



Period VI

Grammar: Phrases

Learning Objectives

Upon completion of this topic, learners will:

1. recognize kinds of phrases in sentences,
2. distinguish prepositional phrases from adjective and adverb phrases in sentences,
3. identify appositives and appositive phrases and the words they name,
4. apply participles and participle phrases in sentences,
5. identify gerunds and gerund phrases in sentences,
6. construct sentences using infinitive and infinitive phrases, and
7. compare and contrast independent and subordinate clauses.

1. PHRASES

In previous grades, we have read about **phrases**. Let us revise. Read the following text and identify the **phrases**.

1. The helicopter landed on the helipad at noon.
2. The dog sat by the door wagging its tail.
3. I was invited to join the PTA meeting.
4. We should not look down upon poor people.
5. He overcame all obstacles by dint of his courage.
6. The beggar could not save himself from the extreme cold.

As you can make out,

- these sets of words—*on the helipad at noon, by the door, to join, look down upon, by dint of, and from the extreme cold*—convey some sense, though not complete sense.

We can, therefore, call each of these groups of words (or parts of their respective sentences) a **phrase**.

MARK THIS...

- A **phrase** can take the form of, and function as, a **noun, adjective, verb, adverb, preposition** or a **conjunction**.
- A **phrase** has no subject or **verb**.

1 Identify the *phrases* and write your answers in your notebook.

1. This chair is made up of wood.
2. An axe was lying in the corner.
3. One suffers because of one's follies.
4. We could achieve our goal by dint of hard work.
5. This is an era wherein almost all are caught in the rat race.
6. Try to get to the root of the matter.
7. Honesty is the best policy.
8. Wish you a happy journey.
9. My breakfast often consists of a tea and two toasts with an omelet.
10. I lost my wallet yesterday.

Let us discuss two kinds of phrases: (a) **noun phrase**, and (b) **verb phrase**.

(a) Noun Phrase

Observe the following sentences.

1. I want *food*. (**noun**)
2. I want *to eat food*. (**noun phrase**)
 - In sentence 1., *food* is a **noun** and is the object of the **verb** *wants*.
 - In sentence 2., the group of words *to eat food* also is the object of the **verb** *wants* and so also does the work of a **noun**. This group has no subject and **verb**.

Thus a **noun phrase** is a group of words, which does the work of a **noun**.

- In the following sentences, the *noun phrase* (italic) is the subject of the **verb** (bold):

My friends **are** from Rwanda.
A stitch in time **saves** nine.
My new neighbor **is** very quarrelsome.
- In the following sentences, the *noun phrase* (italic) is the object of the **verb** (bold):

He **wants** *to get up early*.
 I **tried** *to win the match*.
 Sweet **are** *the uses of adversity*.
 He **likes** *junk food*.
 I **want** *to have a go* at the project.

REMEMBER...

- If you want to recognize a **noun phrase**, ask a question.
Playing soccer is his hobby. What is his hobby? *Playing soccer*
 I enjoy food with mango pickle. What does she enjoy? *Food with mango pickle*

- Secondly, it always works as a **noun**.
In above examples, 'it' is his hobby. and I enjoy 'it'. So 'it' works as a **noun**.

2 Identify the *noun phrases* in the following sentences and write your answers in your notebook.

1. I missed my old teachers.
2. I was sitting at home at our dining-room table.
3. I was the one responsible for giving her 'the good life'.
4. Then I noticed it... smoke pouring in through the seams of the ceiling.
5. My first year of high school felt awkward.
6. The school was twice as big as my old school.
7. My closest friends were sent to a different high school.
8. I wanted to meet new people.
9. My mother then ran out of the house.
10. Other firefighters ran into the house.

3 Fill in the blanks with appropriate *noun phrases* and write your answers in your notebook.

1. I want _____.
2. Do you want _____?
3. Will you like _____?
4. She has promised _____.
5. _____ gives me pleasure.
6. I enjoy _____.
7. _____ is enjoyed by the children.
8. He wishes _____.
9. _____ is bad.
10. Did you enjoy _____?

Appositive and Appositive Phrases

Sometimes we use two **nouns/noun phrases** for a single **noun/noun phrase**.

1. *My pet, Grace*, is missing.
2. *My daughters, Martha and Maria*, are out of station.

As you can make out,

- in sentence 1., **noun** *Grace* renames the **noun phrase** *my pet* right beside it, while in sentence 2., **noun phrase** *Martha and Maria* renames another **noun phrase** *my daughters* right beside it. Here *Grace*, and *Martha and Maria* are **appositive** and **appositive phrase** respectively.

Thus, the **noun/noun phrase** which renames another **noun/noun phrase** is known as an **appositive/appositive phrase**.

4 Identify the *appositives*/*appositive phrases* and write your answers in your notebook.

1. Where is Rosy, the birthday girl?
2. My dog, Bruno, will bark if you look scared.
3. My neighbor, Robert, caught her red-handed.
4. The burger, my favorite snack, is very expensive here.
5. Where is Lucy, your sister?

