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**SROVNÁNÍ GERUNDIA A INFINITIVU VE FUNKCI
PODMĚTU V ANGLICKÉ VĚTĚ.**

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University of West Bohemia

Faculty of Education

Undergraduate Thesis

**THE COMPETITION OF THE GERUNDIAL AND
INFINITIVE CLAUSES IN THE FUNCTION OF
SUBJECT OF AN ENGLISH SENTENCE.**

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Plzeň 2012

Tato stránka bude ve svázané práci Váš původní formulář *Zadáni bak. práce*
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STATEMENT OF ORIGINALITY

Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 30. června 2012

.....

Petr Neuman

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My thanks belong to my supervisor PhDr. Jarmila Petrlíková, Ph.D. for her patience and valuable advice,

ABSTRACT

Neuman, Petr. University of West Bohemia. June, 2012. The competition of the gerundial and infinitive clauses in the function of subject of an English sentence. Supervisor: PhDr. Jarmila Petrlíková, Ph.D.

The undergraduate thesis deals with use of gerundial and infinitive clauses as a subject in English sentence. According to knowledge gained from reference books it explains in its first part what infinitive and gerund (difference between gerund, participle, verbal noun) is and shows the ways of using these in role of the subject (position in sentence, copular or lexical verb use). The second part of these thesis analyses 247 excerpts of gerundial and infinitive subjects gained from several books: Dawning Book 1 of The Untouchable Stave Trilogy and Quest Book 2 of The Untouchable Stave Trilogy by D. A. Caldwell written in 2011, Harry Potter And the Sorcerer's Stone by J. K. Rowling written in 1997, Harry Potter and the Chamber of Secrets by J. K. Rowling written in 1999, Harry Potter and the Prisoner of Azkaban by J. K. Rowling written in 1999, Harry Potter and the goblet of fire by J. K. Rowling written in 2000 and Harry Potter and the Order of Phoenix by J. K. Rowling written in 2003. The results of analyses show that infinitive subject is used more frequently (79%) then gerundial (21%). Further research shows that infinitive subject is more often used in extraposition (190) and less often in common subject position (5) or transposition (1). It also proves that with infinitive subjects are used only copular verbs to create sentence (196 from 196). The less frequent gerundial subjects tend to be more used in common subject position (41) then in extraposition (10). Unlike infinitive subjects, gerundial subjects (10) use lexical verbs for creating the sentence, although copular verbs are more often choice even here. The results of analysis are consistent with conclusions given by reference books.

TABLE OF CONTENTS

STATEMENT OF ORIGINALITY.....	ii
ACKNOWLEDGMENTS	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
1 INTRODUCTION	1
2 THEORETICAL BACKGROUND	2
2.1 Introduction	2
2.2 Subject	2
2.2.1 Means of Realization of the Subject	3
2.3 Infinitive	4
2.3.1 Infinitive in Function of Subject in English Sentence	4
2.4 Gerund	7
2.4.1 Distinguishing Gerund from Other –ing Forms	7
2.4.11 Verbal Noun	7
2.4.12 Present Participle	8
2.4.13 Gerund	9
2.4.2 Gerund in Function of Subject in English Sentence	10
3 ANALYSIS	12
3.1 The Method of the Research	12
3.2 The Analysis of Individual Excerpts	13
3.3 Results of the Analysis	41
4 CONCLUSIONS AND FURTHER RESEARCH	44
REFERENCES	vi
SUMMARY IN CZECH	viii

1. INTRODUCTION

This thesis deals with ‘The competition of the gerundial and infinitive clauses in the function of subject of an English sentence.’ The topic was chosen from the field of linguistics mainly because of the author’s interest in English grammar and linguistics in general. Also most students decide rather for common literature issues, then dealing with linguistics. Lastly, this topic was chosen for author’s own interest to find out more information about it to learn more.

Besides theoretical information gerund and infinitive, there are a few research questions, which are to be answered in the Conclusion chapter. At first, the research should display the comparison of how often is gerundial or infinitive subject used. And secondly, to compare the means used to realize these clauses.

The thesis itself consists of four main chapters and these are: ‘Introduction’, ‘Theoretical Background’, ‘Analysis’ and ‘Conclusions and Further Research’. The first chapter presents the reasons for choosing this specific topic and introduces the research questions. ‘Theoretical Background’ includes four subchapters that are used to provide necessary information according to reference books. ‘Analysis’ is the most important chapter. It contains the actual analysis of the examples excerpted from several books of contemporary English fiction. Finally, there is a ‘Conclusions and Further Research’ chapter. On the basis of the results from the analysis, it answers the research questions given in the Introduction and offers possible directions of further research.

2. THEORETICAL BACKGROUND

2.1. Introduction

In this part it is going to be introduced the necessary theoretical background to get all information required to understand the topic. It contains of brief introduction to the topic of English Subject. Then it will take closer look at various means of realization of subject in English sentence with focus specifically on difference between finite and non-finite realization. And eventually there will be chapter dedicated to the infinitive and to the gerund in role of the subject.

2.2. Subject

Every English sentence contains of a subject and predicate. This means that the subject is a basic sentence unit. It is necessary part required for building any sentence. The only exception is the imperative clause of the second person, for example:

wipe your feet,

where the subject is omitted. (Dušková, 2009, 13.1)

The subject can be distinguished from the rest of the clause elements especially by its position. The position of subject is given by the type of sentence (sentence modality). In declarative sentence, the subject goes before verb. In interrogative sentence, the subject stands mainly behind the verb. This type of change is called inversion. This rule is applied if there is simple verb phrase. For complex verb phrase the subject stands behind the first element of the whole structure, for example:

Has the accident been caused by reckless driving?

In exclamatory sentences this inversion is used only in specific cases like:

Long live the queen!

May you be happy!

And as was already said in the imperative clauses subject tends to be omitted. (Dušková, 2009, 13.11)

The other significant thing is that subject concord to verb in person and number. This is limited to 3rd person of singular. (Dušková, 2009, 13.11) A singular subject requires a singular verb:

My daughter watches television after supper.

A plural subject requires a plural verb:

My daughters watch television after supper.

In case of complex noun phrase the number depends on the number of the head of the phrase:

The change in male attitudes is most obvious in industry.

The changes in male attitudes are most obvious in industry.

