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GRAMMAR III

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Course Description:

This course seeks to develop the students' ability to analyze the different elements which constitute the sentence in English. More specifically, it is intended to help the students recognize the different phrasal constituents in a sentence, describe them in terms of their grammatical category and function, and ultimately to develop their sense of analysis of the English sentence structure

Course content

1. Glossary of Grammar Terms	p. 3
2. Parts of Speech	p. 6
3. Sentence Structure	p.7
4. Fragments	p.8
5. Types of phrases 1: noun and verb	p.10
6. Types of phrases 2: adjectives, adverbs and prepositions	p.11
7. Participles	p.13
8. Infinitives	p.16
9. Gerunds	p.36
10. Infinitives and gerunds	p.41
11. Types of clauses	p.44
• Noun Clauses	p.48
• Adjective Clauses	p.49
• Adverbial Clauses	p.50

Glossary of Grammar Terms

adjective

a word that serves as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else. It answers the questions "which?", "how many?", and "what kind of?", though probably not all three at once.

adverb

a word serving as a modifier of a verb, an adjective, another adverb, a preposition, a phrase, a clause, or a sentence, and expressing some relation of manner or quality, place, time, degree, number, cause, opposition, affirmation, or denial. It answers the questions "where?", "when?", or "how?", even if you didn't ask.

apposition

a grammatical construction in which two typically adjacent nouns referring to the same person or thing stand in the same syntactical relation to the rest of a sentence. For example, in "the rally of the opposition Labor Party", "Labor Party" is in apposition with "opposition".

article

one of a small set of words or affixes (as a, an, and the) used with nouns to limit or give definiteness to the application. English has an indefinite article (a, an) and a definite article (the). Welsh has only a definite article. I'm sure whole articles have been written about articles.

case

an inflectional form of a noun, pronoun, or adjective indicating its grammatical relation to other words. Neither English nor Welsh has cases for nouns or adjectives. English has cases for pronouns: I/me/my, he/him/his, she/her/her, you/you/your and they/them/their are the subjective, objective, and possessive cases, respectively.

clause

a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence. It is not related to Santa.

collective

denoting a number of persons or things considered as one group or whole. For example, "flock" is a collective noun. Now that you understand this concept, we can all breathe a collective sigh of relief.

comparative

the degree of comparison in a language that denotes increase in the quality, quantity, or relation expressed by an adjective or adverb. Some of my definitions may be "silly", but comparative is "sillier".

complement

an added word or expression by which a predicate is made complete. For example, "president" and "beautiful" are complements in "they elected him president" and "he thought her beautiful". The latter also happens to be a compliment.

compound subject

a subject joined together with a conjunction. "Or" or "and" can join together the nouns or clauses. The preceding sentence has a compound subject. Or I suppose a "compound subject" could be one of the king's men living in a walled-in enclosure.

conjunction

a word that joins together sentences, clauses, phrases, or words. There are two kinds of conjunctions: coordinating conjunctions (such as "and" and "or") and subordinating conjunctions (such as "but"). There is a conjunction between "Jupiter" and "Mars" (namely, "and").

direct object

a noun or noun phrase representing the primary goal or the result of the action of its verb. For example, "direct objects" is the direct object of the sentence "I explained direct objects to you".

imperative

grammatical mood of a verb that expresses the will to influence the behavior of another, expressive of a command, entreaty, or exhortation. Be imperative, and this sentence will be, too!

indirect object

a grammatical object representing the secondary goal of the action of its verb. For example, "me" is the indirect object of the sentence "He gave me an example of indirect objects".

intransitive verb

a verb that does not act on an object. For example, "lobby" is intransitive in the sentence "I lobby for intransitive verbs".

number

a quality attached to a noun or pronoun that indicates a category of how many individuals are being referred to. Both English and Welsh have two numbers: singular (one individual) and plural (more than one individual).

noun

a word that is the *name of something* (as a *person, animal, place, thing, quality, idea, or action*). All of the *nouns* in this definition are emphasized.

object

a noun or noun equivalent either in a prepositional phrase or in a verb construction with the action of a verb directed on or toward it. Objects can be one of two kinds in English: a direct object or an indirect object. There's no reason to object to objects.

passive

asserting that the person or thing represented by the grammatical subject is subjected to or affected by the action represented by the verb. In the last sentence, the subject "person or thing" is acted upon by the verbs "subject" and "affect", so the sentence is in the passive voice. In the last sentence, the subject "subject" is acted upon by the verb "act", so the sentence is also in the passive voice.

person

a segment of discourse that pertains to the speaker (first person), to the one spoken to (second person), or the one spoken of (third person). The singular pronouns in English that are first person, second person, and third person are respectively "I", "you", and any of "he", "she", or "it" -- although it may seem weird for "it" to have a person associated with it (namely, third).

personal pronoun

any pronoun that refers to a noun by person and number.

phrase

a group of two or more grammatically related words that form a sense unit expressing a thought. The phrase has the force of a single part of speech, such as a noun or adverb. For example, "two or more grammatically related words" is a phrase representing a noun.

plural

a class of grammatical forms used to denote more than one of some noun or pronoun. Just because you use plurals doesn't mean you believe in pluralism.

possessive

a grammatical case that denotes ownership or a relation analogous to ownership. For example, in "owner's manual", the owner is possessive.

predicate

the part of a sentence or clause that expresses what is said of the subject and that usually consists of a verb with or without objects, complements, or adverbial modifiers. The predicate excludes the subject itself, which gives it something in common with answers given by politicians.

preposition

a word that combines with a noun, pronoun, or noun equivalent to form a phrase that typically has an adverbial, adjectival, or substantival relation to some other word. In English, a preposition is generally considered a bad thing to end a sentence with.

prepositional phrase

a phrase that starts with a preposition, silly! "With a preposition" is a prepositional phrase.

pronoun

a word that is used as a substitute for a noun or noun equivalent, takes noun constructions, and refers to persons or things named or understood in the context. For example, "he" is a pronoun. The process of turning a noun into a pronoun is *not* called "pronunciation".

proper noun

a name belonging to an individual or place. For example, "Amy" and "Cardiff" are proper nouns. Regrettably, so is "Prince Andrew".

relative clause

a dependent clause in apposition with a substantive for the purpose of specifying it. For example, "who works for my father" is the relative clause in the sentence "The man who works for my father goofed." The fact that my father is my relative has nothing to do with it.

sentence

a grammatically self-contained speech unit consisting of a word or a syntactically related group of words that expresses an assertion, a question, a command, a wish, or an exclamation. Each sentence must a complete thought.

singular

the form of a pronoun or noun used to reference an object that occurs singly, alone, one-at-a-time, or without any others of its kind around it. For example, "hermit" only occurs in the singular.

subject

the part of a sentence that indicates what acts upon the verb. It is always a noun, pronoun, or noun clause. For example, "explaining grammar" is the subject of the sentence "Explaining grammar is one of my favourite activities". In both English and Welsh, it must agree in person and number with the main verb of the sentence. Other than that, it can be as disagreeable as it wants.

superlative

the degree of grammatical comparison that denotes an extreme or unsurpassed level or extent. Some of my definitions may be "silly", but superlative is "silliest".

tense

a distinction of form in a verb to express distinctions of time. Just because a verb has tenses does not mean it is up tight.

transitive verb

a verb that can act upon an object. One might say that a transitive verb is one that is object-oriented.

verb

a word that expresses an act, occurrence, or mode of being. It is the grammatical center of a predicate. For example, "verb" is a verb in the sentence "It is possible to verb any noun".

PARTS OF SPEECH

"Parts of speech" are the basic types of words that English has. Most grammar books say that there are nine parts of speech: *nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, interjections and articles*.

It is important to be able to recognize and identify the different types of words in English, so that you can understand grammar explanations and use the right word form in the right place. Here is a brief explanation of what the parts of speech are:

Noun

A noun is a naming word. It names a person, place, thing, idea, living creature, quality, or action. Examples:
cowboy, theatre, box, thought, tree, kindness, arrival

Verb

A verb is a word which describes an action (doing something) or a state (being something). Examples:
walk, talk, think, believe, live, like, want

Adjective

An adjective is a word that describes a noun. It tells you something about the noun. Examples:
big, yellow, thin, amazing, beautiful, quick, important

Adverb

An adverb is a word which usually describes a verb. It tells you how something is done. It may also tell you when or where something happened. Examples:
slowly, intelligently, well, yesterday, tomorrow, here, everywhere

Pronoun

A pronoun is used instead of a noun, to avoid repeating the noun. Examples:
I, you, he, she, it, we, they

Conjunction

A conjunction joins two words, phrases or sentences together. Examples:
but, so, and, because, or

Preposition

A preposition usually comes before a noun, pronoun or noun phrase. It joins the noun to some other part of the sentence. Examples:
on, in, by, with, under, through, at

Interjection

An interjection is an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks. Examples:
Ouch!, Hello!, Hurray!, Oh no!, Ha!