ACTIVITY 1

TARGETED COMPETENCY: Grammar Skills

Explain what **appositives** are, and identify them in sentences given, give examples of **appositive phrases** in sentences and brainstorm more examples constructing sentences.

(b) Verb Phrases

We know that a **verb** refers to a word or a group of words that expresses an action (such as *eat*), an event (such as *happen*) or a state (such as *exist*).

Now observe the following sentences.

1. I **am writing** a poem.
2. They **will play** a match tomorrow.
3. I **want to change** my house.
4. She **likes to celebrate** her birthday with her friends.

As you can make out,

- the highlighted parts are **verb phrases**, in sentences 1., and 2., each a combination of a **helping verb** and a **main verb**; and in sentences 3. and 4., each a combination of a **main verb** and an **infinitive**.

Thus a **verb phrase** is a **verb** with another word or words indicating tense, mood, or person.

Some more examples of the **verb phrases** are as follows:

1. I **have been living** here for ten years.
2. **Don't waste** water.
3. One **must love** one's country.
4. This shirt **has been bought** by me.
5. **Could** you **lend** me your pen?
6. He **succeeded to get** the water.
7. **Can** you **walk** on the ice?
8. Who **is invited**?

MARK THIS...

- A **verb phrase** is a combination of a **main verb** and a **helping verb** or an **infinitive**.
- A **verb phrase** works as a **verb** of the sentence while a **noun phrase** works as a **noun**.

5 In Exercises 1. and 2. above, identify the *verb phrases* and write your answers in your notebook.

(c) Other Phrases

Other phrases are **prepositional**, **adjective** and **adverb phrases**. In previous unit/grades, we have read about **prepositional**, **adjective** and **adverb phrases**. Let us revise.

Look at the following table.

Sentence	Prep. Phrase	Adj. Phrase	Adv. Phrase
1. I lead a life <i>free from care</i> .		✓	
2. Are you coming <i>just now</i> ?			✓
3. I bought a necklace <i>made of gold</i> .		✓	
4. That was the place <i>with a large number of people</i> .	✓	✓	
5. I like flowers <i>of red color</i> .	✓	✓	
6. She works <i>in a careful manner</i> .	✓		✓
7. He came <i>to this place</i> .	✓		✓
8. They went home <i>lock, stock and barrel</i> .			✓
9. I reached <i>at 4 o'clock</i> .	✓		✓

As you can make out,

- a **prepositional phrase** functions as an **adjective** when it answers the question *which one?* as in sentences 4. and 5. above. In that case, the phrase is known as an **adjective phrase**,
- a **prepositional phrase** functions as an **adverb** when it answers the questions *where/when/how?* as in sentences 7. (*where*), 9. (*when*), and 6. (*how*) above. In that case, the phrase is known as an **adverb phrase**, and
- a **prepositional phrase** is always an **adjective** or **adverb phrase** as you can see in sentences 4., 5., 6., 7., and 9. above but an **adjective** or **adverb phrase** is not always a **prepositional phrase** as you see in sentences 1., 2., 3., and 8. above.

6 In the following sentences identify the *prepositional, adjective or adverb phrases* and write your answers in your notebook.

1. Margie wrote a story *that night in her diary*.
Example: that night – **adverb phrase** □ in her diary – prepositional phrase working as an **adverb**
2. It was an old book.
3. There was a time when all stories were printed on paper.
4. They turned the pages, which were yellow and crinkly.
5. Tom found this book in his house.
6. He was a round little man with a red face.
7. He smiled at Margie and gave her an apple.
8. Tommy looked at her with very superior eyes.
9. I wouldn't want a strange man in my house to teach me.
10. She wanted to read about those funny schools.

WRITING 1

TARGETED COMPETENCIES: Writing, Grammar, and Creative Skills

How did you celebrate your birthday? Write a paragraph, draw the similar table as below, and identify different phrases.

Example:

Every year I do celebrate my birthday with my friends and relatives but this time I celebrated it in a different manner. I went to an orphanage. The inmates of the orphanage...

Noun Phrase	Verb Phrase	Adj. Phrase	Adv. Phrase	Prep./Adv. Phrase	Prep. Adj./Phrase
my birthday	do celebrate	different manner	Every year	with my friends and relatives	of the orphanage
my friends and relatives			This time	in a different manner	
				to an orphanage	

ACTIVITY 2

TARGETED COMPETENCIES: Grammar and Communication Skills

Discuss kinds of **phrases** and provide examples.

ACTIVITY 3

TARGETED COMPETENCY: Grammar Skills

Differentiate between **noun phrases** and **verb phrases** and provide examples.

2. VERBAL PHRASES

Now read the following sentences and identify the **verbs**.

1. Reading enhances your vocabulary.
2. The crying child looked here and there.
3. We eat to live.

As you can make out,

- in sentences 1., 2., and 3., **verbs** are *reading* and *enhances*, *crying* and *looked*, and *eat* and *to live*, respectively but some of these don't function as **verbs** only. They function as **noun**, **adjective** and **adverb** respectively. They are *reading* (**noun**), *crying* (**adjective**) and *to live* (**adverb**). These are **verbals**.

