

# Verbals: Gerunds, Participles, and Infinitives

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_ / 10



## Quick Review

Focus on explaining the function of verbals. Strong test answers are precise, purposeful, and supported by the wording of the task.

## PRACTICE

Answer each question. Choose the best answer for multiple-choice items and write complete short responses.

- Which choice BEST demonstrates explaining the function of verbals?
  - Lila runs before sunrise.
  - Running before sunrise became Lila's favorite routine.
  - Before sunrise, Lila was fast.
  - The sunrise was orange and bright.
- Which revision best applies explaining the function of verbals? Original: To finish the mural, the class stayed after school.
  - Finishing the mural required the class to stay after school.
  - To finish the mural, the class stayed after school.
  - Lila runs before sunrise.
  - Before sunrise, Lila was fast.
- A student is working on this task: A sentence begins with Swimming across the lake. Which choice would be MOST effective?
  - Lila runs before sunrise.
  - Before sunrise, Lila was fast.
  - Identify Swimming as a gerund functioning as the subject.
  - The sunrise was orange and bright.
- Which explanation best describes why the stronger choice works?
  - It is longer than the other choices, so it must be better.
  - It uses complicated words even if they do not fit.
  - It avoids evidence so the reader can decide alone.
  - It is specific, relevant to the task, and controlled by explaining the function of verbals.



- 5. Which next step would most strengthen the student's work?
  - A. Add an unrelated personal story.
  - B. Decide whether the verbal acts as a noun, adjective, or adverb.
  - C. Replace precise words with vague ones.
  - D. Remove the clearest evidence.
- 6. Which mistake should the student avoid?
  - A. Labeling every -ing word as a verb.
  - B. Checking that each choice fits the audience.
  - C. Using evidence that directly supports the point.
  - D. Rereading the sentence after revising it.
- 7. Which answer is too vague to earn full credit?
  - A. It works because it applies explaining the function of verbals to the exact task.
  - B. It is stronger because the evidence is relevant and sufficient.
  - C. It is better because it sounds good.
  - D. It improves clarity without changing the meaning.
- 8. Which habit best supports accuracy on this type of question?
  - A. Choose the first familiar word.
  - B. Ignore the audience and purpose.
  - C. Pick the longest answer every time.
  - D. Read the whole sentence or task before choosing an answer.
- 9. Write one sentence using an infinitive as an adverb.

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- 10. Explain the difference between a gerund and a participle.

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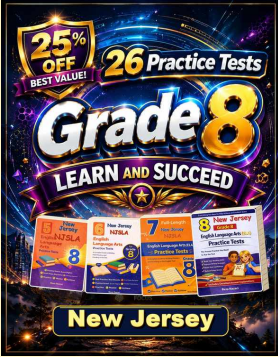
## Answer Keys

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| <p>1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>9 <input type="text" value="See below"/></p> <p>10 <input type="text" value="See below"/></p> |
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| Explanations |   |
|--------------|---|
| <b>1. B</b>  | The correct choice demonstrates explaining the function of verbals clearly and precisely.   |
| <b>2. A</b>  | The revision improves the original while preserving its intended meaning.   |
| <b>3. C</b>  | The correct choice fits the task and gives the writer or speaker a concrete move to make.   |
| <b>4. D</b>  | Length and difficult vocabulary do not make an answer strong; relevance and control do.   |
| <b>5. B</b>  | The best next step improves clarity, support, or control of the skill.  |
| <b>6. A</b>  | The correct answer names a common error that weakens this skill.  |
| <b>7. C</b>  | A test response must explain the reason, not merely praise the answer.  |
| <b>8. D</b>  | Careful reading prevents attractive but wrong choices.  |
| <b>9.</b>    | <b>Answer:</b> Strong answers should explicitly use explaining the function of verbals, stay specific, and explain the reason for the choice.<br>Use exact wording from the text or task, then explain your reasoning.              |
| <b>10.</b>   | <b>Answer:</b> Strong answers should include a corrected example or explanation that preserves meaning while improving explaining the function of verbals.<br>Use exact wording from the text or task, then explain your reasoning. |



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