

Short answers

We often answer *yes/no* questions using short answers. These are answers made with a *subject + auxiliary verb*.

We use the same auxiliary verb that is in the question we are answering.

Examples:

Did you see him? *No, I didn't.*

Aren't they coming with us? *Yes, they are.*

Exercise 10.4

Complete the short answers to these questions:

1. Have you ever been to the US? No ...
2. Can you play the guitar? No ...
3. Are you 20? Yes ...
4. Did Andrew go to school yesterday? Yes ...
5. Do you smoke? No ...

Using: *so/neither am I/do I*

Exercise 10.5

Agree with these statements using "So ... I" or "Neither...". The first one has been done for you.

1. "I don't like noisy people."
Neither do I.
2. I am a very tidy person.
3. I am not very interested in football.
4. I enjoy travelling.
5. I have never been to Australia.
6. I would like to go there one day.
7. I haven't got a very good memory.
8. I haven't been working very hard recently.

9. I often forget things.

10. I went to bed quite late last night.

11. I should go to bed earlier.

12. I always tell the truth.

13. I would rather die than tell a lie.

14. I didn't tell a lie even when I was a child.

Using: *I think/hope/expect so*

Exercise 10.6

Give short answers using the words in brackets. The first one has been done for you.

1. Do you think it will be a good concert?
(Yes/hope) Yes, I hope so.
2. Do you think we'll be late?
(No/hope).
3. Are you going to sell your car?
(Yes/think)
4. Will you give him the money?
(Yes/suppose)
5. Have your parents heard the news?
(No/think)
6. Will you be able to help us?
(No/afraid)
7. Is she going to apply for the job?
(Yes/imagine)
8. Do you think they will come with us?
(No/expect)
9. Will he have to go into hospital?
(Yes/afraid)
10. Will you have time to go shopping this afternoon?
(No/suppose)
11. Do you think everything will be all right?
(Yes/expect)
12. Does she know about the accident yet?
(yes/imagine)

We often use the **passive** when we do not know *who* or *what* did something, or when we don't want to say *who* does/did something or when we are not interested in *who* or *what* does/did something, but in *what* is done/was done.

We form the passive with the different forms of "be" as illustrated in the structures below.

The present simple tense

Am/are/is + past participle

Example:

Active: *She cleans the room every morning.*

Passive: *The room is cleaned every morning.*

Or *Every morning the room is cleaned.*

The present continuous tense

Am/are/is + being + past participle

Example:

Active: *They are painting the house at the moment.*

Passive: *The house is being painted at the moment.*

Exercise 11.1

Change the following sentences into the passive voice. Begin your sentence with the words in brackets.

1. We serve meals in the Serena Restaurant. (Meals ...)
2. He drives his children to school every day. (His ...)
3. She grows tomatoes on a hill. (Tomatoes ...)
4. They slash the compound every week. (The compound ...)

5. They usually buy the new shoes from Kampala. (The new ...)
6. They are using the library as a classroom. (The library ...)
7. The boys are washing my clothes. (My ...)
8. The teacher is reading Kato's composition. (Kato's ...)
9. She is watching your steps. (Your ...)
10. He is painting all the furniture. (All ...)

Past simple tense

Was/were + past participle

Example:

Active: *He stole my pen yesterday.*

Passive: *My pen was stolen yesterday.*

Past continuous tense

Was/were + being + past participle

Example:

Active: *They were repairing the bridge last Sunday.*

Passive: *The bridge was being repaired last Sunday.*

Exercise 11.2

Change the following sentences to the passive voice.

1. She did it last week.
2. We looked at several pictures in the book.
3. She boiled the water in a kettle.
4. They sometimes borrow money.

5. I kicked him on the leg.
6. I was interviewing them for the job.
7. They were organising the hotel rooms.
8. She was ironing her party dress.
9. The boys were chasing the chickens.
10. We were clipping a piece of cloth to the hanger.

Present perfect simple tense

Have/has + been + past participle

Example:

Active: Mr Kasajja has invited Sarah to the party.

Passive: Sarah has been invited to the party.

The past perfect simple tense

Had + been + past participle

Example:

Active: I thought that John had told you the news.

Passive: I thought that you had been told the news.

The future simple tense

Will/shall + be + past participle

Here, the future time (tomorrow, next week, etc) is sometimes optional:

Active: I will sweep the room tomorrow.

Passive: The room will be swept tomorrow.

