

# Basic English Grammar Module

## Unit 2A: The Verbal Group: Finites and Non-Finites

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### Objectives of the Basic English Grammar module

As a student at any level of University study, when you write your assignments or your thesis, your writing needs to be grammatically well-structured and accurate in order to be clear. If you are unable to write sentences that are appropriately structured and clear in meaning, the reader may have difficulty understanding the meanings that you want to convey. Here are some typical and frequent comments made by markers or supervisors on students' written work. Such comments may also appear on marking sheets which use assessment criteria focussing on your grammar.

- *Be careful of your written expression.*
- *At times it is difficult to follow what you are saying.*
- *You must be clearer when making statements.*
- *Sentence structure and expression poor.*
- *This is not a sentence.*
- *At times your sentences do not make sense.*

In this module we are concerned with helping you to develop a knowledge of those aspects of the grammar of English that will help you deal with the types of grammatical errors that are frequently made in writing.

### Who is this module for?

All students at university who need to improve their knowledge of English grammar in order to write more clearly and accurately.

### What does this module cover?

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Unit 1A	Grammatical Units: the structure and constituents of the clause/sentence
Unit 1B	The Noun Group: the structure and constituents of the noun group
Unit 2A	The Verb Group: Finites and non-Finites
Unit 2B	The Verb Group: Tenses
Unit 3A	Logical Relationships between Clauses
Unit 3B	Interdependency Relationships between Clauses
Unit 4	Grammar and Punctuation

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## References

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## Introduction

In Unit 1A we looked at the main parts of the grammar - clauses, phrases, groups, words and morphemes - and each were briefly described. In Unit 1B we looked at the noun group in detail. In this unit we want to focus just on the **verbal group** i.e. verbs and the words associated with verbs and in particular, at finite and non-finite verbal groups.

You may find this unit useful if your writing has problems within the verbal group. The problems may be something like the following:

Example 1: They already **been tested**.

Example 2: He **to attempt** the exam after the holidays.




Example 3: Naturally, **delayed** in finding a first job.

## Objectives of Unit 2A

After you have completed this unit, you should be able to:

- identify finite and non-finite verbs
- identify Subjects
- identify an appropriately constructed sentence of one clause

## Exercises

These are marked with the icon  and you should try to complete them before checking your work in the **Answer Key**, marked  .

## Answer Key to all Exercises

This can be found at the end of the Unit.

## 1.0 The Verbal Group

The clause in English has a number of functions. One of these functions is to allow the writer/speaker to exchange information with the reader/listener. How does the clause do this? Read the short dialogue that follows:

**You** *did* it.

No **I** *didn't* do it.

Yes, **you** *did*.

**I** *didn't*.

**You** *did*.

OK, *maybe* **I** *did*.

Notice that **two** pieces of information are being tossed backwards or forwards, or argued about. The first piece of information, in **bold**, is what we are arguing about. We call this the **Subject**.

The second piece of information, in *italics* shows the speaker's judgement in relation to the Subject. This is called the **Finite**. The **Finite** is part of the verbal group (which will be discussed in detail later). Notice that up until the final clause in the dialogue, all the **propositions** (or statements) are presented as being either **yes** or **no** (*did* or *didn't*). The final clause introduces some doubt (*maybe*). This makes the proposition or statement less definite and more arguable. It is an example of what is called **modality**.

Together the **Subject**, the **Finite** and any **modal** elements make up what is called the **Mood** of the clause. The rest of the clause is called the **Residue**.

*Example:* They have little disposable income.

They	<b>Subject</b>	<b>MOOD</b>
have	<b>Finite</b>	
little disposable income		<b>RESIDUE</b>

So, the mood structure of the clause enables us to exchange information, using the Subject and the finite verb. This is why they are so important in enabling you to write complete sentences. If the Subject and finite verb aren't there, then the information you want to give the reader is incomplete; your position on the information is incomplete and can't be argued.