Article

An article is used to introduce a noun. Examples: *the, a, an*

Sentence Structure

1. Simple Sentences: A simple sentence has one independent clause. That means it has **one subject** and **one verb**—although either or both can be compound. In addition, a simple sentence can have adjectives and adverbs. What a simple sentence can't have is another independent clause or any subordinate clauses. A **simple sentence has one independent clause**:

• The child is eating an apple. (**one subject + one verb**)

• Oprah and Dr. Phil are great talk shows. (**compound subject + one verb**)

• My neighbour eats and speaks at the same time. It's disgusting! (**one subject+ compound**)

2. Compound Sentences: A compound sentence consists of two or more independent clauses. The independent clauses can be joined in one of two ways:

- With a coordinating conjunction: *for, and, nor, but, or, yet, so*
- With a semicolon (;)

As with a simple sentence, a **compound sentence can't have any subordinate clauses**. Here are some compound sentences:

He swims very well **but** he can't cook!

It's raining, **so** you'd better take your umbrella.

3. Complex Sentences: A complex sentence contains one independent clause and at least one dependent clause. The independent clause is called the "**main clause**." These sentences use subordinating conjunctions to link ideas. As you check out these examples, see if you can find the subordinating conjunctions.

- Richard didn't show up (*independent clause*) **until** (*subordinating conjunction*) all the guests arrived (*dependent clause*).
- My mother was cooking dinner (*independent clause*) **while** (*subordinating conjunction*) I was reading an interesting book. (*dependent clause*).
- **Even though** (*subordinating conjunction*) he is an honest man (*dependent clause*), nobody believed him (*independent clause*).

The subordinating conjunctions are *until, while, and even though or even if*.

4. Compound-Complex Sentences: A compound-complex sentence has at least two independent clauses and at least one dependent clause. The dependent clause can be part of the independent clause. For instance:

* I planned to travel by train (*independent clause*) **until** the mechanic repaired my car (*dependent clause*), **but** I changed my mind (*independent clause*).

Fragments

A fragment is an incomplete sentence punctuated as though a complete sentence. There are four sentence errors that can produce fragments.

- FRAGMENT TYPE 1: NO SUBJECT**

Usually, in order to express a thought completely, a sentence must contain a subject and a verb. Sometimes, however, it may contain only a verb. This particular type of sentence, called an imperative sentence, is used to express commands: for example, "Stop!" The verb is *stop*; the subject is understood to be "**you**" because the speaker is commanding someone else to stop.

A group of words written without a subject is a fragment.

Example: *Was driving the car over the speed limit.*

Obviously, you don't write this type of sentence frequently, but it does happen. The mistake can be corrected by simply adding a subject.

Correction: *The police officer was driving the car over the speed limit.*

EXERCISE: Follow the above example, and correct the following fragments.

1. Felt embarrassed.

2. Knew the answer.

- FRAGMENT TYPE 2: NO VERB**

A group of words written without a verb is a fragment.

Example: *The woman with the flower tattoo.*

Again, this type of fragment isn't usually mistaken for a sentence, but it can happen. When it does, the simplest way to correct the error is to add a verb.

Correction: *The woman with the flower tattoo attracted some attention.*

EXERCISE: Follow the example above, and correct the following fragments.

1. The man in the blue velvet suit. _____

2. The convention center downtown. _____

- FRAGMENT TYPE 3: -ING VERB WITH NO HELPING VERB**

A sentence containing an -ing verb without a helping verb (is, are, were, have been, will be, etc.) is a fragment.

Example: *The patient struggling bravely against a terrible disease.*

This can easily be corrected by adding an appropriate helping verb.

Correction: *The patient was struggling bravely against a terrible disease.*

EXERCISE: Follow the above example, and correct the following fragments.

1. The dancers circling the stage.

2. The jet flying overhead.

• **FRAGMENT TYPE 4: INCOMPLETE THOUGHT**

A dependent clause (a group of words that contains a subject and a verb but does **not** express a complete thought) that is punctuated as a sentence is a fragment.

Example: *That the children were very curious.*

When editing very quickly, you might see a subject and verb in this dependent clause and incorrectly label it a sentence. But if you read the clause carefully, you can hear that it is not a complete thought. The fragment leaves the reader hanging in mid-air, asking Who? When? or Why?

NOTE: A dependent clause usually begins with a subordinate conjunction or a relative pronoun. The following words are some of the most common subordinate conjunctions and relative pronouns; you should be able to recognize most of them.

after	since	while
although	so that	who
as (as if)	that	whoever
because	what	whom
even though	whatever	which
how	when	unless
if	where	until

There are two ways to correct a dependent-clause fragment:

1. Because it is the subordinate conjunction that transforms the independent clause (simple sentence) into a dependent clause, removing the subordinate conjunction will leave you with a simple sentence.

Fragment: *That the children were very curious.*

Correction: *The children were very curious.*

2. Connect the dependent clause to an independent clause, and create a complex sentence.

Fragment: *Although I have an email account.*

Correction: *Although I have an email account, I rarely email my friends.*

Types of Phrases: Noun and Verb

Noun Phrase (NP) : A noun phrase has a noun as its Head. Determiners and adjective phrases usually constitute the pre-Head string:

[NP *the children*]

[NP *happy children*]

[NP *the happy children*]

In theory at least, the post-Head string in an NP can be indefinitely long:

[NP *the dog that chased the cat that killed the mouse that ate the cheese that was made from the milk that came from the cow that...*]

The Head of an NP does not have to be a common or a proper noun. Notice that pronouns are a subclass of nouns. This means that pronouns, too, can function as the Head of an NP:

[NP *I*] like coffee

The waitress gave [NP *me*] the wrong dessert

[NP *This*] is my car

If the Head is a pronoun, the NP will generally consist of the Head only. This is because pronouns do not take determiners or adjectives, so there will be no pre-Head string. However, with some pronouns, there may be a post-Head string: [NP *Those who arrive late*] cannot be admitted until the interval

Similarly, numerals, as a subclass of nouns, can be the Head of an NP: [NP *Two* of my guests] have arrived/ [NP *The first* to arrive] was John

Verb Phrase (VP) : In a VERB PHRASE (VP), the Head is always a verb. The pre-Head string, if any, will be a 'negative' word such as *not* [1] or *never* [2], or an adverb phrase [3]:

[1] [VP *not compose* an aria]

[2] [VP *never compose* an aria]

[3] Paul [VP *deliberately broke* the window]

Many verb Heads *must* be followed by a post-Head string:

My son [VP *made* a cake] -- (compare: **My son made*)

We [VP *keep* pigeons] -- (compare: **We keep*)

I [VP *recommend* the fish] -- (compare: **I recommend*)

Verbs which require a post-Head string are called **TRANSITIVE verbs**. The post-Head string, in these examples, is called the **DIRECT OBJECT**.

In contrast, some verbs are *never* followed by a direct object: Susan [VP *smiled*] /The professor [VP *yawned*]

These are known as **INTRANSITIVE VERBS**. However, most verbs in English can be both transitive and intransitive, so it is perhaps more accurate to refer to transitive and intransitive *uses* of a verb. The following examples show the two uses of the same verb:

Intransitive: David *smokes*

Transitive: David *smokes* cigars

Types of phrases : Adjective, Adverb and Prepositional

1. Adjective Phrase

In an ADJECTIVE PHRASE (AP), the Head word is an adjective. Here are some examples:

Susan is [AP **clever**]

The doctor is [AP **very late**]

My sister is [AP **fond** of animals]

The pre-Head string in an AP is most commonly an adverb phrase such as *very* or *extremely*. Adjective Heads may be followed by a post-Head string:

[AP **happy** *to meet you*]

[AP **ready** *to go*]

[AP **afraid** *of the dark*]

A small number of adjective Heads *must* be followed by a post-Head string. The adjective Head *fond* is one of these. Compare:

My sister is [AP **fond** of animals]

*My sister is [**fond**]

2. Adverb Phrase (AdvP)

In an ADVERB PHRASE, the Head word is an adverb. Most commonly, the pre-Head string is another adverb phrase:

He graduated [AdvP **very recently**]

She left [AdvP **quite suddenly**]

In AdvPs, there is usually no post-Head string, but here's a rare example:

[AdvP **Unfortunately** *for him*], his wife came home early

3. Prepositional Phrase (PP)

PREPOSITIONAL PHRASES usually consist of a Head -- a preposition -- and a post-Head string only. Here are some examples:

[PP **through** the window]

[PP **over** the bar]

[PP **across** the line]

[PP **after** midnight]

This makes PPs easy to recognise -- they nearly always begin with a preposition (the Head). A pre-Head string is rarely present, but here are some examples:

[PP **straight through** the window]

[PP **right over** the bridge]

much many some	more	most
far	further	furthest

Some adjectives are **ABSOLUTE** and hence are not used with intensifying adverbs like *very*, *a little...*, and cannot take the comparative or superlative forms. The absolute adjectives are:

absolute	impossible	principal
adequate	inevitable	stationary
chief	irrevocable	sufficient
complete	main	unanimous
devoid	manifest	unavoidable
entire	minor	unbroken
fatal	paramount	unique
final	perpetual	universal
ideal	preferable	whole

Be careful, also, not to use *more* along with a comparative adjective formed with *-er* nor to use *most* along with a superlative adjective formed with *-est* (e.g., do not write that something is more heavier or most heaviest).

The Order of Adjectives

The categories in the following table can be described as follows:

- I. **Determiners** — articles and other limiters.
- II. **Observation or opinion** — postdeterminers and limiter adjectives (e.g., a real hero, a perfect idiot) and adjectives subject to **subjective** measure (e.g., beautiful, interesting)
- III. **Size and Shape** — adjectives subject to objective measure (e.g., wealthy, large, round)
- IV. **Age** — adjectives denoting age (e.g., young, old, new, ancient)
- V. **Color** — adjectives denoting color (e.g., red, black, pale)
- VI. **Origin** — adjectives denoting source of noun (e.g., French, American, Canadian)
- VII. **Material** — adjectives denoting what something is made of (e.g., woolen, metallic, wooden)
- VIII. **Qualifier** — final limiter, often regarded as part of the noun (e.g., rocking chair, hunting cabin, passenger car, book cover)

PARTICIPLES

The present participle and the past participles are parts of the verb that may be used as adjectives.

