



FINITE AND NON FINITE VERB

Verbs can be divided into two categories:

- Finite verbs are governed by the person and number of the subject.

Examples:

I am driving down the lane.

John drives to college.

They drive very fast.

In the above sentences, the verb 'drive' is governed by the person and number of the subjects, 'I', 'John' and 'They' respectively.

- Non-finite verbs do not change their form even when the person and the number of the subject changes.

Examples: I want to eat something delicious.

John has to eat apples every day.

They want to eat eggs for breakfast.

In the above sentences, the verb 'eat' does not change even though the person and number of the subject change.

Non-finite verbs are of three kinds:

Gerunds

Participles

Infinitives

GERUNDS

Gerunds and participles are also compared and contrasted in a separate section of this handout because they can both end in *-ing* but have different functions in a sentence. Finally, since they can both function as nouns in a sentence despite their different forms, gerunds and infinitives are compared and contrasted in the last section below. Throughout this document, occasional example sentences with wording that might be considered non-standard, ambiguous, or at least peculiar in formal writing are marked with an asterisk (*).

A gerund is a verbal that ends in *-ing* and functions as a noun. The term *verbal* indicates that a gerund, like the other two kinds of verbals, is based on a verb and therefore expresses action or a state of being. However, since a gerund functions as a noun, it occupies some positions in a sentence that a noun ordinarily would, for example: subject, direct object, subject complement, and object of preposition.

<p>1. Gerund as subject:</p> <p>a. <i>Travelling</i> might satisfy your desire for new experiences.</p> <p>b. The study abroad program might satisfy your desire for new experiences.</p> <p>2. Gerund as direct object:</p> <p>a. They do not appreciate my <i>singing</i>.</p> <p>b. They do not appreciate my assistance.</p> <p>3. Gerund as subject complement:</p> <p>a. My cat's favourite activity is <i>sleeping</i>.</p> <p>b. My cat's favourite food is salmon.</p> <p>4. Gerund as object of preposition:</p> <p>a. The police arrested him for <i>speeding</i>.</p> <p>b. The police arrested him for criminal activity.</p>	
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<p>PARTICIPLES</p> <p>A participle is a verbal that is used as an adjective and most often ends in <i>-ing</i> or <i>-ed</i>. The term <i>verbal</i> indicates that a participle, like the other two kinds of verbals, is based on a verb and therefore expresses action or a state of being. However, since they function as adjectives, participles modify nouns or pronouns. There are two types of participles: present participles and past participles. Present participles end in <i>-ing</i>. Past participles end in <i>-ed</i>, <i>-en</i>, <i>-d</i>, <i>-t</i>, or <i>-n</i>, as in the words <i>asked</i>, <i>eaten</i>, <i>saved</i>, <i>dealt</i>, and <i>seen</i>.</p> <ul style="list-style-type: none"> • • The <i>crying</i> baby had a wet diaper. • • <i>Shaken</i>, he walked away from the <i>wrecked</i> car. • • The <i>burning</i> log fell off the fire. • • <i>Smiling</i>, she hugged the <i>panting</i> dog. <p><i>A participial phrase is a group of words consisting of a participle and the modifier(s) and/or (pro) noun(s) or noun phrase(s) that function as the direct object(s), indirect object(s), or complement(s) of the action or state expressed in the participle, such as:</i></p>	
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<i>Removing his coat</i> , Jack rushed to the river.	The participial phrase functions as an adjective modifying <i>Jack</i>. Removing (participle) his coat (direct object of action expressed in participle)
Delores noticed her cousin <i>walking along the shoreline</i> .	The participial phrase functions as an adjective modifying <i>cousin</i>. walking (participle) along the shoreline (prepositional phrase as adverb)
Children <i>introduced to music early</i> develop strong intellectual skills.	The participial phrase functions as an adjective modifying <i>children</i>. introduced (to) (participle) music (direct object of action expressed in participle) early (adverb)