We now want to look at these elements - the Subject and the Finite - in more detail. In order to do this we are going to focus on a sentence that has just one clause. We will begin by looking at the Subject first.

## 1.1 The Subject

If you are making a statement that consists of just one clause the Subject, the thing or person or idea you are going to talk about, usually comes first. This Subject is almost always a nominal group - a pronoun, noun or noun group.

The following are some examples of Subjects within clauses.

SUBJECT	FINITE	RESIDUE
<b>Pronouns</b>		
It	is	photodissociated.
They	have	little income.
This	constitutes	murder.
<b>Nouns</b>		
The flatworms	can penetrate	the skin.
The patient	receives	a tepid sponge.
Asthma	is	troublesome.
Carbon dioxide	acts	as a blanket.
<b>Noun Group</b>		
The two main views	are	contradictory.
The influence of Marx	is not	very apparent.
People's ways of thinking	are	important.

**Notice** that as you read down the list of Subjects, the nominal or noun groups that make up the Subject become increasingly more complex. The use of complex noun groups like these in the Subject position is typical of academic writing.

Now practice identifying Subjects.

### Exercise 1

Following are two short passages. Underline the Subjects in each sentence.

## Text 1

*The external structure of a leaf can be seen with the naked eye. It consists of a lamina, a petiole and a network of veins. The internal structure of a leaf is visible through a microscope, which reveals specialised cells. These structures are all related to the main function of the leaf for the plant, which is photosynthesis. In the leaf most of the organic materials for the plant are manufactured.*

## Text 2

*In a functioning flowering plant, both photosynthesis and respiration occur. When we look at the generalised equations, they appear to be the reverse of each other. However, this is a serious misunderstanding. Each process is a series of enzyme-catalyzed reactions and the sequence in one is not the reverse in the other; the enzymes involved are not all the same.*

★ ★ You can now check the answers in the Answer Key at the back of the unit.

### 1.1.1 Complex Noun Group Subjects

When a complex noun group is the subject of a clause you have to be sure that you know which word is the **head noun**. This is the noun around which the noun group is built. It is this noun that must be in agreement with the verb in the clause so you always have to track back to the head noun of the Subject and check whether it is singular or plural. See also Unit 1B for more explanation on this.

**Example:**     Two key principles of risk management has been found to be crucial for the workplace.

In the example above the Subject is *Two key principles of risk management*. The head word in this noun group is *principles*. It is plural so the verb must have the plural form *have*.

**Two principles of risk management have been found to be crucial for the workplace.**

### ★ Exercise 2

Identify the Subjects in the following sentences. Underline the head noun of the Subject and then choose the correct form of the verb.

1. *Reliability of measures (was/were) good.*
2. *Over the 12 year period, a miscarriage rate of 12% in Area X (compare/compares) with 9% in three adjacent areas.*
3. *The hypotheses that girls would use the telephone more frequently than boys and*

- spend more time per call on the telephone (was/were) not supported.*
4. *The partition of solutes between two immiscible phases (is/are) important in many aspects of pharmaceutical science.*
  5. *A titration in which the end-point is determined by observing changes in the voltage of an electrochemical cell (is/are) usually referred to as a potentiometric titration.*

★ ★ You can now check the answers in the Answer Key at the back of the unit.

We have looked at one important element that we need to construct a sentence of one clause - the Subject. Now we will look at the second element – the Finite.

## 1.2 The Finite Verbal Group

The **verbal group** is made up of a **main verb** and the words that relate to the verb in the group.

Look at the following short text. The verbal groups have been underlined. Boundaries between clauses are marked with //.

### TEXT 1:

*The science of classification is called taxonomy.// Classification systems are made up by biologists.// This leads to the arbitrary nature of classification systems.// Taxonomies reflect our current knowledge of the world of living things.// Because our knowledge is always increasing// as new organisms are discovered// classification schemes are always changing.// Information and ideas may be interpreted in different ways.// Consequently no single classification scheme is accepted by all biologists.//*

Notice that each clause has a verbal group and that some of the verbal groups consist of one word only and others consist of more than one word.