Thus, **verbals** are the **verbs** but function as **nouns**, **adjectives** or **adverbs**. Similarly, a **verbal phrase** based on a group of words functions as a **noun**, an **adjective** or an **adverb**.

- *Looking at the stars*, she was singing something.

7 Identify verbals/verbal phrases and write your answers in your notebook.

1. She came to achieve.
2. Like any number of teenaged sensations, Maria Sharapova lists fashion, singing and dancing as her hobbies.
3. After prolonged discussion, Einstein got his wish to continue his education in German-speaking Switzerland.
4. Einstein was highly gifted in mathematics and interested in physics.
5. After years of constant fighting, the couple finally divorced in 1919.
6. "A single bomb of this type . . . exploded in a port, might very well destroy the whole port together with some of the surrounding territory."
7. A travelling 'holy man', giving her his blessing, assumed that she wanted a son.
8. She informed them of her plans to earn money by working part time to pay her school fees.
9. Her climbing skills matured rapidly.
10. Equipped with an iron will, physical endurance and an amazing mental toughness, she proved herself repeatedly.

REMEMBER...

- A **verbal** looks like a **verb** but acts as a **noun**, an **adjective** or an **adverb**.
- A **verbal phrase** based on a group of words, acts as a **noun**, an **adjective** or an **adverb**.

There are three kinds of **verbal phrases**: (a) **gerund phrase**, (b) **participle phrase**, and (c) **infinitive phrase**.

(a) Gerund Phrase

In previous grades, we have read that **gerund**, a combination of a **verb** and *-ing*, works as a **noun**. Let us revise.

Read the following sentences and identify the **gerund**.

1. Swimming is my passion.
2. Reading is my hobby.
3. He likes driving.
4. I am painting.

As you can make out,

- in sentences 1. to 3., **gerunds** are *swimming*, *reading*, and *driving* respectively, but in sentence 4., *painting* is a **participle** and not a **gerund**.

Thus, **gerund** is a **noun** in the form of the **present participle** of a **verb** (that is, ending in *-ing*).

REMEMBER...

- A **gerund** is different from a **participle**.
- **Gerund** works as a **noun** while **participle** works as a **verb**.

Let us discuss **gerund phrase**.

Look at the following table.

Sentence	Gerund Phrase		
	Gerund	Direct Object	Modifier
<i>Swimming in hot water</i> is my passion.	Swimming		in hot water
<i>Reading poems by Shakespeare</i> is my hobby	Reading	the poems	by Shakespeare
He likes <i>driving on Sundays</i> .	driving		on Sundays
I love <i>painting with water colors</i> .	Painting		with water colors

As you can make out,

- a **gerund phrase** has a **gerund** and a direct object and/or a modifier, and
- a **gerund phrase** like a **gerund** works as a **noun**.

REMEMBER...

- Every **gerund phrase** is a **noun phrase** but every **noun phrase** cannot be a **gerund phrase**.
 - She is fond of *watching stunt movies*.
(gerund phrase / noun phrase)
 - *Getting up early* is a good habit.
(gerund phrase / noun phrase)
 - I went to the market and bought *dresses and games* for her.
(noun phrase)

8 Identify the *nouns*, *gerunds* or *noun/gerund phrases* and write your answers in your notebook.

1. Have you tried to win her over?
Example: noun phrase—to win her over
2. He denied doing the mischief.
3. His having his own way caused his doom.
4. She dislikes having to keep pet animals.
5. I know cooking this dish.
6. Laughing at others is not good.
7. He likes respecting his elders.
8. Visiting new places gives him pleasure.
9. The poor man was ready to do his bit.
10. I enjoy going about my job seriously.
11. To act like this isn't good.
12. His winning the game surprised me.
13. Going about places is his hobby.
14. I don't like having to do such a thing.
15. Promise to be good.
16. She tried to tidy up the room.
17. Today we will start writing sentences.
18. Your behaving like this surprises me.
19. A walk every morning helps you.
20. The tired traveler lay there.
21. Abusing is not my trait.
22. I am scared of flying.

(b) Participle Phrase

In previous grades, we have read about **participles** which work as **adjectives** or **nouns**. Let us revise.

Read the following sentences and identify the **participles**.

1. Have you completed your job?
2. The child is crying.
3. He has just written a letter to her sister.

As you can make out,

- in sentences 1. and 3., *completed* and *written* are **past participles** respectively,
- in sentence 2., *crying* is the **present participle**.

Thus, **participle** is a word formed from a **verb**, ending in *-ing* (= the **present participle**) or *-ed*, *-en*, etc. (= the **past participle**).

Now let us discuss **participle phrases**.

Look at the following table.