The present participle after verbs of sensation (*see, hear, feel, smell*) and the verbs *listen (to)*, *notice*, and *watch*, can be followed by an object + **present participle** or by an **object + bare infinitive**. The action expressed by the present participle may be complete or incomplete. The action expressed by the bare infinitive is complete.

Example:

I saw her knitting a sweater. (action can be complete or incomplete)
I saw her knit a sweater. (action is complete)

Catch, find, leave + object + present participle

"Catch" implies that the speaker is displeased by the action.

"Find" does not indicate if the speaker is displeased or not.

Example:

I caught the workers stealing apples.
I found the workers sleeping in the hallway.

Leave

Example:

I left them sleeping. = They were sleeping when I left.

Go and come can be followed by participles of verbs of physical activity and the verb "to shop."

Example:

They came running.
We went shopping.

Spend/waste + expression of time or money + present participle

Example:

He spent \$1,000,000 helping orphans
Barbie spends three hours getting dressed.

Present participle replacing a main clause

When the same subject performs two actions at the same time, one of the actions can be expressed with a present participle. The present participle may come before or after the verb.

Example:

She ran away. She laughed as she ran. She ran away laughing. Or
Laughing, she ran away.

When the subject performs two actions in a sequence, the first action can be expressed with a present participle. The present participle must come first.

Example:

Jo took a cigar and asked me for a match. Taking a cigar, Jo asked me for a match.
She stood up and shouted at the speaker. Standing up, she shouted at the speaker.

When the second action results from or is part of the first action, the present participle comes after the verb.

Example:

I crashed my care. I caused a lot of damage. *Crashing my car, I caused a lot of damage.*
John fired his gun. John killed his neighbor. *Firing his gun, John killed his neighbor.*

ASSIGNMENT:

Write five pairs of sentences in which the same subject performs two actions at the same time.
Combine the sentences using a present participle for one of the actions.

Write five pairs of sentences in which the subject performs two actions in a sequence. Combine the sentences and express the first action with a present participle. The present participle must come first.

Write five pairs of sentences in which the second action results from or is part of the first action.
Combine the sentences and make sure that the present participle comes after the verb.

Present participles replacing subordinate clauses

This construction is found mainly in written English. The present t participial phrases replace clauses consisting of **as/since/because + subject + verb**. They serve to clarify the action that follows.

Example:

As/because/since knew that he was ill, the Bert made sure to will his property to his wife.
Knowing that he was ill, Bert made sure to will his property to his wife.

Past participles replacing clauses with the verb in the passive voice

Example:

Money which has been stolen *stolen money*
Glass that has been broken *broken glass*
Soldiers who are wounded *wounded soldiers*
Parents who are divorced *divorced parents*

The past participle can replace a subject + passive verb

Example:

She came to the party. She was followed by her mother. *She came to the party followed by her mother.* Or *Followed by her mother, she came to the party.*
He was annoyed by Mary's indifference. He shouted at her. *Annoyed by Mary's indifference, he shouted at her.*
Because he was satisfied with the results of the investigation, Colombo closed the case.
Satisfied with the results of the investigation, Colombo closed the case. Or
Colombo closed the case, satisfied with the results of the investigation.

The perfect passive participle (**having been + past participle**) is used to emphasize that the action is complete.

Example:

Because he had been told that there would be an attempt on his life, the President decided not to leave the White House.
Having been told that there would be an attempt on his life, the President decided not to leave the White House.

ASSIGNMENT:

- Write five original sentences in which the past participle replaces a subject + passive verb.
- Write five original sentences in which the passive participle is used to emphasize that the action is complete.

Dangling (misrelated) participle

1. A participle describes the noun that precedes it. 2. The participle does not need to follow the noun directly. It may be separated from the noun it modifies by the main verb. 3. If there is no noun/pronoun preceding the participle, the participle modifies the subject of the main verb that follows.

Example:

1. *Mary, believing that someone had broken into her house, called the police.*
2. *The Queen came, followed by her ministers.*
3. *Believing that someone had broken into her house, Mary called the police.*

If these rules are not followed, confusion results. The following examples are sentences with dangling (misrelated) participles. Be able to explain why the participial phrases are misrelated and correct the sentences.

1. Walking in the forrest, several foxes were seen.
2. When leaving the airplane, all high-heeled shoes must be removed.
3. When driving in the USA, it must be remembered that speed limits are strictly enforced.
4. Believing he was right, the evidence that refuted his hypothesis in question was disturbing.
5. While sitting on the balcony, a herd of elephants was seen marching down Main Street.

Infinitives

The infinitive is the base form of the verb. It is not limited by person (1st, 2nd, 3rd), or number (singular/ plural). Infinitives may be present, continuous, perfect, or passive.

The infinitive is frequently preceded by "to". (This word should not be confused with the preposition "to".) In certain cases, the infinitive is used without **to**. Modal auxiliaries (do, did, can, could, may, might, shall, should, will, would), for example are always followed by a **bare infinitive**, i.e., an infinitive without "to".

Examples of Infinitives

Present Infinitive	<i>to write</i>
Present Continuous Infinitive	<i>to be writing</i>
Perfect Infinitive	<i>to have written</i>
Perfect Continuous Infinitive	<i>to have been writing</i>
Present Passive Infinitive	<i>to be written</i>
Perfect Passive Infinitive	<i>to have been written</i>

EXERCISE:

Provide examples of all the infinitive forms for the following verbs: study, eat, do, forge, kill, take, prepare, feel, prepare.

Infinitives (like Gerunds) can function like nouns and can be subjects as well as objects or complements of the verb.

THE INFINITIVE AS SUBJECT

The infinitive can be the subject of the verbs appear, be, and seem. Note that these verbs convey a similar meaning.

Examples:

To sue for peace appears advisable.

To talk too much is dangerous.

To win the war seems impossible.

It is more common to use an introductory "it" at the beginning of the sentence and move the infinitive phrase to the end.

It appears advisable to sue for peace.

It is dangerous to talk too much.

It seems impossible to win the war.

NOTA BENE: When sentences of this type are turned into questions, the "it" construction is necessary.

Does it appear advisable to sue for peace?

Is it dangerous to talk too much?

Does it seem impossible to win the war?

EXERCISE:

Write two original sentences for the three verbs listed above preceded by a subject that is an infinitive. Rewrite the sentences preceded by an introductory "it". Turn the sentences into questions.

It + be + adjective (+ of + object) + infinitive

(This construction is often used with adjectives that refer to character or intelligence.)

Adjectives referring to character:

brave, careless, cowardly, cruel, evil, generous, good, nice, kind, mean, nasty, selfish, selfless, wicked, wrong, fair, just, right

Adjectives referring to intelligence:

clever, foolish, idiotic, intelligent, sensible, silly, stupid, absurd, ridiculous, reasonable. The (+ of + object) construction is optional, *except* after *good* and *nice*.

Examples:

It was good of John to help Mary. (John helped Mary. This was good.)

It was foolish (of you) to insult your boss. You insulted your boss. This was foolish.

EXERCISE:

Change the following pairs of sentences to infinitive constructions.

1. You did not lock the door. This was foolish.
2. The soldier volunteered to go on a dangerous mission. This was brave.
3. The father forced his daughter to marry an eighty-year-old man. This was cruel.
4. My father always saved half of his salary. This was sensible.
5. He beats his servants. This is wicked.
6. They trust everybody. This is idiotic.
7. Mary left her baby alone in the swimming pool. This was stupid.
8. Sabah wears lots of make-up. This is ridiculous.
9. The teacher expects his students to read two hundred pages every day. This is unreasonable.
10. Bush invaded Iraq. This was stupid.

Pronoun + be + adjective + noun + infinitive

This pattern may be used with the preceding adjectives referring to *character* and *intelligence*, and a number of other adjectives may be used with this pattern. Among them are: *astonishing, curious, extraordinary, funny, strange, odd, queer, surprising, useful, useless*. **What + pronoun + be + adjective + noun + infinitive** is commonly used to convey surprise or consternation.

Examples:

It was the right thing to do.

That was the right thing to do.

It was a stupid thing to do.

That was a stupid thing to do.

What a stupid thing to do!

EXERCISE:

Complete the following exercises by using and appropriate adjective + noun.

1. a. It was _____ to remember.

- b. That was _____ to remember.
- c. What _____ to remember.
2. a. _____ to buy.
- b. _____ to buy.
- c. _____ to buy.
3. a. _____ to sell.
- b. _____ to sell.
- c. _____ to sell.
4. a. _____ to give.
- b. _____ to give.
- c. _____ to give.
5. a. _____ to say.
- b. _____ to say.
- c. _____ to say.