(Greenbaum & Quirk, 1990, p. 214)

If there is clause in the role of the subject, it counts as singular for number concord:

How you there doesn't concern me.

Smoking cigarettes is dangerous to your health.

(Greenbaum & Quirk, 1990, p. 214)

But it does not apply on every clause. Greenbaum and Quirk (1990) showed that in case of nominal relative clause may have plural as well as singular concord. Nominal relative clause respects the number of noun phrase included in it and it directs the concord. (p. 215)

What was once a palace is now a pile of rubble.

What ideas he has are his wife's.

(Greenbaum & Quirk, 1990, p. 214)

The exception is modal verbs; there is none concord, not even in 3rd person of singular. And also one of another exception is verb 'to be', because this verb has concord in 1st person of singular as well as in 3rd person of singular. . (Dušková, 2009, 13.11)

2.2.1. Means of Realization of the Subject

Subject can be realized by many different means. One of the most common ways of realizing subject is noun or pronoun. . (Dušková, 2009, 13.13.1) With this statement agrees Mathesius (1975) who said, "English language tends to choose something concrete as the subject of the sentence, especially words denoting persons." (p. 100) And also Greenbaum and Quirk (1990) agreed that the subject is typically a noun phrase. (p. 207) But these are only the most common means of realization. In the role of subject can also be adverbial, syntactic noun or for example finite or non-finite clause. (Dušková, 2009, 13.13.1)

Non-finite means of realization. The verbs have finite and non-finite forms. According to Rumjanceva and Kalniņa (2003) the non-finite can be also called verbals. (p. 124) The important difference that diverse finite verbs from non-finite is that non-finite verbs do not express person, number and mood. Therefore they cannot be used as the predicate of a sentence. Rumjanceva and Kalniņa (2003) listed three types of verbals: the participle, the gerund, the infinitive. (p. 124) With the same conclusion came Greenbaum and Quirk (1990), they also listed the infinitive, the participle and the gerund as non-finite forms of verbs. (p. 41)

As was said earlier one of the means of realization of subject in English sentence is non-finite clause. But what is non-finite clause? Greenbaum and Quirk (1990) characterized the non-finite clause in words: “non-finite clause is clause whose verb element is non-finite (such as ‘to work’, ‘having worked’, ‘taken’).” (p. 285) They also established that non-finite clause can be recognized as a clause because it is possible to analyse the structure of non-finite clause in same way as in case of finite clause. That means the non-finite clause has the same elements as finite. (Greenbaum & Quirk, 1990, p. 285)

2. 3. Infinitive

2. 3. 1. Infinitive in Function of Subject in English Sentence

The common realization of the subject by infinitive is that the infinitive construction stays in the standard subject position. The subject realized by infinitive express's an evaluation, or action that is equating with another action. Dušková (2009, 15.11.1) also said that predicate was usually of verbnominal character or part of it includes verb ‘mean’. For example:

To leave so early would be impolite.

To work under him means to exert oneself to the utmost.

Sentences with verbnominal predicate are usually constructed by using anticipatory ‘it’. ‘It’ in these types of sentences, takes the role of the infinitive subject. For example:

It would be impolite to leave so early.

It was great fun to play with him.

This type of construction is called extraposition and according to Dušková (2009, 15.11.1), it is one of common form of using the infinitive subject. Greenbaum and Quirk (1990) supports this conclusion in their work. (p. 311)

Typically English construction can be found, if verbnominal predicate includes specific adjectives, such as ‘easy’, ‘hard’, ‘difficult’, ‘nice’, ‘pleasant’, ‘convenient’, ‘fascinating’, ‘delectable’, ‘impossible’, ‘painful’ etc., or nouns such as ‘pleasure’, ‘fun’, ‘trouble’ etc. So apart from using infinitive in subject position and extraposition of infinitive we can find here another way of using infinitive. It is transposition of an object of infinitive construction to position of a subject of the sentence. See examples below.

To reach an agreement proved impossible. – common subject position

It proved impossible to reach an agreement. – extraposition

An agreement proved impossible to reach. – transposition

Transposition is possible even in prepositional constructions.

Your journal is a pleasure to write for.

This room is pleasant to work in.

We can find transposition even after certain verbs.

The flat must have cost vast sums of money to furnish.

(Dušková, 2009, 15.11.2)

There is similar construction used with evaluative adjectives such as ‘kind’, ‘wise’, ‘clever’, ‘right’, ‘wrong’, ‘naughty’, ‘(im)polite’, ‘foolish’, ‘crazy’, ‘careless’ and so on. The difference to the previous group of adjectives is that the evaluation here is connected to the agent of an action, not to the action itself. This agent is usually present and expressed by using ‘of’ construction or in form of subject. (Dušková, 2009, 15.11.3) According to Dušková (2009, 15.11.3) even here is more common extraposition by using anticipatory ‘it’.

It was careless of you to leave the gate open.

You were careless to leave the gate open.

It was clever of John to foresee this possibility.

Dušková (2009, 15.11.4) found yet another type of construction. It is infinitive with expressed agent of action shown by using preposition ‘for’ at the beginning of the sentence.

For him to offer help means nothing.

For us to have acted otherwise would have defeated all chance of success.

(Dušková, 2009, 15.11.4)

This type of infinitive construction is usually with verbnominal predicate and again typically in extraposition by using anticipatory 'it'.

It was impossible for me to refuse.

It is fashionable for girls to wear trousers.

(Dušková, 2009, 15.11.4)

In some cases is the post verbal position obligatory, because it is part of the predicate.

For example here:

It only remains for me to say goodbye. (Dušková, 2009, 15.11.4)

For some adjectives there is possible to express somebody who experiences the state. We use preposition 'to' or 'for' when we construct the sentence.

It was a great surprise to us for him to admit his fault / For him to admit his fault was a great surprise to us. (Dušková, 2009, 15.11.4)

There is but possibility, in case of preposition 'for', which this preposition can indicate in same time agent of the action and also its experiencer. So it is important for us to be aware of difference. See bellow.

It is important for you to take part. (Dušková, 2009, 15.11.4)

Here we can see that somebody who is referred here by using personal pronoun 'you' is the one who is taking part in something and also the one for whom it is important. However, in previous example the agent is expressed by personal pronoun 'him' and the "one" who experience the surprise is somebody else, expressed by personal pronoun 'us'. For adjectives 'easy', 'difficult', 'hard', 'pleasant' is agent and experiencer always the same.

