

## VERBALS - THE INFINITIVE

Infinitives are verbals that are commonly formed from a basic verb and the word "to". Infinitives are used in many ways in sentence construction, but the principal ways are these:

1. As a noun (To see is a blessing),
2. As an adjective (I have work to do), or
3. As an adverb (Tom was happy to have been chosen).

In the exercises that follow, we want you to identify all of the infinitives by underlining each one that you find.

1. The repair part that I want to use is too used to be any good.
2. To strive, to seek, to find, and not to yield is asking a bit too much.
3. It is too difficult to find two infinitives in this sentence.
4. He came ~~to~~ suddenly, and he looked ~~ground~~ in dismay.
5. To keep up with a six year old is too much for me.

Did you find them all? Few of us have trouble identifying the infinitives, but not all of us know how to use them correctly. Our grade school teachers spent too much time telling us not to (without telling us why not) split them, and too little time was spent in telling us how effective they are for stating involved concepts in a few words.

The infinitives in the exercise sentences you just completed are identified on the following page.

1. The repair part that I want to use is too used to be any good.
2. To strive, to seek, to find, and not to yield is asking a bit too much.
3. It is too difficult to find two infinitives in this sentence.
4. There are no infinitives in sentence four.
5. To keep up with a six year old is too much for me.

We have said that infinitives and other verbals can be used as a form of verbal shorthand within our sentences in order to control the emphasis. In the following exercises, you will have a chance to do this, to use the infinitive to express an involved concept in a few words as possible in order to control emphasis. In each of the exercises, the concept is underlined. You are to substitute an acceptable infinitive in its place.

The object of war is the neutralization of the enemy as a potential threat by taking whatever action is appropriate.

The object of war is to neutralize the enemy.

I have a lot of work remaining that must be done by none other than myself.

I have a lot of work to do.

A child's usual response to punishment is one of anguished wailing accompanied by profuse lachrymation.

A child's usual response to punishment is to cry.

Our choices for the preceding infinitives would have been as follows:

The object of war is to conquer or to defeat the enemy.

I have a lot of work to do.

A child's usual response to punishment is to cry.

Your responses do not have to be the same as ours. We only want you to be aware of the effectiveness of infinitives to state complex concepts in as few words as possible.

#### VERBALS - THE PARTICIPLE

The next verbal that we will consider is the participle. The participle is not quite so easy to explain as the infinitive, so stay with us. Let's begin with a short definition.

A PARTICIPLE IS THE ONLY VERBAL WHOSE USE IS LIMITED TO THAT OF BEING A MODIFIER.

You previously saw that the infinitive, another verbal, can be used as a modifier (as an adverb or an adjective), but the infinitive has other uses as well. Not so in the case of the participle; its use is restricted to being just a modifier and nothing else. Like the infinitive when the infinitive acts as a modifier, the participle can be an adjective (as in compressed air), or it can be an adverb

(as in exit laughing). The forms that you see here, the "-ed" and the "-ing" endings, are the usual forms of the participle when it is functioning as a verbal.

In the exercises that follow, underline all of the participle forms of the verbal that you find.

1. Paul Revere rode through town yelling that the British were on their way.
2. He walked down the congested hall careening from person to person.
3. The clogged drain was stuffed with hardened grease.
4. She ran screaming at the sight of the stuffed bear.
5. It is desired that you respond quickly.

The participles that function as verbals in the preceding exercises are as follows:

1. In the first sentence, "yelling" is the participle. It acts as an adverb and it modifies "rode".
2. In the second sentence, "congested" is a participle that acts as an adjective and modifies "hall". "Careening" is a participle that acts as an adverb and modifies "walked".
3. "Clogged" and "hardened" are the participles in the third sentence. If you underlined "stuffed", look again. It is in the form of the participle, but it is the action verb in a passive voice construction.
4. "Screaming" and "stuffed" are the participles in sentence four.
5. There are no verbal forms of the participle in sentence five.

All of the verbals in the preceding exercise sentences are used in the same way that we saw the infinitive being used, as a form of writing shorthand to control the emphasis within the sentence.

The verbals have been omitted from the following sentences, and they have been replaced by the concept that they represent. Rewrite each sentence in the space provided by stating the concepts as precisely as possible through the use of participles.

The drain that could no longer accommodate the free passage of liquids through it, due to being severely restricted in diameter, was stuffed with animal and vegetable fat that had been converted to a semi-solid state through the action of low temperature or smulsification.