It + be + adjective or present participle + infinitive

This pattern is frequently used when the adjective or participle show the reaction of the speaker or writer. Among the most frequently used adjectives are the following:

<i>agreeable</i>	<i>dreadful</i>	<i>marvelous</i>	<i>sad</i>
<i>awful</i>	<i>good</i>	<i>nice</i>	<i>strange</i>
<i>delightful</i>	<i>horrible</i>	<i>pleasant</i>	<i>terrible</i>
<i>disagreeable</i>	<i>lovely</i>	<i>splendid</i>	<i>wonderful</i>

Among the most frequently used present participles are the following:

<i>alarming</i>	<i>bewildering</i>	<i>discouraging</i>	<i>encouraging</i>	<i>interesting</i>	<i>amazing</i>
<i>boring</i>	<i>disgusting</i>	<i>exciting</i>	<i>surprising</i>		
<i>amusing</i>	<i>charming</i>	<i>depressing</i>	<i>fascinating</i>	<i>terrifying</i>	
<i>annoying</i>	<i>confusing</i>	<i>disturbing</i>	<i>frightening</i>	<i>unsettling</i>	
<i>astonishing</i>	<i>disappointing</i>	<i>embarrassing</i>	<i>horrifying</i>	<i>upsetting</i>	

("fun", "an exciting experience", and "a relief" can be used similarly.)

Examples:

It is good to be at home.

It was lovely to see our grandparents.

It is astonishing to see how many people waste food and water.

It would be terrifying to find oneself alone.

It is an exciting experience to camp in the desert.

It was a relief to see them leave.

EXERCISE:

Complete the response for the following statements.

1. Why was your first day at university unpleasant?

It was awful _____.

2. Would you like to go to a haunted house at midnight?

No, it would be terrifying _____.

3. Even though you had failed his course, Prof. Smith told you not to change your major. How did you feel when you heard his words?

It was encouraging _____.

4. How did you feel when you saw the students behaving like savages?

It was disgusting _____.

5. How did you feel when you heard that you had won a trip to Paris.

It was wonderful _____.

ASSIGNMENT:

Write 20 original sentences in which you follow the previously indicated pattern. Use a different adjective/ participle for each sentence.

It + be + adjective + (for + object) + infinitive

This construction is possible with the following adjectives:

*advisable, inadvisable; good, * bad; better, worse; best, worst; easy, hard; desirable, undesirable; convenient, inconvenient; essential, ** not essential; important, ** not important; just, * unjust; necessary, unnecessary; safe, unsafe; dangerous, difficult, vital and only + fair.*

*for + object cannot be added after *just*. If for + object is added after *good*, it changes the meaning.

** unimportant and unessential are not normally used.

Example:

Q. Will it be important (for us) to pay the fine?

A. Yes, it is necessary (for you) to pay.

ASSIGNMENT:

Follow the model provided by the example. Write 5 mini-dialogues consisting of question and response. Use a variety of tenses and at least ten different adjectives.

1. _____.

_____.

2. _____.

_____.

3. _____.

_____.

4. _____

5. _____

Subject + adjective + infinitive

This construction is frequently used with the following adjectives and past participles:

<i>angry</i>	<i>depressed</i>	<i>happy</i>
<i>alarmed</i>	<i>disappointed</i>	<i>horrified</i>
<i>amazed</i>	<i>discouraged</i>	<i>interested</i>
<i>amused</i>	<i>disgusted</i>	<i>pleased</i>
<i>annoyed</i>	<i>dismayed</i>	<i>relieved</i>
<i>astonished</i>	<i>disturbed</i>	<i>sad</i>
<i>bewildered</i>	<i>embarrassed</i>	<i>sorry</i>
<i>bored</i>	<i>encouraged</i>	<i>surprised</i>
<i>confused</i>	<i>excited</i>	<i>terrified</i>
<i>dismayed</i>	<i>frightened</i>	<i>upset</i>

The most frequently used infinitives for this construction refer to receiving or giving information, i.e., *find*, *learn*, *hear*, *see*, *realize*, and *be informed*. The adjectives *glad*, *happy*, *sad*, and *sorry* are frequently followed by *to say*, *to tell*, and *to inform*.

Examples:

I was glad to meet him.

I'm glad to tell you that your family is safe.

We were happy to see John looking so well.

I was happy to find out that the problem had been solved.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

ASSIGNMENT:

a. Write 10 affirmative sentences using ten different adjectives and participles from the list above. Use a variety of tenses.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

b. Write 10 negative sentences using ten different adjectives and participles from the list above.
Use a variety of tenses.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

c. Write 10 yes/no questions using ten different adjectives and participles from the list above.
Use a variety of tenses.

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

subject + be + adjective/participle + infinitive

This construction is frequently followed by adjectives/participles that can be grouped in three sets of related meanings. The first refers to **ability**, the second to **willingness**, and the third to **speed of response**. The most commonly used adjectives/participles are the following: (**ability**) *able/ unable, apt, inclined/ disinclined, likely/ unlikely, liable, prone*; (**willingness**) *eager, prepared/ not prepared, ready, willing/ unwilling, reluctant*; (**speed of response**) *prompt, quick, slow*.

Examples:

I won't be able to lend you \$50,000.

We are all apt (liable, likely, prone) to make mistakes.

I was reluctant (not prepared, willing, unwilling) to believe him.

They were slow (prompt, quick) to respond.

ASSIGNMENT:

Follow the preceding examples and write two sentences for each word listed.

Noun + infinitive

A number of nouns can be followed directly by an infinitive. These nouns may be used as subjects or objects. The most useful of these nouns are the following:

<i>ability</i>	<i>demand</i>	<i>failure</i>	<i>request</i>
<i>ambition</i>	<i>desire</i>	<i>offer</i>	<i>scheme</i>
<i>anxiety</i>	<i>determination</i>	<i>plan</i>	<i>unwillingness</i>
<i>attempt</i>	<i>eagerness</i>	<i>promise</i>	<i>willingness</i>
<i>decision</i>	<i>effort</i>	<i>refusal</i>	<i>wish</i>

Examples:

Her ability to memorize poems is remarkable.

I was appalled by John's eagerness to please everybody.

ASSIGNMENT:

a. Write 10 sentences with ten of the above nouns used as subjects followed by infinitives. Use a variety of tenses.

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

b. Write 10 sentences with ten of the above nouns used as objects followed by infinitives. Use a variety of tenses.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

The infinitive used after too, enough, and so ... as

too + adjective + infinitive with subject of the verb = subject of the "that" clause

Example:

You are too young to drive. = (You are so young that you cannot drive.)

EXERCISE:

Change the following sentences to a too + adjective + infinitive construction with the infinitive referring to the subject.

1. She is so old that she cannot bear children.
2. This child is so young that it cannot talk.
3. My grandfather was so old that he could not work.
4. You'll be so sick that you won't be able to get out of bed.

5. The painting is so fragile that it cannot be repaired.

too + adjective/ adverb with the infinitive referring to the object of the verb

(This construction has a passive meaning even though a present infinitive is used. A passive infinitive is also possible .)

The problem was too difficult to solve. The problem was too difficult to be solved. =
= The problem was so difficult that we could not solve it.)

EXERCISE:

Write two sentences for each of the following sentences. One sentence should have a present infinitive, the other a passive infinitive. Follow the example given above.

1. The furniture was so damaged that nobody could repair it.
2. The soup was so hot that nobody could eat it.
3. The dresses were so old-fashioned that we could not wear them.
4. I was so tired that you could not wake me up.
5. She was so stupid that nobody would hire her.

too + adjective + noun + infinitive

The infinitive in this construction always refers to the subject of the sentence. The passive infinitive may also be used in certain cases.

Example:

He is too pious a Muslim to lie. = As a Muslim, he is too pious to lie.

He is too experienced a teacher to worry about evaluations. OR He is too experienced a teacher to be worried about evaluations. = As a teacher, he is too experienced to worry about evaluations.

EXERCISE:

Complete the following dialogues. Use the **too + adjective + noun + infinitive construction**.

1. Q. Did John have a car accident?

A. I don't think so. He is _____.

2. Q. Is Mary skipping class today?

A. Certainly not. Mary is _____.

3. Q. Did your mother burn the rice.

A. No, she is _____.

4. Q. Did Susanne cheat on the final.

A. No, she seems _____.

5. Q. Why didn't Hillary divorce Bill?

B. She is _____.

too + adverb + infinitive

Example:

He spoke too softly for me to hear him. OR He spoke too softly to be heard.

They walked too slowly to get home on time.

He drove too fast to appreciate the beauty of the countryside.

John had gone to class too infrequently to know that there was a test.

The president had lied too often to have any credibility.

EXERCISE:

- Change the sentences given in the example above to yes/no questions.
- Change the sentences given in the example above to information questions. Substitute "who" for the subject.

yes/no questions

1. _____.

3. _____.

4. _____.

5. _____.

information questions

1. _____.

3. _____.

4. _____.

5. _____.

Adjective + enough + infinitive

(the subject performs the action indicated by the infinitive)

Example:

Mary is forty years old. She is old enough to travel by herself.

John is over six feet tall. He is tall enough to reach the top shelf.

(the subject does not perform the action indicated by the infinitive)

Example:

The suitcase was light enough (for us) to lift.

It was cold enough (for them) to go skating.

EXERCISE:

Answer the following questions with an adjective + enough + infinitive construction.

- How did the food look?