<p><i>Having been a gymnast,</i> Lynn knew the importance of exercise.</p>	<p>The participial phrase functions as an adjective modifying <i>Lynn</i>. Having been (participle) a gymnast (subject complement for <i>Lynn</i>, via state of being expressed in participle)</p>	
<p>Placement: In order to prevent confusion, a participial phrase must be placed as close to the noun it modifies as possible, and the noun must be clearly stated.</p> <ul style="list-style-type: none"> • <i>Carrying a heavy pile of books,</i> his foot caught on a step. * • <i>Carrying a heavy pile of books,</i> he caught his foot on a step. <p>In the first sentence there is no clear indication of who or what is performing the action expressed in the participle <i>carrying</i>. Certainly <i>foot</i> can't be logically understood to function in this way. This situation is an example of a dangling modifier error since the modifier (the participial phrase) is not modifying any specific noun in the sentence and is thus left "dangling." Since a person must be doing the carrying for the sentence to make sense, a noun or pronoun that refers to a person must be in the place immediately after the participial phrase, as in the second sentence.</p> <p>Punctuation: When a participial phrase begins a sentence, a comma should be placed after the phrase.</p> <ul style="list-style-type: none"> • <i>Arriving at the store,</i> I found that it was closed. • <i>Washing and polishing the car,</i> Frank developed sore muscles. <p>If the participle or participial phrase comes in the middle of a sentence, it should be set off with commas only if the information is not essential to the meaning of the sentence.</p> <ul style="list-style-type: none"> • Sid, <i>watching an old movie,</i> drifted in and out of sleep. • The church, <i>destroyed by a fire,</i> was never rebuilt. <p>Note that if the participial phrase is essential to the meaning of the sentence, no commas should be used:</p> <ul style="list-style-type: none"> • The student <i>earning the highest grade point average</i> will receive a special award. • The guy <i>wearing the chicken costume</i> is my cousin. <p>If a participial phrase comes at the end of a sentence, a comma usually precedes the phrase if it modifies an earlier word in the sentence but not if the phrase directly follows the word it modifies.</p> <ul style="list-style-type: none"> • The local residents often saw Ken wandering through the streets. (The phrase modifies <i>Ken</i>, not <i>residents</i>.) • Tom nervously watched the woman, alarmed by her silence. (The phrase modifies <i>Tom</i>, not <i>woman</i>.) <p>Points to remember:</p> <ol style="list-style-type: none"> 1. A participle is a verbal ending in <i>-ing</i> (present) or <i>-ed, -en, -d, -t, or -n</i> (past) that functions as an adjective, modifying a noun or pronoun. 2. A participial phrase consists of a participle plus modifier(s), object(s), and/or complement(s). 3. Participles and participial phrases must be placed as close to the nouns or pronouns they modify as possible, and those nouns or pronouns must be clearly stated. 		

	<p>4. A participial phrase is set off with commas when it: a) comes at the beginning of a sentence, b) interrupts a sentence as a nonessential element, or c) comes at the end of a sentence and is separated from the word it modifies.</p>													
	<p>INFINITIVES</p> <p>An infinitive is a verbal consisting of the word <i>to</i> plus a verb (in its simplest "stem" form) and functioning as a noun, adjective, or adverb. The term <i>verbal</i> indicates that an infinitive, like the other two kinds of verbals, is based on a verb and therefore expresses action or a state of being. However, the infinitive may function as a subject, direct object, subject complement, adjective, or adverb in a sentence. Although an infinitive is easy to locate because of the <i>to</i> + verb form, deciding what function it has in a sentence can sometimes be confusing.</p> <ul style="list-style-type: none"> • <i>To wait</i> seemed foolish when decisive action was required. (subject) • Everyone wanted <i>to go</i>. (direct object) • His ambition is <i>to fly</i>. (subject complement) • He lacked the strength <i>to resist</i>. (adjective) • We must study <i>to learn</i>. (adverb) <p>Be sure not to confuse an infinitive--a verbal consisting of <i>to</i> plus a verb--with a prepositional phrase beginning with <i>to</i>, which consists of <i>to</i> plus a noun or pronoun and any modifiers.</p> <p>Infinitives: to fly, to draw, to become, to enter, to stand, to catch, to belong Prepositional Phrases: to him, to the committee, to my house, to the mountains, to us, to this address</p> <p>An Infinitive Phrase is a group of words consisting of an infinitive and the modifier(s) and/or (pro) noun(s) or noun phrase(s) that function as the actor(s), direct object(s), indirect object(s), or complement(s) of the action or state expressed in the infinitive, such as:</p>													
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	Comparing Gerunds and Participles													