It was easy / hard / difficult for him to pass the driving test.

(Dušková, 2009, 15.11.4)

2.4. Gerund

2.4.1. Distinguishing Gerund from Other –ing Forms

In English language there are suffixes to express grammatical meaning. The one we are going to focus on now is the suffix ‘-ing’. “When it is added to a base form of verb it creates three homonymous forms, which may be identified as verbal noun, present participle, and gerund.” said Petrlíková. (2006, p. 3) The differences are in morphological properties, syntactic function and its semantic interpretation. But even with this, it is not easy to recognize one from other, and in some cases it is more than hard. (Petrlíková, 2006, p. 3)

2.4.11 Verbal Noun

The verbal noun can be distinguished from gerund on bases of semantic criteria. They are created only from dynamic verbs. Stative verb can not be verbal nouns. (Dušková, 2009, 15.2) Petrlíková also determined that verbal nouns “lack verbal features, do not express predication, and do not imply a subject” (p. 3)

According to Marková (1986, p. 89) Petrlíková (2006, p. 3) listed semantic domains of verbal nouns:

- (a) prerequisites of an action, abilities, skills: *thinking, reading, understanding*
- (b) things functioning as subject, object, circumstances or instrument of an action:
diggings, clippings, sweepings, crossings
- (c) events: *meeting, wedding*
- (d) professions: *book-keeping*

These nouns behave in exactly same way as real substantives. They can be abstract or concrete, countability as well as number can be distinguished and also determination by using the article (definite, indefinite, zero article) or determination by using pronouns. Another important thing is that verbal noun can be supplemented by adjective modification or by postmodifying ‘of’ construction. (Petrlíková, 2006, p. 3)

2.4.12 Present participle

The present participle is one of five participial forms. There is already named present participle ‘-ing’, then past participle ‘-ed’, participle of irregular verbs, perfect participle ‘having + past participle’ and passive ‘being + past participle’ or ‘having been + past participle’. (Dušková, 2009, 8.85.3)

Very important difference that diverse participle from gerund is ability to act as adjective (syntactic adjective). The syntactic adjective is characterized by its ability to be used with other copular verbs, not only with verb ‘to be’ and by the fact that it is gradable.

The play is very amusing.

He seems willing to help.

(Dušková, 2009, 8.85.3)

Present participle can be used as a pre- or postmodification and also as a complement. Pre-modification by present participle is mostly limited on transitive and intransitive verbs that allows omitting the subject, and mostly on cases where participle describes characteristic or permanent attribute for example, *developing (emerging) countries, a squeaking door, a weeping willow, an entertaining person, a house with a winding staircase*. If the participle is used with object or adverbial it is used in postmodification.

In psychology, we attempt to state the laws underlying human behaviour.

As an example take a baby learning to walk.

We passed a sign pointing to the village.

(Dušková, 2009, 15.31.1, 15.32)

Another frequent use of present participle is as a complement.

I lay on my bed, tossing restlessly.

I was engaged for five guineas per concert, paying my own travelling and hotel expenses. (Dušková, 2009, 15.32.1)

2.4.13 Gerund

The gerund has homonymous form with the verbal noun and the present participle. But the form is not the only thing they share. It can be found similarity in morphological and syntactic qualities. These similarities, specifically with present participle and also the fact that sometimes it is almost impossible to say what is what, they are generally called ing-forms. (Petrlíková, 2006, p.5)

The gerund bares number of nominal as well as verbal features. The gerund can be found in role of any clause element that is normally expressed by a noun phrase; such as:

- (a) Subject: *Seeing Ivan* was invariably a mistake.
- (b) Object: The foundry would stop *supplying the machine shop*.
- (c) Subject complement: *Sentencing* is like *marking essays*.
- (d) Adverbial: "...I can't simply put him off *without making a scene*..."

And also I may be determined by possessive or objective form of pronoun. (Petrlíková, 2006, p.5)

The gerund also, as was already said, bares some verbal features. Petrlíková (2006) mentioned the ability to express the active and the passive voice, the retention of verbal government (the object of the gerund is in the same for as it has if it is object of the finite verb phrase), the distinction of relative tense. (p. 5)

The gerund can be a part of bigger structure called non-finite clause. Petrlíková (2006) said to this topic: "Though a non-finite verb form, the gerund retains the major syntactic function of the verb, which is realized of the verbal component of the predicate. It often combines with other elements expressing the obligatory or facultative participants of the action; the resulting structure being labelled a 'gerundial structure or a 'non-finite clause'...". (p. 6)

2.4.2. Gerund in Function of Subject in English Sentence

As the infinitive, the gerund can be used as the subject of the sentence. Gerund in a role of the subject is mostly connected to certain type (group) of verbs, verbs of mental and emotional states. Dušková (2009, 15.21) listed these verbs in her work ('alarm', 'astonish', 'bewilder', 'depress', 'enrage', 'humiliate', 'surprise', 'trouble', 'upset', 'worry', etc.). Apart from these, gerund can be found, in the role of subject, in sentences with copular verbs. According to Petrlíková's work most of gerundial subject is in copular predication. (2006, p. 24)

Compared to infinitive subject, gerund is more frequently found in preverbal position. Infinitive tends to be in an extraposition. (Dušková, 2009, 15.21) Again with this statement agrees Petrlíková (2006), when she proved that gerund can be found in bigger number in regular position instead in extraposition. (p. 25) Also infinitive in comparison with gerund is limited only on identification and evaluative predication. (Dušková, 2009, 15.21)

Although it is quite rare, it is possible to use both, infinitive or gerund, in the same sentence as a subject with no difference. It is in utterances of general reference (general statements).

Seeing is believing. / To see is to believe.

Nevertheless, there is in most cases used only infinitive or gerund depending on the statement. So on the one hand we can use both, but on the other hand we prefer to not to. Dušková (2009, 15.21) provided examples to compare, see bellow.

Talking mends no holes.

To err is human.

Although we said that both, the infinitive or the gerund, can be in role of subject in general statements, according to Dušková (2009, 15.21) gerund is more common to be used here. The infinitive is on the other hand is more commonly used for cases of specific action.

Learning a language is a great deal more than the acquisition of a mechanical skill.

