

## List of Figure of Speech and Examples

### 1.) Alliteration

- This is a very common figure of speech that involves using words that begin with the same sound.
- For instance, “Sally sells sea shells by the seashore” is alliteration – and try saying it fast to see how difficult it is! It is often used in advertising slogans to create something catchy that more people will remember.

### 2.) Anaphora

- This figure of speech uses a specific clause at the beginning of each sentence or point to make a statement.
- For instance: “Good night and good luck” is an example of the beginning word being the same. The more it is used, the more of an emotional effect it can evoke among those who are listening. Another example is "Mad world! Mad kings! Mad composition!" from King John, II, I by William Shakespeare.

### 3.) Assonance

- Remember the phrase “I Like Ike”? It was a very common phrase for those who supported Dwight Eisenhower during his presidential run. This is a figure of speech that focuses on the vowel sounds in a phrase, repeating them over and over to great effect.

### 4.) Hyperbole

- “It was as big as a mountain! It was faster than a cheetah! It was dumber than a rock!” This figure of speech makes things seem much bigger than they really were by using grandiose depictions of everyday things. Hyperbole is often seen as an exaggeration that adds a bit of humor to a story.

### 5.) Irony

- This figure of speech tries to use a word in a literal sense that debunks what has just been said. “Gentlemen, you can’t fight in here! This is the War Room!” from Dr. Strangelove is a great example. It is often used to poke fun at a situation that everyone else sees as a very serious matter.
- There are different types of irony and here are the details and examples.

### 6.) Metaphor

- The use of metaphor compares two things that are not alike and finds something about them to make them alike.
- “My heart is a lonely hunter that hunts on a lonely hill” from a book by William Sharp is a good example of metaphor. Some writers try to use this style to create something profound out of comparing two things that appear to have nothing at all in common.

### 7.) Simile

- In this figure of speech, two things are compared that are not really the same, but are used to make a point about each other.
- “Life is like a box of chocolates; you never know what you’re going to get” is a famous line from the movie Forrest Gump that illustrates the simile. This is often used to make an emotional point about something. The difference between simile and metaphor is that you can obviously see words "like" in the sentence.

## **8.) Metonymy**

- In this figure of speech, one word that has a very similar meaning can be used for another. Using the word “crown” for “royalty” or “lab coats” for “scientists” are two examples. In some ways it can be seen as a nickname for something else; for instance, “The White House said” doesn’t actually mean the White House said it (a house can’t speak!) but that the President said it. However, we all understand the meaning, and so the words are interchangeable.

## **9.) Onomatopoeia**

- This is the use of a word that actually sounds like what it means. Good examples include “hiss” or “ding-dong” or “fizz.” These words are meant to describe something that actually sounds very much like the word itself. This is a trick often used in advertising to help convey what something is really like.

## **10.) Paradox**

- This figure of speech completely contradicts itself in the same sentence. Famous quotes that illustrate this from George Orwell’s “1984” include: “War is peace. Ignorance is strength. Freedom is slavery.” Though we know these things aren’t true, they present an interesting paradox that makes a person think seriously about what they have just read or heard.

## **11.) Personification**

- This is a way of giving an inanimate object the qualities of a living thing. “The tree quaked with fear as the wind approached” is an example; “The sun smiled down on her” is another. This can sometimes be used to invoke an emotional response to something by making it more personable, friendly and relatable.

## **12.) Synecdoche**

- This is a figure of speech in which one thing is meant to represent the whole. A few good examples include “ABCs” for alphabet, “new set of wheels” for car, or “9/11” to demonstrate the whole of the tragedy that happened in the United States on September 11, 2001. This is often used in journalism as a type of shorthand.

## **13.) Understatement**

- This is a situation in which the thing discussed is made to seem much less important than it really is. This famous line from *Catcher in the Rye* is a good example: “I have to have this operation. It isn’t very serious. I have this tiny tumor on the brain.” Understatement can often be used to comedic effect.

## **14.) Euphemism**

- Words that are used to soften the message are often considered euphemisms. “Passed away” is often used in place of “died” or “killed.” A “misunderstanding” might be used in place of “fight” or “argument.” And who could forget “wardrobe malfunction,” which is a fancy way of saying “your clothes fell off.”

## **15.) Oxymoron**

- This puts two words together that seem to contradict each other. “Military intelligence,” “real phony,” “civil war,” and “silent yell” are all examples of an oxymoron. Many people use these to promote the humor in a situation.

*Exercise (Figures of Speech)*

**Directions:** Encircle the CORRECT answer.

- 1.) *She was a fish of the ocean,  
Her world is an undiscovered paradise,  
Ocean deep describes her soul,  
Her soft heart is a colorful butterfly.*
  - A. Personification
  - B. Hyperbole
  - C. Simile
  - D. Metaphor
  
- 2.) *“Zahari is **like** a lion in the battlefield. He’s undefeated champion!.”*
  - A. Simile
  - B. Assonance
  - C. Oxymoron
  - D. Metaphor
  
- 3.) *The river runs, while the brook sings,  
Lovely music played by the winds,  
Trees are dancing freely back and forth,  
Watching Polaris can be seen on the North.*
  - A. Onomatopoeia
  - B. Irony
  - C. Hyperbole
  - D. Personification
  
- 4.) *Five noisy frogs croaking in the mud,  
Seen by a dog and barf so loud,  
Tiger came in roaring on the side,  
And the tweeting bird flew to hide.*
  - A. Personification
  - B. Oxymoron
  - C. Imagery
  - D. Onomatopoeia
  
- 5.) *“Nine nice night nurses nursing nicely.”*
  - A. Alliteration
  - B. Assonance
  - C. Metaphor
  - D. Oxymoron
  
- 6.) *Walls are covered with white paint, books are neatly arrange in the bookshelves ,  
everything inside the room are organized,except the abstract painting left unfinished  
on the side.*
  - A. Assonance
  - B. Simile
  - C. Metaphor
  - D. Imagery
  
- 7.) *"And if you come around saying sorry to me,  
my daddy's gonna show you how sorry you'll  
be". "Picture to Burn" by Taylor Swift*
  - A. Paradox
  - B. Metaphor

- C. Euphemism
- D. Personification

8.) *"A traffic jam when you're already late  
A no-smoking sign on your cigarette break  
It's like ten thousand spoons when all you need is a knife  
It's meeting the man of my dreams  
And then meeting his beautiful wife..."*  
**Song by Alanis Morissette**

- A. Irony
- B. Hyperbole
- C. Simile
- D. Assonance

9.) *"I just want to be alone together with him in this coming Valentines Day ."*

- A. Irony
- B. Oxymoron
- C. Hyperbole
- D. Synecdoche

10.) True love is a garden, theres always a flower that will stand out to catch your attention and heart.

- A. Alliteration
- B. Hyperbole
- C. Metaphor
- D. Hyperbole

11.) Choose the correct figure of speech for the statement. Curses are like chickens; they come home to roost.

- A. Irony
- B. Simile
- C. Synecdoche
- D. Metaphor

12.) The phrase '*As blind as a bat*' indicates which figure of speech?

- A. Metaphor
- B. Irony
- C. Personification
- D. Simile

13.) Choose the correct figure of speech for the statement. I must be taught my duty, and by you!

- A. Irony
- B. Climax
- C. Hyperbole
- D. Exclamation

14.) Name the figure of speech where a part of a particular object is employed to throw light on the whole thing?

- A. Climax
- B. Synecdoche
- C. Apostrophe
- D. Oxymoron

15.) Which figure of speech compares between two unlike things?