2. Why is your little sister going to school?
3. Do you think the President will start another war?
4. What do you think about Bill Gates giving \$10,000,000,000 to fight AIDS?
5. Do you think that Diego Maradona should be allowed to marry your sister?

sufficient (enough) may be used as a pronoun or a adjective followed by an infinitive (sufficient or enough, in this case, refers to time, money, resources, sense, or intelligence)
Example:

EXERCISE:

Write an example with the above construction for the following words.
time, money, means/resources, sense, intelligence

1. _____
2. _____
3. _____
4. _____
5. _____

have + enough + abstract noun + infinitive OR have + the + abstract noun + infinitive

Examples:

She had enough sense to remain silent. = She had the sense to remain silent.

intelligence	intelligence
brains	brains

He had enough courage to tell the truth. He had the courage to tell the truth.

valor	valor
guts	guts

I don't have enough patience to teach singing. I don't have the patience to teach singing.

stamina	stamina
---------	---------

ASSIGNMENT:

Write two sentences (**have + enough + abstract noun + infinitive**) and (**have + the + abstract noun + infinitive**) for each of the following abstract nouns. *intelligence, brains, guts, stamina, courage, boldness, temerity, arrogance, determination, ambition*

adverb + enough + infinitive

Example:

He ran fast enough to win the race.

They spoke clearly enough for us to understand them. OR The spoke clearly enough to be understood.

The following phrases can also be followed by an infinitive. Study the examples that have been given and write an original sentence for each phrase in the space provided. Use a variety of tenses.

1. *be about*

Hurry up. We are about to leave.

2. *be able*

I'm sorry that I was not able to attend your party.

3. *do one's (level) best*

I did my (level) best to get along with my mother-in-law.

4. *do what one can*

Do what you can to help me, please.

Chamberlain did what he could to promote peace in his time.

5. *make an effort*

John did not even make an effort to pay his debts.

6. *make every effort.*

The students made every effort to pass the course.

7. *spare no effort (= make every effort)*

The parents of the kidnapped boy spared not effort to have him released.

8. *make up one's mind*

Once Mary had made up her mind to quit her job, no one could dissuade her from this course of action.

9. *set out*

Ahmed set out to make his fortune and went so sea.

10. *take the trouble*

Mary was upset by her husband's criticism of her cooking, especially after she had taken the trouble to prepare his favorite dishes.

The following verbs or phrases can be followed by an infinitive or a *that* clause.

appear

happen

promise

threaten

forget

learn

prove

turn out

guarantee

pretend

seem

it + occur + to + object

appear, happen, seem, turn out require an introductory *it*.

Example:

You appear/ seem to be tired. = It appears/ seems that you are tired.

The young man's "cottage" turned out to be a chateau surrounded by a park. = It turned out that the young man's "cottage" was a chateau surrounded by a park.

EXERCISE:

Fill in the blank with the appropriate verb + infinitive or verb + that clause.

1. Q. "What's wrong with Mr. and Mrs. King? They sold their Rolls Royce and now their mansion is on the market."
A. "Mr. King _____ most of his money. It _____ Mr. King _____ bad investments."
2. Q. "How come she knows so much about the Middle East?"
A. "She _____ in the Middle East. It _____ she _____ in Cairo."
3. Q. "Why didn't Jane's sister marry Fred?"
A. "Fred _____ be an drunk and a petty thief. It _____ he _____ time in jail."

it + occur + to + object and *it + occur + to + object + that*

It occurred to me to ask him. = I thought of asking him. so I did.

It occurred to me that Mr. Smith was lying. = The idea came to me that Mr. Smith was lying.

EXERCISE:

Rewrite the following items using the appropriate infinitive or "that" construction.

1. I never thought I could get a divorce. So I didn't.
2. The idea never came to them that there was gold in those mountains.
3. Sara never thought that she could move away from her village. So she didn't.
4. Did you think of asking your boss for a raise?
6. The idea came to me that my parents had adopted me.

The verb + infinitive does not always have the same meaning as the same verb + "that" clause. Note that *with learn, forget, and remember* the meaning is different.

Example:

I learned to speak French. (I did the learning.)

I learned that my father had been a prisoner of war. (I found out.)

I forgot to lock the door. (I didn't lock it.) =

I didn't remember to lock it.

*I forgot that my brother had locked the door. (My brother locked the door.) =
I didn't remember that my brother had locked the door.*

The following verbs can take an infinitive or a "that should" construction. The "that should" construction is frequently used in the passive voice.

<i>agree</i>	<i>claim</i>	<i>determine</i>
<i>arrange</i>	<i>decide</i>	<i>be determined</i>
<i>ask</i>	<i>demand</i>	<i>resolve</i>

Example:

*The heirs agreed to sell the house.
decided
resolved
determined
were determined*

*The heirs agreed that the house should be sold.
decided
resolved
determined
were determined*

EXERCISE:

The following sentences have an infinitive construction. Change the infinitive construction to a "that ... should/would construction.

1. Our boss agreed to give the workers a bonus.
2. Mrs. Smith asked to send flowers to the new teacher.
3. The soldiers resolved to follow the orders of their superior officers without complaining.
4. Bill and Melinda Gates resolved to give their money to charity.
5. The British press were determined not to treat Camilla with respect.

Verb + wh-word* + infinitive

**(how, what, where, when, which, why)*

Verbs that can be followed by a wh-word + infinitive tend to refer to obtaining information and to mental activities. Among the most frequently used verbs are *ask, comprehend, decide, discover, find out, know, inquire, learn, remember, recall, see (=Understand), show + object, think, understand, want to know, wonder*.

Example:

*The teacher showed us where to find the answers.
I did not know when to take the train.
Mary did not remember what to do next.*

ASSIGNMENT:

Write one sentence for each of the following verbs + *wh*-word followed by an infinitive. Use variety of tenses: *ask why, think how, find out why, remember when, think why, discover how, know which, recall what, see why, wonder where, understand why.*

Whether + Infinitive can be used after *wonder* or *want to know* and after the negative of *decide, know, remember, and think.*

ASSIGNMENT:

Write five original sentences using the verbs given above followed by *whether + infinitive.*

VERB + OBJECT + INFINITIVE

The following are frequently followed by *and object + infinitive*"

<i>advise</i>	<i>forbid</i>	<i>order</i>	<i>teach how*</i>
<i>allow</i>	<i>force</i>	<i>permit</i>	<i>tell</i>
<i>bribe</i>	<i>implore</i>	<i>persuade</i>	<i>tell how*</i>
<i>command</i>	<i>induce</i>	<i>remind</i>	<i>tempt</i>
<i>compel</i>	<i>instruct</i>	<i>request</i>	<i>train</i>
<i>encourage</i>	<i>invite</i>	<i>show how*</i>	<i>urge</i>
<i>entitle</i>	<i>oblige</i>	<i>teach</i>	<i>warn</i>

(*show, teach, tell + how implies instruction)

Example:

Mr. Smith allowed us to come early.

The carpenter showed us how to repair the table.

ASSIGNMENT:

Write one original sentence for each of the phrases. Be sure each of these phrases is followed by an infinitive.

<i>allowed them</i>	<i>forbade me</i>	<i>trained the animals</i>
<i>urged the President</i>	<i>will compel him</i>	<i>entitle us</i>
<i>may invite her</i>	<i>warn you</i>	<i>would enable the children</i>
<i>could tempt us</i>	<i>advise them</i>	<i>remind the students</i>
<i>show Mary how</i>	<i>commanded the soldier</i>	<i>bribed the policeman</i>

Verbs of knowing and thinking + infinitive

Assume, believe, consider, estimate, feel (=think), know, suppose, think, presume, and understand can be followed by *and object + to be*. However, a **"that" clause** would be more usual.

Example:

I did not consider Kerry to be the best candidate.

I did not consider that Kerry was the best candidate.

EXERCISE:

Rewrite the following sentences. Change the **"that" clause** to an infinitive phrase.

1. We assumed that John was guilty of the crime.
2. I supposed that she was Mrs. Smith's secretary.

EXERCISE:

Write five original sentences to illustrate this construction.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

might/could + perfect infinitive indicates that the speaker is angry or upset because the action did not take place.

Example:

He could have told me that he was leaving. = I'm upset that he didn't tell me that he was leaving.

EXERCISE:

Write five original sentences to illustrate this construction.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

may/ might + perfect infinitive indicates that the speaker is speculating about past actions.

Example:

He might have taken the money. = (It is possible that he might have taken the money.)

You might have had an accident. = (It is possible that you might have had an accident.)

EXERCISE:

Write five original sentences to illustrate this construction.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

can't/couldn't + perfect infinitive indicates a negative deduction.

Example:

*You couldn't have written this paper by yourself because your English isn't good enough.
You can't be related to those people because your DNA does not match theirs.*

EXERCISE:

Write five original sentences to illustrate this construction.

1. _____
2. _____
3. _____
4. _____
5. _____

Must + perfect infinitive indicates affirmative deductions.

Example:

All the doors and windows were locked from the inside. Therefore, John must have committed suicide.

EXERCISE::

Write five original sentences to illustrate this construction.

1. _____
2. _____
3. _____
4. _____
5. _____

Need not (needn't) + perfect infinitive indicates that the speaker believes that the past action was unnecessary.

Examples:

*You needn't have apologized. You did nothing wrong.
You need not have cleaned my room. I could have cleaned it myself.*

EXERCISE:

Write five original sentences to illustrate this construction.

1. _____
2. _____
3. _____
4. _____
5. _____

would/wouldn't, could/couldn't, might/mightn't, should/shouldn't + perfect conditional is used to form the perfect conditional.

Example:

I could have gone, if I had had the time.

John wouldn't have attended the meeting, if it had rained.