To learn a foreign language would be advantageous.

However not even this rule can not be applied generally.

To yawn / Yawning is impolite.

(Dušková, 2009, 15.21)

The gerund itself can stand as a subject or it can create larger unit called “non-finite clause”. In both cases there can be expressed the agent of the action, the gerund stands for. It can be constructed by using an object such as:

Not having enough many taught her to economize.

Or it may be implied in form of possessive case.

His leaving no address was most inconvenient.

There might be cases where the agent of gerundial subject might be not included. In such a case the general reference is implied.

Working in a gown shop is a very different proposition from working in a greengrocery shop.

From example we can see that there is no agent expressed, so the sentence itself can be perceived as a general statement. (Dušková, 2009, 15.21)

3 ANALYSIS

3.1 The Method of the Research

According to knowledge obtained in Theoretical Background part of this work there has been analyzed several books in order to find sufficient number of individual excerpts containing gerundial or infinitive subject to further research. These books were *Dawning Book 1 of The Untouchable Stave Trilogy* (Caldwell, D.A., 2011), *Quest Book 2 of The Untouchable Stave Trilogy* (Caldwell, D.A., 2011), *Harry Potter And the Sorcerer's Stone* (Rowling, J. K., 1997), *Harry Potter and the Chamber of Secrets* (Rowling, J. K., 1999), *Harry Potter and the Prisoner of Azkaban* (Rowling, J. K., 1999), *Harry Potter and the goblet of fire* (Rowling, J. K., 2000) and *Harry Potter and the Order of Phoenix* (Rowling, J. K., 2003). The number of excerpts for further analysis was 247.

These excerpts were further analyzed to provide answers to research question given in the Introduction chapter at the beginning of this work. To provide the answer to what is more often to use as a subject of English sentence, gerund or infinitive, was enough to compare the number of occurrences of gerundial or infinitive subject. To find out more about the means used to realize these clauses, each individual excerpt was further analyzed in following aspects respectively:

- a) common subject position / extraposition / transposition / other
- b) using copular / lexical verb

The originality of the excerpts is guaranteed by given exact page reference, so that the reader can easily follow this research.

3.2 The Analysis of Individual Excerpts

Caldwell, D.A., (2011). *Dawning Book 1 of The Untouchable Stave Trilogy*

Infinitive in Role of Subject

1. **To leave everything** would be a big leap, ... (p. 5)
a) common subject position b) copular verb

2. ...and it was beginning to be impossible for Arum **to see the barely used trail in front of him.** (p. 16)
a) extraposition b) copular verb

3. One of the blessings he received from his elven heritage was **to see quite well in twilight.** (p. 41)
a) extraposition b) copular verb

4. ... it was much easier **to see her features,**... (p. 42)
a) extraposition b) copular verb

5. It was rare **to see someone so enamored with such a plain city, and a small one at that.** (p. 46)
a) extraposition b) copular verb

6. This was all great fun to the adventure-loving gnome, and a chance for him **to use his healing abilities daily.** (p. 51)
a) extraposition b) copular verb

7. It was the woman's turn **to feel the fool.** (p. 70)
a) extraposition b) copular verb

8. ...but smiled as he thought of how tiring it would be **to swing those massive weapons**. (p. 76)
a) extraposition b) copular verb
9. **To fail and survive** would mean torment beyond all imagination. (p. 94)
a) common subject position b) copular
10. She noted with some discomfort how easy it had been **to slip back into the life that she had always lived**, even after vowing to herself that she would not. (p. 96)
a) extraposition b) copular verb
11. It was odd **for the old wizard to be away from his studies in such a way**. (p. 100)
a) extraposition b) copular verb
12. He had applauded the young fighter's wisdom of luring the golem into his trap, but it was ludicrous **to think that the creature would be out of the fight**. (p. 124)
a) extraposition b) copular verb
13. It was difficult **to concentrate** while they splashed... (p. 126)
a) extraposition b) copular verb
14. It took the rogue two glances **to realize that this was probably the same man who had hired him**,... (p. 134)
a) extraposition b) copular verb
15. ... it would be beneficial **to give you extra cover**... (p. 137)
a) extraposition b) copular verb
16. It felt good **to have his arms untied**,... (p. 150)
a) extraposition b) copular verb

17. It would be a waste of skill for her **to be killed by these people**. (p. 173)
a) extraposition b) copular verb
18. **To be a human** was to be cursed, (p. 214)
a) common subject position b) copular verb
19. ...It would be foolish **for anything to happen here**.” (p. 219)
a) extraposition b) copular verb
20. Oh what fun it is **to have power**,” (p. 229)
a) extraposition b) copular verb
21. It took the man and half-elf a few seconds **to catch onto the reasoning**... (p. 266)
a) extraposition b) copular verb
22. “I would not leave if it were possible **to retrieve him**,” he explained. (p. 277)
a) extraposition b) copular verb
23. ...it was not hard **for him to see the chute curving off to the side and leveling out**, ... (p. 281)
a) extraposition b) copular verb
24. However, I suppose its better **to die now** than to be destroyed later for your insolence. (p. 297)
a) extraposition b) copular verb
25. ... it felt good to the tired mage **to use his voice**. (p. 314)
a) extraposition b) copular verb
26. This was his personal space and it would obviously be foolhardy **to try and break the door down** when he knew they were outside of it. (p. 342)
a) extraposition b) copular verb

27. "Well, it will be good **to have all of you on board** for our journey North!" (p. 359)
- a) extraposition b) copular verb

Gerund in Role of Subject

28. Arum knew that **standing frozen** would not get him anywhere. (p. 4)
- a) common subject position b) lexical
29. ...**leaving** was the choice he should make. (p. 6)
- a) common subject position b) copular verb
30. It soon became apparent that **waiting** was a wise decision, ... (p. 17)
- a) common subject position b) copular verb
31. **Breathing** became labored and his feet were moving slower. (p. 20)
- a) common subject position b) copular verb
32. "**Knowing people** is what I do, or at least knowing of people." (p. 28)
- a) common subject position b) copular verb
33. **Disguising herself** would be a good idea. (p. 45)
- a) common subject position b) copular verb
34. He dared not move, and could hardly make his muscles tense, but **the waiting** was maddening with the sounds of fighting happening across the room. (p. 121)
- a) common subject position b) copular verb
35. **Looking further** showed the perplexed half-elf the black bearded gnome brandishing his oversized crossbow... (p. 121)
- a) common subject position b) lexical