- A. Irony
  - B. Simile
  - C. Hyperbole
  - D. Metaphor
- 16.) The phrase '*Snowflakes danced*' indicates which figure of speech?
- A. Irony
  - B. Personification
  - C. Oxymoron
  - D. Metaphor
- 17.) Choose the correct figure of speech for the statement. Why all this toil for triumphs of an hour?
- A. Irony
  - B. Personification
  - C. Interrogation
  - D. Oxymoron
- 18.) Which figure of speech indicates the juxtaposition of opposing or contrasting ideas in the same sentence
- A. Hyperbole
  - B. Euphemism
  - C. Antithesis
  - D. Irony
- 19.) True or False. The statement '*His argument was as clear as mud*' is an Oxymoron.
- A. TRUE
  - B. FALSE
  - C. MAYBE
  - D. NONE OF THE ABOVE
- 20.) Using '*Passed away instead of died*' indicates which figure of speech?
- A. Personification
  - B. Apostrophe
  - C. Euphemism
  - D. Antithesis

## Basic Rules of 12 Punctuation Marks in Detail

### 1.) Comma

- A comma is a curved shaped line attached to a dot that is usually used to indicate a pause or separate clauses in a sentence.
- **Rule 1: A comma is used to list a series of three or more items.**
- Example: The airplane was loaded with fuel, luggage, and passengers.
- **Rule 2: If a sentence begins with a dependent clause, use a comma after the dependent clause.**
- Example: If you want to try fishing, give me a call.

### 2.) Period

- A period is a dot that usually marks the end of a sentence.
- **Rule 1: A period is used at the end of a complete sentence.**
- Example: The cat jumped over the sofa.
- **Rule 2: A period is not needed if the end of sentence already has a period indicating an abbreviation.**
- Example: He works at the firm called Jones, Smith & Day, P.C.

### 3.) Question Mark

- A question mark is a curved line with a dot at the bottom, used to signify a question.
- **Rule 1: A question mark is used at the end of a sentence which is a direct question.**
- Example: Did it work?
- **Rule 2: A question mark can be used when a sentence is a half question and half statement.**
- Example: You can't read, can you?

### 4.) Exclamation Point

- An exclamation point is a vertical line with a dot at the bottom, which is used to signify surprise or strong feelings.
- **Rule 1: An exclamation point is used at the end of a sentence to show strong feelings, surprise or for added emphasis.**
- Example: That was amazing!
- **Rule 2: When an exclamation point is used, it will replace the period at the end of the sentence.**
- Example (**of incorrect usage**): He shoots, he scores!.

### 5.) Colon

- A colon is a pair of dots arranged vertically and is usually used to begin a list.
- **Rule 1: A colon is used to begin a list of items.**
- Example: In order to bake a cake, you will need the following ingredients: eggs, milk, sugar and flour.
- **Rule 2: A colon may be used to follow a salutation in formal correspondence.**
- Example: Dear John: how are you?

### 6.) Semicolon

- A semicolon is a period and comma arranged vertically with the period on top and the comma on the bottom. It is often used to separate independent clauses in a sentence.
- **Rule 1: A semicolon can be used in between two sentences, if the two sentences are closely linked.**
- Example: Chores have been completed; I will go play now.
- **Rule 2: A semicolon can be used to list three or more items, but when the items themselves contain commas.**

- Example: For dinner I ate the following: crackers, cheese and jelly; bread, butter and honey; milk; yogurt and pizza.

## 7.) Hyphen

- A hyphen is a horizontal line generally used to connect two words together.
- **Rule 1: A hyphen is used to form a compound adjective.**
- Example: The class is taught by a know-it-all teacher.
- **Rule 2: A hyphen can create a compound noun.**
- Example: The criminal was caught by a law-giver.

## 8.) Dash

- A dash is a horizontal line, similar to a hyphen, except it is usually used to denote a break in the sentence, similar to a comma or semicolon.
- **Rule 1: Dashes can be used to replace commas.**
- Example: If the plan works – and I doubt it will – we will achieve victory.
- **Rule 2: The clause in between two dashes is usually not part of the sentence's subject.**
- Example: Mark – and his encyclopedic knowledge – was a great addition to the academic team.

## 9.) Quotation Mark

- Quotation marks are pairs of commas that begin and end a sentence or phrase and serve the traditional purpose of signifying a quotation.
- **Rule 1: A double set of quotation marks at the beginning and the end of the sentence or phrase indicates a quotation.**
- Example: He asked, "How much does the car cost?"
- **Rule 2: A single set of quotation marks can be used to represent a quotation within a quotation.**
- Example: Harvey said to Burnett, "Mike told me, and I quote 'I don't want to join the FBI.'"

## 10.) Parentheses

- Parentheses are pairs of curved lines which are often used to provide necessary information that is not part of the main point in a sentence.
- **Rule 1: Use parentheses when providing additional information.**
- Example: The cost of the new car (with all of the extras) is \$34,999.95.
- **Rule 2: Periods can go inside the parentheses, but only if the material inside the parentheses constitutes an entire sentence.**
- Example: The musician played at the fair by himself. (The rest of the band got stuck in traffic.)

## 11.) Apostrophe

- An apostrophe is an elevated comma, similar to a single quotation mark. It is often used to mark possessives, contractions, and plural.
- **Rule 1: An apostrophe signifies a possessive.**
- Example: The cashier's wallet was stolen.
- **Rule 2: An apostrophe is used for contractions and is located where the removed letter would have been.**
- Example: You don't have enough time to finish the exam.

## 12.) Ellipsis

- Ellipsis is a series of three periods to indicate a portion of the writing is left out or to represent hesitation.
- **Rule 1: Ellipsis can take the place of missing material.**
- Example: The whole office...left work late.
- **Rule 2: Ellipsis can indicate a pause or hesitation.**
- Example: She said, "I found the missing clue...at least I think I did."

*Exercises (Punctuation Marks)*

1.) Say True or False to check whether the statement has been punctuated correctly or not. The girl's father sat in a corner.

- A. FALSE
- B. TRUE
- C. MAYBE
- D. NONE OF THE ABOVE

2.) Choose the correctly punctuated sentence.

- A. Do you think everyone in Topeka, Kansas will be at the game tonight?
- B. Do you think everyone in Topeka, Kansas, will be at the game tonight
- C. Do you think everyone in Topeka, Kansas, will be at the game tonight?
- D. Do you think everyone in Topeka Kansas will be at the game tonight?

3.) Choose the correctly punctuated sentence.

- A. Tim's uncle's car was found without its wheels in that old derelict warehouse.
- B. Tim's uncle's car was found without it's wheels in that old, derelict warehouse.
- C. Tim's uncle's car was found without its wheels in that old, derelict warehouse.
- D. Tims uncles car was found without its wheels in that old, derelict warehouse.

4.) Choose the correctly punctuated sentence.

- A. England, france and italy formed an alliance.
- B. England, France and Italy formed an alliance.
- C. England, France and, Italy formed an alliance.
- D. England, France, and Italy, formed an alliance.

5.) Choose the correctly punctuated sentence.

- A. She always enjoyed sweets, chocolate, candies and apple pies.
- B. She always enjoyed: sweets, chocolate, candies and apple pies.
- C. She always enjoyed sweets chocolate candies and apple pies.
- D. She always enjoyed sweet's, chocolate, candy's and apple pie's.

6.) Choose the correctly punctuated sentence.

- A. Surrounded by old friends and family; the couple said their vows.
- B. Surrounded by old friends and family, the couple said their vows.
- C. Surrounded by old friends and family: the couple said their vows.
- D. Surrounded by old friends and family the couple said their vows.

7.) Choose the correctly punctuated sentence

- A. Alan's neighbours were terrible; so his brother's friends went round to have a word.
- B. Alan's neighbours were terrible: so his brother's friends went round to have a word.
- C. Alan's neighbours were terrible, so his brother's friends went round to have a word.
- D. Alan's neighbours were terrible so his brother's friends went round to have a word.

8.) Say True or False to check whether the statement has been punctuated correctly or not. It is a fine idea let us hope that it is going to work

- A. FALSE
- B. TRUE
- C. MAYBE

D. NONE OF THE ABOVE

9.) Choose the correctly punctuated sentence.

- A. Nancy prefers gold to silver; she thinks its more elegant.
- B. Are you going to see "What Lies Beneath"?
- C. Beware lest thou be led into temptation.
- D. All are correct

10.) Say True or False to check whether the statement has been punctuated correctly or not. Do not blame me if you get there at the wrong time.

- A. FALSE
- B. TRUE
- C. MAYBE
- D. NONE OF THE ABOVE

11.) Choose the correctly punctuated sentence.