EXERCISE:

Write five original sentences to illustrate this construction.

1. _____
2. _____
3. _____
4. _____
5. _____

The **perfect infinitive** after *appear*, *happen*, *pretend*, and *seem* can be used to indicate an action that took place before the action of the main verb. Note the difference in meaning in the examples with a perfect infinitive and present infinitive.

Example:

She seems to have been a wealthy woman. (She is no longer wealthy.)

She seems to be a wealthy woman. (It seems that she is a wealthy woman.)

EXERCISE:

Write five original sentences to illustrate this construction.

1. _____
2. _____
3. _____
4. _____
5. _____

Perfect infinitive continuous consists of **to have been** + **present participle**

Example:

He seems to have been studying all night.

The perfect infinitive continuous can follow modal auxiliary verbs (may, might, will, would, shall, should, can, could).

Example: *You shouldn't have trusted him. He might have been working for the enemy.*

EXERCISE:

Write five original sentences to illustrate this construction.

1. _____
2. _____
3. _____
4. _____
5. _____

The perfect infinitive continuous can follow the verbs *appear, seem, happen, pretend*.

Example:

He appears to have been starving for many months.

EXERCISE:

Write five original sentences to illustrate this construction.

1. _____
2. _____
3. _____
4. _____
5. _____

The perfect infinitive continuous can follow the passive of *believe, claim, know, report, say, and understand*. In this case, the subject of the sentence is "it". The perfect infinitive continuous can also be used after the above verbs in the active voice. The examples given below can be expressed in the active voice. *People believe that the criminal has been hiding with friends since his escape. People believed that the criminal had been hiding with friends since his escape.*

Example:

It is believed that the criminal has been hiding with friends since his escape

It was believed that the criminal had been hiding with friends since his escape

EXERCISE:

Write five original sentences to illustrate this construction.

1. _____
2. _____
3. _____
4. _____
5. _____

The bare infinitive

When two infinitives are joined in a sentence, the second infinitive is a bare infinitive, i.e., infinitive without "to". The bare infinitive, i.e., infinitive without "to", follows modal auxiliary verbs (*do, did; can, could; may, might; shall, should; will, would*) and the expressions *would rather, would sooner, and had better*.

Feel, hear, see, watch, can be followed by an object + a bare infinitive or a participle.

Example:

I saw him steal the money. I saw him stealing the money

Make (=force) can be followed by an object + a bare infinitive.

Example:

I made him keep his promise. = I forced him to keep his promise.

But and *except* + *do* + *anything/ nothing/ everything* + bare infinitive

Example:

He does nothing but complain.

He does nothing except complain.

Help can be followed by a full or a bare infinitive.

Example:

The medicine helped him to sleep.

The medicine helped him sleep.

Exercise:

Write ten original sentences with bare infinitives.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

The infinitive of purpose

The infinitive follows the expressions *in order* and *so as*. Both "*in order*" and "*so as*" are frequently omitted and the infinitive alone expresses purpose.

Example:

The refugees had to steal food in order to feed their children.

The refugees had to steal food so as to feed their children.

The refugees had to steal food to feed their children.

GERUNDS

The gerund, which has the same form as the present participle is a verbal noun and, like the infinitive, can be the subject or the object of a sentence or clause.

Example:

Reading is easier than writing. (It is easier to read than to write).

Smoking is not allowed.

Gerunds after prepositions

When a verb follows a preposition directly, it must be in the gerund.

Example:

What did you do besides studying.

After washing the dishes, I left the kitchen.

EXERCISE:

Underline the prepositions in the following sentences.

1. John objected to taking the test.
2. Nobody can live without eating.
3. My brother is no good at cooking.
4. The students were not fond of studying.
5. Albert was expelled from school for cheating.

Complete the following sentences by placing an appropriate gerund phrase after the preposition or phrasal verb.

1. I'm for _____.
2. Her parents looked forward to _____.
3. Do your work now. Don't put off _____.
4. John no longer smokes. He gave up _____.
5. I don't care for _____.
6. Everybody was against _____.
7. He escaped from prison by _____.
8. Was he sorry _____?
9. I went to bed after _____.
10. Before _____, he lived in Spain.

11. She is used to _____ by herself.
12. You should be ashamed of yourself for _____.
13. Are you thinking of _____ ?
14. He had no problem _____.
15. The children talked about _____.

Verbs followed by a gerund

<i>appreciate</i>	<i>dislike</i>	<i>finish</i>	<i>miss</i>	<i>resent</i>
<i>avoid</i>	<i>dread</i>	<i>forgive</i>	<i>pardon</i>	<i>resist</i>
<i>defer</i>	<i>enjoy</i>	<i>keep (on)</i>	<i>postpone</i>	<i>risk</i>
<i>delay</i>	<i>escape</i>	<i>loathe</i>	<i>practice</i>	<i>save someone the trouble of</i>
<i>detest</i>	<i>excuse</i>	<i>mind (=object)</i>	<i>prevent</i>	<i>stop (cease)</i>

Example:

Larry detests being called "Lorenzo."

The president could not postpone meeting the foreign minister.

EXERCISE:

Complete the following sentences by writing an appropriate verb from the list above followed by a gerund or gerund phrase.

1. John did not want to hit the little boy with his car, but he couldn't _____ him.
2. I am too fat. I need to stop _____.
3. He never stops working. He _____ day after day.
4. You really should make an appointment with your dentist. Don't _____.
5. If you put all your money in to stock market, you _____ everything.
6. I don't like George. I _____ in the same room with him.
7. The cake was so delicious that we couldn't _____ a second helping.
8. Just relax. I'll get you the tickets for the concert.. _____.
9. I'm tired of you telling me everything is my fault. I _____ for everything.
10. I wish I were at home. I miss _____ my family.

The following verbs may be followed by "that" clauses. However, the meaning may not be the same.

<i>admit</i>	<i>consider</i>	<i>fancy</i>	<i>recollect</i>	<i>suggest</i>
<i>anticipate</i>	<i>deny</i>	<i>imagine</i>	<i>propose</i>	<i>remember</i>

Example:

He admitted to taking the books. = He admitted that he had taken the books.

He remembered to fry the egg. Does not mean He remembered that he had fried the egg.

Verb + object or possessive + gerund

If the verb or phrasal verb is followed directly by the gerund, the action implied by the gerund refers to the subject of the verb. If the gerund is preceded by an object (noun or pronoun) or a possessive (noun or pronoun), the action implied by the gerund refers to the person denoted by the object or the possessive.

The following verbs can take either construction:

<i>dislike</i>	<i>propose</i>	<i>understand</i>
<i>dread</i>	<i>recollect</i>	<i>approve/disapprove of</i>
<i>fancy</i>	<i>remember</i>	<i>insist on</i>
<i>involve</i>	<i>resent</i>	<i>it's no good/use</i>
<i>like (negative)</i>	<i>save</i>	<i>object to</i>
<i>mean</i>	<i>stop</i>	<i>there's no point in</i>
<i>mind</i>	<i>suggest</i>	<i>what's the point of</i>

Example:

I don't understand giving away money. This is a general observation.

I don't understand Bill Gates giving away his money.

I don't understand him/his giving away his money.

EXERCISE:

Fill in the blank with an appropriate verb + object/possessive + gerund. (The first serves as a cue.)
Be sure to practice both object and possessive forms.

1. You talked too much at the meeting.

We remember _____ too much at the meeting.

2. John borrowed my books. It did not bother me.

I didn't mind _____ my books.

3. David and Anne took advantage of an old woman.

The old woman resented _____ advantage of her.

4. Bill wanted to marry Mr. and Mrs. White's daughter. They protested.

The Whites objected _____ to marry their daughter.

5. Mary's husband went camping in the mountains. Mary did not like this.

Mary did not fancy _____ camping in the mountains.

Excuse (for), forgive (for), pardoned (for), and prevent (from) can be followed by a possessive noun or adjective, or an object or object pronoun + gerund. These verbs *cannot* be followed directly by a gerund.

Example.

Forgive my/me being late

Forgive me for being late.

Please excuse Mary's coming late.

Please excuse Mary/her for coming late

Mind

The verb "mind" is **never followed by and infinitive**. It is used mainly in questions or negative sentences. It can be followed by a noun or object pronoun or by a possessive noun/adjective + gerund.

Example:

I don't mind working here. = I work here and I don't object.

I didn't mind him/his going to the party. + He went to the party and I didn't object.

Would you mind moving your car? = I request that you move your car.

Would you mind me/my moving your car? + Would you mind if I moved your car?

The perfect gerund

The perfect gerund consists of **having + past participle** and can be used in order to refer to a past action. However, the present participle also fulfills this function and is the more usual form.

Example:

He was accused of having stolen the money.

He was accused of stealing money.

Exercise:

Rewrite the following sentences and change the present gerund to a perfect gerund.

1. O.J. Simpson was accused of killing his wife.
2. He disliked being fired.
3. He resented doing the dirty work.
4. They loathed lying in order to protect the president.
5. The actor appreciated receiving an Oscar.
6. John did not remember spending his childhood in Spain.
7. Do you remember ever going there?
8. O.J. Simpson denied killing his wife.
9. I don't understand you being expelled from school.
10. What was the point of Bush starting this war?

The passive gerund

The present passive gerund consists of **being + past participle**.

The perfect passive gerund consists of **having + been + past participle**.

Example:

I remember being taken to my grandmother's house.