36. **The slamming against the door** had started moments before,... (p. 194)
a) common subject position b) lexical
37. **Getting to him**, however, especially at night, was not easy. (p. 209)
a) common subject position b) copular verb
38. **Jarek's pondering of the lady** was soon lost as she danced in with serpent-like movements. (p. 221)
a) common subject position b) copular verb
39. **Arum's breathing** had steadied, ... (p. 228)
a) common subject position b) lexical

Caldwell, D.A., (2011). *Quest Book 2 of The Untouchable Stave Trilogy*

Infinitive in Role of Subject

40. It had been hard for any of the companions **to think that they had much sway in the grand scheme of things**,... (p. 5)
a) extraposition b) copular verb
41. It is wise **to send the rogue with others**... (p. 11)
a) extraposition b) copular verb
42. If an army attacked from the south, it could take weeks **for it to breach the top of the cliff**. (p. 13)
a) extraposition b) copular verb
43. "It is good **to see you again**." (p. 20)
a) extraposition b) copular verb

44. "It is wonderful **to see you.**" (p. 20)
a) extraposition b) copular verb
45. "It is good **to see you again.**" (p. 25)
a) extraposition b) copular verb
46. "It is good **to see you rested, friend,**" said Dyrus with a smile. (p. 47)
a) extraposition b) copular verb
47. "It does my heart good **to see you and know you were friends of Theod.**" (p. 64)
a) extraposition b) copular verb
48. "I don't want to go in, but its dishonor **for me to not go on...**" (p. 107)
a) extraposition b) copular verb
49. It was hard for any of them **to figure out what his age might be.** (p. 113)
a) extraposition b) copular verb
50. It would be wise **to join our partnership,**... (p. 120)
a) extraposition b) copular verb
51. "I know nothing about this...Collective, but it is better **to be ready for nothing** than fall asleep and be taken,"... (p. 126)
a) extraposition b) copular verb
52. It actually has been rather encouraging **to know that you stand with us in this fight.**" (p. 140)
a) extraposition b) copular verb
53. It was a joy **to demote him...** (p. 157)
a) extraposition b) copular verb

54. "It took me some time **to schedule an audience, my king**," (p. 165)
a) extraposition b) copular verb
55. "It's never easy **to lose someone**." (p. 188)
a) extraposition b) copular verb
56. "It has taken nearly a century **to find them all...**" (p. 198)
a) extraposition b) copular verb
57. "You told me once how hard it was **for you to be in the cities**,..." (p. 205)
a) extraposition b) copular verb
58. "You said it was hard **not to want to be out in nature**, where you could... (p. 205)
a) extraposition b) copular verb
59. It's...well it is hard **for me not to use my talents** in the same way. (p. 205)
a) extraposition b) copular verb
60. It's hard **to be given a challenge and not accept**. (p. 205)
a) extraposition b) copular verb
61. It took him a moment **to remember where he was**. (p. 257)
a) extraposition b) copular verb
62. ...it was a disgrace **to be so caught off guard**. (p. 286)
a) extraposition b) copular verb
63. "It would have been better **to have Nalia and Arum here right now**," said Jarek,... (p. 346)
a) extraposition b) copular verb

64. "I agree, but it would have taken you twice as long **to get there with your short legs**," teased Jarek. (p. 346)

- a) extraposition b) copular verb

Gerund in Role of Subject

65. "**Helping Tobias grow in power** will help you in the end, master," (p. 62)

- a) common subject position b) lexical

66. "**Delivering this item to you** was Theod's last command." (p. 66)

- a) common subject position b) copular verb

67. "But **growing up at court** makes it familiar,..." (p. 93)

- a) common subject position b) copular verb

68. **Looking over to the hourglass** revealed that nearly an hour had passed. (p. 150)

- a) common subject position b) lexical

69. "**Speaking to a Collective apprentice in defiance** is nearly like slapping the face of his master," (p. 151)

- a) common subject position b) copular verb

70. **Seeing the great city for the first time** made her curious to see its workings because of her friendship with Robuk. (p. 203)

- a) common subject position b) copular verb

71. **This toying** continued to agitate the dwarf,... (p. 262)

- a) common subject position b) lexical

72. After a few moments, **the shaking of the rope** stopped. (p. 271)

- a) common subject position b) lexical

Infinitive in Role of Subject

73. "Wouldn't it be better just **to go home**, dear?" (p. 43)
a) extraposition b) copular verb
74. It took almost ten minutes **to get away from them all**. (p. 70)
a) extraposition b) copular verb
75. It was hard **to believe there was a ceiling there at all**,... (p. 117)
a) extraposition b) copular verb
76. It was also very hard **to remember where anything was**, because it all... (p. 132)
a) extraposition b) copular verb
77. It was hard **to tell whether Ron or Hermione was angrier about this**. (p. 171)
a) extraposition b) copular verb
78. It took several purple firecrackers exploding from the end of Professor
Dumbledore's wand **to bring silence**. (p. 172)
a) extraposition b) copular verb
79. It was a relief **to be away from the smell of the troll**, quite apart from anything
else. (p. 178)
a) extraposition b) copular verb
80. The seats might be raised high in the air, but it was still difficult **to see what was
going on sometimes**. (p. 184)
a) extraposition b) copular verb

81. His broom was vibrating so hard, it was almost impossible **for him to hang on much longer.** (p. 190)
a) extraposition b) copular verb
82. It took perhaps thirty seconds **for Snape to realize that he was on fire.** (p.191)
a) extraposition b) copular verb
83. The trouble was, it was very hard **to know where to begin,** not knowing... (p. 197)
a) extraposition b) copular verb
84. "It'd be safe **to ask them.**" (p. 199)
a) extraposition b) copular verb
85. It was hard **to relax with Hermione next to you reciting the twelve uses of dragon's blood or practicing wand movements.** (p.229)
a) extraposition b) copular verb
86. It's hard **to stop Muggles from noticing us** if we're keeping... (p. 230)
a) extraposition b) copular verb
87. If Snape had been in on protecting the Stone, it must have been easy **to find out how the other teachers had guarded it.** (p. 232)
a) extraposition b) copular verb
88. "That is because it is a monstrous thing, **to slay a unicorn,**" said Firenze. (p. 258)
a) extraposition b) copular verb
89. **to have been loved so deeply,** (...), will give us some protection forever. (p. 299)
a) common subject position b) lexical
90. It was agony **to touch a person marked by something so good.** (p. 299)
a) extraposition b) copular verb