Exercise 11.3

Change the following to the passive voice.

1. They will finish the work tomorrow.
2. She will promote you to headship next year.
3. Juma will leave some of the books on the counter.

4. We shall inform them next year.
5. They have just made the coffee.
6. We have chosen him as our captain.
7. I have written hundreds of letters to the head teacher.
8. She had forgotten what she had asked for.
9. He had already mentioned his son's nickname.
10. We have accepted your letter.

Exercise 11.4

Change the following to the passive using *by* or *with*.

1. A friend of mine painted the garage.
2. John covered my desk with a piece of cloth.
3. Ngugi Wa Thiongo wrote *Weep Not Child*.
4. Smoke filled the room.
5. A very cheap camera took these photos.

Exercise 11.5

Change the following into the passive.

1. She will deal with you accordingly.
2. They have already thought of that.
3. Since that day, they have never heard of him.
4. He attended to his problems.
5. They are paying for everything.
6. They are looking at the school magazine.
7. She can't rely on her brother.

8. He is still talking about her.
9. She never listened to his advice.
10. They never looked at those books.

Exercise 11.6

Write these sentences in the passive beginning with the words in brackets.

1. We thought that they had sent us wrong tickets. (We thought that ...)
2. They showed Sarah the right way to go. (Sarah ...)
3. I believe Joshua will deliver the message to Annette. (The message ...)
4. They did not ask me for my address. (I ...)
5. I thought that Andrew had told you about the meeting. (I thought that you ...)

Exercise 11.7

Rewrite the sentences below beginning with the words in brackets.

1. We all expect that the government will win the elections. (The government ...)
2. The news has it that the accident claimed twenty lives. (Twenty lives ...)
3. The police said the accident occurred at about 10 o'clock. (It is said ...)
4. The head teacher expects his children to perform better in the ongoing examinations. (The students ...)
5. He has served this company for over five years. (He is supposed ...)

A **clause** is a group of words that has a subject and a predicate of its own. There are different clauses as discussed below.

1. Relative clauses

A relative clause tells us which person or thing the speaker refers to in a sentence. Relative clauses are introduced by words such as: *who*, *that* and *which*. We use *who* and *that* for people and *which* for things. Study the following:

1. I saw the woman. She lives next door.
I saw the woman who lives next door.
2. The teacher was very kind. He taught me English language.
The teacher who taught me English language was very kind.
3. Did you receive the book? I sent it this morning.
Did you receive the book that/which I sent this morning?

Exercise 12.1

Join the following pairs of sentences using *who*, *that* or *which*.

1. The chicken ate all our nuts. They are dead.
2. The book interested most of us. It was about the Bantu migration.
3. The book was written by Chinua Achebe. He borrowed it last week.
4. He bought the car yesterday. It is already stolen.
5. The man described the new strategies of fighting poverty out of Uganda. He will visit this country next month.

Exercise 12.2

Rephrase the following sentences using *who*, *that* or *which*.

1. That is the beautiful girl. She got married to her own teacher.
2. The woman was a stranger. She spoke to each of our teachers.
3. He is the boy. He stole my father's new bike.
4. What is the name of the girl? You said you would marry her before the year ends.
5. That is the car. It crashed into the bus.
6. What happened to the cheque? I left it on the table.
7. Those are the people. They murdered my uncle, Fred.
8. She bought a new motorbike. It was very expensive.
9. The bomb exploded in Kampala in 2000. It claimed over 100 lives.
10. The immigration officer gave me my visa and some other travel documents. I need them for my journey.

Omitting *who*, *that* and *which* in defining relative clauses

We only leave out *who*, *that* or *which* when they are the objects in a defining relative clause. They can never be omitted when they are the subjects of the defining relative clauses. Compare the following sentences:

1. Harriet is the girl. She got married to her own teacher.
Harriet is the girl who got married to her own teacher.

2. Harriet is the girl. We met her on our way to school.
Harriet is the girl (whom) we met on our way to school.

Exercise 12.3

Rewrite the following with or without a relative pronoun.

- The girls say they have no regrets. They work in the Prime Minister's office.
- The man was exceedingly relieved to divorce her. He had married a troublesome woman.
- Milton Obote became the first Prime Minister of Uganda. He took several University degrees.
- She is the most beautiful woman in your village. How old is she?
- Robert is the man. He owns the Crested Crane Hotel.
- That is the house. She bought it from Mr Ambrose.
- What is the name of the girl? You said you love her.
- He is the only man. He used to teach us literature.
- There is the woman. She sold off all her husband's household property.
- Is this the money? You got it from the bank.