If these verbal groups are set out in a table, the parts of the verbal group will be easier to see.

### Verbal Group Structure in Text 1

Verbal Group	Finite Verb	Auxiliary Verb	Main Verb
1 is called	is		call(ed)
2 are made up of	are		ma(d)e up of
3 leads to	leads		lead(s) to
4 reflect	reflect		reflect
5 is increasing	is		increase(e)(ing)
6 are discovered			
7 are changing			
8a may be interpreted			
8b is accepted			

As the Table shows, the structure of the verbal group in English can consist of a number of possible elements:

1. the **main verb** - this contains the content information i.e. it tells us what type of activity is occurring
2. a **finite verb** - this gives us information about the verb in relation to the speaker/writer. It is in terms of their relationship to time (**tense**) or judgement (**modality**).
3. an **auxiliary verb** e.g. have, been, be - this gives further information about tense.

### ★ Exercise 3

Complete the table above from numbers 6-8 by analysing the structure of the verbal groups.

★ ★ You can now check the answers in the Answer Key at the back of the unit.

Did you have trouble doing this? If so, the next section will explain the parts of the verbal group in more detail.

When you have completed the Table, look more carefully at the column that contains the **finite verbs**. This is what we want to concentrate on for the moment.



### 1.2.1 The Finite: Time and Modal Operators

Finite verbs can give us information about three things:

1. primary **tense** - whether the event or happening is in the **past**, the **present** or the **future**.
2. polarity - whether the proposition/statement presented in the clause is **positive** or **negative** (**is** or **is not**, **will** or **will not**).
3. the speaker/writer's **judgement** about or **attitude** towards the proposition:
  - How likely or possible is it using **may**, **can**, **might** etc.?
  - What degree of obligation is there using **must**, **should**, **have to** etc.?

Let's examine some sets of verbal groups in more detail.

#### Examples: Set 1

EXAMPLE SENTENCE	FINITE
1. None of them <b>is</b> big.	<b>is</b>
2. He <b>has</b> eight cars.	<b>has</b>
3. She <b>studies</b> literature.	<b>studies</b>
4. He <b>studied</b> for a long time.	<b>studied</b>

In these examples the verbal group (in bold) is just one word. Each word is a finite verb. We can tell what the tense is just by looking at these single words. The tense is present or past. The one word carries the distinction between present and past.

#### Examples: Set 2

EXAMPLE SENTENCES	FINITE
1. They <b>didn't work</b> yesterday	<b>didn't work</b>
2. The rain <b>has started</b> .	<b>has started</b>
3. The world <b>is changing</b> .	<b>is changing</b>
4. He <b>will go</b> .	<b>will go</b>

In these examples the verbal groups all have two words. The first word is the **finite verb**. By looking at the finite verb you can tell whether the tense is **past** or **present** or **future**. The finite verb in Example #1 - **didn't** - also tells you that it is **negative**. The others are all **positive**.

The finite verbs in the above examples are called **time operators** because they tell us about time or **tense**. They are summed up in the following table.

### Time Operators

PAST	PRESENT	FUTURE
did, was	does, is	will, shall
had	has	will (have)

Now let's go on and look at the third set of examples.

### Modal Operators

Modal operators are modal verbs in the Finite position in a verbal group.

#### Examples: Set 3

EXAMPLE SENTENCES	FINITE
1. He <b>may</b> go.	<b>may</b> go
2. He <b>ought to</b> listen.	<b>ought to</b> listen
3. They <b>should</b> not have listened.	<b>should</b> not have listened
4. He <b>was to</b> have helped me.	<b>was to</b> have helped

In these examples, the verbal groups are again more than one word. The first word in each verbal group is the **Finite**. The writer is using the finite verb in each sentence to make **a judgement**. The finite verb in Example #3 also tells you that it is **negative**.