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Did you recognize the sentence? That was sentence three from the previous exercise, "The clogged drain was stuffed with hardened grease."

The dog that had been the victim of a collision with a moving automobile ran with an awkward gait that involved the use of only three legs down the thoroughfare that was filled with vehicular and pedestrian traffic.

*The injured dog ran three-legged down  
the crowded street*

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Here is a concise version of the same sentence made possible by the use of participles.

The injured dog ran limping down the crowded street.

Do you begin to see how the use of verbals can assist you in controlling the emphasis within your sentences? We have no doubt that you would go on using verbals whether we talked about them or not, but would you consciously use them for emphasis control if we did not talk about them?

#### VERBALS - THE GERUND

The last verbal that we shall examine is the gerund. Let's begin with a short definition of a gerund.

A GERUND IS THE ONLY VERBAL WHOSE USE IS LIMITED TO THAT OF BEING A NOUN.

We have seen that the infinitive can function as a noun (To see is a blessing.), but it has other uses as well. We have also seen that the participle can function only as a modifier. With those two verbals out of the way, you should have no trouble recognizing and using gerunds.

You cannot confuse a gerund with an infinitive because their FORMS are entirely different:

To see is a blessing.

Seeing is a blessing.

And you cannot confuse a gerund with a participle (even though their forms are sometimes the same) because their FUNCTIONS are entirely different:

Swimming is fun.

He left swimming upstream.

The gerund is the noun (as in "Swimming is fun."), and the participle is the adverb (as in "He left swimming upstream.").

In the following exercises, underline all of the gerunds. Remember, the gerund acts ONLY as a noun, and the participle acts ONLY as a modifier.

1. Walking is an exercise that is often neglected.
2. Walking slowly, the man fell into an excavation.
3. She taught ~~dancing~~ as a means of ~~supplementing~~ her income.
4. Seeing is ~~believing~~.
5. Winning is a habit.

The gerunds in the preceding sentences are as follows:

1. In the first sentence, "walking" is the gerund.
2. There are no gerunds in the second sentence. If you underlined "walking", take another look. It is a participle that modifies "man".
3. "Dancing" and "supplementing" are the gerunds in sentence three.
4. "Seeing" and "believing" are the gerunds in sentence four.
5. "Winning" is the gerund in sentence five.

Once again we say that all of the verbals in the previous exercise sum up an involved concept in a minimum of words, and once again we ask you to convert the following sentences to a form in which gerunds are used to control the emphasis within the sentence. Write your version of the sentence in the space provided.

The act of visual confirmation of an event is equivalent to a mental confirmation of the event having occurred.

*Seeing is believing*

Well, we did it to you again. That is the fourth sentence from the preceding exercise as it might be expressed without gerunds. With gerunds substituting for the complex grammar, it is "Seeing is believing."

The process of effectively transcribing thoughts into visual symbols in order to communicate ideas is fun.

*Writing is fun*

That one, simply stated with a gerund, is "Effective writing is fun." Have you been noticing how stuffy these sentences sound without verbals? The last one is particularly stuffy, but it is much more than that; it is an example of a type of writing error made by many USAPHC/S writers. What is the error that was

made in the last exercise sentence? Check the response of your choice.

- 1. The writer failed to use a gerund to sum up the complex concept about the transcription of thoughts into visual symbols.
- 2. The writer presented a detailed expression of a complex concept, that of effective writing, and followed it with a single-word summation of an equally involved concept, fun.

The last response is correct. While there is no rule that requires you to use verbals, there is an unwritten law of effective writing that requires you to BE CONSISTENT. It is structurally inconsistent to place a detailed discussion of a concept in grammatical apposition to a single-word summation on another concept.

Before leaving the subject of verbals, we have a word for you to classify as an infinitive, a participle, or a gerund. The word is "SMOTHERED." In the spaces below, check the response that correctly identifies the word, "SMOTHERED."

- 1. It is an infinitive.
- 2. It is a gerund.
- 3. It is a participle.

The correct response is number three; it is a participle. Since it is a verbal and specifically a participle, you could expect the

word to be a single-word summation of an involved concept, and you would be right. "Smothered" brings to mind other participles such as "stifled", "suffocated", "suppressed", and "buried". With that in mind, how, then, would you describe the term, "a smothered verb"? Check one of the responses below.

- ( ) 1. "A smothered verb" describes a part of speech. As is the case with other parts of speech, "a smothered verb" can be identified by its form and function within the sentence.
- (✓) 2. "A smothered verb" describes a concept. The concept concerns the characteristics of certain words under certain conditions of use within the sentence.