Sentence with Participle Phrase	Present Participle	Past Participle	Perfect Participle
1. <i>Having finished his dinner</i> , he retired to his bed.			Having finished
2. <i>Talking to her on the phone</i> , she frowned many times.	Talking		
3. Look at the stars <i>glittering in the sky</i> .	glittering		
4. <i>Fallen from the cot</i> , the child sustained many injuries.		Fallen	
5. I always wear <i>ironed clothes</i> .		ironed	
6. <i>Having won the match</i> , the players celebrated their victory.			Having won

As you can make out,

- a **participle phrase** can be formed using a **present participle**, a **past participle** or a **perfect participle**, and
- every **participle phrase** works as an **adjective** as it modifies a **noun** or a **pronoun**—as in sentences 1. and 2., **pronouns**—*he* and *she* respectively; and in sentences 3., 4., 5., and 6., **nouns**—*stars*, *child*, *clothes*, and *players* respectively.

MARK THIS...

- Never confuse between a **gerund phrase** and a **participle phrase**.
 - **Running for the school bus** is his everyday activity. (*gerund phrase*)
 - I often see him **running for the school bus**. (*participle phrase*)
- A **participle phrase** works as an **adjective**, and consists of a **present participle**, a **past participle**, or a **perfect participle**.

9 Identify the *participles* or *participle/gerund phrases* and write your answers in your notebook.

1. One little boy ran between his father's legs, brimming over with life and laughter.
2. It was a flowering mustard-field, pale like melting gold.

3. Forgetting his parents, he began to gather the raining petals in his hands.
4. He was filled with an overwhelming desire to possess them all.
5. A snake-charmer stood playing a flute to a snake which coiled itself in a basket.
6. Men, women and children, carried away in a whirling motion, shrieked and cried with dizzy laughter.
7. He ran from where he stood, crying in real fear.
8. Having run to and fro in a rage of running for a while, he stood defeated, his cries suppressed into sobs.
9. A man in the surging crowd heard his cry.
10. Stooping with great difficulty, he lifted him up in his arms.
11. Where are you going this time?
12. Have you completed your work?
13. He walked around touching one person here and another there with his icy fingers.
14. He got a little money by letting others paint pictures or him.
15. But at the edges it was turning yellow with age.

(c) Infinitive Phrase

In previous grades, we have read about **infinitives**. Let us revise. Read the following sentences and identify the **verbs** which do not change according to the subject or the tense.

1. She wants to attend the party.
You want to attend the party.
I want to attend the party.
2. Do you want to watch the movie?
Does she want to watch the movie?
Do they want to watch the movie?

As you can make out,

- the **verbs** — *to attend* and *to watch* — do not change according to the subject or the tense.

Thus, an **infinitive** does not change according to the subject or the tense, and is the basic form of a **verb** such as *be* or *run*.

Now look at the following table.

Sentence with an Infinitive Phrase	Noun	Adjective	Adverb
To write every day improves your handwriting and grammar.	✓		
To see you was my dream.	✓		
Every month I buy four novels to read on Sundays .		✓	

She knows the best way to make her dishes tasty.		✓	
I decided to help him.			✓
My uncle opened his briefcase to give us our gifts.			✓

As you can make out,

- an **infinitive phrase** works as a **noun**, an **adjective** or an **adverb**.

Also learn more about **infinitive phrases**:

- Sometimes **infinitive phrases** do not have *to*:
 - We should not *waste electricity*.
 - He might *change his decision*.
- Sometimes **infinitives** follow other **verbs**:
 - I let her *know the truth*.
 - He made me *feel at home*.

10 Read the following sentences and identify the *infinitive phrases*. Write your answers in your notebook. Also write if the phrase works as a *noun*, an *adjective* or an *adverb*.

Example:

I want to see the last leaf fall before it gets dark.

to see the last leaf fall: **infinitive phrase** working as an **adverb**

1. You are not going to die.
2. Promise not to look out of the window while I paint.
3. I have to paint an old miner.
4. She refuses to eat or drink.
5. Sue drew the curtains together and they went to the next room.
6. In a feeble voice she asked Sue to draw the curtains.
7. You have to live for your friends.
8. To want to die is a sin.
9. Johnsy now has the will to live.
10. The job of the janitor is to look after a building.

11 In the following sentences identify the *infinitives/infinitive phrases* and write your answers in your notebook.

Example: She would *lie in her bed* without moving, (**infinitive phrase**)

1. Medicines will not help her.
2. The leaves will fall.
3. Suddenly Sue heard Johnsy whisper something.
4. The doctor is confident that you will get better.
5. I can't draw the curtain for I need the light.

6. Let me go away peacefully like one of those poor, tired leaves.
7. I will come with you and see Johnsy.
8. She would look out of the window and find the leaf still there.
9. Now I must go downstairs and see Behrman.
10. Then I will sleep forever.

REMEMBER...

- When *to + v1* is used in an **infinitive phrase**, the **phrase** works as a **noun/adjective/adverb**.
- An **infinitive verb** can also be used without *to* or with another **verb** in an **infinitive phrase**.

ACTIVITY 4

TARGETED COMPETENCIES: Teamwork and Grammar Skills

Let the learners be divided in groups. Each group has to provide examples of a particular **phrase**. The activity should be repeated with every group.

