Type, write, or copy-paste and then add to the sentence in the answer boxes.*

1. A runner from South Africa bumped into LaMar.

2. Juan put his math homework into his backpack.

3. Ying showed how nervous she was during the test.

4. Kim shrieked with delight when she won the lottery.

Exercise 3

Instructions: Using Principles I and II, create three sentences, each with an **-ing** verbal phrase at the beginning of the sentence. For each sentence, make sure that the implied subject of the verbal phrase is the same as the grammatical subject of the sentence. *Type or write in the answer boxes.*

Principle III: A past participial verbal or an **-ed** verbal always describes the state of being of the subject of the sentence.

Principle IV: Before combining two sentences to form one sentence with an **-ed** verbal, you must make sure that both sentences have the same subject and that one of the sentences describes the subject's state of being. That is, one sentence must contain a **to be** verb followed by the past participle of the verb.

Exercise 4

Instructions: Using Principles III and IV, combine each group of sentences (if possible) with an **-ed** verbal. If the sentences cannot be combined, write "not possible." The first sentence has been done for you. *Type, write, or copy-paste and revise in the answer boxes.*

1. Innocent women and children are the real victims of the war in Afghanistan.
They are slaughtered in their own neighborhoods.

*(The sentences have the same subject, "women and children." One sentence describes the state of being of the subject, "the women and children." That is, the sentence contains a **to be** verb ("are") followed by a past participle ("slaughtered"). Therefore, these sentences could be combined with an **-ed** verbal.*

Slaughtered in their own neighborhoods, innocent women and children are the real victims of the war in Afghanistan.

2. The small child was frightened for four weeks by nightmares after the accident.
He woke up screaming and trembling.

3. The house was warm and inviting.
Kendro hurried in the door.

4. Yoko is very interested in baseball.
She likes reading about the early history of the game.

5. Pierre is controlled and levelheaded.
He is a leader even in emergencies that reduce everyone else to panic.

6. The newspaper is closing in the spring after a sluggish winter of sales.
I was interested in buying the press for CSM.

7. Eva is taking a break from her chemistry homework.
She is puzzled by the last problem.

Exercise 5

Instructions: Using Principles III and IV, write four sentences of your own with *–ed* verbals. *Type or write in the answer boxes.*