The correct response is number two. The term "a smothered verb" describes the characteristics of certain words within the sentence, and the use of these words must occur UNDER CERTAIN CONDITIONS if the term is to be valid. "A smothered verb" in one sentence is not necessarily "a smothered verb" in another sentence. More about this later.

Since the term "a smothered verb" describes a concept instead of a word or class of words, you could not be expected to point at a word and say "Aha! THAT is a smothered verb." You can, however, be expected to point at a sentence and say that SENTENCE has, you'll pardon the expression, smothered verbedness.

Then how can you be expected to identify "smothered verbedness"? You can do it by knowing the following things about smothered verbs:

1. SMOTHERED VERBS are not identifiable parts of speech, but you should suspect the concept of smothered verbs to be at work when your sentences contain words that APPEAR to be verbs altered by the addition of a suffix such as "-tion", as in "inspection", or "-ment", as in "statement".
2. SMOTHERED VERBS, in spite of what the name implies, are not and never were verbs. It naturally follows that they cannot function as verbs. If you develop a sentence that contains a word that appears to be a verb altered by the addition of a suffix, and the sentence requires an actual verb to support this "altered verb", then suspect a smothered verb construction. Such a sentence is "He conducted an inspection of the barracks".
3. SMOTHERED VERBS almost invariably increase the number of words in a sentence. If there is a more direct way of saying what you want to say, suspect a smothered verb construction.

For example:

"He conducted an inspection of the barracks."

"He inspected the barracks."

Let's try an experiment in which we will review all that we have covered to this point concerning smothered verbs.

Here is a word. Identify it by checking one of the responses that follow.

EXAMINE

1. "Examine" is a verb.  
 2. "Examine" is a noun.  
 3. "Examine" is an adverb.

Correct; it is a verb. Now here is a word derived from that verb and used in a sentence:

Examining students is a difficult task.

1. "Examining", as it is used in the sentence, is a verb.  
 2. "Examining", as it is used in the sentence, is a verbal.  
 3. "Examining", as it is used in the sentence, is a smothered verb.

As the word is used in the sentence, it is recognizable as a verbal (a gerund) by its form and function. Now here is another word that is very much like the basic word "EXAMINE". Identify it by checking one of the responses below.

EXAMINATION

1. "Examination" is a verbal.  
 2. "Examination" is a verb.  
 3. "Examination" is a noun.

Correct again; it is a noun. Now, identify the word "examination" further by checking one of the responses below.

1. It is a smothered verb.  
 2. It is not a smothered verb.

Even though it APPEARS to have been derived from the verb "examine" and even though it has the "-tion" suffix, you cannot identify an isolated word such as "examination" as being a smothered verb. This is because A SMOTHERED VERB IS NOT A WORD; IT IS A CONCEPT CONCERNING WORD USE.

Let's go on with our experiment. Here is the word "examination" used in a sentence. After reading the sentence, check one of the responses that follow.

I am preparing an examination for my students.

- ( ) 1. The sentence is an example of smothered verb construction.
- (✓) 2. The sentence is NOT an example of smothered verb construction.

The correct response is number two; it is not smothered verb construction. Is there a more direct way of saying what is intended? Would you say "I am preparing a TEST for my students"? That isn't more direct. It just substitutes the word "test" for "examination", and "examination" is a perfectly acceptable noun.

Here is the word "examination" used in another sentence:

I will conduct an examination of the aircraft records.

Well, is THAT smothered verb construction?

- (✓) 1. Yes.
- (X) 2. No.

Yes, it sure is. Here is the sentence again:

I will conduct an examination of the aircraft records.

The sentence could be made much more direct. Like this:

I will examine the aircraft records.

Here is another sentence with the word "examination". Before checking one of the responses that follow, compare this sentence with the sentence above before it was rewritten.

I will conduct an examination of my students.

- ( ) 1. The sentence is an example of smothered verb construction.
- (✓) 2. The sentence is NOT an example of smothered verb construction.

Well, it sure LOOKS like smothered verb construction, but is it?

Do you remember that we said "the term 'a smothered verb' describes the characteristics of certain words within the sentence, and the use of these words must occur UNDER CERTAIN CONDITIONS if the term is to be valid"? This is one of those times when the "certain conditions" are all-important. Suppose you were an instructor at an all-girls college, and you wanted to inform the parents of your students of the following:

I will conduct an examination of my students on March 17th.

