

List B: Some verbs are followed by a noun/pronoun and then by an infinitive.

EXAMPLE: I **told** my **brother** (him) **to fix** it.

advise	command	get	persuade	tell	allow
desire	instruct	prefer	urge	ask	encourage
invite	promise	want	beg	expect	oblige
remind	warn	cause	force	order	teach
wish					

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Practice Exercise C

Write six (6) sentences, choosing verbs from List C. Follow each verb with the appropriate participle.

List C: Other verbs are followed directly by a participle (verb + *-ing*).

EXAMPLES: He **avoided fixing** the leg all week.

At last he **began fixing** it on Saturday.

admit	consider	finish	miss	remember	allow
continue	hate	neglect	resent	appreciate	deny
imagine	plan	resist	avoid	dislike	intend
practice	risk	begin	dread	keep	prefer
stop	be worth	enjoy	keep on	put off	talk
escape	like	quit	try		

1.

2.

3.

4.

5.

6.

Practice Exercise D

Write three (3) sentences based on the verbs in List D, followed by the correct verbal.

List D: Several verbs are followed by a noun/pronoun and then the simple verb.

EXAMPLE: I even **watched him fix** the leg.

feel hear let see watch have help make

- 1.
- 2.
- 3.

Practice Exercise E

Write three (3) sentences based on the verbs in List E, followed by the correct verbal.

List E: A few verbs are followed by a noun/pronoun and then the past participle (*-ed, -en*).

EXAMPLE: He **wanted them fixed** by Sunday.

consider have keep order want feel hear imagine

- 1.
- 2.
- 3.

Practice Exercise F (Letter of Inquiry with reader benefit)

Within the parentheses below, either change the verbs to infinitives or leave as simple verbs.

1. Verb plus infinitive
2. Verb plus noun or pronoun plus infinitive
3. Verb plus noun or pronoun plus simple verb

EXAMPLE: I decided (to see) **SEE** the movie.

Date

Mr. J. Jones

12345 Holmes

Kansas City, Mo.

Dear Mr. Jones:

Yesterday my partner and I read about your invention in the *Overland Park Sun*. I want (_____) **CONGRATULATE** you on this fine new idea and (_____) **ASK** if you would work for us on a water purification project.

However, before we begin our project, my partner asked me (_____) **FIND** the answers to several questions regarding your invention.

1. Has your invention been tested on salt water?
2. What is the cost for replacement parts?
3. What is your fee?

Once I receive your response to these questions, I will have my partner (_____) **CONTACT** you regarding a time schedule. Again, I want you (_____) **KNOW** how much we appreciate your design concepts. They will help our business tremendously. We look forward to hearing from and working with you.

Sincerely,

Name

Practice Exercise G

Change the verbs in parentheses to present participles/past participles or leave as simple verbs.

1. Verb plus present participle
2. Verb plus noun or pronoun plus past participle
3. Verb plus noun or pronoun plus simple verb

MEMO

Date:
 To: Supervising Manager
 From: Shop Foreman
 Re: Employee Absences

I dislike (_____) **TELL** you this, but John Jefferson missed work again yesterday (6/11/01). Making matters worse, when I confronted him, he started (_____) **GIVE** excuses which I could not accept. Thus, I made him (_____) **LEAVE** work until I could discuss this matter with you. Though he was once a good worker, his excessive absences now are hurting employee morale. I want his job (_____) **TERMINATE** so that no further problems arise. I resent (_____) **HAVE** such a worker in my shop, and I hope you will act upon my request.

Verbals--Part II

We can combine short, choppy sentences which have related ideas, and we can use verbals (participles and infinitives) to do it. We can also use participles as reductions of subordinate clauses. (Subordinate or relative clauses are noun modifiers that are introduced by the following words: *that, which, who, whom.*) The purpose is to allow you to express an idea more effectively, more concisely. Therefore, verbals may help improve your writing. Notice the examples below.

- a. A bow compass resembles a clothespin. It is A-shaped. It is manufactured in a wide range of sizes. (This writing is boring. We can combine the sentences and make the writing tighter.)
- b. A bow compass resembles a clothespin, is A-shaped, and is manufactured in a wide range of sizes.

List all verbs:

- c. A bow compass, which resembles a clothespin, is A-shaped and manufactured in a wide range of sizes.

List all verbs:**List any subordinate clauses:**

d. Resembling a clothespin, a bow compass is A-shaped and manufactured in a wide range of sizes.

List any verbals:

When participles are "reduced" from subordinate clauses, they serve as modifiers of nouns, just as subordinate or relative clauses do. Now, notice the process of combining sentences that contain a related word or idea.

- a. He described the auto accident. It was first reported on the radio.
- b. He described the auto accident **that was first reported on the radio.** (subordinate clause)
- c. He described the auto accident first reported on the radio.