- A. Goa is a beautiful place; the beache's are warm, sandy and spotlessly clean.
- B. Goa is a beautiful place: the beaches are warm, sandy and spotlessly clean.
- C. Goa is a beautiful place, the beaches are warm, sandy and spotlessly clean.
- D. Goa is a beautiful place; the beaches are warm, sandy and spotlessly clean.

12.) Choose the correctly punctuated sentence.

- A. "Go then", said the ant, "and dance winter away."
- B. "Go then" said the ant "and dance winter away."
- C. "Go then" said the ant, "and dance winter away."
- D. "Go then", said the ant and dance winter away.

13.) Say True or False to check whether the statement has been punctuated correctly or not. Matt told the princess that he had "always longed to be a servant."

- A. MAYBE
- B. FALSE
- C. TRUE
- D. A OR C

14.) Choose the correctly punctuated sentence.

- A. She always enjoyed sweets, chocolate, marshmallows and toffee apples.
- B. She always enjoyed: sweets, chocolate, marshmallows and toffee apples.
- C. She always enjoyed sweets chocolate marshmallows and toffee apples.
- D. She always enjoyed sweet's, chocolate, marshmallow's and toffee apple's.

15.) Choose the correctly punctuated sentence.

- A. Sarah's uncle's car was found without its wheels in that old derelict warehouse.
- B. Sarah's uncle's car was found without its wheels in that old, derelict warehouse.
- C. Sarahs uncles car was found without its wheels in that old, derelict warehouse.
- D. Sarah's uncle's car was found without it's wheels in that old, derelict warehouse.

16.) Choose the correctly punctuated sentence.

- A. I can't see Tim's car, there must have been an accident.
- B. I cant see Tim's car; there must have been an accident.
- C. I can't see Tim's car there must have been an accident.
- D. I can't see Tim's car; there must have been an accident.

17.) Choose the correctly punctuated sentence.

- A. Paul's neighbours were terrible; so his brother's friends went round to have a word.
- B. Paul's neighbours were terrible: so his brother's friends went round to have a word.
- C. Paul's neighbours were terrible, so his brother's friends went round to have a word.
- D. Paul's neighbours were terrible so his brother's friends went round to have a word.

18.) Choose the correctly punctuated sentence.

- A. Tims gran, a formidable woman, always bought him chocolate, cakes, sweets and a nice fresh apple.
- B. Tim's gran a formidable woman always bought him chocolate, cakes, sweets and a nice fresh apple.
- C. Tim's gran, a formidable woman, always bought him chocolate cakes sweets and a nice fresh apple.
- D. Tim's gran, a formidable woman, always bought him chocolate, cakes, sweets and a nice fresh apple.

19.) Choose the correctly punctuated sentence.

- A. After stealing Tims car, the thief lost his way and ended up the chief constable's garage.
- B. After stealing Tim's car the thief lost his way and ended up the chief constable's garage.
- C. After stealing Tim's car, the thief lost his way and ended up the chief constable's garage.
- D. After stealing Tim's car, the thief lost his' way and ended up the chief constable's garage.

20.) Choose the correctly punctuated sentence.

- A. We decided to visit: Spain, Greece, Portugal and Italy's mountains.
- B. We decided to visit Spain, Greece, Portugal and Italys mountains.
- C. We decided to visit Spain, Greece, Portugal and Italy's mountains.
- D. We decided to visit Spain Greece Portugal and Italy's mountains.

## Conditional Sentences

### ✚ Conditional sentences

- The most common kind of conditional sentence that you are likely to meet will contain two clauses, one of which will start with the word *if*, as in *If it rains, we'll have to stay at home*. The clause without the *if* is the main clause of the sentence, while the *if* clause is subordinate. The order of the two clauses is generally not that important to the meaning of the sentence; so we can switch the *if* clause to the end of the sentence if we want to.
- Most grammar books tend to recognise four basic configurations of tenses in conditional sentences which vary in structure according to the time that we are talking about (past, present or future) and the meaning. These four types are normally referred to as the *zero*, *first*, *second* and *third conditionals*; we will look at the forms and meanings of each of these in turn and also examine some of the alternatives to these four basic types.

### ✚ Zero-type conditionals

#### *Form and meaning*

- The form of the zero conditional causes no problems since the present tenses are used in both clauses.

Zero-type conditionals	
<i>If</i> clause	Main or conditional clause
<i>If</i> + Present tense	Present tense
<i>If you heat water</i>	<i>it boils.</i>

- The zero conditional is normally used to talk about *facts and to express general truths*.

### ✚ First-type conditionals

#### *Form and meaning*

- The basic form for this type of conditional sentence can be seen in the chart below. As before, the order of the clauses can be changed with no change in meaning.
- This type refers to *future possibilities that are certain or probable*.

First-type conditionals	
<i>If</i> clause	Main or conditional clause
<i>If</i> + Present tense	Future tense
<i>If they don't arrive soon</i>	<i>we'll leave without them.</i>
<i>If they are late</i>	<i>I'm going to be angry.</i>

- You will note that on the *if* side of the sentence any present tense can be used, while in the main clause the speaker is free to choose any future that helps to express any additional meaning that the speaker wants to express.
- *If he's sleeping, he won't wake up until morning.* (The Present Continuous in the first part of the sentence expresses the present temporary nature of the situation and the *will* in the second part is making a prediction about the future.)
- *Alan is going to post me the recipe, if he finds it.* (In the first clause I am expressing Alan's intention so *going to* is the best future to use, while the second clause contains a Simple Present tense.)
- *If he's staying at the party, I'm leaving.* (In the first clause I am thinking about the possible current state of affairs, so I choose the Present Continuous, while

in the second I am referring to the future plan that I have in mind should he decide to stay, so again I choose the Present Continuous.)

- *If you have finished the essay, leave it on my desk.* (By using the Present Perfect tense in the *if* clause I am stressing the completed nature of the action, while in the second clause I have used an imperative, which has a future meaning.)

## ✚ Second-type conditionals

### Form and meaning

- This type is often called the hypothetical or ‘unreal’ *future* conditional since it is usually *used to speculate about either very unlikely future situations or present and future impossibilities.*

Second-type conditionals	
<i>If</i> clause	Main or conditional clause
<i>If</i> + Past tense	<i>would</i> + verb
<i>If I had time</i>	<i>I would drop you off at school.</i>
<i>If I had wings</i>	<i>I would fly.</i>

Other examples are:

- *If you were coming with us, you would have a great time.* (Either I am not expecting you to come or you have already told me that you do not intend to come, so the situation is very unlikely to happen.)
- *I'm sure my mother would help if you asked her.* (I am unsure whether you are going to ask so I hedge my bets by using an ‘unreal’ conditional; if I had used *I'm sure my mother will help* instead, this gives the impression that I feel you are likely to ask.)
- *If I were you, I'd call back later.* (This is a fixed expression used for giving advice, but since I can never be you, I use the future hypothetical conditional; you should note that many people would say *if I was you* and this is becoming increasingly common.)

## ✚ Third-type conditionals

### Form and meaning

- This type refers to *hypothetical situations in the past.* In this case we use the Past Perfect tenses in the *if* clause and *would* + *have* in the main clause.

Third-type conditionals	
<i>If</i> clause	Main or conditional clause
<i>If</i> + Past Perfect tense	<i>would have</i> + past participle
<i>If I had known about his condition</i>	<i>I would have phoned for you earlier.</i>
<i>If we had known about the storm</i>	<i>we wouldn't have started our journey.</i>

The main uses of the third conditional are for speculating about the past, expressing regrets, excusing our own actions and criticising others. Some of the uses tend to overlap in practice as the examples below demonstrate:

- *If we'd taken the first turning, we would have been at home by now.*
- *If I'd bought the lottery ticket, we would have won millions.*
- *If I'd realised you were going to be so sensitive, I'd have kept quiet.*

- *The meeting would've finished before 1:00 if you'd said less.*
- There is one other major variation to the form given in the chart above; in place of the more usual
- 1. *If I had known about his condition...we can use*
  - ✓ *Had I known about his condition... where the if is omitted and the subject and auxiliary verb are inverted.*

#### ✚ **Mixed conditionals**

- The four types of conditional sentence discussed above appear to fit into very rigid patterns of form and meaning but we often find exceptions to these rules. In many cases we may want to talk about events that happened or did not happen in the past and the present results of those events. Therefore, we will often need to mix clauses from different conditional types in order to get our meaning across clearly and unambiguously. Taking one example from above, we might want to say:
  - ✓ *If I'd bought the lottery ticket, we would be millionaires now.*
  - In this sentence I want to refer to something that I did not do in the past (and probably regret) and the possible effect that this action might have had on the present – so I use a third-conditional *if* clause and a second-conditional main clause. Swapping around these two types we also get:
    - *If he was going to come, he would have arrived by now* (with a second-conditional *if* clause and a third-conditional main).
    - This kind of mixing of conditional types is not uncommon.

