

## A closer look at long sentences

English language has three clauses: Adjective, Noun and Adverb Clauses, and these clauses have different types and functions. If you can detect them when reading long sentences, you can divide the sentences into chunks easier; and this may help you understand the sentences better. What is more, identifying these clauses may help you write structurally more accurate sentences and express yourself better.

For better understanding of these worksheets, note the following:

- SVO = subject + verb + other elements
- Phrase = a group of words.
  - a. Verb Phrase – study biology
  - b. Adjective Phrase – very excited
  - c. Noun Phrase – the massive ship
  - d. Adverb Phrase – too slowly
  - e. Prepositional Phrase – during dinner
- Clause = a clause can be constructed with “that, which, after, since, so that, etc.” OR verb forms “Ving, V3, toV”. For example:

... **who** studies in the US.

... **that** she will see London at last.

... **when** the parcel was delivered to the wrong address.

☞ The verbs in these clauses have a tense; therefore, these clauses are called “finite”.

... the student **studying** in the US.

... **to see** London at last.

... **delivered** to the wrong address.

☞ The verbs in these clauses don't have a tense; therefore, these clauses are called “non-finite”.

### Types of Clauses:

#### **A. Adjective Clause**

Celebrations such as weddings are often times **when families gather together**.

The girl **eating ice-cream** is my daughter. (non-finite)

#### **B. Noun Clause**

**When families gather together** is what sociology is interested in.

**Eating / To eat ice-cream** on a hot day is delightful. (non-finite)

#### **C. Adverb Clause**

**When families gather together**, there is either a wedding or a funeral.

**Eating ice-cream**, she nearly got choked. (non-finite)

1. Unfortunately, many underdeveloped and developing countries, **despite sometimes knowing the dangers of this household waste**, continue to accept this cargo from richer countries due to poverty and quest for development.

First, let's divide the sentence into SVO:

Subject = many underdeveloped and developing countries

Verb = continue to accept

Other elements = this cargo from richer countries due to poverty and quest for development.

In this sentence, there is also an **Adverb Clause of Concession** (= despite sometimes knowing the dangers of this household waste). This clause could have been put before the subject or at the end of the sentence as well. But, it appears that the writer chose to put it before the VERB *for emphasis*.

Let's focus on the clause now.

"*despite* sometimes **knowing** the dangers of this household waste"

=

"*although* sometimes **they know** the dangers of this household waste"

This clause doesn't have a subject and tense.

This clause has a subject and tense.

2. Environmental experts estimate that, despite international agreements that prohibit the import and export of hazardous waste, 50-80% of the 100 million tons of e-waste annually produced worldwide is being exported to developing countries since it is up to 10 times cheaper to export e-waste than to dispose of it domestically.

Subject = Environmental experts

Verb = estimate

Other elements = that, despite international agreements that prohibit the import and export of hazardous waste, 50-80% of the 100 million tons of e-waste annually produced worldwide is being exported to developing countries since it is up to 10 times cheaper to export e-waste than to dispose of it domestically.

How many *Adjective, Noun and Adverb Clauses* are there in this complex sentence? Can you identify them?

**Noun Clause 1** = Environmental experts estimate that, *despite international agreements that prohibit the import and export of hazardous waste*, 50-80% of the 100 million tons of e-waste annually produced worldwide is being exported to developing countries since it is up to 10 times cheaper to export e-waste than to dispose of it domestically.

**Adjective Clause 1** = "annually produced worldwide"

**Adverb Clause 1** = "despite international agreements that prohibit the import and export of hazardous waste"



3. When some nations become the constant exporters of academic talent, or if there is a continuous flow of skilled workers and talented professionals from developing to developed nations it becomes a “Robin Hood syndrome in reverse”- the rich robbing the poor as once described by a U.N. official.

a. Can you identify the Adverb Clauses in this sentence?

Adverb Clause 1 = **when** some nations become the constant exporters of academic talent (TIME)

Adverb Clause 2 = **if** there is a continuous flow of skilled workers and talented profession (CONDITION) from developing to developed nations

Adverb Clause 3 = **as** [it was] once described by a U.N. official. (MANNER)

Then, what is the main clause?

“it becomes a “Robin Hood syndrome in reverse”

b. Remember when we use “dash” (-)?

“... it becomes a “Robin Hood syndrome in reverse”- the rich robbing the poor as once described by a U.N. official.”

A **dash** is used:

- in pairs. It gives extra info without which the sentence can still be understood.  
E.g.: Thousands of children – like the girl in this photograph – have been left homeless.
- to show other kinds of break in a sentence where a comma, semicolon, or colon would be traditionally used:  
E.g.: Things have changed a lot in the last year – mainly for the better.

✎ Dashes are especially common in informal writing, such as personal emails or blogs, but it's best to use them sparingly when you are writing formally.

(info about “dash” is retrieved from <http://www.oxforddictionaries.com/words/dash>)

In the sentence, then, the dash is used as a colon because the information after the dash is the *definition* of the “Robin Hood syndrome in reverse”.

4. Rich countries, for the benefit and growth of their nations, offer fringe benefits such as reduced taxes or green cards **to lure** scientists, engineers, scholars, and physicians whose countries have invested in them a major part of their scarcely available resources.

a. “...**to lure**\* scientists, engineers, scholars, and physicians ...”

to V = PURPOSE

Notice that instead of “**to V**” we can use “**in order to**” as well.

“... **in order to lure** scientists, engineers, scholars, and physicians ...”

\*lure = to persuade someone to do something by making it look very attractive

E.g.: You hope your kids will not be lured into smoking.



b. “scientists, engineers, scholars, and physicians whose countries have invested in them a major part of their scarcely available resources.”

This part is an Adjective Clause. It is constructed with “whose”; thus, it gives the meaning of *possession*. In other words, with “whose countries” the writer is talking about “the countries of *scientists, engineers, scholars, and physicians*”.

Remember that an Adjective Clause modifies the Noun it follows and in the sentence above the adjective clause is modifying “scientists, engineers, scholars, and physicians”.

5. Outsourcing, which dates back to the 1970s, occurs when a business purchases services or products from a foreign supplier or manufacturer, or when a business pays another company to provide services for which it might otherwise have employed its own in-house staff.

Subject = Outsourcing, which dates back to the 1970s,

Verb = occurs

Other elements = when a business purchases services or products from a foreign supplier or manufacturer, or when a business pays another company to provide services for which it might otherwise have employed its own in-house staff.

“for which it might otherwise have employed its own in-house staff”

This is a Prepositional Adjective Clause.

If the verb of the Adjective Clause is used with a preposition (here the verb is “employ” and the preposition is “for”), we can move this preposition to the beginning of the adjective clause. So, here, the meaning is:

A company pays another company

For what?

For services.

What kind of services?

Services for which it might otherwise have employed its own staff.

Note that the preposition can go before the adjective clause only if “which” or “whom” is used.

Examples for Adjective Clauses with Preposition (which and whom):

... the girl with whom I danced ...

... the new phone for which demand is very high ...

**\* Remember!** You can construct such adjective clauses only when there is a “verb + preposition” structure (demand for, agree on, stay with, etc.) in the clause. In other words, you cannot split phrasal verbs (go on, hold up, give in, etc.) like this.