The antique sofa showed no sign of ever having been used.

EXERCISE:

Write five sentences with a present passive gerund construction.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

Write five sentences with a perfect passive gerund construction.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

INFINITIVES AND GERUNDS

The following verbs can take a gerund or an infinitive without a change in meaning: *begin, cant bear, start, continue, cease, intend.*

Example:

I began to study. = I began studying.

ASSIGNMENT.

Write an sentence with a gerund and one sentence with and infinitive for each of the verbs given above. Use a variety of tenses.

advise, allow, permit, recommend + infinitive

The infinitive is used is used with these verbs when the person concerned is mentioned.

Example:

The dentist advised me to floss regularly.

My father did not allow my brother to smoke in the house.

When a person is not mentioned, the statement is general. In this case, the gerund is used.

Example:

The dentist advised flossing regularly.

My father did not allow smoking in the house.

needs, requires, wants are usually followed by a gerund. However, a passive participle can also be used.

Example:

The house requires/needs/wants cleaning.

The house requires/needs/ wants to be cleaned.

Exercise:

Complete the following sentences by using an appropriate infinitive and/or gerund construction.

1. The army continued _____ for war.
2. John's lawyer advised him _____ his wife.
3. I cant bear _____ alone.
4. Your clothes are dirty. They need _____.
5. They do not permit _____ in public buildings.

Regret, remember, forget*

The gerund is used when the action that the speaker regrets, remembers, or forgets occurred first.

Example:

I insulted you yesterday. I regret this action. I regret insulting you.

You gave me a book. I remember this. I remember you/your giving me a book.

Forget*

The gerund can only follow "forget" when this verb is negative. The gerund frequently follows the expression **will never forget**.

Example:

I will never forget your kindness. = I will always remember your kindness

Regret, remember, forget

When these verbs express an earlier action, they are followed by an infinitive.

Example:

Before you go to bed, please remember to turn out the lights.

Before you go to bed, please don't forget to turn out the lights.

Regret is normally followed by *inform, tell, say*.

Example:

We regret to inform you that your application has been rejected.

Agree (the opposite of "refuse") is followed by the infinitive.

Agree to (preposition) can be followed by a gerund or by an object or possessive + gerund.

Example:

I agree to go. I do not refuse to go.

I agree to taking a few more courses.

The head of the department agreed to John/John's/him/his taking a few more courses.

Mean (= intend) and **propose** (= intend) are followed by the infinitive.

It means (= it involves) and **propose** (= suggest) are followed by a gerund or by an object or possessive + gerund.

Example:

I'm sorry. I did not mean to cause an accident. = I did not intend to cause an accident.

I propose to sell the house. = I intend to sell the house.

I propose selling the house. = I suggest that we (should) sell the house.

The president meant to start a war, even if it meant ruining the economy. = The president intended to start a war, even if this involved ruining the economy.

Stop (= cease) is followed by a gerund.

Stop (= halt) is followed by an infinitive

Example:

My father no longer smokes. He stopped smoking ten years ago.

We stopped at the police station to ask for directions.

Try (= attempt) is followed by an infinitive.

Try (= experiment) is followed by a gerund.

Example:

Try to open the door so that we can get out of here.

She tried using make-up and buying new clothes, but she still looked old and tired.

Subject + used to + infinitive refers to a past routine or discontinued habit.

Be/become/get + used to (+ object or possessive) + gerund means to be "accustomed."

Example:

I used to have a lot of toys.
I'm used to living in a hot climate.
The teachers were used to us/our complaining.

Be afraid + infinitive means that the action did not take place.

Afraid of (+ object or possessive) + gerund indicates that the speaker fears an action may happen.

Example:

John was afraid to tell us the truth.
Mary did not testify against her employer because she was afraid of losing her job.

be sorry + infinitive expresses regret or sadness.

be sorry for + gerund expresses apologies or regret.

Example:

I'm sorry to hear that your mother has died.
I'm sorry to have hurt your feelings.
I'm sorry for disturbing you.
I'm sorry for making so much noise.
I'm sorry for not having informed you about the meeting.

Be ashamed + infinitive expresses that the speaker is "ashamed of" the action that follows.

Would be ashamed + infinitive expresses that the speaker's sense of shame would prevent him from performing the action.

Be ashamed + gerund expresses that the speaker believes that the subject of the verb should be ashamed of a previous action.

Example:

I'm ashamed to tell you that I have not finished correcting your assignments.
Look at the way she is dressed! I would be ashamed to leave the house dressed like that.
You should be ashamed (of yourself) for taking money from your mother's purse.

EXERCISE:

Identify the sentences that are incorrect and correct them in the space provided.

1. I regret informing you that your husband has been killed in action.
2. The doctor advised us loosing weight.
3. I'm sorry for having acted like a jerk.
4. Before you go to bed, please remember to lock the doors.
5. Your hair looks awful. It needs to cut.
6. Doctors recommend to take aspirin for headaches.
7. He means climbing Mount Everest next summer.
8. I used to living in Saudi Arabia.
9. On our way to work, we stopped to buy some office supplies.
10. I do not agree to my daughter travelling by herself.

TYPES OF CLAUSES

In grammar, a clause is a word or group of words ordinarily consisting of a subject and a predicate. Clauses are often contrasted with phrases. Traditionally, a clause can have both a finite verb and its subject, whereas a phrase either contains a finite verb but not its subject (in which case it is a verb phrase) or does not contain a finite verb. Hence, in the sentence "I didn't know that the dog ran through the yard", "that the dog ran through the yard" is a clause, as is the sentence as a whole, while "the yard", "through the yard", "ran through the yard", and "the dog" are all phrases.

There are **finite** and **non-finite** clauses. A finite clause is a clause which contains a **conjugated verb** and a non-finite clause contains a **non-conjugated verb** like the infinitive or the gerund. subject of a verb or as the object of a verb or preposition, as in these English examples:

1. Dependent and independent clauses

An *independent clause* can stand alone as a complete simple sentence, whereas a *dependent clause* must be connected to or part of another clause. The dependent clause is then described as *subordinate* to a *main clause*.

Examples in English include the following:

- "I bought a book" (*independent*)
- "because I bought a book" (*dependent*)
- "after I bought the book" (*dependent*)
- "him to do his homework" (*dependent; non-finite*), as in "She wanted him to do his homework."
- "that I bought" (*dependent*), as in "That's the book that I bought."

2. Functions of dependent clauses

One major way to classify dependent clauses is by *function*; that is, by the roles they play in the clauses they are subordinate to. Since the same dependent clause might have different roles in different sentences, this classification must be applied on a per-sentence basis.

Under this classification scheme, there are three main types of dependent clauses: *noun clauses*, *adjective clauses*, and *adverb clauses*, so called for their syntactic and semantic resemblance to noun phrases, adjective phrases, and adverbials, respectively. The exact uses of each vary somewhat from language to language, but a *noun clause* typically acts as the

- "What you say is not as important as how you say it."
- "I imagine that they're having a good time."
- "I keep thinking about what happened yesterday."

(Incidentally, note that the word *that* is actually optional in the second sentence, highlighting a complication in the entire dependent/independent contrast: "They're having a good time" is a complete sentence, and therefore an independent clause, but in "I imagine they're having a good time", it acts as a dependent clause.)

An *adjective clause* modifies a noun phrase. In English, adjective clauses typically come at the end of their noun phrases:

- "The woman I interviewed said otherwise."

- "We have to consider the possibility **that she might refuse our proposal.**"

An *adverb clause* typically modifies its entire main clause. In English, it usually precedes or follows its main clause:

- "When she gets here, all will be explained."
- "He was annoyed by the whole thing, **which was unfortunate, but unavoidable.**"

3. Structures of dependent clauses

The other major way to classify dependent clauses is by their *structure*, though even this classification scheme does make some reference to the clause's function in a sentence. This scheme is more complex, as there are many different ways that a dependent clause can be structured. In English, common structures include:

- Many dependent clauses, such as "before he comes" or "because they agreed", consist of subordinating conjunction, plus an independent clause. These clauses act much like prepositional phrases, and are either adjective clauses or adverb clauses, with many being able to function in either capacity.
- Relative clauses, such as "which I couldn't see", generally consist of a relative pronoun, plus a clause in which the relative pronoun plays a part. Relative clauses usually function as adjective clauses, but occasionally they function as adverb clauses; in either case, they modify their relative pronoun's antecedent, and follow the phrase or clause that they modify.
- Declarative content clauses, such as "that they came", usually consist of the conjunction *that* plus an independent clause, or of an independent clause alone (with an implicit preceding *that*). For this reason, they are often called *that clauses*.
- Interrogative content clauses, such as "whether they came" and "where he went" (as in "I don't know **where he went**"), are much like declarative ones, except that they are introduced by interrogative words.
- Small clauses, such as "him leave" (as in "I saw **him leave**") and "him to leave" (as in "I wanted **him to leave**"), are minimal predicate structures, consisting only of an object and an additional structure (usually an infinitive), with the latter being predicated to the former by a controlling verb or preposition.

Subordinate Clause Types

Subordinate clauses may be finite or nonfinite. Within this broad classification, we can make many further distinctions. We will begin by looking at subordinate clauses which are distinguished by their *formal* characteristics.