### *CONDITIONAL SENTENCES (Exercises)*

**DIRECTION:** Write the CORRECT answer.

1. If we meet at 9:30, we \_\_\_\_\_ (to have) plenty of time.
2. Lisa would find the milk if she \_\_\_\_\_ (to look) in the fridge.
3. The zookeeper would have punished her with a fine if she \_\_\_\_\_ (to feed) the animals.
4. If you spoke louder, your classmates \_\_\_\_\_ (to understand) you.
5. Dan \_\_\_\_\_ (to arrive) safe if he drove slowly.
6. You \_\_\_\_\_ (to have) no trouble at school if you had done your homework.
7. If you \_\_\_\_\_ (to swim) in this lake, you'll shiver from cold.
8. The door will unlock if you \_\_\_\_\_ (to press) the green button.
9. If Mel \_\_\_\_\_ (to ask) her teacher, he'd have answered her questions.
10. I \_\_\_\_\_ (to call) the office if I was/were you.
11. If they \_\_\_\_\_ (to listen) carefully, they might hear the woodpecker.
12. If I had lain down on the sofa, I \_\_\_\_\_ (to fall) asleep.
13. Susan could have worked as a model if she \_\_\_\_\_ (to be) taller.
14. The soil \_\_\_\_\_ (not/to dry out) if you water the plants regularly.
15. If you \_\_\_\_\_ (to give) the young boy this stick, he'd hurt himself.
16. We \_\_\_\_\_ (not/to take) the wrong tram if Ronaldo had asked the policewoman.
17. If the cat hides in the tree, the dog \_\_\_\_\_ (not/to find) it.
18. The students would have solved the problem if they \_\_\_\_\_ (to use) their textbooks.
19. If he washed his feet more often, his girlfriend \_\_\_\_\_ (to visit) him more often.
20. Max \_\_\_\_\_ (to read) the newspaper if he went by train.

## Gerunds

- A **gerund** is one of three types of **verbals**. A **verbal** is formed using a verb, but it functions as a different part of speech in the sentence.
- **Gerunds** function as **nouns** in the sentence. Typically, a **gerund** is used as a "thing" or an "idea," and **gerunds** always end in "-ing". They can function as subjects, direct objects, objects of the preposition, and predicate nouns.
  
- ✓ **Examples of Gerunds:**
- **Gerunds** are not the only types of verbals that can end in "-ing," so make sure that the word you find is functioning as a noun in the sentence.
- **Gerunds** can appear by themselves, or they can be part of a larger **gerund phrase**.
- ✓ Examples of **gerunds or gerund phrases** used as the **subject**:
  - ❖ Singing is one of my hobbies.
  - ❖ Running is good exercise.
  - ❖ Watching television does not burn many calories.
- ✓ Examples of **gerunds or gerund phrases** used as **direct objects**:
  - ❖ I enjoy cooking with my mom.
  - ❖ Mark likes playing on the team.
  - ❖ The teacher appreciated my trying the math problem.
- ✓ Examples of **gerunds or gerund phrases** used as **objects of the preposition**.
  - ❖ Leslie got into trouble for talking to Sarah.
  - ❖ Have you ever read a book about riding a bike?
  - ❖ Upon finding a piece of glass on the floor, Jan called the teacher.
- ✓ Examples of **gerunds or gerund phrases** used as **predicate nouns**.
  - ❖ A good career for me might be nursing.
  - ❖ My favorite pastime is reading books.
  - ❖ The most fun I had on the trip was swimming in the ocean.

### *Exercise 1 (Gerund)*

**DIRECTION:** Write the correct answer

1. We are looking forward to \_\_\_\_\_ (go) out at the weekend.
2. Laura dreams of \_\_\_\_\_ (live) on a small island.
3. Andrew apologized for \_\_\_\_\_ (be) late.
4. Do you agree with \_\_\_\_\_ (stay) in a foreign country?
5. The girls insisted on \_\_\_\_\_ ( go) out with Kerry.
6. Edward thinks of \_\_\_\_\_ ( climb) trees this afternoon.

7. My friend is good at \_\_\_\_\_ ( play) volleyball.
8. She complains about \_\_\_\_\_ (bully).
9. They are afraid of \_\_\_\_\_ (lose) the match.
10. She doesn't feel like \_\_\_\_\_ (work) on the computer

### ✚ Gerund Recognition Practice

- Definition: A **verbal** is a verb form used as another part of speech.
- There are 3 types of verbals: **Gerunds, Participles, and Infinitives**. We are going to take each of these separately in these worksheets. We are also going to have sheets for both recognizing the verbal by itself and then as a verbal phrase. This worksheet is just on recognizing gerunds.

✚ **Gerund**: a verb form ending in *-ing* (present participle) used as a noun. Thus it can be in the position of subject, direct object, object of the preposition, or predicate noun.

- **Examples:**

Subject - Reading is my favorite activity.

Direct Object - I enjoy reading.

Object of the Preposition - Rainy days are good days for reading.

Predicate Noun - My favorite subject is reading.

- ✓ Remember this: A word ending in *-ing* can be either a verb, a participle or a gerund. To determine which one it is, you must determine how it is used in the sentence. Do these steps:
  - Find the simple subject and simple predicate.
  - If the *-ing* form of the verb is not part of the simple predicate (verb), then determine how it is used in the sentence. Is it in a noun position? Then it is a gerund. If it is used as an adjective, then it will be a participle.

- **Example:**

- ❖ Bill and Tony are running.

Are running is the verb in this sentence.

- ❖ Bill and Tony enjoy running.

Running is a gerund, a direct object of the action verb, enjoy.

- ❖ The running water overflowed.

Running is a participle (adjective) modifying the noun, water.

### *Exercise 2 (Gerund)*

**Exercise Directions:** Write down the gerund in each sentence. After it, tell how it is being used in the sentence: subject, direct object, predicate noun, or object of the preposition. Some sentences do NOT have a gerund. Remember that any part of speech can be compound, meaning that there can be two or more.

1. Helen enjoys sketching children.
2. Swimming is good exercise.
3. Elaine and Rita are singing in the chorus tonight.
4. Of all my interests, I care most about swimming.
5. Traveling gives one a chance to see many wonderful sights.
6. A good hobby for boys can be fishing or painting.
7. Few things are better for relaxing than a satisfying hobby.  
(*CAREFUL - there is only one gerund in this sentence!*)
8. Many people find that they can beat stress by walking.

9. A good hobby and exercise can be skating.
10. Visiting our relatives in a pleasant activity.

### What Is a Gerund Phrase?

- A **gerund** is a verb form that ends in *-ing*. A **gerund phrase** includes the gerund, plus any modifiers and complements. Gerunds and gerund phrases always function as nouns. They can act as subjects, direct objects, indirect objects, predicate nominatives, or objects of a preposition in a sentence.

To determine whether a word or phrase is functioning as a gerund versus a present participle, try replacing it with the word *something*. If *something* works in the sentence, then the word or phrase is a gerund.

### Subject Examples:

- **Climbing** is not as easy as it looks.  
✓ (*Climbing* is the gerund. It acts as a subject in the sentence.)
- **Riding a roller coaster** scares my little brother.  
✓ (*Riding* is the gerund. *Riding a roller coaster* is the gerund phrase. It acts as a subject in the sentence.)