Exercise 12.4

Join the following pairs of sentences using *whose, where, when, why, what or that* where necessary.

- This is Kenneth. His mother was the first woman doctor in the country.
- She is the lady. Her husband is a flight engineer at Entebbe Airport.

- He is the man. His flat is painted green.
- This is the place. President Obama was born here.
- That was the only time. We expected him to visit the country.
- He did not communicate the reason. He could not visit us.
- Abraham is flying to South Africa tomorrow. His brother died there.
- Our English teacher is leaving next week for London. Every learner loves her very much.
- What is the name of the hotel? We had lunch there.
- Your car broke down on the motorway. Do you remember the time?

Exercise 12.5

Join each pair of the following sentences using *who, whom, whose or which*.

- This is the old woman. I studied with her first born.
- The girl is coming to see us. You laughed at her face.
- The man is a good friend of my father's. You stole the money from him.
- The women disturb his psychology very much. He works with them in the factory.
- The clinic was closed by the Ministry of Health. I treated my late father there.
- The school overlooked the beach. We stayed in it.
- The man is my sister's husband. You introduced me to him.
- That is the woman. I live in her house.
- My husband talks about all the famous

politicians. I am sure he has never met most of them.

10. He boasts about the many literature books he has read. I believe he has never opened many of them in his life.

2. Non-defining relative clauses

Non-defining relative clauses do not tell us which particular person or thing the speaker refers to. They only give us more information about the person or thing being described. Compare the examples below:

1. *Juliet had two sisters, who died in an accident.*
2. *Juliet had two sisters who died in an accident.*

Non-defining relative clauses are normally separated from the rest of the sentence by commas.

Exercise 12.6

Join the following pairs of sentences, placing the second sentence within the first, as a non-defining relative clause.

1. Chinua Achebe wrote many novels. Many people regard him as the best African writer.
2. All people helped us to move the furniture. They live next door.
3. My parents now live in Botswana. They are both retired.
4. The President is elected every five years. He is responsible for the country's welfare.
5. Peter Abrahams wanted to unveil the burning racism in Africa. His best-selling book is *Mine Boy*.
6. The tank contains both rain and piped water. It is usually fixed high up on one side of the roof.

7. The oil industry is now very important. African governments started to develop it in the 19th century.

8. Morris' brother is a very innocent boy. I have known him for ten years.

9. Michael has just won the competition. You met his wife this morning.

10. The Nile River pours into the sea. It is one of the most important rivers in the world.

Non-defining relative clauses with prepositions

Normally, the preposition comes at the beginning of the relative clause. It is only in Spoken English that it comes at the end of the clause. Study the examples below:

1. I know very little about chemistry. She is studying it at the university.
She is studying Chemistry at the University, which I know very little about.
(Informal style)
2. Ngugi is one of the widely known African writers. I have a great admiration for him.
Ngugi, for whom I have a great admiration, is one of the widely known African writers.
(Formal)
Ngugi, whom I have a great admiration for, is one of the widely known African writers.
(Informal)

Exercise 12.7

Join the following using a preposition with a relative clause.

1. Mr James is a lecturer at St. Lawrence University. I talked to him a while ago.
2. Maria's wedding is next Sunday evening. We are all invited to it.

1. The film *Enter the Dragon* is showing nationwide. We have heard reports about it.
2. Mr. Fubanga apologised for the mess. We complained to his office.
3. Mr and Mrs Kagawa live in Nairobi. We went with them on holiday.
4. This is the tomb. Sir Newton was buried in it.
5. Coffee is an export sold to Europe and America. East Africa earns a lot of revenue from it.
6. Roofing materials are now manufactured in Uganda. We used to import most of them from abroad.
7. Zanzibar is an African island. Many tourists pay large sums of money to tour around it.
8. International trade consists of imports and exports. Every country relies on international trade for its progress.

1. All those children want to talk to you. They are waiting outside your office.
2. That boy is Oliver's brother. He sat over there.
3. I hurt my leg. I was playing football.
4. All the stations were kept closed. They thought the prices of petrol were to rise.
5. The day came when all the school children rebelled against the orders from their teachers. They demanded their human rights and freedoms.
6. The hunters will run from high up the hill into the valley. They will come up again with a dead wild cat.
7. The woman is my boss. She is talking to my father.
8. She fell off the ladder. She was checking her skirt.
9. Who is that old woman? She is looking at us?