And suppose you were so smothered verb conscious that you wrote it this way instead:

"I will examine my students on March 17th."

But what do you bet that some of the parents who are not knowledgeable in effective writing withdraw their fair daughters from your class and withdraw their endowments from the college.

"Whattya mean you're going to EXAMINE my daughter?"

So, there we have smothered verbs. Remember these facts:

1. A smothered verb is not a word; it is a concept concerning word use.
2. Smothered verb construction is to be suspected when a sentence contains a word or words that appear to have been derived from verbs and altered by the addition of certain suffixes.
3. Smothered verbs almost invariably increase the number of words in a sentence. If the sentence can be written in a more direct way, it is probably smothered verb construction.
4. Whether or not a sentence is smothered verb construction depends, to a great extent, on the context of the idea you are attempting to communicate.

Go on to a study of another part of speech, the pronoun.

## THE PARTS OF SPEECH - THE PRONOUN

With the possible exception of the verb, there is probably no other part of speech more troublesome than the pronoun. As you know, we use a pronoun in the place of some noun (the pronoun's ANTECEDENT) to avoid our having to repeat the noun over and over again. When the writer constructs a sentence in which the antecedent is missing or is only implied, the reader has a tough time determining what the pronoun refers to. Here is an example of this type of construction:

When at home, he told us many stories of the old West.

In that example, the antecedent is missing, and the reader doesn't know WHO was at home, the story teller or the listeners.

In the exercises that follow, we give you a rule of pronoun use and a short exercise in the application of the rule. Here is the first rule:

1. THE ANTECEDENT OF A PRONOUN SHOULD BE CLEAR. IT SHOULD NOT BE MISSING NOR SHOULD IT BE IMPLIED.

In the following exercise sentences, check the one in which the antecedent is missing.

- ( ) 1. He bought groceries and spent most of it on meat.
- ( ) 2. Of the money spent on groceries, most was spent on meat.

It is in the first sentence that the pronoun antecedent is missing.

There is no pronoun in sentence number two.

Here is the second rule of pronoun use:

2. WHEN THE PRONOUN REFERENCE IS UNCLEAR, IT IS BEST TO SUBSTITUTE A NOUN FOR THE INEXACT PRONOUN INSTEAD OF CHANGING THE ANTECEDENT.

Here is a basic sentence with an unclear pronoun reference. After you have examined the sentence, check the sentence below that is more effective in meeting the requirement of the preceding rule.

When the transmission made a loud noise, we stopped it to see what was wrong.

- ( ) 1. When the transmission in the car made a loud noise, we stopped it to see what was wrong.
- ( ) 2. When the transmission made a loud noise, we stopped the car to see what was wrong.

In the first sentence, the antecedent is changed in violation of the rule, and the pronoun reference is no clearer than it was. The second sentence has a noun substituted for the pronoun, and the sentence is much better.

Here is the third rule of pronoun use:

3. THE ANTECEDENT OF A PRONOUN SHOULD NOT BE A NOUN USED AS AN ADJECTIVE NOR SHOULD IT BE A POSSESSIVE NOUN.

Here is a sentence in which the antecedent of the pronoun is used as an adjective. Rewrite the sentence in the space provided to conform to the preceding rule.

Before the mine detector could register a metal contact, it exploded.

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Your sentence should look approximately like this one:

Before the detector could register a metal contact, the mine exploded.

And here is a sentence in which the antecedent is a possessive noun. Rewrite the sentence in the space provided to conform to the preceding rule.

When the owner attempted to put the horse's saddle on, it jumped the fence.

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Here is our version of the sentence:

When the owner attempted to saddle the horse, it jumped the fence.

You should not have rewritten the sentence this way:

When the owner attempted to put the saddle on, the horse jumped the fence.

That version of the sentence remains unclear. It sounds as though the owner tried to put the saddle on himself, and the horse jumped the fence out of anger or jealousy.

Here is rule number four:

4. WHEN A PRONOUN APPEARS TO REFER TO TWO ANTECEDENTS, REPHRASE THE SENTENCE OR SUBSTITUTE A NOUN FOR THE PRONOUN.

Here is a sentence in which the pronoun appears to refer to two antecedents. After reading the sentence, check one or more of the sentences below that are effective in meeting the requirement of the preceding rule.

When WO White attended a seminar conducted by Col Maloy, he didn't know that he would be dead in two weeks.