### Direct Object Examples:

- In the summer, Kara prefers **swimming**.  
✓ (*Swimming* is the gerund. It acts as a direct object in the sentence.)
- Sophia likes **jumping on the trampoline**.  
✓ (*Jumping* is the gerund, and *jumping on the trampoline* is the gerund phrase. The gerund phrase acts as a direct object in the sentence.)

### Indirect Object Examples:

- In Costa Rica, we gave **zip lining** a try.  
✓ (*Zip lining* is the gerund. It acts as an indirect object in the sentence.)
- As part of his exercise regimen, Jack made **walking every day** a priority.  
✓ (*Walking* is the gerund, and *walking every day* is the gerund phrase. The gerund phrase acts as an indirect object in the sentence.)

### Predicate Nominative Examples:

- Micah's favorite sport is **running**.  
✓ (*Running* is the gerund. It acts as a predicate nominative in the sentence, identifying *sport*.)
- Kylie's main interest is **working with computers**.  
✓ (*Working* is the gerund, and *working with computers* is the gerund phrase. The gerund phrase acts as a predicate nominative in the sentence, identifying *interest*.)

### Object of a Preposition Examples:

- Her interest in **gardening** developed over time.  
✓ (*Gardening* is the gerund. It acts as an object of the preposition *in* in the sentence.)
- Scott's attitude about **studying for tests** improved.  
✓ (*Studying* is the gerund, and *studying for tests* is the gerund phrase. The gerund phrase acts as an object of the preposition *about* in the sentence.)

*Exercise 1 (Gerund Phrase)*

**DIRECTIONS:** Locate the gerund (gerund phrase) in each sentence. Then identify the gerund's function in the sentence as subject, direct object, subjective complement, object of preposition, or appositive. Type your answer into the box below the sentence. When you are finished, click the "Check My Work" button at the bottom of the page to check your answers.

Note: If the gerund is part of a gerund phrase, include the whole phrase in your answer.

1. The Andersons enjoyed playing cards with the Smiths.  
Gerund phrase = \_\_\_\_\_  
Function = \_\_\_\_\_
2. Very few people would enjoy Jim's job, taking complaints from dissatisfied customers.  
Gerund phrase = \_\_\_\_\_  
Function = \_\_\_\_\_
3. The children continued counting the proceeds from the bake sale.  
Gerund phrase = \_\_\_\_\_  
Function = \_\_\_\_\_
4. Doing physical therapy will help Jerry improve his coordination.  
Gerund phrase = \_\_\_\_\_  
Function = \_\_\_\_\_
5. Marilyn's nervous habit, blinking, embarrasses her.  
gerund phrase = \_\_\_\_\_  
Function = \_\_\_\_\_
6. Sreerag considered hitting the ball into left field.  
Gerund phrase = \_\_\_\_\_  
Function = \_\_\_\_\_
7. Please telephone the restaurant about reserving a table for 6:00 p.m. tonight.  
Gerund phrase = \_\_\_\_\_  
Function = \_\_\_\_\_
8. Buying a new home often causes people great anxiety.  
Gerund phrase = \_\_\_\_\_  
Function = \_\_\_\_\_
9. My goal this week is losing five pounds.  
Gerund phrase = \_\_\_\_\_  
Function = \_\_\_\_\_

10. Before entering the stadium, all fans must show their tickets.

Gerund phrase = \_\_\_\_\_

Function = \_\_\_\_\_

### Gerund Phrase Recognition Practice

**Definition:** A **gerund phrase** is made up of a gerund and all the words that can modify it. The words or phrases that can modify a gerund are an adjective, adverb, and a prepositional phrase, plus it can have a direct object.

Why can it have these modifiers?

Remember that a gerund is a verb form ending in *-ing*. Because it is a VERB, it can have an adverb modifying it. Also, it can have an adverb prepositional phrase modifying it. Besides all that, it can have a direct object, just like any action verb can have.

Why an adjective or adjective prepositional phrase modifying it? Remember that a gerund is a verb form used as a NOUN, therefore it can have an adjective or adjective prepositional phrase modifying it.

### Gerund Phrase Examples

1. The course's goal is providing students with knowledge of basic math.
  - The gerund phrase is providing students and is used as the predicate noun in the sentence. The gerund is providing and the direct object of that gerund is (providing whom?) students. The prepositional phrase with knowledge modifies providing and the prepositional phrase of basic math modifies knowledge.
2. Frequently asking for funds may hinder receiving them.
  - The first gerund phrase is frequently asking for funds. The gerund is asking. Frequently answers, when?, and thus is an adverb, modifying the gerund, asking. For funds is an adverb prepositional phrase answering the question, why, asking? This entire phrase is the subject of the sentence.
  - There is a second gerund phrase in this sentence. It is receiving them. This whole phrase is the direct object in the sentence, answering the question, "may hinder what?" ...receiving funds. Receiving is the gerund and funds is the direct object of the gerund. Receiving what?...funds.

### *Exercise 2 (Gerund Phrase)*

**Exercise Directions:** Write down the gerund phrase and then tell how the entire phrase is used in the sentence: either subject, direct object, predicate noun or object of the preposition. (If it is object of the preposition, the preposition will be before the gerund.)

**Example:** The troop found different ways of raising money.  
Gerund phrase as object of preposition, of what? - raising money

1. There are few people who question the benefits of encouraging teens.
2. Walking the path in the woods is good exercise.
3. The teacher ended Jim's disrupting behavior.
4. We should teach our children the necessity of helping others in need.
5. You should try singing tenor.
6. Kristin's dream was singing in the local musical.
7. Bart received an award for having perfect attendance.
8. The chorus began singing the song.
9. Some people enjoy mowing the lawn.

10. Reading the classics is my goal this summer.

### ✚ Infinitive (Noun) Recognition Practice

- **Review:** An infinitive is a verb form that is used as a noun, an adjective, or an adverb. An infinitive starts with the WORD "to" (not the preposition) and the base of the verb. Examples: to run, to jump, to find, etc.

DO NOT confuse infinitives with a prepositional phrase. A prepositional phrase will have a noun or pronoun (object of the preposition) following it, not a verb.

#### Example:

- Sara wants to learn Spanish. "To learn" is an infinitive.
- Sara will go to the store. "To the store" is a prepositional phrase.

This exercise will help you find an infinitive used as a noun, used as the subject, direct object, predicate noun, or object of the preposition.

#### Examples:

- ✓ *To depart would be impolite.* "To depart" is the infinitive and is used as the subject in this sentence.
- ✓ *I want to depart from this place.* "To depart" is the infinitive and is used as the direct object in this sentence.
- ✓ *My decision is to depart.* "To depart" is the infinitive and is used as the predicate noun in this sentence.
- ✓ *I want nothing else except to depart.* "To depart" is the infinitive and is used as the object of the preposition, "except."

Another reminder: sometimes the WORD "to" is omitted even though the infinitive is used.

#### Example:

- ✓ We say: *Martha helped me to wash the dishes.*
- ✓ We also say: *Martha helped me wash the dishes.*

The infinitive is harder to find in the second sentence, even though it is there - (to) wash.

### *Exercise 1 (Infinitives as Noun)*

**Exercise Directions:** Write down the infinitive in each sentence. Beside it, write its use in the sentence, as either subject, direct object, predicate noun, or object of the preposition.

1. Do you want to read the book?  
(Hint: change it to a statement... "You do want to read the book." You do want what? - to read the book. What position in a sentence answers the question, "what," after an action verb.)
2. To summarize a report is helpful to some people.
3. One study aid is to memorize.
4. Jeff needs to study harder and to get to school on time. (CAREFUL!)
5. To persist is a valuable virtue in life.

6. His goal was to jump the hurdles.
7. The explorer's aim was to find a new land.
8. The boat was about to leave the pier.
9. The principal would like to see you in his office.
10. His hobby is to collect stamps.