ACTIVITY 5

TARGETED COMPETENCIES: Teamwork and Grammar Skills

Let the learners be organized into groups to discuss **gerunds**, **infinitives**, and **participles** in various sentences with examples; learners must actively and correctly identify and use **gerunds**, **infinitives**, and **participle phrases** in sentences. Brainstorm more example constructing sentences.

3. PHRASAL VERBS

We have read above about **phrases**. Let us discuss **phrasal verbs**.

A **phrasal verb** is a **verb + preposition** or **adverb**:

Examples: • *go + up* • *take + away* • *look + after* • *look + forward to* • *go + off*

The meaning of the **phrasal verb** may be close to the meaning of the **verb**:

1. Please *sit down*, you look tired.
2. *Stand up* when the headmaster comes into the classroom.

Usually, though, the meaning of the **phrasal verb** is very different from the **verb**:

1. When my alarm clock *goes off* in the morning at five o'clock, it wakes everyone in the house.
2. Many young girls *look after* their younger siblings.
3. To get to the post office, *carry on* along this road for about 100 meters. It's on the left.

Several different **phrasal verbs** are made from the same **verb**: e.g. *take off* your shoes • *take up* a new sport (= start doing) • *take out* money from the bank.

Many **phrasal verbs** have more than one meaning: e.g. I won't *get through* all my homework this evening (= finish) • I can't *get through* to the school on the phone (= make contact) • do you think you'll *get through* the examination? (= pass).

12 Fill in the blanks with appropriate endings to the *phrasal verbs* and write your answers in your notebook.

1. That guy must be bluffing; his story just doesn't add _____.
2. The news media likes to size _____ every new face that makes a foray into the political scene.
3. The mysterious man who lives next door has turned _____ our invitation to dinner.
4. Before signing an agreement, you can always walk _____ if you're not convinced about it.
5. When my younger sister was pursuing higher studies, she relied _____ me for financial support.
6. Please don't mess _____ my room; I'd arranged my things only yesterday.
7. He was born rich; how did he end _____ being so poor in his old age?
8. The king was brave and he led his troops to fend _____ the invaders.

13 Match the meaning of the *phrasal verb* 'make up' in the sentences with the dictionary entries. Write your answers in your notebook.

Note: There are more definitions in the dictionary than you need.

1. Sheets of tin nailed to posts *make up* the house.
2. The two brothers often argue but they always *make up* quickly.
3. We have to *make up* a poem for homework.
4. My older sister *makes up* her face every morning with powder and lipstick.

<p>make up <i>phr v</i> 1 make sth ⇔ up to invent a story or an excuse: <i>Ron made up an excuse.</i> 2 make up sth to combine together to form something: <i>the rocks and minerals that make up the Earth's outer layer</i> 3 make it up to sb to do something good for someone because you feel responsible for something bad that happened to them 4 to become friends with someone again, after an argument 5 make sb ⇔ up to put colored substances on someone's face, in order to improve or change their appearance</p>

ACTIVITY 6

TARGETED COMPETENCY: Grammar Skills

Brainstorm and generate examples of various phrasal verbs you have learnt above.

4. CLAUSES

In previous grades, we have read about **clauses**. Let us revise.
*Read the following sentences and identify **clauses**.*

1. *I want* a glass of water.
2. a tree laded with apples
3. Can *you come* tonight?
4. a place full of people

As you can make out,

- sentences 1. and 3. have a **subject** and a **verb** each while 2. and 4 have no **subject** or **verb**. Therefore, sentences 1. and 3. can be called **clauses**.

Thus, a **clause** refers to a group of words that includes a **subject** and a **verb**, and forms a sentence.

REMEMBER...

- A **clause** is that part of a sentence which has a **subject** and an (only one) **finite verb** of its own.

There are five types of **clauses**: **independent clauses**, **dependent clauses**, **noun clauses**, **adjective clauses**, and **adverb clauses**.

(a) Independent and Dependent Clauses

We have read in previous period about **independent clauses** having separate existence and **dependent clauses** dependent on other clauses. Let us revise.

*Read the following and identify **dependent/independent clauses**:*

1. I congratulated my brother who had won the match.
2. When I reached, it was raining.
3. He is reading.

As you can make out,

- in sentences 1. and 2. clauses *I congratulated my brother*, and *it was raining*, can stand independently. Therefore, they are **independent clauses**, and **clauses** *who had won the match*, and *When I reached*, cannot stand independently and depend on the independent clauses. Therefore, they are **dependent clauses**.
- sentence 3. itself is an **independent clause**.

Let us discuss the **independent** and **dependent clauses** in detail.

- A clause that can stand independently is called the **main** or **principal clause** or **independent clause**. **Independent clauses** are joined by **coordinating conjunctions** such as *and, or, either...or, but, yet*, etc. as you see below in sentences 1.-9.