- ( ) 1. When WO White attended a seminar conducted by Col Maloy, he didn't know that Col Maloy would be dead in two weeks.
- ( ) 2. WO White didn't know that Col Maloy would be dead in two weeks when he attended Col Maloy's seminar.

You should have checked both of the sentences as meeting the requirement of the rule. The first sentence substitutes a noun

for the pronoun, and the second sentence has been rephrased to clear up the pronoun reference.

Here is rule number five:

5. TWO ANTECEDENTS JOINED BY "OR" OR "NOR" SHOULD BE REFERRED TO BY A SINGULAR PRONOUN.

Here is a basic sentence. It is incorrect. Rewrite the sentence in the space provided to conform to the preceding rule.

Neither James nor Frank has their pants correctly pressed.

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Here is the way in which you should have rewritten the sentence:

Neither James nor Frank has his pants correctly pressed.

Here is the sixth rule of pronoun use:

6. TWO ANTECEDENTS JOINED BY "AND" SHOULD BE REFERRED TO BY A PLURAL PRONOUN.

Check the sentence below that conforms to the requirement of the preceding rule.

- ( ) 1. A Volkswagen and a Cadillac are different from one another in its own subtle ways.
- ( ) 2. Boys and girls have their subtle differences too.

The second sentence is the one in which the pronoun agrees with its compound antecedent in number. You should have checked number two.

Here is your last rule of pronoun use:

7. A COLLECTIVE NOUN USED AS AN ANTECEDENT TAKES A SINGULAR PRONOUN IF THE COLLECTIVE IS THOUGHT OF AS A UNIT, AND IT TAKES A PLURAL PRONOUN IF THE COLLECTIVE NOUN IS INTERPRETED AS REFERRING TO INDIVIDUAL MEMBERS.

That's a long rule, but it isn't complicated. We have already seen something similar in subject and verb agreement in number. At times, you can say "The public has", and at other times you can say "The public have". The same type of agreement in number is at work here. Check one or more of the following sentences in which there is agreement in number between the pronoun and its collective antecedent.

- ( ) 1. The audience was generous in its applause.
- ( ) 2. The audience shifted restlessly in their seats.

There is agreement in number between the pronoun and its antecedent in both of the sentences above.

This concludes our coverage of pronouns and their antecedents. Before going on to a study of modifiers, review the pronoun rules on the following page.

## REVIEW OF PRONOUN RULES

1. THE ANTECEDENT OF A PRONOUN SHOULD BE CLEAR. IT SHOULD NOT BE MISSING NOR SHOULD IT BE IMPLIED.
2. WHEN THE PRONOUN REFERENCE IS UNCLEAR, IT IS BEST TO SUBSTITUTE A NOUN FOR THE INEXACT PRONOUN INSTEAD OF CHANGING THE ANTECEDENT.
3. THE ANTECEDENT OF A PRONOUN SHOULD NOT BE A NOUN USED AS AN ADJECTIVE NOR SHOULD IT BE A POSSESSIVE NOUN.
4. WHEN A PRONOUN APPEARS TO REFER TO TWO ANTECEDENTS, REPHRASE THE SENTENCE OR SUBSTITUTE A NOUN FOR THE PRONOUN.
5. TWO ANTECEDENTS JOINED BY "OR OR "NOR" SHOULD BE REFERRED TO BY A SINGULAR PRONOUN.
6. TWO ANTECEDENTS JOINED BY "AND" SHOULD BE REFERRED TO BY A PLURAL PRONOUN.
7. A COLLECTIVE NOUN USED AS AN ANTECEDENT TAKES A SINGULAR PRONOUN IF THE COLLECTIVE IS THOUGHT OF AS A UNIT, AND IT TAKES A PLURAL PRONOUN IF THE COLLECTIVE NOUN IS INTERPRETED AS REFERRING TO INDIVIDUAL MEMBERS.

Go on to a study of modifiers.

## THE PARTS OF SPEECH - MODIFIERS

Modifiers can be single words such as adjectives and adverbs, or they can be entire phrases and clauses. Modifiers have a simple purpose: to qualify, to alter, to moderate, or to amplify the meaning of the word or words that they modify. An understanding of the PLACEMENT of modifiers, however, is not as simple as an understanding of the purpose of modifiers. This PLACEMENT of modifiers is the area of modifier use that we cover in this text.

Here is an example of a MISPLACED modifier:

Sue was wearing a scarf around her head that was red.

How would you alter that sentence to correct the placement of the misplaced modifier? Check one of the responses below.