### ✚ Infinitive (Adjective) Recognition Practice

- **Review:** An infinitive is a verb form used as a noun, adjective or adverb. The infinitive is formed by using the word "to" (not a preposition) and the base of the verb. Examples: to run, to write, etc.
- **Adjective Review:** Remember that an adjective is a word that modifies a noun or pronoun and answers the questions: which one? what kind? and how many? An infinitive that acts like an adjective will do the same thing.

#### **Example:**

*After breaking his leg, Dave had many obstacles to overcome.*

- To overcome is the infinitive and tells which obstacles have to be overcome. Thus, it modifies the noun, obstacles.

### *Exercise 2 (Infinitives as Adjective)*

**Exercise Directions:** Find the infinitives that are acting like adjectives in the following sentences. Write down the infinitive and then what word it modifies. (Remember that the word has to be a noun or pronoun.)

1. Who was the first one to land on the moon?
2. It is time to work on that assignment.
3. The frail old lady needed someone to cut her lawn.
4. The club must find a way to solve their financial problems.
5. Is this story a good story to read?
6. The teacher has a long teaching plan to make.
7. Your talent to please others is an asset sometimes.
8. Determination to win will bring the team success.
9. The team's desire to win is very strong.
10. Jen's eagerness to learn is very evident.

## ✚ Infinitive (Adverb) Recognition Practice

- **Review:** An adverb is a word that answers the questions when, where, how (sometimes why) and to what extent or degree. If the adverb answers the questions when, where, how or why, it will modify the verb. If it answers the question to what extent or degree, it will modify an adjective or another adverb.
- An infinitive is a verb form starting with the word "to" (not preposition) and the base form of a verb. Examples: to walk, to jump, to make, etc.
- The infinitive can be used as an adjective, adverb, or noun. This sheet will go over the infinitive as an adverb. Therefore, the infinitive will answer the questions an adverb answers.

### Examples:

Our neighbor, Jack Jones, returned home to recuperate from the heart attack.

- To recuperate is the infinitive and it answers the question why he returned home. It is, therefore, an adverb infinitive.

Eager to get home, Jack left from the hospital early in the day.

- To get is the infinitive modifying the adjective, eager, and is an adverb in this sentence.

### *Exercise 3 (Infinitives as Adverb)*

**Exercise Directions:** Write down the infinitive that is used as an adverb in the following sentences. Then, write down what word the infinitive is modifying that is either a verb, adjective or another adverb.

1. The teacher wrote to the state to renew his license.  
(Be careful - remember an infinitive is followed by a verb, not a noun.)
2. The students were eager to learn about Bob's vacation.
3. Have you ever stopped to think about your goals in life?
4. I am going to the store to buy a 100-watt light bulb.
5. Early clocks were hard to read.
6. The clock in my mother's room is very easy to see.
7. Bill uses his watch to get to work on time. (CAREFUL!)
8. He went to his father to ask his consent.
9. The bus driver sounded his horn to warn the walkers.

10. The clown painted his face white to give a clown-look.

### ✚ Infinitive Phrase Recognition Practice

- **Review:** A **phrase** is a group of related words (no subject and verb).
- **Infinitive Phrase:** An infinitive phrase has an infinitive and all the words that accompany it, such as adverbs, prepositional phrases, direct object, and adjectives. The whole phrase can be a noun, adjective or adverb in the sentence. The phrase will generally start with the infinitive, but not always. Sometimes it will have a preposition (which is NOT part of the phrase) or an adverb, which is part of the phrase before the infinitive.

#### **Examples:**

We had an opportunity to watch the fireworks.

- Infinitive phrase: *to watch the fireworks* (infinitive plus direct object of infinitive). The whole phrase is acting like an adjective, answering the question, "which opportunity?" and thus, modifies the word, *opportunity*.

He is eager to please everyone.

- Infinitive phrase: *to please everyone*. The whole phrase is acting like an adverb, answering the question "to what extent or degree eager?" (the predicate adjective) and thus the phrase is an adverb phrase.

To sit here is very pleasant.

- Infinitive phrase: *to sit here*. It is used as the subject in the sentence and thus is a noun phrase.

#### *Exercise (Infinitives Phrase)*

**Exercise Directions:** Write down the infinitive phrase in each sentence and tell how it is used (as either a noun, adjective, or adverb).

1. You have two choices, to stay or to go.
2. Bill tried to warn them of the problem.
3. Jim had no choice except to resign from the position.
4. The child was afraid to tell the truth.
5. The teachers came to offer their service.
6. Joan had a scheme to make money.
7. I sat down to rest.
8. Ginger and her sister's plan was to see a lawyer.
9. The scouts stopped to buy some supplies.

10. The boss asked me to send the message to her brother.

### **Participle Recognition Practice**

- Definition: A participle is a verb form used as an adjective. The present participle and the past participle of the verb can be used. You learned these two when you studied the principal parts of a verb.

#### **Example:**

Verb - walk

Base - (to) walk

Present participle: (is) walking

Past: walked

Past participle: (have) walked

- Now the present or past participle can be used as adjectives. Remember that adjectives answer the questions: what kind? how many? which one?. So, the participle will do the same thing.

#### **Example:**

- *The running track is covered with mud.*
- Running is the participle, describing the noun, track
- A participle can come before or after the noun or pronoun it modifies. Remember, too, that the participle is a verb so you need to be careful that it is not part of a verb phrase in the sentence.

#### **Example:**

- *Are you running for president?*
- Are running is the verb in the sentence.

### *Exercise (Participle)*

**Exercise Directions:** Find the participle(s) in the following sentences. Be careful. Make sure the participle is modifying a noun or pronoun and not just part of a verb phrase. After the participle, give the noun or pronoun it modifies.

1. The blinking traffic light demanded that the motorists use caution as they went through the intersection.
2. The storms that came through last night were blinding storms, that made the cars stop on the side of the road until the rain eased up.
3. Jim was a trained guide for the park.
4. The missing piece of paper was found yesterday.
5. Tired and dehydrated, the hikers finally made it home.
6. Those students remaining at the museum came home about 5 p.m.
7. The test given in gym class was very challenging for the first graders.

8. Specialized tools are needed to do plumbing work. (2 here)
9. Dried food was needed on the camping trip. (2 here)
10. Among the leading students in the tournament were two from our school.

### **Participle Phrase Recognition Practice**

- **Definition:** A participle phrase consists of a participle and its accompanying words. The whole phrase will modify a noun or pronoun. The accompanying words can be: prepositional phrase(s), adverbs, and a direct object. If you need help with what a participle is, go to the sheet entitled: Participle Recognition Practice.

#### **Examples:**

*Sitting in his office, the President called the Vice-president.*

- Sitting in his office is a participial phrase that modifies the noun, President. In his office is a prepositional phrase modifying the participle, sitting, and answers the question, "where sitting?". Thus, it is an adverb prepositional phrase.

*Fearing failure, the student was very anxious about the test.*

- Fearing failure is the participial phrase modifying student. Failure is the direct object of the participle, fearing, and answers the question, "fearing what?"

*Jen, waving good-bye, drove away.*

- Waving good-bye is the participial phrase modifying Jen. Good-bye is a direct object of the participle, waving.

Bill, steadily gaining confidence, was able to parallel park the car.

Steadily gaining confidence is the participial phrase modifying Bill. Steadily is an adverb, modifying the participle, gaining. Confidence is the direct object of the participle.

### *Exercise (Participle Phrase)*

**Exercise Directions:** Find the participial phrases in the following sentences. Write down the participial phrase and then give the noun or pronoun it modifies.

1. Working in the lab, the scientist created a robot.
2. Early films were still pictures projected on a wall.
3. Moving pictures came later.
4. Food sealed in cans was given to the campers.
5. Quickly frozen food is necessary to preserve the freshness.
6. Coming into the room, the boy threw his books on the desk.
7. Joe, searching for the code, was really excited.
8. The store sold packaged bakery.
9. Pork and beans canned in tomato sauce is my favorite.
10. Relaxing on his back patio, Jeff fell asleep.

## ✚ Adjectives

- Adjectives describe **nouns** by answering one of these three questions: *What kind is it? How many are there? Which one is it?* An adjective can be a single word, a **phrase**, or a **clause**.