91. It took quite a while **for them all to get off the platform**. (p. 308)

- a) extraposition b) copular verb

92. “Be quiet, Ginny, and it’s rude **to point**.” (p. 308)

- a) extraposition b) copular verb

Gerund in Role of Subject

93. The problem was, strange things often happened around Harry and it was just no good **telling the Dursleys he didn’t make them happen**. (p. 24)

- a) extraposition b) copular verb

94. Yes, **trying on the hat** was a lot better than having to do a spell, but he... (p. 118)

- a) common subject position b) copular verb

95. And **saying the magic words properly** is very important, too... (p. 171)

- a) common subject position b) copular verb

96. “Be that as it may, **fighting** is against Hogwarts rules, Hagrid,” said Snape silkily. (p. 196)

- a) common subject position b) copular verb

97. “**Dragonbreeding** was outlawed by the Warlocks’ Convention of 1709, everyone knows that. (p. 230)

- a) common subject position b) lexical

ROWLING, J. K., (1999). *Harry Potter and the Chamber of Secrets*

Infinitive in Role of Subject

98. ...but it’ll take too long **to explain now**... (p. 25)

- a) extraposition b) copular verb

99. Of course, it's very hard **to convict anyone** because no Muggle... (p. 38)
a) extraposition b) copular verb
100. Oh, it's *wonderful* **to see you two again...** (p. 55)
a) extraposition b) copular verb
101. It was difficult **not to feel jealous of Ron** when he... (p. 65)
a) extraposition b) copular verb
102. It took a long while **to get started next morning.** (p. 65)
a) extraposition b) copular verb
103. I think she's begun to see how useful it'll be **to have a fully trained wizard in the family.** (p. 94) b) copular verb
a) extraposition
104. It is my job **to arm you against the foulest creatures known to wizardkind!** (p.101)
a) extraposition b) copular verb
105. **The first board** took nearly twenty minutes **to explain**, but there was another board... (p. 108)
a) transposition b) copular verb
106. It felt wonderful **to be back on the Quidditch field.** (p. 109)
a) extraposition b) copular verb
107. It was most unlike Hagrid **to criticize a Hogwarts teacher**, and Harry looked at him in surprise. (p. 115)
a) extraposition b) copular verb
108. "Took ages **to get the slime off.**" (p. 121)
a) extraposition b) copular verb

109. **To escape from Filch's office without punishment** was probably some kind of school record. (p. 129)
a) common subject position b) copular verb
110. "It's nice **to see you out of the toilet.**" (p. 134)
a) extraposition b) copular verb
111. ...it was their job **to try and unseat as many people as possible.** (p. 168)
a) extraposition b) copular verb
112. It took a while **to stuff the rubbery, boneless arm into a sleeve.** (p. 174)
a) extraposition b) copular verb
113. ...it would be instructive **to let them see .** (p. 191)
a) extraposition b) copular verb
114. ...it would be unsporting **to bewitch Malfoy while he was on the floor,**... (p. 192)
a) extraposition b) copular verb
115. "It's not possible **to live with the Dursleys and not hate them,**" (p. 200)
a) extraposition b) copular verb
116. ...because it was his duty as a prefect **to support the teachers during this troubled time.** (p. 211)
a) extraposition b) copular verb
117. It took a long time **to persuade Hermione to leave the bathroom.** (p. 226)
a) extraposition b) copular verb

118. It must be getting riskier and riskier **to open the Chamber of Secrets, with the school so alert and suspicious.** (p. 235)
a) extraposition b) copular verb
119. It had been hard **to tell**, because he clicked his pincers with... (p. 276)
a) extraposition b) copular verb
120. It might be kinder **to leave her where she is till they're over.**" (p. 285)
a) extraposition b) copular verb
121. "It took a very long time **for stupid little Ginny to stop trusting her diary,**"
(p.311)
a) extraposition b) copular verb
122. Anger was coursing through him, and it was an effort **to keep his voice steady.**
(p. 311)
a) extraposition b) copular verb
123. It had taken *me* five whole years **to find out everything I could about the Chamber of Secrets and discover the secret entrance.** (p. 312)
a) extraposition b) copular verb
124. "I knew it wouldn't be safe **to open the Chamber again while I was still at school.** (p. 312)
a) extraposition b) copular verb
125. He didn't think it was a good idea **to tell Ron yet who'd been opening the Chamber,...** (p. 324)
a) extraposition b) copular verb

Gerund in Role of Subject

126. **having a wizard in the family** was a matter of deepest shame. (p. 4)
a) common subject position b) copular verb
127. “It’s no good **turning your beak up at it** — that’s all we’ve got,” (p. 22)
a) extraposition b) copular verb
128. **Sending the family servant to stop Harry from going back to Hogwarts** also sounded exactly like the sort of thing Malfoy would do. (p. 30)
a) common subject position b) copular verb
129. “...it’s awful **trying to have a pee with her wailing at you.**” (p. 133)
a) extraposition b) copular verb
130. It was no good **hoping to hear anything here**, the... (p. 138)
a) extraposition b) copular verb
131. But **getting hold of the recipe** will be very difficult. (p. 160)
a) common subject position b) copular verb
132. **Regrowing bones** is a nasty business. (p. 174)
a) common subject position b) copular verb
133. **Conjuring up portable, waterproof fires** was a speciality of Hermione’s. (p. 183)
a) common subject position b) copular verb
134. “**Hearing voices no one else can hear** isn’t a good sign, even in the wizarding world.” (p. 209)
a) common subject position b) copular verb

135. It had been hard enough **trying to look for spiders**. (p. 283)

- a) extraposition b) copular verb

136. “It’s very boring, **having to listen to the silly little troubles of an eleven-year-old girl**,” (p. 309)

- a) extraposition b) copular verb

ROWLING, J. K., (1999). *Harry Potter and the Prisoner of Azkaban*

Infinitive in Role of Subject

137. ...it’s so good **to keep up with what’s going on in the wizarding world**.