1. Present participles (verb + *-ing*), or "active participles"

- a. "On the inside of each leg is a 3/16-inch vertical slot into which the pivot washer fits. It begins about 1/8-inch from the top." **[Sentences need combining.]**
- b. "On the inside of each leg is a 3/16-inch vertical slot that begins about 1/8-inch from the top into which the pivot washer fits." **[Sentence combined by using a subordinate clause.]**
- c. "On the inside of each leg, beginning about 1/8-inch from the top, is a 3/16-inch vertical slot into which the pivot washer fits." **[Sentence wordiness reduced by changing clause to a participial phrase.]**

2. Past participles (verb + *-ed* or *-en*) or "passive participles."

- a. "These nuts do not move. They're enclosed by the legs." **[Combine sentences]**
- b. "These nuts, which are enclosed by the legs, do not move." **[Sentence combined with a subordinate clause]**
- c. "These nuts, enclosed by the legs, do not move." **[Subordinate clause reduced to medial participial phrase]**
- d. "Enclosed by the legs, these nuts do not move." **[Subordinate clause reduced to initial participial phrase]**

- e. "These enclosed nuts do not move." [**Subordinate clause reduced one word participle**]

REMEMBER: Even though participles come from verbs and resemble verbs, they are not used as verbs. Instead they are used as noun modifiers. The verbal appears either alone or in its own phrase. One of the most significant characteristics about verbals is that they cannot be used alone to form a sentence or a clause. No matter how long the verbal phrase may be, it still remains a phrase. A sentence or a clause may be as short as two words, like "Birds sing." Or "I run." Either might constitute a clause or an entire sentence. On the other hand, "My friend Mary working her way through college by waitressing during the winter and by life-guarding in the summer" is not a complete sentence, in spite of its appearance. Note, however, that by changing only one word, *working* to *work*, or by adding *is* to *working*, the writer may form a true sentence.

EXAMPLES:

"We are trying to locate the composition classroom."

(*Are trying* forms the verb of the sentence, in the continuous or progressive tense. This sentence is in the "active voice." *We* are doing the action.)

"The classroom is located in the Carlsen Center."

(*Is located* is the complete verb in this sentence, because it is written in the "passive voice." In other words, the *Carlsen Center* is not actually doing the action. It is, in fact, receiving the action.)

We could rewrite this sentence in the "active voice." Then it might look like this:

"The new composition students located their classroom in the Carlsen Center."

3. Infinitives (*to* + verb).

Infinitives can also be "reductions" of subordinate clauses. Like present participles, they are in the "active voice."

- "I have a composition that I must write for my technical writing class."
- "I have a composition to write for my technical writing class."
- "I am trying to find a suitable article about electronics. I want to report on this article."
- "I am trying to find a suitable article about electronics to report on."

Practice Exercise H

In the following sentences, underline the main verb and circle the verbals.

EXAMPLES (verbals are bold here):

Waiting impatiently for the mail, Jack opened the letter as soon as it came.

The **retired** school teacher enjoyed her free time.

The school teacher, **retired** for two years, was enjoying her free time.

1. His parents, now living in Phoenix, play golf every day.
2. The cheerleaders led the excited spectators, jumping up and down in their seats.
3. The ripened grain was ready to be harvested.
4. Voting is the responsibility of each citizen.
5. Vain and conceited, Paul thought that he could never do any wrong.
6. Jim's bicycle, repaired and running smoothly, was kept locked on the front porch.
7. I plan to go tomorrow.
8. She never stopped hoping and praying for a new puppy.
9. Worried about his exams, he couldn't fall asleep last night.
10. I went to the library to finish my homework.

Practice Exercise I

Rewrite the following sentences. Eliminate the subordinate clauses by using verbals. The examples below show several possible ways to rewrite the sentences using the participle *giggling*.

EXAMPLE:

The girls who were giggling [who always giggled] at the back of the classroom distracted me.

Rewrite 1: The giggling girls at the back of the classroom distracted me.

Rewrite 2: The girls, giggling at the back of the classroom, distracted me.

Rewrite 3: Giggling at the back of the classroom, the girls distracted me.

1. The answers that were typed at the bottom of the page explained the procedure.
2. The famous chemist who was published in every major journal will visit our campus on Friday.
3. My mother who is trained to work with handicapped children will be happy to speak to the class about her profession.
4. Mrs. Palmer-Smith wrote a will in which she left most of her fortune to her cat.
5. It is important that we know foreign languages.

Practice Exercise J

Combine each series of short, choppy sentences into one sentence, using verbals.

EXAMPLE:

Susan's team won the district basketball title. Now her team was closer than ever to the state title.

Rewrite: Winning the district basketball title, Susan's team was closer than ever to the state title.

1. The pitcher caught a fly ball. He threw it back to home plate immediately.

2. My brother's dream finally came true. He dreamed of becoming a famous surgeon.
3. You shouldn't go mountain climbing without experience and training. It's too dangerous.
4. He's practicing his trumpet very hard. He wants to win a scholarship to the National Music Camp.