- 1. I would move the modifier "red" closer to the word that it modifies.
- 2. I would rephrase the sentence in such a way that there would be no doubt as to what "red" modifies.

Either of the responses is correct. You can move the modifier to a position that is closer to the word that it modifies, or, if this is impractical, you can rephrase the entire sentence.

The following sentence has a misplaced modifier. Correct the placement of this modifier by doing either of the two things mentioned above.

Capt Stow lived with a friend whom he trusted in a small house.

Rewrite the sentence in this space.

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Here are two ways in which the sentence could be modified. Compare your version with these.

Capt Stow lived in a small house with a friend whom he trusted.

Capt Stow and a friend whom he trusted lived in a small house.

Here is another sentence with a misplaced modifier. Rewrite it in the space provided.

Romeo received word that Juliet was dead from a messenger.

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Here are two ways you could have rewritten the sentence:

Romeo received word from a messenger that Juliet was dead.

From a messenger, Romeo received word that Juliet was dead.

In both cases, you will note that the modifier, "from a messenger", is moved closer to the word that it modifies.

Here is another form of the misplaced modifier. This modifier is called a "two-way" modifier because it can be interpreted to modify either of two words. Here is an example of the two-way modifier.

John said during the meeting that Jones acted like a fool.

The following are rewritten versions of the basic sentence.

Select a response that applies to each sentence.

1. John said that Jones acted like a fool during the meeting.

( ) a. The modifier, "during the meeting", modifies "said".

( ) b. The modifier, "during the meeting", modifies "acted".

The correct response is number two. In this revision, the modifier was moved to a position nearer to the word that we wanted it to modify.

2. During the meeting, John said that Jones acted like a fool.

( ) a. The modifier, "during the meeting", modifies "said".

( ) b. The modifier, "during the meeting", modifies "acted".

The correct response is number one. Notice that the construction had to be altered to make the modifier modify "said". The modifier was actually closer to "said" in the basic sentence, and in the basic sentence, there was confusion about what was modified. This serves to demonstrate that it is not always possible to correct

the placement of a misplaced modifier by moving it to a position that is physically closer to the word it modifies.

Here is another sentence in which there is trouble with the modifier. Tell us what is wrong with it by checking one of the responses below.

Reading in the library, the sound of an ambulance siren was distracting.

Why is the sentence confusing?

- ( ) 1. There is a misplaced modifier in the sentence.
- ( ) 2. There is no word or combination of words that can be modified by "reading in the library".

The correct response is number two. The modifier in the sentence is not misplaced; there is nothing for it to modify. The problem is not one of a misplaced modifier. The problem is one of a DANGLING modifier. Dangling modifiers are easy to correct because you just have to furnish something for the modifier to modify. In the sentence above, it's as easy to correct as this:

While I was reading in the library, the sound of an ambulance siren was distracting.

Which of the two sentences that follow have a dangling

modifier? Check the response of your choice.

- ( ) 1. To get a better view of the screen, we had to change our seats.
- ( ) 2. While watching television, the doorbell rang.

The last sentence contains the dangling modifier.

Here are some more sentences with modifier trouble. Rewrite each sentence in the space provided. When you have finished them all, check your sentences against our versions of the sentences.

- 1. I went to see a crippled man who had a wooden leg named Tom Swift.

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- 2. Never take your eye off the ball until it is knocked from the tee.

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- 3. A jet flew over the city vibrating noisily.

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4. He performed his job as a ditch digger in the sanitation department well.
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5. The dog fell into a hole chasing a fox.
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Here are our versions of the sentences. Check yours against these.

1. I went to see a crippled man named Tom Swift who had a wooden leg.
2. Never take your eye off the ball until the ball is knocked from the tee.
3. A jet, vibrating noisily, flew over the city.
4. He performed his job well as a ditch digger in the sanitation department.
5. The dog, chasing a fox, fell into a hole.

This concludes the portion of the text on the parts of speech. Go on to the next page for a quick review of this entire text followed by a self evaluation exercise.

## REVIEW

1. VERB NUMBER and VOICE are the most troublesome areas in verb use for USAPHC/S writers.
2. The PASSIVE VOICE is not all bad. In your writing, strive for a judicious mixture of active and passive voices. If it is your purpose to tell WHAT was done rather than WHO did it, then use the passive voice.
3. The most commonly used VERBALS are the INFINITIVE, the PARTICIPLE, and the GERUND. The gerund has an "-ing" ending, and is used as a noun only. The participle's usual endings are "-ed" or "-ing", and it is used as a modifier only. The infinitive has a variety of uses, and it is recognizable by its "to" form.
4. The most common use of verbals is that of writing shorthand by which we control the emphasis within our sentences.
5. A SMOTHERED VERB is not a part of speech. It is, instead, a concept concerning the use of certain words under certain conditions.
6. The antecedent of a pronoun must be clear, and the pronoun must agree in number with its antecedent.
7. DANGLING modifiers and MISPLACED modifiers are the most common errors in the use of modifiers.