3. Gerund/Participle clauses

When a verb ending in **-ing** is used as a noun or subject, it is called a **gerund** or a **participle clause**.

Exercise 12.8

Join the following sentences changing the second part into the present participle. Here is an example for you before you carry on the task:

The headmaster said he was dissatisfied with the indiscipline of the student. He spoke at the assembly on Monday morning.

Speaking at the assembly on Monday morning, the headmaster said he was dissatisfied with the indiscipline of the student.

1. I bought one ticket for you. I knew you wanted to go to the concert.

Verb + -ing form

Whenever the verbs below are followed by another verb, the second verb usually takes the **-ing** form:

Admit	Can't help
Detest	Avoid
Imagine	Escape
Consider	Involve
Excuse	Delay
Keep on	Forgive
Deny	Mind
Go on	Dislike
Miss	Leave off
Enjoy	Postpone
Mention	Fancy
Practice	Recollect
Feel like (want)	Put off
Resist	Finish
Risk	Understand

Give up (stop) Stand (bear)
 Be worth Suggest
 Mind

Verb + object + infinitive/verb + to infinitive

Whenever the following verbs are followed by another verb, the second verb is normally a *to infinitive*:

Afford	Wish	Invite
Agree	Learn	Advise
Appear	Manage	Warn
Allow	Arrange	Mean
Cause	Ask	Offer
Command	Attempt	Prepare
Encourage	Decide	Pretend
Force	Expect	Promise
Get	Fail	Refuse
Instruct	Help	Seem
Want	Threaten	Oblige
Remind	Persuade	Order
Teach	Tell	

Examples:

1. He persuaded me to go to the party.
2. She warned you not to be late again.
3. She was instructed to pay the labourers.
4. I reminded him to return the book.

Exercise 12.9

Write down your own sentences, using each of the above verbs using the pattern: **object + to infinitive/verb + -ing form.**

Verb + -ing form/to infinitive

Normally, after the following verbs, we either use the *-ing form*, or the *to infinitive*, without much difference in meaning:

Begin	Can't bear
Continue	Hate
Like	Prefer
Love	Start

We use *remember/forget + to infinitive* when we talk about things we remember or forget before we do them:

Exercise 12.10

Complete these sentences by putting the verbs in brackets into the *-ing form* or *to infinitive*.

1. I will never forget Tanzania in 1999. (visit)
2. Don't forget the windows before you leave. (close)
3. Did she remember the letters I gave him?(post)
4. Try in some more salt. This food doesn't taste good. (put)
5. I stopped the magazine as soon as she entered the room. (read)

Verb + object + present participle/ infinitive

After the verbs: *hear, see, feel, listen to, watch, notice, and observe*, we use an *-ing form* or a bare infinitive. We use the structure: **verb + object + -ing**, when we *hear, see, etc.* only part of the action in progress, for example:

1. I stood in the doorway and saw him escaping from school. (He was on the verge of disappearing.)
2. I found them talking about you. (they were in the middle of their talk)

Exercise 12.11

Put the verbs in brackets to either *-ing form* or *a bare infinitive*.

1. I witnessed the gang of thieves into their car and drive away into a distance. (get)
2. I heard the teacher with his learners as I drew close to the room. (argue)

3. She stopped for a moment and listened to them to the doctor. (talk)
4. Did you watch the accident? (happen)
5. I saw both of them up to the top of the hill and then come down again. (climb)
6. As I walked past the beach, I saw some people tennis. (play)
7. John says he saw his bus (arrive)
8. During the chemistry practical lesson, all the learners observed the chemical all through. (change)
9. We found them the same letter they sent. (write)
10. I remember I heard her you. (Praise)

Prepositions + -ing form

Whenever there is a verb after a preposition, the verb takes the -ing form. A preposition used together with another word forms a *prepositional group* or *phrase*. Study the following examples:

1. I am *thinking of travelling* to Sudan.
2. Are you interested *in watching* TV?
3. How *about flying* to Canada tonight?

Sometimes, prepositional phrases come at the beginning of the *-ing* clause. In this case, the subject of the *-ing* clause is usually the subject of the attached clause.

Exercise 12.12

Rewrite the following sentences according to the instructions given.

1. John did not go to school. He instead went to the hospital. (Begin: Instead of ...)
2. I saw a dead body, I stopped and watched. (Begin: On ...)