Check out these examples:

### 1. What kind is it?

Dan decided that the **fuzzy green** bread would make an **unappetizing** sandwich.

- ✓ What kind of bread? *Fuzzy and green!* What kind of sandwich? *Unappetizing!*

A friend **with a fat wallet** will never want for weekend shopping partners.

- ✓ What kind of friend? *One with money to spend!*

A towel **that is still warm from the dryer** is more comforting than a hot fudge sundae.

- ✓ What kind of towel? *One right out of the dryer.*

### 2. How many are there?

**Seven** hungry space aliens slithered into the diner and ordered vanilla milkshakes.

- ✓ How many hungry space aliens? *Seven!*

The students, **five freshmen and six sophomores**, braved Dr. Ribley's killer calculus exam.

- ✓ How many students? *Eleven!*

The disorganized pile of books, **which contained seventeen overdue volumes from the library and five unread class texts**, blocked the doorway in Eli's dorm room.

- ✓ How many books? *Twenty-two!*

### 3. Which one is it?

The **most unhealthy** item from the cafeteria is the steak sub, which will slime your hands with grease.

- ✓ Which item from the cafeteria? Certainly *not* the one that will lower your cholesterol!

The cockroach **eyeing your cookie** has started to crawl this way.

- ✓ Which cockroach? Not the one crawling up your leg but the *one who wants your cookie!*

The students **who neglected to prepare for Mrs. Mauzy's English class** hide in the cafeteria rather than risk their instructor's wrath.

- ✓ Which students? Not the good students but *the lazy slackers.*

*Exercise (Adjectives)*

**Exercise Directions:** Write down the adjectives in the following sentences. The number in parenthesis behind the sentence is the number of adjectives in the sentence. Some sentences do not have a number in parenthesis, so you'll have to find all the adjectives on your own. Remember that "a, an, the" are adjectives, known as articles. **Include them** in your list of adjectives.

1. The tall girl in the red suit became a model for the fashion show. (6)
2. Did your best friend tell you about the latest news? (4)
3. There were five gifts under the Christmas tree. (3)
4. Jean brought many presents for her teachers at the middle school. (4)
5. The newest CD was at the top of the music charts for ten weeks. (6)
6. Pat is taller than his sister. (2)
7. Today is the first day of the fair at our local church.
8. Buy some tickets for the amusement park rides, Joan.
9. The flowers sent to her mother were beautiful.
10. The path to success is not always easy.

**DIRECTIONS:** Write th CORRECT Adjective

11. Juan handled the breakable glasses very carefully.

- A. Glasses
- B. Very
- C. Carefully
- D. Breakable

12. Tanya is a graceful dancer.

- A. Graceful
- B. Is
- C. Dancer
- D. Tanya

13. the chubby baby clapped his hands excitedly.

- A. His
- B. Excitedly
- C. Chubby
- D. Clapped

14. Miranda walked with her little sister.

- A. Sister
- B. Little
- C. With
- D. Walked

15. The children were happily painting colorful pictures.

- A. Happily
- B. Colorful
- C. Painting
- D. Pictures

16. Munavvir came home from soccer with a filthy uniform.

- A. Soccer
- B. Filthy
- C. Came
- D. Uniform

17. Emily loves her shaggy puppy.

- A. Shaggy
- B. Emily
- C. Her
- D. Loves

18. Their substitute teacher assigned a lot of homework.

- A. Homework
- B. Teacher
- C. Substitute
- D. Assigned

19. Brittany was glad to finish the difficult test.

- A. Finish
- B. Test
- C. Difficult
- D. The

20. The children picked up autumn leaves on their way to school.

- A. Way
- B. Children
- C. Autumn
- D. School

## 🌈 Adverbs

- An **adverb** is a part of speech that modifies a verb, an adjective, or another adverb.
- **Adverbs** give us information like when, where, how, to what extent, or under what conditions, or in what manner.
- Many **adverbs** end in "ly". So, some of them are easy to find. But, remember that not all adverbs end in "ly".

How do I know if the word is an **adverb**?

1. Does the word provide more information about the action of the sentence, or the verb?
2. Does the word provide more information about an adjective in the sentence?
3. Does this word answer the questions "how, when, where, why, to what extent, in what manner, or under what conditions"?

Remember that **prepositional phrases** can function as **adverbs**, so often, prepositions are giving us information about when and where.

### Examples of Adverbs:

Examples of **adverbs**:

1. Really
2. Surprisingly
3. Very
4. Afterwards
5. Incredibly

Examples of **adverbs** in a sentence with explanations:

1. Joseph ran fast. (Fast tells us "to what extent" or "how" Joseph ran.)
2. Let's go to the party afterwards. (Afterwards tells us "when" we'll go.)

More examples of **adverbs** in a sentence:

- 1) Kristy was very sleepy. (tells us how sleepy)
- 2) Go to bed now. (tells us when)
- 3) This pie is surprisingly good. (tells us how good)
- 4) Please try harder. (tells us to what extent to try)
- 5) Marie is always on time. (tells us when Marie is on time)
- 6) Yesterday, we learned about multiplication. (tells us when we learned)
- 7) I like to eat ice cream sometimes. (tells us when)
- 8) Please walk across the street. (tells us where)

*Exercise (Adverbs)*

**DIRECTIONS:** Circle the adverbs in each sentence.

- 1) We went to the beach yesterday.
- 2) We went to the beach daily that summer.
- 3) My brother always picks on me.
- 4) The children worked enthusiastically on their first art project.
- 5) Noah shouted angrily at his sister.
- 6) The horse was galloping fast, and Cassandra was frightened.
- 7) Kaitlyn often practices her beam routine at gymnastics.
- 8) Emily worked briefly on her report.
- 9) We will be there soon.
- 10) Darren accidentally deleted three hours of homework with one click.

**Exercise 2**

Complete the following with suitable adverbs. Choose from the given box.

Almost	Very	There	Ever	So
Sometimes	Clearly	Perhaps	Seldom	Certainly

11. I have \_\_\_\_\_ finished.
12. He is \_\_\_\_\_ clever.
13. There is \_\_\_\_\_ something wrong.
14. \_\_\_\_\_ I think I should take a long break.
15. \_\_\_\_\_ her train is late.
16. He is \_\_\_\_\_ late for work.
17. She is \_\_\_\_\_ the right person for the job.
18. Have you \_\_\_\_\_ wanted to run away?
19. You can see lots of flowers \_\_\_\_\_.
20. They are \_\_\_\_\_ beautiful.

## ✚ Synonyms and Antonyms

### ❖ Synonym

- A **synonym** is a word that means exactly the same as, or **very nearly the same as**, another word in the same language. For example, "close" is a synonym of "shut".
- Note that a synonym may share an identical meaning with another word, but the two words are not necessarily interchangeable. For example, "blow up" and "explode" have the same meaning, but "blow up" is informal (used more in speech) and "explode" is more formal (used more in writing and careful speech).

Here are some more examples of synonyms:

synonyms			part of speech
close	shut		verb
blow up	explode		verb
blow up	inflate		verb
shallow	superficial		adjective
eager	earnest	keen	adjective
spontaneous	impromptu	unplanned	adjective

You can find synonyms in a [synonym dictionary or thesaurus](#).

### ❖ Antonym

- An **antonym** is a word that means the **opposite** of another word. For example "bad" is an antonym of "good". Here are some more examples:

prefix	antonyms		part of speech
	easy	difficult	adjective
	up	down	preposition adverb
made by adding prefix un-	able	unable	adjective
	do	undo	verb
made by adding prefix in-	decent	indecent	adjective
made by adding prefix non-	conformist	nonconformist	adjective noun
	sense	nonsense	noun

You can find antonyms in an [antonym dictionary](#).