	<p>Look at the following pair of sentences. In the first, the use of a gerund (functioning as a noun) allows the meaning to be expressed more precisely than in the second. In the first sentence the interrupting it, a specific behaviour, is precisely indicated as the cause of the speaker's irritation. In the second the cause of the irritation is identified less precisely as Bill, who just happens to have been interrupting. (In the second sentence, <i>interrupting</i> is actually a participle, not a gerund, since it functions as an adjective modifying <i>Bill</i>.)</p> <p>I was irritated by Bill's constant interrupting. I was irritated by Bill, constantly interrupting.</p> <p>The same pattern is shown in these other example pairs below: in the first of each pair, a gerund (noun-function) is used; in the second, a participle (adjective-function). Notice the subtle change in meaning between the two sentences in each pair.</p> <p>Examples:</p> <p>The guitarist's finger-picking was extraordinary. (The <i>technique</i> was extraordinary.) The guitarist, finger-picking, was extraordinary. (The <i>person</i> was extraordinary, demonstrating the technique.) He was not impressed with their competing. (The <i>competing</i> did not impress him.) He was not impressed with them competing. (<i>They</i> did not impress him as they competed.)</p>	
<p>I</p>	<p>Exercises</p> <p>Underline the gerunds or gerund phrases in the following sentences and label how they function in the sentence (subject, direct object, subject complement, object of preposition).</p> <ol style="list-style-type: none"> Swimming keeps me in shape. Swimming in your pool is always fun Telling your father was a mistake. The college recommends sending applications early. He won the game by scoring during the overtime period. Her most important achievement was winning the national championship. Going to work today took all my energy. Fighting for a losing cause made them depressed. 	
<p>II</p>	<p>Combine the following sentences in using participles.</p> <ol style="list-style-type: none"> I saw John. He was reading a novel. We watched the snake. It was eating an insect. I become ill after it. I had eaten the fish. He looked at the door. It was painted by someone. Because she is sick. She should stay in bed. 	

<p>III</p>	<p>Underline the infinitive phrase and label the way it is used in the sentence, adding any punctuation as needed.</p> <ol style="list-style-type: none"> 1. I want to go. 2. I want you to go home. 3. We want to see the play. 4. To see a shooting star is good luck. 5. To fight against those odds would be ridiculous. 	
<p>PICTURE BASED COMPOSITION</p>		
	<p>It requires a wide range of imagination, creativity, good hold on vocabulary and the ability to sequence all pictures together. In the examination, word-limit for the picture composition is 100-120 words.</p> <p>Following points should be followed for picture composition.</p> <ul style="list-style-type: none"> • should look at the picture carefully to ascertain the basic plot or the theme. • If the picture doesn't suggest anything evidently, the student is advised to invent a theme which bears a direct connection with the picture. • After identifying or deciding the theme, major attention should be given for describing the picture or pictures in sequence • The composition must have an atmosphere, moralistic view and a strong climax. • The picture should be studied carefully with a view to identify the specific and minute details. • The focus should be widened to take into account the other or peripheral details, given in the picture i.e. facial expressions, postures, clothes etc. • Design the factors or causes which have an impact on the details. • A strong conclusion is required at the end of the composition. <ol style="list-style-type: none"> 1. Introduction: A brief introduction of the picture, what it suggests and its effect on the people and the environment. 2. Body or Context: The ideas and thoughts that the student receives from the picture should be mentioned and linked in a correct and meaningful sequence. 3. Conclusion: Bringing the composition to an end with carefully rounding off the thoughts, feelings and returning to the specific subject. <p>Points to be Kept in Mind While Writing a Picture Composition</p> <ul style="list-style-type: none"> • The content chosen must be directly related to the given picture while attempting picture composition. • Must maintain the connection and the focus between the picture and the content. • The full structure of the composition should be analysed in the mind before starting to write the composition. • As the word-limit is going to range between 100-120 words, must try to spread out the ideas so that there is variety of ideas in the composition. • Use of simple language and imagination is required. • Logical expression of the entire idea based on the picture will make it an effective composition. 	

SAMPLE

Study the picture given below. Write a short story or description or an account of what the picture suggests you. Your composition may be about the subject of the picture or you may take suggestions from it, however, your composition must have a clear connection with the picture.



The picture shows a tiger asleep on a tree. Through it, it aims to highlight an important concern of today that is the loss of habitat for tigers.

The world's population of tigers have some basic necessities in order to survive. These are water, food (which comprises of only preys as tigers are . carnivores) and forests where these animals can conceal themselves. When any of the above-mentioned requirements is not available, their chances of survival diminish naturally. Today, world over, tigers face this situation.

As human population and exploitation continue to grow, the forest cover tends to shrink. As more and more space is needed by the human population and they require the infrastructure- towns, roads, buildings etc, more and more forests and other natural habitats are being destroyed to make room for it.

Human beings are rapidly encroaching into wild areas which were once ruled exclusively by the tigers. Loss of habitat is only driving this animal to the verge of extinction. Without tall trees or grass, this animal can be easily hunted down by anyone. Moreover, as without the forests, even the tiger's prey cannot survive, so the former ultimately will die of starvation.

However, the government has taken a view of the grim situation and has reserved some essential forest covers as wildlife sanctuaries and national parks.

This particular percentage of the reserved area is not to be touched by man and his activities. Thus, we as humans, must realise our social responsibility and make an effort to let the tigers and other wild animals have their natural habitat intact. For if they are robbed off their home, the ecological balance gets disturbed.

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