(p. 11)

- a) extraposition b) copular verb

138. It would be wonderful **to visit Hogsmeade on weekends**; (p. 15)

- a) extraposition b) copular verb

139. “It’s damn good of Vernon and Petunia **to keep you...**” (p. 23)

- a) extraposition b) copular verb

140. It took Harry several days **to get used to his strange new freedom**. (p. 49)

- a) extraposition b) copular verb

141. “But it’ll be fascinating **to study them from the wizarding point of view**,” (p. 57)

- a) extraposition b) copular verb

142. It took them nearly ten minutes **to catch Scabbers**. (p. 60)

- a) extraposition b) copular verb

143. “It’d be good **to get some more money —**” (p. 61)
a) extraposition b) copular verb
144. “Won’t it be nice **to get out of school for a bit and explore Hogsmeade?**” (p. 77)
a) extraposition b) copular verb
145. I think it’s best **to get it out of the way before you become befuddled by our excellent feast.** (p. 91)
a) extraposition b) copular verb
146. “It is not in the nature of a dementor **to understand pleading or excuses.** (p. 92)
a) extraposition b) copular verb
147. It’ll take us ten minutes **to get there.** (p. 99)
a) extraposition b) copular verb
148. ...it is kinder **not to say...** (p. 107)
a) extraposition b) copular verb
149. It took them so long **to find her classroom** that, early as they had left divination, they were only just in time. (p. 108)
a) extraposition b) copular verb
150. It was harder **to feel scared of a lump of tea leaves** away from the dim red light and befuddling perfume of Professor Trelawney’s classroom. (p. 109)
a) extraposition b) copular verb
151. It’s always best **to have company** when you’re dealing with a boggart. (p. 134)
a) extraposition b) copular verb

152. Cursing Peeves, he rolled over and tried to get back to sleep, but it was very difficult, now that he was awake, **to ignore the sounds of the thunder rumbling overhead, the pounding of the wind against the castle walls, and the distant creaking of the trees in the Forbidden Forest.** (p. 174)
a) extraposition b) copular verb
153. It was getting harder and harder **to hold his broom straight.** (p. 176)
a) extraposition b) copular verb
154. It was a relief **to return to the noise and bustle of the main school on Monday,**... (p. 184)
a) extraposition b) copular verb
155. it's really hard **to see the entrance to it down in the cellar...** (p. 198)
a) extraposition b) copular verb
156. ...the handle was so shiny already it seemed pointless **to polish it.** (p. 231)
a) extraposition b) copular verb
157. It was probably better **for him to snuff it quickly...** (p. 252)
a) extraposition b) copular verb
158. It was hard **to tell whether Professor Trelawney had heard them,**... (p. 296)
a) extraposition b) copular verb
159. It took a few minutes **for the class to settle down again.** (p. 299)
a) extraposition b) copular verb
160. ...so that it was impossible **for Harry to get to classes on time** because... (p.301)
a) extraposition b) copular verb

161. It took a little while **to calm Hermione down.** (p. 319)
a) extraposition b) copular verb
162. ...it was impossible **to run full out under the cloak.** (p. 333)
a) extraposition b) copular verb
163. It took a few seconds **for the absurdity of this statement to sink in.** (p. 349)
a) extraposition b) copular verb
164. It is very painful **to turn into a werewolf.** (p.353)
a) extraposition b) copular verb
165. It took them the best part of three years **to work out how to do it.** (p. 354)
a) extraposition b) copular verb
166. It would have been impossible **to say which face showed more hatred.** (p. 359)
a) extraposition b) copular verb
167. “Professor Snape — it — it wouldn’t hurt **to hear what they’ve got to say,** w
— would it?” (p. 359)
a) extraposition b) copular verb
168. Just in case your old protector regained strength, and it was safe **to rejoin him.**
(p. 370)
a) extraposition b) copular verb
169. It’s so much harder **for them to sense animal emotions...** (p. 372)
a) extraposition b) copular verb
170. “And yet — is it good **for him to be given so much special treatment?** (p. 387)
a) extraposition b) copular verb

171. It was much harder **to see what was going on from here**. (p. 409)

- a) extraposition b) copular verb

172. It took a moment **for Harry to realize what Dumbledore had said**. (p. 428)

- a) extraposition b) copular verb

Gerund in Role of Subject

174. On the rare occasion that they did catch a real witch or wizard, **burning** had no effect whatsoever. (p. 2)

- a) extraposition b) copular verb

175. it'll be hard work, **pretending to Aunt Marge I go to that St. Whatsits** (p. 20)

- a) extraposition b) copular verb

176. **Knocking the stuffing out of me** won't make Aunt Marge forget what I could tell her. (p. 20)

- a) common subject position b) copular verb

177. **Seeing death omens** is her favorite way of greeting a new class. (p. 109)

- a) common subject position b) copular verb

178. **...his breathing was** fast and shallow. (p. 366)

- a) common subject position b) copular verb

179. **Getting back into the tunnel** was difficult. (p. 378)

- a) common subject position b) copular verb

Infinitive in Role of Subject

180. It would be an insult to her *memory* **not to use the information I extracted from her, Wormtail.** (p. 12)
a) extraposition b) copular verb
181. It had been doubly hard **to return to the Dursleys knowing that he had so nearly escaped them forever.** (p. 23)
a) extraposition b) copular verb
182. It would be best for Harry **to send us your answer as quickly as possible in the normal way...** (p. 30)
a) extraposition b) copular verb
183. It was hard, just now, **to feel worried about anything — even Lord Voldemort.** (p. 38)
a) extraposition b) copular verb
184. ...and it's rather difficult **to concentrate when people keep thundering up and down the stairs.** (p. 55)
a) extraposition b) copular verb
185. ...it's very difficult **for a large number of wizards to congregate without attracting Muggle attention.** (p. 68)
a) extraposition b) copular verb
186. Its voice was higher even than Dobby's had been, a teeny, quivering squeak of a voice, and Harry suspected — though it was very hard **to tell with a house-elf** — that this one might just be female. (p. 97)
a) extraposition b) copular verb