- A clause that cannot stand alone and is dependent on another clause is called a **dependent clause** or **subordinate clause**.
- **Subordinate clauses** are joined to their **main clauses** with the help of **subordinating conjunctions** such as *that, who, why, what, when*, etc. as you see below in sentences 10.-18.
- In the following examples, clauses underlined once and twice are **independent** and **dependent clauses** respectively. Also focus on the **conjunctions** in bold.
 1. Children derive great pleasure from playing games **and** cannot do without their daily dose of playing time.
 2. He is not only foolish **but** (he is) also arrogant.
 3. Jennifer recited a patriotic poem **and** Rosy presented an act of break dance.
 4. He is **either** ignorant **or** he has gone insane.
 5. Something was certainly amiss, **for** I could sense tension in the air.
 6. I was all right; **only** I felt drained out.
 7. I picked up my bag, started the motor cycle **and** left for college.
 8. The four sons were lazy, **so** their father wanted them to learn a lesson **that** they would never forget.
 9. He is a corporate lawyer **and** (he is) an orator par excellence **who** has never lost a case **while** his wife is a public prosecutor who is dreaded for her merciless grilling.
 10. He loves the work **that** he does.
 11. I do not know **what** you are saying.
 12. He has been punished **because** he lied.
 13. The criminal confessed **that** he was guilty.
 14. The minnows lost the match **although** they gave the favorites a run for their money.
 15. Give me **whatever** is ready to eat.
 16. I do not know **why** the consignment has not arrived yet.
 17. Do you know **where** you were born?
 18. **That** the lapse will not occur again is our unanimous resolve.

REMEMBER...

- A **clause**, which has an independent meaning and on which the other **clause(s)** depend(s), is called the **independent clause**.
- A **clause**, which has no independent meaning and depends on the other clause, is called the **dependent clause**.

- **Independent clauses** are connected by **coordinating conjunctions**.
- **Independent** and **dependent clauses** are connected by **subordinating conjunctions**.

14 Identify the *independent/dependent clauses* and write your answers in your notebook.

1. He practiced daily and became a professional in no time.
2. It was owing to his diligence that he emerged as the victor.
3. He saved the child though he had put his own life at risk.
4. Joseph decided to lie down for a while because he was feeling dizzy.
5. Neither a borrower, nor a lender be.
6. Those who have no reason to smile are indeed poor.
7. Why are you looking so forlorn?
8. Blessed is he who doesn't have to make an effort to feel cheerful.
9. My father works in a private organization but my mother is a government servant.
10. How is your grandfather now?
11. You and your sister can participate as a team in this competition.
12. Can you tell me when the storm is predicted to occur?
13. That she is down with typhoid is true.
14. Momolu was expelled from the school because he did not mend his ways even after repeated warnings.
15. The tomatoes are quite fresh while the potatoes are rotten.

ACTIVITY 7

TARGETED COMPETENCY: Grammar Skills

The learners identify the **dependent/independent** clauses and the teacher discusses in between how they are connected using **connectors**.

(b) Noun Clauses

We have read about **noun phrases**. Now let us discuss **noun clauses**.

Observe the following sentences.

1. The man wants *to eat food*. (**noun phrase**)
2. The man wants *that he should eat food*. (**noun clause**)

As you can make out,

- in sentence 1., the group of words is a **phrase**, and
- in sentence 2., the group of words has a subject and a predicate of its own. It is therefore a **clause**. This **clause** is the **object** of the **verb** *wants* and does the work of a *noun*. So it is a *noun clause*.

A **noun clause** is a kind of **subordinate/dependent clause** that can be used in one of the cases or functions in which, normally, a **noun/noun phrase/pronoun** is present—subject, object or complement, etc.—in a sentence.

1. *That time and tide wait for none* holds true.
(as a *subject* of **verb**)
2. *Why she was sobbing* remains a mystery.
(as a *subject* of **verb**)
3. Please tell *who the next captain will be*.
(as an *object* of **verb**)
4. She explained *why we should be honest*.
(as an *object* of **verb**)
5. I am fully convinced with *what she told*.
(as an *object* of **preposition**)
6. There is nothing significant in *how we look*.
(as an *object* of **preposition**)
7. This is *what is really needed*. (as *complement* of **verb**)
8. One becomes *what one aspires to be*.
(as *complement* of **verb**)
9. The research finding, *man evolved from monkey*, appears to be true. (as *case in apposition* to **noun**)
10. The belief, *ghosts are real*, is nonsense.
(as *case in apposition* to **noun**)

As you can make out, the italicized clauses:

- in sentences 1. and 2., act as the *subjects of the verbs*;
- in sentences 3. and 4., act as the *objects of the verbs*;
- in case of sentences 5. and 6., act as *objects of the prepositions*;
- in sentences 7. and 8. form the *complements of the respective verbs*; and
- in sentences 9. and 10., are in *apposition* to **nouns**.

Thus, all the italicized clauses are **noun clauses**.

15 Fill in the blanks with suitable *noun clauses* and write your answer in your notebook.

1. _____ puzzles me.
2. Try to remember _____.
3. My happiness, _____ proved momentary.
4. She told me _____.
5. Listen with rapt attention to _____.
6. Do _____.
7. The information _____ helped the police nab the terrorists.