3. The rebel group conquered the whole of the Eastern region. They also crossed River Nile to invade the East. (Begin: In addition ...)
4. The headmaster did not punish the girl for her mistakes. He instead praised her for her intelligence. (Begin: Instead of ...)

Exercise 12.13

Join the following sentences beginning with the words in the brackets.

1. He realised he had made a mistake. He wrote an apology. (On realising ...)
2. She has very poor sight. Despite this, Harriet has proved a skilful runner. (Despite having ...)
3. He does not do the work himself. Instead, he always passes it to someone else. (Instead of ...)
4. He resigned. He found out that he no longer had the people's support. (On finding ...)
5. We reach the age of eighteen. Upon this, we are regarded independent adults and allowed to marry. (Upon reaching ...)
6. Nigeria is Africa's chief producer of fine movies. Besides this, Nigeria is the leading agricultural country. (Besides being ...)
7. She was a complete illiterate. In spite of this, she became one of the greatest sports ladies in the world. (In spite of being ...)
8. Many African states have achieved the independence. In addition, they have tried to exploit their own resources for industrial development. (In addition to ...)

9. A computer is used for typesetting. It also stores a great deal of information in its memory. (A part from ...)
10. A woman of Africa is meant to keep the house and bring the children up. Alongside this, an African woman has to toil with the production of food. (Alongside keeping ...)

Being Phrases

Another important participle clause is a *being* phrase. *Being* phrases suggest reason thereby taking the place of *because*, *since*, *therefore*, *as*, etc. Like in other present participles, the subject of the *being* phrase must be the same subject of the main clause. Study the sentences below:

1. As the head teacher of the school, he knows everything that is going on.
Being the head teacher of the school, he knows everything that is going on.
2. As Kampala is the capital city, some people in the central feel superior to the rest of the country.
Kampala being the capital city, some people in the central feel superior to the rest of the country.

Exercise 12.14

Rephrase the following as instructed.

1. My father is a professional doctor. His health is always good.
(Use: ... being ...)
2. Mary is a beautiful girl. She is likely to get married to the richest man in this village. (Join beginning: Being...)
3. They are leaders of independent political parties. They have all the rights reserved for them to be elected as members of parliament.
(Begin: Being ...)
4. As it is the slowest means of transport,

the train takes a lot of time on the way.
(Begin: It being ...)

5. She was her mother's favourite. Hannah was hated by the rest of her sisters. (Begin: Hanna ...)
6. He was naive. He failed to see that it was a trick. (Begin: Being ...)
7. Since they were better organised than other clubs, the Red Cross won the prize of the year. (Start: Being ...)
8. They are natives of the African continent. The people of Libya must be regarded as Africans. (start: Being ...)
9. As we were all tired, we left some of the work undone. (Begin: Being...)
10. He is the eldest son. Mathias has to inherit all our father's belongings. (Begin: Mathias ...)

4. Emphatic Clauses

Clauses of emphasis in this case include: *it*-clauses, *what*-clauses, *such + as*-clauses etc.

Exercise 12.15

Reword the following sentences as instructed.

1. Isaac loved Esau, but he should have trusted Jacob. (Begin: It was Jacob ...)
2. Miss Kaggwa was interested in butterflies, and she went to stay at the rest house by the river, mainly in the hope of catching some new specimens. (Begin: It was mainly ...)
3. They always insist on fastening the seatbelts but people get accidents only rarely. (Begin: It is only rarely ...)
4. They always blame the headmaster for lack of help whenever they are in trouble. (Begin: It is only ...)

5. The dynamo supplies enough electricity to keep the engine running, but the battery enables the engine to be started. (Begin: It is the battery ...)
6. The students get leaders they deserve, for they elect them. (Begin: It is that ...)
7. The lion was alive, and we only managed to get it into the lorry after a long struggle. (Begin: It was only after ...)
8. James must have come on the two o'clock bus, because he was seen walking down the street just after the bus had arrived. (Begin: It was just after ...)
9. Martha's next station was Kampala, and she met there the man she was to marry. (Begin: It was there...)
10. No one dared to fight him, for he was not called 'The Tiger' for nothing. (It was not for ...)

Exercise 12.16

Reword the following sentences beginning with a *what-clause*.