Practice Exercise K

Underline the correct word.

EXAMPLE: (Hearing, To hear) the siren, we rushed to the scene.

Description of a bow compass

DEFINITION AND PURPOSE

A bow compass is a drafting instrument (used, using) to draw circles or arcs. It also (marking, marks) off distances prior to the drawing of lines. Mechanical artists (employ, employed) the compass (to create creating) architectural and technical drawings. These are then (reproduced, to reproduce) as blueprints.

OVERALL DESCRIPTION

(Resembling, To resemble) a clothespin, bow compasses are A-shaped and (manufacturing, manufactured) in a wide range of sizes. The compass (describing, described) in this paper is 3 1/2 inches tall when held in its drawing position, perpendicular to and with both points on the drawing surface. The compass, (constructed, constructing) of polished alloy metals, weighs about 3 ounces.

MAIN PARTS

(To compose, Composing) the main parts of the bow compass are the handle-and-retainer assembly, pivot washer, adjusting assembly, and legs.

Source: Technical Report Writing Today, Steven Pauley, Houghton Mifflin.

Practice Exercise L

Underline the correct word in parentheses.

Description by Partition

HANDLE-AND-RETAINER ASSEMBLY

The handle-and-retainer assembly, (located, locating, to locate, locates) at the top of the compass, consists of a handle (connected, connecting, to connect, connects) to a ring-shaped retainer spring. The handle is 1/8-inch in diameter and 13/16-inch long. Along its length, ribs are scribed to permit sure handling by the mechanical artist. The handle screws into a 1/32-inch threaded hole in the retainer spring. This spring is 9/16-inch in diameter with a 3/16-inch opening at its bottom. When the legs of the compass are inserted into this opening, the spring holds them in place.

PIVOT WASHER

The pivot washer, (located, locating, to locate, locates) immediately below the retainer spring, is held in place by the legs. As the artist narrows or widens the legs, they pivot on this finely machined, 1/4-inch diameter washer.

ADJUSTING ASSEMBLY

The adjusting assembly (consisted, consisting, to consist, consists) of a 3/8-inch diameter disk at the center of a threaded axle that is 1/16-inch diameter by 7/8-inch long. One end of the axle has right-handed threads and the other has left-handed threads. The ends extend through the legs and are held there by two nuts. (Enclosed, Enclosing, To enclose, Encloses) by the legs, these nuts do not move; however, when the artist turns the adjusting disk, the axle rotates, moves through the nuts, and adjusts the width of the legs.

LEGS

The legs have very similar physical characteristics. Both are 2 1/4-inches long and have small, circular openings into which the ends of the retainer spring fit. On the inside of each leg, (began, beginning, to begin, begins) about 1/8-inch from the top, is a 3/16-inch vertical slot into which the pivot washer fits. Five-eighths of an inch from the top of each leg is a threaded hole (occupied, occupying, to occupy, occupies) by the axle of the adjusting assembly. One leg holds the needle and the other holds the lead.

Needle Leg

On the inside of the needle leg, directly below the adjusting axle, is a 1/16-inch wide slot (extended, extending, to extend, extends) down to the end of the leg. The needle, when placed in this slot, slides through a 1/32-inch hole in a pin. Then, (held, holding, to hold, holds) the needle in place on the outside of the leg, a disk-shaped nut screws onto the pin.

Lead Leg

The outside of the lead leg has a 1/32-inch wide slot that helps hold the lead. Near the bottom of the leg, a 1/16-inch hole is drilled through the slotted halves for the tightening bolt. (Secured, Securing, To secure, Secures) the lead, a nut is tightened onto this bolt, which pulls the slotted halves together.

Source: Technical Report Writing Today, Steven Pauley, Houghton Mifflin.

Practice Exercise M

Write the appropriate verb or verbal (present participle, past participle, gerund, infinitive or simple verb).

EXAMPLE: The horse was ready **(to eat)** his hay. [EAT]

1. Did you come here (_____) the famous rope trick? [SEE]
2. Last night Barbara met a most (_____) man. [FASCINATE]
3. (_____), (_____), (_____), and (_____) are popular pastimes at the Bar X Ranch. [SWIM] [RIDE] [HIKE] [CAMP]
4. (_____) is supposed to take some of the risk out of investment. [DIVERSIFY]
5. Two of his cousins were charged with (_____) a boy over a cliff. [PUSH]
6. Emerson wanted Americans (_____) more self-reliant. [BE]
7. Bob and Jack (_____) to do their best in the football game. [INTEND]
8. An (_____) mind, intellectual curiosity, and an ability (_____) are three great requisites for success in college. [INQUIRE] [THINK]
9. Don't blame him; he's just a poor, (_____) kid. [CONFUSE]
10. My family hastily departed (_____) (_____) in the Midwest. [TRY]
[FARM]

Writing Center