8. He knows _____.
9. The news _____ came as a surprise to me.
10. I do hope _____.

16 Rewrite the following sentences using a *noun clause* in each sentence and write your answers in your notebook.

1. She was afraid of losing.
2. My aim is to run this business on a grand scale.
3. The student did not listen to his teacher.
4. He hopes to reach here next week.
5. He denies stealing the book.
6. I heard of his arrival.
7. I know of his honesty.
8. She promised to help me.
9. The man denied his involvement.
10. She hopes to recover soon.

17 Combine each set of the following sentences into a single sentence using a *noun clause* and write your answers in your notebook.

1. What she is going to do? I don't know this.
2. How he can say all this? I still wonder.
3. Why is she always sad? Does anybody know this?
4. What is wrong with everybody here? Nobody knows this.
5. He does not recognize his own parents. Isn't it very strange?
6. She should look attractive. This is her desire.
7. When is he coming? I do not know.
8. The child has been recovered by the police. The news is pleasing.
9. The man is not guilty. I believe it.
10. He is going somewhere. The place is not known.

(b) Adjective Clause

Observe the following sentences.

1. The house *with a big gate* is mine. **(adj. phrase)**
2. The house *which has a big gate* is mine. **(adj. clause)**

As you can make out,

- in sentence 1, the group of words *with a big gate* is an **adjective phrase**.
- in sentence 2, the group of words *which has a big gate* is a **clause** as it has a subject and a predicate of its own. As this clause qualifies the **noun** *house*, it does the work of an **adjective**. It is therefore an **adjective clause**.

A group of words that has a subject and a predicate of its own and does the work of an **adjective** is called an adjective clause, with respect to a **noun/noun phrase/pronoun**.

1. *The beggar* **who begs in the street ahead** was once a rich merchant.
2. *The woman* **who is knitting a sweater** is my aunt.
3. He is *the local councilor* **who invited me for/to dinner**.
4. It is *the place* **where pilgrims congregate in large numbers**.
5. *The doctrine*, **which no one dares to question**, dies hard.

In the above sentences, the (*italicized*) nouns are qualified by their respective (bold) clauses. Therefore, these clauses are **adjective clauses**.

18 Supply *adjective clauses* in the blanks and write your answers in your notebook.

1. I do not like the movies _____.
2. There is a bridge on the river _____.
3. The old man _____ was actually lame.
4. My brother purchased a ready-made shirt from the supermarket _____.
5. The deer was killed by the lion _____.
6. He possessed a lamp _____.
7. The rose _____ has a sweeter fragrance.
8. This place _____ has become a forum for peaceful protests.
9. The milk _____ has become very costly.
10. The Metro trains _____ provide for a magnificent view.

19 Combine each pair of sentences using an *adjective clause* and write your answers in your notebook.

1. The car is red. This car is mine.
2. Anne danced. It made the people also dance out.
3. The police caught the man. He was hiding behind the bush.
4. He went to a hill. He settled there.
5. She bought a book. It had many stories in it.
6. He bought a bike. It was expensive.
7. He bought a book for her. She did not like the book.
8. I gave an outstanding performance. All appreciated it.
9. It was a beautiful picture. It outdid all others.
10. He was accused of theft. He denied it.

(d) Adverb Clause

Observe the following sentences.

1. He fought *bravely*.
2. He fought *in a brave manner*.
3. He fought *as a brave man fights*.

As you can make out,

- in sentence 1, the word *bravely* modifies the **verb** *fought*. So the word *bravely* is an **adverb**.
- in sentence 2, the group of words *in a brave manner* modifies the **verb** *fought* and does the work of an **adverb**. As this group of words does not have a subject and a predicate, it is an **adverb phrase**.
- in sentence 3, the group of words *as a brave man fights* modifies the **verb** *fought* and does the work of an **adverb**. As this group of words has a subject and a predicate of its own, it is an **adverb clause**.

Thus, an **adverb clause** is a group of words that has a subject and a predicate of its own and does the work of an **adverb**. It modifies the sense of a **verb**, **adjective** or an **adverb**.

1. Everyone in the courtroom stood up *when the judge arrived*.
(**verb** modified with respect to *time*)
2. David lost self-control *whenever he saw sweets*.
(**verb** modified with respect to *occasion*)
3. She danced *when her cousin sang*.
(**verb** modified with respect to *time*)
4. *Wherever we may go*, we will find the same atmosphere.
(**verb** modified with respect to *place*)
5. We should start from *where we had left*.
(**adverb** ‘where’ modified with respect to *place*)
6. While traveling, take a bottle of water along *so that you may quench your thirst on the way*.
(**verb** modified with respect to *purpose*)
7. Guard yourself against the extreme cold *lest you should catch it*.
(**verb** modified with respect to *purpose*)
8. I will attend the function *provided I get an invitation*.
(**verb** modified in context of *condition*)
9. *Since his father is no more*, he must earn to support his family.
(**verb** modified with respect to *reason*)
10. Anne is not so good in games *as to defeat the challenger*.
(**adjective** modified with regard to *comparison*)

KEEP IN MIND...

- **Adverb clauses** can indicate *place, time, reason, purpose, condition, result, comparison, etc.*
- The **conjunctions** such as *where, when, why, how, so that, if, lest, etc.*, are used to indicate the various elements of a sentence.