Modal operators can vary in the degree of strength of possibility or obligation.

LOW	MEDIUM	HIGH
can, may	will, would	must, ought to
could, might	should, is/ was to	need, has to had to

### Auxiliaries

There is one last set of examples to look at.

### Examples: Set 4

EXAMPLE	AUXILIARIES
They <b>should not have gone</b> .	should not <b>have</b> gone
He <b>is being ordained</b> .	is <b>being</b> ordained
She <b>hasn't been notified</b> .	hasn't <b>been</b> notified
They <b>ought to have been shown</b> .	ought to <b>have been</b> shown

In these examples the verbal groups are more than one word. After the Finite and before the main verb there are **auxiliary** verbs - forms of **be** and **have**. Whereas the finite part of the verbal verb indicates **primary** tense, the auxiliary indicates **secondary** tense.

### ★ Exercise 4

Identify the finite verbal groups in the following text. Put them into the table below according to the remaining columns. The first four have been done for you.

*Ashworth (1980) found that communication in intensive care units (ICUs) could be stereotyped, depended on diagnosis sometimes, and did not acknowledge each patient's individuality; and that this was probably because interpersonal interaction had received little attention in British nurse education in the past, and talking to patients has not been regarded as a legitimate part of the nurse's work. The most obvious feature of the nurses' communication was that most of the time it just happened rather than being planned to meet the patients' needs specifically and systematically.*

Finite (incl modal)	Auxiliary	Main Verb Infinitive form	Tense	Polarity	Judgement
found	N/A	find	past	positive	N/A
could	be	stereotype	past (passive)	positive	Yes (could)
depended	N/A	depend	past	positive	N/A
did		acknowledge	past	negative (not)	N/A

★ ★ You can now check the answers in the Answer Key at the back of the unit.

You have been identifying and analysing **finite** verbal groups but there is another type of verbal group called the **non-finite** verbal group. We'll look at these next.

### 1.3 The non-Finite Verbal Group

A non-finite group is an **infinitive**, a **participle** or a **verbal group beginning with a participle**.

Look at the following short passages:

1. As a patient, Chilver (1978) found it difficult **to explain** things to people as he could not talk and could not write clearly.
2. The method may perhaps be applied to the identification of unknown compounds on paper chromatograms; spots cut from such chromatograms could be incubated with auxotrophic bacteria **having** highly specific nutrient requirements.
3. However, Heidt (1980), **using** therapeutic touch **to try** and **reduce** the anxiety level of hospitalised patients, found that subjects who received intervention by therapeutic touch had significantly greater reduction in post-test anxiety scores.

The verbal groups that are **in bold** in the above passages are examples of non-finite verbal groups:

- Infinitives - to explain, to try, (to) reduce
- Participles - having, using

Further examples of these types of verbal group are shown below.

#### Infinitives

FORM	EXAMPLE
to go	<u>To go</u> unaccompanied is dangerous.
to understand	<u>To understand</u> the relationship, we need more data.
to be	A smile is thought <u>to be</u> sensitive to social context.

#### Participles

FORM	EXAMPLE
<b>Active forms -ing,</b>	
asking	There has been an influx of students <u>asking</u> for help.
stating	After <u>stating</u> his position, the meeting ended,
<b>Passive forms -n/-ed</b>	

written	A book <u>written</u> in 1980 is no longer applicable.
asked	<u>Asked</u> his opinion, he refused to answer.

What you should notice about this type of verbal group is that they do **not** give information about **tense, polarity** or **writer's attitude/judgement** and they usually do **not have a subject**. This is what distinguishes them from the finite verbal groups.

 **Exercise 5**

Read the following passage. Are the numbered verbal groups in **bold** finite or non-finite? Fill in the table below. Numbers 1 and 2 have been done for you.