Many subordinate clauses are named after the form of the verb which they contain:

TO-INFINITIVE CLAUSE:

You must book early [*to secure* a seat]

BARE INFINITIVE CLAUSE:

They made [the professor *forget* his notes]

-ING PARTICIPLE CLAUSE:

His hobby is [*collecting* old photographs]

-ED PARTICIPLE CLAUSE:

[*Rejected* by his parents], the boy turned to a life of crime

For convenience, we sometimes name a clause after its first element:

IF-CLAUSE:

I'll be there at nine [*if* I catch the early train]

THAT-CLAUSE:

David thinks [*that* we should have a meeting]

The *that* element is sometimes deleted: David thinks [we should have a meeting]

Relative Clauses

An important type of subordinate clause is the RELATIVE CLAUSE. Here are some examples:

The man [who lives beside us] is ill

The video [which you recommended] was terrific

Relative clauses are generally introduced by a relative pronoun, such as *who*, or *which*. However, the relative pronoun may be deleted:

The video [you recommended] was terrific

Another variant, the REDUCED RELATIVE CLAUSE, has no relative pronoun, and the verb is nonfinite:

The man [living beside us] is ill

(Compare: *The man [who lives beside us]...*)

Nominal Relative Clauses : NOMINAL RELATIVE CLAUSES (or independent relatives) function in some respects like noun phrases:

[What I like best] is football
(cf. *the sport I like best...*)

The prize will go to [whoever submits the best design]
(cf. *the person who submits...*)

My son is teaching me [how to use email]
(cf. *the way to use email*)

This is [where Shakespeare was born]
(cf. *the place where...*)

The similarity with NPs can be further seen in the fact that certain nominal relatives exhibit number contrast:

Singular: [What we need] *is* a plan

Plural: [What we need] *are* new ideas

Notice the agreement here with *is* (singular) and *are* (plural).

Small Clauses

Finally, we will mention briefly an unusual type of clause, the verbless or SMALL CLAUSE. While clauses usually contain a verb, which is finite or nonfinite, small clauses lack an overt verb:

If any, write your comments on this side of the paper. (If you have any comments, write...)

Lunch over], the guests departed quickly

11. Most of us are afraid of dying.
12. They don't allow to park her.
13. I tried removing the stain with all sorts of chemicals, but my experiments failed.
14. Try to forget what happened to you during the war.
15. They don't allow to park here.

NOUN CLAUSES

A noun clause is a dependent clause. A noun clause can be a subject, a direct or indirect object, or an object of a preposition. Noun clauses can begin with "wh- question" words (what, which, when, where, who, whom) and question words like (how, if, that).

Examples:

	Noun	Noun Clause
Subject	1. His whereabouts are unknown.	1. Where he lives is unknown.
Direct Object	2. I don't know that man .	2. I don't know who he is .
Indirect Object	3. The security officer gave the students the key.	3. The security officer gave whoever wanted it the key.
Object of Preposition	4. He isn't interested in geometry .	4. He isn't interested in what the class is studying .

A noun clause begins with a subordinator that connects the clause to the main clause. The following is a list of subordinators used to introduce noun clauses:

how	where	what, whatever	whose, whomever
that	whether, if	who, whoever	which, whichever
when	why	whom, whomever	

Examples:

Note: The subordinator is in italics. The noun clause including the verb and any helping verb is underlined.

The laboratory aide reported *that* all the students had completed the experiment.

The students asked *when* the psychology reports were due.

Mrs. Peterson asked *whether* the secretaries had ordered the office supplies yet.

Practice Exercise: In each blank space, write a noun clause to complete the sentence. Be careful that your noun clause is correctly constructed and that it makes sense.

1. After the movie, the sisters asked their father _____

2. The customer wondered _____

3. Sarah's instructor explained _____

4. During the history lesson, Sarah wondered _____

5. I said _____

ADJECTIVE CLAUSES (who/which/that clauses)

An adjective clause is a dependent clause. An adjective clause modifies a noun or a pronoun. An adjective clause begins with *who*, *whom*, *which*, *that*, *whose*, *when*, *where*, *why* and follows the word it modifies.

Examples:

David, **who has been with the company five years**, is our new director.
noun adjective clause

The time **when our plane arrives** is 4:00 p.m.
noun adjective clause

The house **where Lincoln lived as a young man** was in Springfield, Illinois.
noun adjective clause

The diamond ring **which the thief stole** was worth a million dollars.
adjective noun adjective clause

An adjective clause, like an adverb clause, begins with a **subordinator**. The subordinator connects the adjective clause to the word in the main clause it modifies: it stands for this word.

Practice Exercise: *Underline the adjective clause in sentences and circle the nouns they modify.*

1. The scientists discussed the issues that the conference had raised.
2. The company rejected the parts whose design was defective.
3. We found the bird whose wing had been damaged.
4. The children whom you asked about live next door.
5. Senator Jackson, who was up for re-election, was for the bill.
6. The desserts that they serve are really good.
7. The neighborhood where I live is changing a lot.

ADVERB CLAUSES (because/if/when clauses)

An adverb clause is a dependent clause. An adverb clause modifies a verb, an adjective, another adverb, or a sentence.

Adverb clauses always begin with a subordinator. The subordinator is a connecting word which explains the relationship between the adverb clause and main clause. It tells the reader what kind of information is added by the adverb clause. The following subordinators are often used to begin adverb clauses:

after	before	though	whatever
although	even if	unless	whenever
as	even though	until	wherever
as if	as far as	as soon as	whether
because	Since	as well as	while

An adverb clause can answer any of the following questions: **When? Where? How? To what degree? and Under what condition(s)?**

Examples of adverb clauses answering a question:

Cinderella lost her shoe **after the clock struck twelve**. (when did she lose her shoe?)
(after...twelve)

Mary hid the key **where no one could find it**. (where did she hide it?)

My sister drove so fast **that she got a ticket**. (how fast did she drive?)

The bush is **as high as the fence**. (to what degree?)

The fire will burn the forest **unless it rains**. (under what condition?).

Note: Because the subordinator is always the first word of an adverb clause, you can identify the adverb clause very easily:

...First: Find the subordinator.

...Second: Identify the words that provide the kind of information signaled by the subordinator.

...Third: Remember, the whole adverb clause may often be placed before or after the main clause.

...Fourth: After you identify the adverb clause or clauses, what remains in the complex sentence will be the main clause.

Examples: *Each subordinator is bold-faced, and the whole adverb clause is underlined.*

1. Joanne had to develop many money-management skills **when she served as treasurer of her senior class.**

2. **As Mike worked on his research project for his English class,** he learned to gather information from sources on the Internet.

Practice Exercise: *In each of the following complex sentences, **underline** the whole adverb clause and **circle** the subordinator.*

1. The children looked as if they had been playing in a dirt mound.

2. Mary went shopping while Barbara was working.

3. My oldest brother has always given me help whenever I needed it.

4. The other children did not play their instruments as well as Tony did.

5. After he had tried every other way to raise his grades, John decided to study.

6. Peggy missed her appointment because she was in a car accident.

7. Although many of the booths close as early as 7:00 p.m., Marilyn kept hers open until 8:00 p.m.

ESSENTIAL AND NONESSENTIAL CLAUSES

An **essential clause** or **phrase** (also called a *restrictive*, or *necessary*, clause or phrase) appears after a noun and is essential in the sentence to complete the meaning. An essential clause or phrase cannot be moved to another sentence or omitted because the meaning of the sentence would change.

Note: Essential clauses and phrases are not set off by commas. Clauses starting with *that* are almost always essential.

Examples: Compare the meaning of the following two sentences with and without the clause after the noun *people*:

People **who can speak more than one language** are multilingual.

People are multilingual.

Using the *that* clause versus taking the *that* clause out:

Please repair all the windows **that are broken**.

Please repair all the windows. (the meaning of the sentence changes).

A **nonessential clause** or **phrase** (also called a *nonrestrictive* or *unnecessary* clause or phrase) adds extra information but could be removed from a sentence without disturbing the meaning. The information could be put in another sentence.

Examples: Compare the following two sentences to see if the primary meaning of the sentence remains the same even after the clause is removed:

My cousin Michael, **who lives in New York**, is coming for a visit over Thanksgiving vacation.

My cousin Michael is coming for a visit over Thanksgiving vacation. He lives in New York.

The *who* clause is nonessential because it adds information about where Jim lives but is not necessary.

Note: A pair of commas is necessary when nonessential clauses and phrases appear in the middle of a sentence. Only one comma is needed when non-essential clauses and phrases appear at the end of a sentence.

Examples:

The computer, **a revolutionary advance in communication technology**, has made typewriters obsolete. (clause appears in the middle of the sentence)

Consumers are now spending millions of dollars on computers, **a revolutionary advance in communication technology**. (clause appears at the end of the sentence)

Practice Exercise: *Some of these sentences contain essential clauses; others contain nonessential clauses. In the blank space before each sentence:*

*write **E** if the clause is **essential***

*write **N** for **nonessential**.*

Then, underline each clause, and insert **commas** where needed.

1. Joanne is wearing the dress that she received for Christmas.
2. People who are careless do not make good drivers.
3. The book that I have read for this course is a nonfiction focus on the Vietnam War.
4. Professor Thompson who is my biology teacher is a great motivator.
5. All the tickets that had been sold for the football game were recalled.
6. My uncle who works at the Post Office lives in Omaha, Nebraska.
7. The city which fascinates me most is New York City.
8. Tom Marshall who was offered scholarships to two colleges will enroll at The University of Kansas.
9. On my return home I discovered my neighbor had moved away.