PART V  
SELF EVALUATION EXERCISE

In the sentences that follow, match the verb in the sentence on the left with the verb classification on the right. Place the letter "A", "B", or "C" in the space provided.

1. She is friendly. A
2. They smashed the helicopter. R
3. Zelda fell. B
4. In which of the three sentences that follow is there disagreement in number between the subject and verb? You may check more than one response.
  - A. She and I were getting married.
  - B B. A type of choppers used by gun pilots are UN-1Cs.
  - C C. Everybody, including the driver and passengers, were injured.

Identify the four sentences that follow as being in the active or passive voice. Place a "A" in the space provided if it is active voice construction, and place a "B" if it is passive voice construction.

- B A 5. Results are questioned immediately.
- A B 6. They attempted to apply the paint.
- A A 7. The subject of a sentence will perform an action with an active voice.
- B A 8. An active verb can be identified by the writer.

In the three sentences that follow, match the verbal in the sentence with the classification of the verbal that follow.

- A. Infinitive
- B. Participle
- C. Gerund

- B 9. The battered front was saved.
- A 10. To save the day, the troops fought well.
- C 11. Defending the front was uppermost in everyones mind.

12. Identify the sentence of the three that follow that has smothered verb construction.
- A. The examination will be a 200 question, multiple-choice test.
  - B. He will conduct the investigation of the accident.
  - C. James worked hard on the assignment.
13. Of the following three sentences, which contains the proper use of pronouns.
- A. Neither Jones nor Smith had gone to their appointment.
  - B. Jackson and Wills were approached to head up his own team.
  - C. The audience was restless during the speech.
14. Which of the following sentences does not have a faulty use of a modifier?
- A. While eating a sandwich, the bread fell apart.
  - B. With a little care, you can write well.
  - C. During the meeting, I felt that Brown could not be trusted.

Turn the page for solutions to this exercise.

PART V  
ANSWERS TO SELF EVALUATION EXERCISE

1. C

2. A

3. B

4. B & C

5. B

6. A

7. A

8. B

9. B

10. A

11. C

12. B

13. D

14. B

Now turn the page and complete  
the self evaluation exercise  
for parts I thru V.

EFFECTIVE WRITING  
SELF EVALUATION EXERCISE  
Parts 1-5

In the following sentences, identify each one as being correctly or incorrectly written. This is to include the correct uses of punctuation and capitalization. If the sentence is written correctly, use "A" as a response in the space provided. If it is written incorrectly, use "B" as a response.

- B 1. With Jones and James Smith was on the basketball team.
- A 2. We played soccer, but we lost the game.
- A 3. He bought shirts, pants, and a coat.
- B 4. John, though tired and sore, completed the task.
- A 5. Although Brown did not need the supplies, he requisitioned them anyway.
- B 6. The fighter was a speedy, maneuverable airplane.
- X B 7. They told the story; we listened carefully.
- X B 8. He was very reliable; therefore, we believed his story.
- A 9. CPT Jackson, who is 30 years of age; LTC Johnson, who is 40 years of age; and COL Lee, who is 46 years of age, are all in excellent physical condition.
- X A 10. They had been stationed in the following countries; Spain, France, Germany, and Japan.
- X B 11. CPT Armon spoke at three clubs: his best speech was at the Elk's Club; but he also did well at the Lion's Club and at the Rotary Club.
- X A 12. The items we needed were: pencils, papers, and envelopes.
- B 13. LT Wilson plans on making the U.S.A.F. a career.
- A 14. Mr. Hook met Dr. B.J. Johnson at the NATO meeting in Brussels, Belgium.
- B 15. Many Air Force officers stationed in Southeast Asia must work with the Army, Navy, and Air Force of South Vietnam.



29. Which of the following sentences best describes the proper use of the passive voice? Place a check mark in the space provided.

- A. You should never use the passive voice.
- B. A judicious mixture of the passive voice with the active voice is desirable.
- C. The passive voice should be predominant in military writing.