*However, there (1) **were** other issues (2) **to be considered**. Firstly, as Stuart Macintyre (3) **points out**, Australia at the turn of the century (4) **was** very dependent on Britain. Britain not only (5) **bought** over half of Australian exports but also (6) **provided** over half of Australia's exports imports [35]. Secondly, there (7) **was** the ratification of the 1887 Naval Agreement. This agreement (8) **highlighted** Australia's hesitation at that particular time (9) **to become involved** in future British wars. Unfortunately, as Field (10) **has shown**, Russia, Japan, Germany and France (11) **were** all active in Pacific waters.*

Finite	Non-Finite
1	2

  You can now check the answers in the Answer Key at the back of the unit.

## 2.0 Grammatical Accuracy in the Academic Context

In your academic writing you must be able to produce sentences that are correctly formed. An understanding of the correct form of finite and non-finite verbal groups and being able to distinguish between them will assist you with this task.

### 2.1 Common Problems

In writing sentences of one clause, students typically make three types of interrelated errors associated with finite and non-finite verbal groups:

1. *They use an unacceptable form of the finite verbal group.*

Example: They already **been tested**.

2. *They use a non-finite verbal group as the main verb or omit the Finite*

Example: He **to attempt** the exam after the holidays.

3. *They omit the Subject and/or part of the finite verb so they have an incomplete sentence.*

Example: Naturally, **delayed** in finding a first job.

Let's look at each of these problems in turn.

### Error #1

They already **been tested**.

A correct form of this sentence would be:

They **have** already **been tested**.

The source of the problem here may be that the writer does not know the correct form of the verbal groups that make up the different tenses in English, or may be unfamiliar with the form of the passive voice in the verbal group.

### ★ Exercise 6

Look at the following sentences. Are the verb forms in *italics* acceptable or unacceptable finite verb groups? If they are not, change them to the acceptable form.

1. The doctor *should have warned* him. ....

2. He *must has* more assistance. ....

3. He *was apprehended*. ....

4. They *arresting* him. ....

5. They already *been completed*. ....

★ ★ You can now check the answers in the Answer Key at the back of the unit.

 If you are having difficulty in producing the correct form of the finite verb group,

you should work on Unit 2B "*The Verbal Group - Tenses*" of the Basic English Grammar Module.

### Error #2

He **to attempt** the test after the holidays.

A correct form of this sentence might be:

He **will attempt** the test after the holidays.

The source of the problem here may be that the writer doesn't realise that a finite form of the verb must be used so that the clause is complete and the sentence can stand by itself.

### Error #3

Naturally, **delayed** in finding a job.

A correct form of this sentence might be:

Naturally, **he was delayed** in finding a job.

There are two errors in this example. There is no Subject and there is an incomplete verbal group. Again, in order for the clause to be appropriately constructed there must be both a Subject and a finite verb.

### ★ Exercise 7

All the sentences in the following Text 1 are correctly formed. They have at least one main clause which contains a Subject and a finite verb. The **Subjects** (shown here in **bold**) and *Finites* (shown here in *italics*) in the FINITE CLAUSES in the first part of the following text are identified.

Find them in the second part of the text. (You will first need to identify the finite clauses). Underline the Subject and circle the Finites.

### Text 1: *Reproduction and Survival of the Species*

**There** *are* two types of reproduction: asexual reproduction and sexual reproduction. In sexual reproduction **organisms** *produce* special sex cells called gametes. **These** *are* male and female and *must* combine in a process called fertilisation to produce new offspring. In asexual reproduction **there** *are* no gametes produced and no fertilisation.

In the second type of reproduction, asexual reproduction, **the offspring produced** *are* identical to their parents, so **these new organisms** *show* no variation. **There** *is* little chance of new types

evolving. If **an organism** *is* successful in its environment **it** *does* not matter if **there** *is* no variation.

This lack of variation may be useful. One type of organism can remain unchanged and successfully reproduce asexually for many generations. This is an advantage in agriculture and horticulture since it means that plants with characteristics desirable to humans can be bred. However, if the plants are too homogeneous and a disease or insects attack members of that species then there is a possibility that none will survive.