1. Their unexpected refusal caused the difficulty.
2. The immense size of the lady he married surprised him.
3. Not courage but fear drove him into winning the battle.
4. The pressure of the air under the wings helps to hold the plane up.
5. Her intelligent conversation made her attractive to me.
6. Shortage of money prevents the country's quicker development.
7. His obvious desire to help the people of the village impressed me.

8. The thought they may lose their money discouraged them from investing in the venture.
9. An article I read in a magazine changed my mind.
10. The fact that the rains were late made things worse.

Exercise 12.17

Reword the following beginning with a *what-clause*.

Example:

He needs a wife.

What he needs is a wife.

1. Everyone would like to know how the monkey got into the room.
2. They were really planning the complete overthrow of the government.
3. He enjoyed most watching the surprise on everyone's face.
4. He is saying that you cannot have development without taxation.
5. Few people have discovered how to find the truth.
6. They were not sure whether he would fly or come by road.
7. The government must decide when to hold the elections.
8. I deny that I did it on purpose.

Exercise 12.18

Join each pair using a *what-clause*.

Example:

It goes up. It must come down.

What goes up comes down.

1. One man loves it. Another man hates it.

2. He does it. He knows it is right.
3. At last they found it. We think it may be the answer.
4. I found it quite interesting. The others did not have patience to listen to it.
5. Leave it out. You haven't time for it.
6. We saw her that morning. We would remember her all our lives.
7. Juma could do it in five minutes. Mary could not do it in five hours.
8. It may be quite polite in one country. In another country, it may appear very rude.
9. Women are good at it. Men find it difficult.

Using: *Such + as-clause*

It is used to introduce a relative clause in a sentence. For instance, study the sentences below.

She asked only that question which she considered absolutely necessary.

She asked only such a question as she considered absolutely necessary.

Exercise 12.19

Join the following pairs of sentences by using a *such + as clause*.

1. He stays with certain members of his family. He can persuade these members to overwhelmingly vote for him.
2. It was just that sort of situation. Juma had described that sort of situation.
3. The mercy he showed to others was of a certain kind. He would have wished to receive this kind of mercy himself.
4. The young woman received a kind of blow on her head. She had never received this kind of blow before.

5. The scholarships to the university will be given to certain children from the rural settings of Uganda. These children are expected to succeed in further training.
6. His father told him most of the stories about his ancestors. These stories inspired him with a pride in his family.
7. They were certainly not expecting any sort of warm welcome. They were now receiving it.
8. The government must make certain changes. Those changes have already been suggested.
9. The royal security consisted only of very strong men. The king had approved these strong men.
10. The school dispensary can deal with only a few kinds of ailments. These ailments do not require hospital treatment.

That and to-clauses

Here we can begin sentences with a *that-clause* and use infinitives as subjects. Consider the following examples:

1. It is almost unbelievable that a professional teacher should fail to attend his own class.
That a professional teacher should fail to attend his class is almost unbelievable.
2. It required great courage to confess a mistake of this kind.
To confess a mistake of this kind required great courage.

Exercise 12.20

Join each of the following pairs by making the first part a *that-clause*.

1. Dragons are real animals. That is impossible.

2. Education is the key to progress. This has always been the government's guiding principle.
3. The world should gradually become a better place. This is the aim of political and religious leaders everywhere.
4. "Were our ancestors better than we are?" This is an idea no longer accepted by believers in human progress.
5. May civilisation one day be destroyed? This is a possibility that we must consider.
6. Could such a tiny country have done much? This continually amazes me.
7. We all have faults. This can't be denied.
8. Nothing happens without a cause. This is one of the basic principles of science.
9. Is one race naturally more intelligent than another? This has never been supported by real evidence.
10. **Should a huge machine of a hundred tonnes be able to lift itself into the sky like a bird? This seemed to leave them impressed.**

To-infinitive at the beginning

Sentences beginning with a *to-infinitive* put much emphasis on the object. Such sentences use the structure: *infinitive + is/was/would be etc. + infinitive*. Consider the examples below:

1. When one dies, he sleeps forever.
To die is to sleep forever.
2. When one disobeys the president, he risks instant execution.
To disobey the president is to risk instant execution.

Exercise 12.21

Re-phrase the following sentences beginning with: To

1. If we improved farming techniques, we would be raising living standards.
2. If one believes in African chemistry, one limits the field of reason.
3. If we declared war, we would be condemning thousands of people to death or disablement.
4. When one is a politician, one is entrusted with the welfare of all fellow countrymen.
5. When anyone was sent to Siberia, he gave up all hope of ever returning home.