In the three sentences that follow, match the verbal in the sentence on the left with the classification of the verbal on the right. Place the letters "A", "B", and "C" in the spaces provided.

30. The embattled outpost was saved. B A. Infinitive.
31. To save the outpost, the defenders fought well. A B. Participle.
32. Saving the outpost was uppermost in their minds. C C. Gerund.
33. Which of the following statements about smothered verb construction is NOT true. Place a check mark beside your choice.

- A. Smothered verb construction involves the use of certain words that appear to have been verbs altered by the addition of a suffix such as "-tion" or "-ment".
- B. Smothered verb construction almost invariably increases the number of words in a sentence.
- C. You can often identify an individual word as being a smothered verb.

34. Identify the sentence of the three that follow that has smothered verb construction. Place a check mark beside your choice.

- A. The examination will be a 150 question, multiple-choice test.
- B. He will conduct the investigation of the accident.
- C. James worked hard on the assignment.

35. Of the following four sentences, which contains the proper use of pronouns. Indicate your choice with a check mark.

- A. Neither Jones nor smith ~~has~~ gone to their appointment. <sup>MS</sup>
- B. Jackson and Wills were approached to head up his own team.
- C. When Doc tried to put the spare tire on, it slipped off the jack.
- D. As the man attempted to grab the dog, it bit his hand.

36. Which of the following sentences does NOT have a faulty use of a modifier? Place a check mark beside your choice.

- A. While eating a sandwich, the bread fell apart.
- B. With a little care, you can write well.
- C. During the meeting, I felt that Brown could not be trusted.
- D. When a modifier is used in a sentence, it should not be misplaced.

EFFECTIVE WRITING  
PARTS I-V  
ANSWERS TO SELF EVALUATION EXERCISE

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. <u>B</u> Page 11             | 24. <u>B &amp; C</u> Page 83     |
| 2. <u>A</u> Page 13             | 25. <u>B</u> Page 86             |
| 3. <u>A</u> Page 16             | <del>26. <u>A</u> Page 86</del>  |
| 4. <u>B</u> Page 18             | 27. <u>A</u> Page 86             |
| 5. <u>A</u> Page 22             | <del>28. <u>B</u> Page 86</del>  |
| 6. <u>B</u> Page 24             | 29. <u>B</u> Page 90             |
| <del>7. <u>A</u> Page 34</del>  | 30. <u>B</u> Page 102            |
| <del>8. <u>A</u> Page 36</del>  | 31. <u>A</u> Page 100            |
| 9. <u>A</u> Page 38             | 32. <u>C</u> Page 105            |
| <del>10. <u>B</u> Page 44</del> | 33. <u>C</u> Page 109            |
| <del>11. <u>A</u> Page 44</del> | 34. <u>B</u> Page 110            |
| <del>12. <u>B</u> Page 44</del> | <del>35. <u>D</u> Page 115</del> |
| 13. <u>B</u> Page 57            | 36. <u>B</u> Page 122            |
| 14. <u>A</u> Page 55            |                                  |
| 15. <u>B</u> Page 56            |                                  |
| <del>16. <u>B</u> Page 59</del> |                                  |
| 17. <u>B</u> Page 59            |                                  |
| 18. <u>A</u> Page 61            |                                  |
| 19. <u>A</u> Page 72            |                                  |
| <del>20. <u>B</u> Page 72</del> |                                  |
| 21. <u>C</u> Page 81            |                                  |
| 22. <u>A</u> Page 81            |                                  |
| 23. <u>B</u> Page 81            |                                  |

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form of passive voice - subj acted upon | past, part, vter  
to be and past participle of active verb.  
active voice - subj acts |

collective subject - singular (at times plural)

compound subj - plural verbs

verbal verb form that does not work as a verb.

1. gerund - used as a noun (end in "ing")
2. infinitive - "to find", "to get", adverbial
3. participial - adjective form

another verb

verb form changed to noun as part  
of speech.

crowded, overcrowded,

18. A Page 46  
19. B Page 44  
20. C Page 27  
21. D Page 28  
22. E Page 27  
23. F Page 27  
24. G Page 27  
25. H Page 27  
26. I Page 27  
27. J Page 27  
28. K Page 27  
29. L Page 27  
30. M Page 27  
31. N Page 27  
32. O Page 27  
33. P Page 27  
34. Q Page 27  
35. R Page 27  
36. S Page 27  
37. T Page 27  
38. U Page 27  
39. V Page 27  
40. W Page 27  
41. X Page 27  
42. Y Page 27  
43. Z Page 27