Offspring produced through sexual reproduction show variation. If a species shows variation, then even if there is environmental change, there is the probability that some will survive. It is through variation that natural selection and evolution occur.

★ ★ You can now check the answers in the Answer Key at the back of the unit.

Now that you have had some practice identifying Subjects and finite verb groups in correctly formed sentences, see if you can identify clauses that are faulty because of problems with the Subject and finite verb groups.

## 2.2 Strategy for Editing a Text

In Exercise 8 there is a list of clauses. Some can stand by themselves and can therefore be called sentences. Use the editing strategy outlined below to identify with (S) which are sentences and which are not (NS). Re-write the clause correctly if possible.

1. read the clause:
  - if you suspect that a clause is faulty
  - identify the Subject
  - identify the verbal group
2. the Subject:
  - if absent, it is not a sentence
  - if present, go to verbal group
3. the verbal group
  - if an incomplete finite, it is not a sentence
  - if an infinitive, it is not a sentence
  - if a participle, it is not a sentence
4. re-write the clause/sentence if possible, inserting a capital letter and full stop.



 **Exercise 8**

1. *cassava is a staple food of millions of people in Africa Asia and Central America*  
( )

.....

2. *pertaining to the life and relation of human beings in a community* ( )

.....

3. *the government trying to help the children by putting them in a boys' home* ( )

.....

4. *it to effect on their health* ( )

.....

5. *the government spent additional money for the treatment of the sick* ( )

.....

6. *social issues, including those relating politics, immigration, social class, employment, education and social acceptance* ( )

.....

7. *thus continue spreading their own lack of knowledge and skills to the many thousands of their students* ( )

.....

8. *the dynamics are the same as those for all co-dependents* ( )

.....

9. *the reaction of his pulse rate related to his resting level* ( )

.....

  You can now check the answers in the Answer Key at the back of the unit.

# Unit 2A: Answer Key to Exercises

## ★ ★ Exercise 1: Answer

### Text 1

*The external structure of a leaf can be seen with the naked eye. It consists of a lamina, a petiole and a network of veins. The internal structure of a leaf is visible through a microscope, which reveals specialised cells. These structures are all related to the main function of the leaf for the plant, which is photosynthesis. In the leaf most of the organic materials of the plant are manufactured.*

### Text 2

*In a functioning flowering plant, both photosynthesis and respiration occur. When we look at the generalised equations, they appear to be the reverse of each other. However, this is a serious misunderstanding. Each process is a series of enzyme-catalyzed reactions and the sequence in one is not the reverse of the other; the enzymes involved are not all the same.*

## ★ ★ Exercise 2: Answer

1. *Reliability of measures was good.*
2. *Over the 12-year period, a miscarriage rate of 12% in Area X compares with 9% in three adjacent areas.*
3. *The hypotheses that girls would use the telephone more frequently than boys and spend more time per call on the telephone were not supported.*
4. *The partition of solutes between two immiscible phases is important in many aspects of pharmaceutical science.*
5. *A titration in which the end-point is determined by observing changes in the voltage of an electrochemical cell is usually referred to as a potentiometric titration.*

## ★ ★ Exercise 3: Answer

Verbal Group	Finite Verb	Auxiliary Verb	Main Verb
1 is called	is		call(ed)
2 are made up of	are		ma(d)e up of
3 leads to	leads		lead(s) to

4 reflect	reflect		reflect
5 is increasing	is		increase(e)(ing)
6 are discovered	are		discover (ed)
7 are changing	are		chang(e) ing
8a may be interpreted	may	be	interpret (ed)
8b is accepted	is		accept (ed)