20 Supply suitable *adverb clauses* in the blanks and write your answers in your notebook.

1. Poachers illegally enter forest reserves _____.
2. She should put in a greater effort _____.
3. _____ I will surely help her.
4. He did not get _____.
5. She spoke in such a low voice _____.
6. The watch is much more expensive _____.
7. _____ normalcy in our relationship cannot be regained.
8. Will you explain _____?
9. _____ she does not mix with others readily.
10. They could return from the picnic _____.

21 Find out *adverb clauses* in the following sentences and write your answers in your notebook.

1. You may eat whatever you like.
2. He went into hiding where he could not be seen.
3. Why do you worry about the result since you have done quite well?
4. Wait where you are.
5. You can't be a good athlete if you do not lose this extra fat.
6. Can you wait till I return?
7. I do whatever I think right.
8. He acted as was expected of him.
9. You will escape punishment because you have spoken the truth.
10. You may go wherever you want.

ACTIVITY 8

TARGETED COMPETENCY: Grammar Skills

Classify **verbal phrases** that function as **noun**, **adjective**, or **adverb**. Also use those **verbal phrases** in your own sentences.
(Teacher's Note: You can write some sentences on the board and conduct the above activity. You can also ask the learners to choose a passage in the book for the purpose.)

ACTIVITY 9

TARGETED COMPETENCY: Grammar Skills

Identify the **noun**, **adjective** and **adverb clauses** in the given paragraph.
(Teacher's Note: You can write some passages on the board and conduct the above activity. You can also ask the learners to choose a passage in the book for the purpose.)

WRITING 2

TARGETED COMPETENCIES: Writing, Handwriting and Grammar Skills

Write a paragraph of your choice and identify the *noun*, *adjective* and *adverb clauses*.

Example: One who has no friends is really poor...

- who has no friends: **adjective clause**

5. EXPOSITION

An **expository composition** explains something in detail as its name suggests. It has a lot of exposure. **Expository compositions** are of many kinds and **compare and contrast essay** is one of them. We can compare and contrast any two characters, ingredients, gadgets, objects, etc.

Example 1.

Letters and Emails

Letters and emails are very important for us. Both are informative and a valuable means of keeping in touch with our relatives and friends. When they are received, they make us happy and we are eager to read them. In places, where there is no facility of internet, people keep waiting for the letters from their dears and nears.

But there is a big difference between letters and emails. Letters are handwritten and emails electronic. Emails are timesaving, and the moment they are written, they are received by senders. Unlike a letter, an email takes not much time to type. Besides, we can send pictures, videos, audio clips, etc. with emails which we find difficult in case of letters. Unlike letters, emails can be preserved for a long time.

Example 2:

The Ball Poem by John Berryman vs. **Ozymandius** by Percy Bysshe Shelley

Both poems stress the bitter truth of life, that is, nothing lasts in this world, whether commodity or life. So, we must bear that loss courageously and move on as moving on is life. In **The Ball Poem**, the child loses his precious ball. Instead of consoling the boy, the poet wants the child to learn with the passage of time that nothing is permanent here. Similarly, in **Ozymandius**, the colossus statue of one of the great rulers, **Ozymandius**, is lying on the earth, broken to pieces and difficult to identify. Ironically the great ruler died and even his statute too, signifying that death or destruction is inevitable.

While in **The Ball Poem**, the poem stresses the fact of temporariness through a ball, an insignificant item, in **Ozymandius**, the poem stresses the same fact through the destruction of a colossus statue and the king's death.

As you can make out,

- the above expository essays compare and contrast letters and emails, and two poems—each with two paras, the first para explaining similarities and the last para describing dissimilarities.

MARK THIS...

- We can **compare** or **contrast** any two or more literary pieces. **Comparison** refers to **similarities** while **contrast** refers to **dissimilarities**.

22 Read the following and answer in your notebook.

1. You must have read many poems, novels or dramas by different authors. *Select any two poems, two dramas, or two novels; and compare and contrast them.* You can comment on their writing styles, use of literary devices, etc. You can also select any two characters and compare and contrast them.
2. Currently you are in tenth grade. *What similarities / dissimilarities you find when you were in ninth grade and when you are in tenth grade?*
3. There was a time when we had no gadgets like cell phone, computer, electronic washing machine, etc. But today science has equipped us with all these. *How is life today different from that period? Compare and contrast.*
4. *Compare and contrast any two friends of yours.*

ACTIVITY 10

TARGETED COMPETENCIES: Literary, Innovation, Writing and Reading Skills

Develop the topics given in **compare and contrast essays** and read them out in your class.

(Teacher's Note: You can write some topics on the board and ask the learners to expand those topics in **compare and contrast essays**. Encourage them to read aloud their write-ups in the class.)

POWERPOINT PRESENTATION

TARGET COMPETENCIES: Literary, Innovation, and Digital Skills

Select two persons, for example one your favorite sportsman and the other your favorite film star. Research on the net and find out their similarities/dissimilarities. Make a PowerPoint Presentation.