*Exercise (Synonyms)*

**DIRECTIONS:** (Synonyms) Match the Letters to column 1 into column 2.

Column 1	Column 2
1. Lesion	N . Surroundings
2. Benign	T. Harmless
3. Equable	D. Extremely cold
4. Carrion	E. Unvarying
5. Jargon	G. Foolishness
6. Fecund	R. Fertile
7. Gelid	W. Dead body
8. Fostering	I. Nurturing
9. Milieus	A. Simple
10. Hebetude	S. Wound

**DIRECTIONS;** In the following questions choose the word which is the exact OPPOSITE of the given words.

1. ENORMOUS

A. Soft    B. Average

C. Tiny    D. Weak

2. COMMISSIONED

A. Started    B. Closed

C. Finished    D. Terminated

3. ARTIFICIAL

A. Red    B. Natural

C. Truthful    D. Solid

4. EXODUS

A. Influx    B. Home-coming

C. Return    D. Restoration

5. RELINQUISH

A. Abdicate    B. Renounce

C. Possess    D. Deny

6. EXPAND

A. Convert    B. Condense

C. Congest    D. Conclude

7. MORTAL

A. Divine    B. Immortal

C. Spiritual    D. Eternal

8. QUIESCENT

A. ACTIVE    B. Dormant

C. Weak    D. Unconcerned

9. OBEYING

A. Ordering    B. Follow

C. Refusing    D. Contradicting

10. FRAUDULENT

A. Candid    B. Direct

C. Forthright    D. Genuine

🚦 **Active and Passive forms**

We listed active and passive forms in the following table. We used the phrase **I drive** and put this phrase into the most common tenses.

**Active (Simple Forms)**

Simple Present	I drive
Simple Past	I drove
Present Perfect	I have driven
Past Perfect	I had driven
will-future	I will drive
Future Perfect	I will have driven
Conditional I	I would drive
Conditional II	I would have driven

**Active (Progressive/Continuous Forms)**

Present Progressive	I am driving
Past Progressive	I was driving

**Active (Simple Forms)**

Present Perfect Progressive	I have been driving
Past Perfect Progressive	I had been driving
will-future Progressive	I will be driving
Future Perfect Progressive	I will have been driving
Conditional Progressive	I would be driving
Conditional Perfect Progressive	I would have been driving

**Passive (Simple Forms)**

Simple Present	I am driven
Simple Past	I was driven
Present Perfect	I have been driven
Past Perfect	I had been driven
will-future	I will be driven
Future Perfect	I will have been driven
Conditional I	I would be driven
Conditional II	I would have been driven

**Passive (Progressive/Continuous Forms)**

Present Progressive	I am being driven
Past Progressive	I was being driven
Present Perfect Progressive*	I have been being driven
Past Perfect Progressive*	I had been being driven

## Passive (Simple Forms)

will-future Progressive*	I will be being driven
Future Perfect Progressive*	I will have been being driven
Conditional Progressive*	I would be being driven
Conditional Perfect Progressive*	I would have been being driven

\* Tenses which are rarely used in everyday conversation.

### *Exercise (Passive Voice)*

**DIRECTIONS:** Arrange the given words/phrases.

EXAMPLE:

- coffee grown in South America is

ANSWER:

- ✓ Is coffee grown in South America?

1. caught were the thieves  
✓
2. written the tests are in the language lab always  
✓
3. will my apology accepted be  
✓
4. found eagles in Alaska are  
✓
5. built for the World Exhibition was the Eiffel Tower in 1889  
✓
6. replaced by computers be will the workers  
✓
7. beans and carrots can be together cooked  
✓
8. by the police seen was yesterday the accident  
✓
9. was where the first underground railway opened  
✓
10. are returned going to be to the school the book  
✓

## *Exercise (Active Voice)*

**DIRECTIONS:** Put the following PASSIVE VOICE sentences into ACTIVE VOICE

1. Some trees have been planted by the gardener  
✓
2. Some advice will be given to you by Doctor Brown  
✓
3. The hotel will be redecorated by a famous designer  
✓
4. "E.T." was directed by Steven Spielberg  
✓
5. The crystal vase has been broken by somebody  
✓
6. Penicillin was discovered by Fleming  
✓
7. The product will be advertised on television by them  
✓
8. That fence is being repaired by someone  
✓
9. Italian is spoken in Italy by them  
✓
10. My assignment has been finished by me

### **Direct and Indirect Speech**

#### **Introduction.**

There two ways to convey a message of a person, or the words spoken by a person to other person.

1. Direct speech
2. Indirect speech
  - Suppose your friend whose name is John tells you in school, "I will give you a pen". You come to home and you want to tell your brother what your friend told you. There are two ways to tell him.

**Direct speech:** John said, "I will give you a pen".

**Indirect Speech:** John said that he would give me a pen.

In direct speech the original words of person are narrated (no change is made) and are enclosed in quotation mark. While in indirect speech some changes are made in original words of the person because these words have been uttered in past so the tense will change accordingly and pronoun may also be changed accordingly. In indirect speech the statement of the person is not enclosed in quotation marks, the word "that" may be used before the statement to show that it is indirect speech. Indirect speech is also called reported speech because reported speech refers to the second part of indirect speech in which something has been told by a person.

**Reporting verb:** The verb first part of sentence (i.e. he said, she said, he says, they said, she says,) before the statement of a person in sentence is called reporting verb.

Examples. In all of the following example the reporting verb is “said”.

- He **said**, “I work in a factory” (Direct speech)  
He **said** that he worked in a factory. (Indirect speech)  
They **said**, “we are going to cinema” (Direct speech)  
They **said** that they were going to cinema. (Indirect speech)

**Reported Speech.** The second part of indirect speech in which something has been told by a person (which is enclosed in quotation marks in direct speech) is called reported speech. For example, a sentence of indirect speech is, *He said that he worked in a factory*. In this sentence the second part “*he worked in a factory*” is called reported speech and that is why the indirect speech as a whole can also be called reported speech.

### **Fundamental rules for indirect speech.**

1. Reported speech is not enclosed in quotation marks.
2. **Use of word “that”:** The word “that” is used as a conjunction between the reporting verb and reported speech.
3. **Change in pronoun:** The pronoun (subject) of the reported speech is changed according to the pronoun of reporting verb or object (person) of reporting verb (first part of sentence). Sometimes the pronoun may not change.

In following example the pronoun of reported speech is “I” which will be changed in indirect speech into the pronoun (Subject) of reporting verb that is “he”.

### **Example.**

**Direct speech:** He said, “I am happy”

**Indirect Speech:** He said that **he** was happy.

**Direct speech:** I said to him, “you are intelligent”

**Indirect Speech:** I said him that he was intelligent. (“You” changed to “he” the person of object of reporting verb)

1. **Change in time:** Time is changed according to certain rules like now to then, today to that day, tomorrow to next day and yesterday to previous day.

Examples.

**Direct speech:** He said, “I am happy today”

**Indirect Speech:** He said that he was happy **that day**.

1. **Change in the tense of reported speech:** If the first part of sentence (reporting verb part) belongs to past tense the tense of reported speech will change. If the first part of sentence (reporting verb part) belongs to present or future tense, the tense of reported speech will not change.

### **Examples.**

**Direct speech:** He said, “I am happy”

**Indirect Speech:** He said that he was happy. (Tense of reported speech changed)

**Direct speech:** He says, “I am happy”

**Indirect Speech:** He said that he is happy. (Tense of reported speech didn’t change)

*Exercise (Direct and Indirect Speech)*

**DIRECTIONS:** Change the following into Indirect Speech to Direct Speech and vice versa.

1) "I went to the cinema yesterday."

.

2) "Jane left the party early."

.

3) "I didn't go out at the weekend."

.

4) "He didn't like chocolate as a child."

.

5) "They visited Japan."

.

6) "She didn't buy the dress."

.

7) "I travelled through India and Pakistan."

.

8) "He met his girlfriend in a café."

.

9) "David didn't arrive until 10 o'clock."

.

10) "We went to the park to have a picnic."

.

11) He told me they had eaten Chinese food, then they walked home

.

12) He told me she had forgotten to bring the CDs

.

13) He told me he hadn't liked the food in the restaurant

.

14) He told me he hadn't taken a shower

.

15) He told me he had worked until six

.

16) He told me they had gone to Paris for the weekend

.

17) He told me the plane had left at seven

.

18) He told me he had come to London in 2004

.

19) He told me Lucy hadn't gone to university

.

20) He told me John had never studied German