★ ★ Exercise 4: Answer

*Ashworth (1980) found that communication in intensive care units (ICUs) could be stereotyped, depended on diagnosis sometimes, and did not acknowledge each patient's individuality; and that this was probably because interpersonal interaction had received little attention in British nurse education in the past, and talking to patients has not been regarded as a legitimate part of the nurse's work. The most obvious feature of the nurses' communication was that most of the time it just happened rather than being planned to meet the patients' needs specifically and systematically.*

Finite (incl modal)	Auxiliary	Main Verb Infinitive form	Tense	Polarity	Judgement
found	N/A	find	past	positive	N/A
could	be	stereotype	past (passive)	positive	Yes (could)
depended	N/A	depend	past	positive	N/A
did	N/A	acknowledge	past	negative (not)	N/A
was	N/A	be	past	positive	N/A
had	N/A	receive	past perfect	positive	N/A
has	been	regard	present perfect (passive)	negative (not)	N/A
was	N/A	be	past	positive	N/A
happened	N/A	happen	past	positive	N/A

★ ★ Exercise 5: Answer

However, there (1) **were** other issues (2) **to be considered**. Firstly, as Stuart Macintyre (3) **points out**, Australia at the turn of the century (4) **was** very dependent on Britain. Britain not only (5) **bought** over half of Australian exports but also (6) **provided** over half of Australia's exports imports [35]. Secondly, there (7) **was** the ratification of the 1887 Naval Agreement. This agreement (8) **highlighted** Australia's hesitation at that particular time (9) **to become involved** in future British wars. Unfortunately, as Field (10) **has shown**, Russia, Japan, Germany and France (11) **were** all active in Pacific waters.

Finite	Non-Finite
1	2
3	
4	
5	
6	
7	
8	
10	9
11	

★ ★ Exercise 6: Answer

1. acceptable
2. unacceptable - He *must have* more assistance.
3. acceptable
4. unacceptable - They *are arresting* him.
5. unacceptable - They *have already been completed*.

★ ★ Exercise 7: Answer

Key: Subjects are shown in **bold** and Finites in *italics*.

**Text 1: Reproduction and Survival of the Species**

**There** *are* two types of reproduction: asexual reproduction and sexual reproduction. In sexual reproduction **organisms** *produce* special sex cells called gametes. **These** *are* male and female and *must* combine in a process called fertilisation to produce new offspring. In asexual reproduction **there** *are* no gametes produced and no fertilisation.

In the second type of reproduction, asexual reproduction, **the offspring produced** *are* identical to their parents, so **these new organisms** *show* no variation. **There** *is* little chance of new types evolving. If **an organism** *is* successful in its environment **it** *does* not matter if **there** *is* no variation.

**This lack of variation** *may be* useful. **One type of organism** *can* remain unchanged and successfully *reproduce* asexually for many generations. **This** *is* an advantage in agriculture and horticulture since **it** *means* that **plants with characteristics desirable to humans** *can* be bred. However, if **the plants** *are* too homogeneous and **a disease or insects** *attack* members of that species, then **there** *is* a possibility that **none** *will* survive.

**Offspring produced through sexual reproduction** *show* variation. If **a species** *shows* variation, then even if **there** *is* environmental change, **there** *is* the probability that **some** *will* survive. **It** *is* through variation that **natural selection and evolution** *occur*.

### ★ ★ Exercise 8: Answer

1. (S)  
*Cassava is a staple food of millions of people in Africa Asia and Central America.*
2. (NS)  
*This part of the course pertains to the life and relations of human beings in a community.*
3. (NS)  
*The government is trying to help the children by putting them in a boys' home.*
4. (NS)  
*It has an effect on their health.  
It affects their health.*
5. (S)  
*The government spent additional money for the treatment of the sick.*
6. (NS)  
*Social issues, including those relating to politics, immigration, social class, employment, education and social acceptance, are important to a Labor government.*
7. (NS)  
*Thus they will continue spreading their own lack of knowledge and skills to the many thousands of their students.*
8. (S)  
*The dynamics are the same as those for all co-dependents.*
9. (NS)  
*The reaction of his pulse rate is related to his resting level.*