187. It was hard **to believe he was only eighteen.** (p. 105)
a) extraposition b) copular verb
188. It was hard **to see what was happening below,** because... (p. 114)
a) extraposition b) copular verb
189. It was pitiful **to see the way Winky clutched at her tea towel as she sobbed over Mr. Crouch's feet.** (p. 138)
a) extraposition b) copular verb
190. "Well, you can enchant a building so it's impossible **to plot on a map,** can't you?" (p. 167)
a) extraposition b) copular verb
191. "It would've been so easy **to push Malfoy off a glacier and make it look like an accident.** . . . Shame his mother likes him. . . ." (p. 167)
a) extraposition b) copular verb
192. "It is also my painful duty **to inform you that the Inter-House Quidditch Cup will not take place this year.**" (p. 183)
a) extraposition b) copular verb
193. It was usual **for new staff members to be greeted with applause,**... (p. 185)
a) extraposition b) copular verb
194. "...It is my very great pleasure **to inform you that the Triwizard Tournament will be taking place at Hogwarts this year.**" (p. 186)
a) extraposition b) copular verb
195. ...but it was nevertheless good **to know that he ever did anything as friendly as smile.** (p. 211)
a) extraposition b) copular verb

196. It was most unusual **to see Fred and George hidden away in a corner and working silently**,... (p. 222)
a) extraposition b) copular verb
197. It took him a while **to persuade her to wake up and then to look at him**,... (p. 229)
a) extraposition b) copular verb
198. "It's my job **to think the way Dark wizards do**... (p. 280)
a) extraposition b) copular verb
199. "I am sure Gryffindor and Hufflepuff are waiting to celebrate with you, and it would be a shame **to deprive them of this excellent excuse to make a great deal of mess and noise**." (p. 282)
a) extraposition b) copular verb
200. it took him a moment **to remember why he felt so miserable and worried**. (p. 288)
a) extraposition b) copular verb
201. it was hard **to say who was receiving more admiration these days**... (p. 296)
a) extraposition b) copular verb
202. it was impossible **for him to hear exactly what they were calling him**. (p. 300)
a) extraposition b) copular verb
203. It was very hard **to move through crowds in the Invisibility Cloak**,... (p. 319)
a) extraposition b) copular verb
204. ...it is very difficult **for a house-elf who has been dismissed to get a new position**. (p. 377)
a) extraposition b) copular verb

205. Potter and Weasley have been kind enough **to act their age**. (p. 385)
a) extraposition b) copular verb
206. It was quite something **to hear “O Come, All Ye Faithful” sung by an empty helmet that only knew half the words**. (p. 395)
a) extraposition b) copular verb
207. “Just because it’s taken *you* three years **to notice**, Ron, doesn’t mean no one *else* has spotted I’m a girl!” (p. 400)
a) extraposition b) copular verb
208. ...it had become hard **to aim properly...** (p. 411)
a) extraposition b) copular verb
209. Harry could have told Hagrid it was best **not to answer...** (p. 428)
a) extraposition b) copular verb
210. if the voices could only be heard underwater, then it made sense **for them to belong to underwater creatures**. (p. 463)
a) extraposition b) copular verb
211. it was too much **to hope that no Muggles would spot an Aqua-Lung zooming across the countryside to Hogwarts**. (p. 482)
a) extraposition b) copular verb
212. “It takes years **to become an Animagus**, and... (p. 485)
a) extraposition b) copular verb
213. It would be an ideal excuse **to make regular visits to Hogwarts and keep an eye on him**. (p. 530)
a) extraposition b) copular verb

214. it would be an ideal opportunity **for someone to attack you.** (p. 533)
a) extraposition b) copular verb
215. it was pointless **to pretend that he hadn't overheard what they had been saying.** (p. 581)
a) extraposition b) copular verb
216. It becomes easier **to spot patterns and links,**... (p. 597)
a) extraposition b) copular verb
217. ...it would have been a relief **to siphon them off.**
a) extraposition b) copular verb
218. ...how foolish it was **to suppose that this boy could ever have been stronger than me...** (p. 658)
a) extraposition b) copular verb
219. ...it seemed important **to explain this.** (p. 672)
a) extraposition b) copular verb
220. It was my dream, my greatest ambition, **to serve him, to prove myself to him.**
(p. 688)
a) extraposition b) copular verb
221. My master decided it was no longer safe **for my father to leave the house.**
(p. 689)
a) extraposition b) copular verb

Gerund in Role of Subject

222. **Allowing Harry to go** would make Harry happy, something Uncle Vernon had struggled against for thirteen years. (p. 31)
a) common subject position b) copular verb
223. On the other hand, **allowing Harry to disappear to the Weasleys' for the rest of the summer** would get rid of him two weeks earlier than anyone could have hoped,... (p. 31)
a) common subject position b) lexical
224. **Flying** came more naturally to Harry than anything else in the magical world... (p. 63)
a) common subject position b) copular verb
225. It was extremely comfortable, **lying there in bed and listening to the storm raging outside**. (p. 191)
a) extraposition b) copular verb
226. Harry would have said **finding a partner for a dance** would be a cinch compared to taking on a Hungarian Horntail. (p. 388)
a) common subject position b) copular verb
227. **Giggling** should be made illegal,...
a) common subject position b) copular verb
228. **Lying to Hagrid** wasn't quite like lying to anyone else. (p. 456)
a) common subject position b) copular verb
229. It was awkward **moving under the cloak tonight**. (p. 459)
a) extraposition b) copular verb

Infinitive in Role of Subject

230. It cost him something **to tell the truth this time**, ... (p. 6)
a) extraposition b) copular verb
231. Nevertheless, it was quite galling **to be told not to be rash by a man who had served twelve years in the wizard prison**,... (p. 9)
a) extraposition b) copular verb
232. It would be really fun to **watch Dudley's dilemma**;... (p. 11)
a) extraposition b) copular verb
233. It was not easy **to hold a wand steady and carry Dudley along at the same time**. (p. 21)
a) extraposition b) copular verb
234. ...it was easier and quieter **to answer Uncle Vernon's questions**... (p. 29)
a) extraposition b) copular verb
235. It felt very strange **to be standing here in Aunt Petunia's surgically clean kitchen, (...), and talking calmly of Lord Voldemort to Uncle Vernon**. (p. 37)
a) extraposition b) copular verb
236. ...it felt odd **to be introduced to somebody he'd thought he'd known for a year**. (p. 49)
a) extraposition b) copular verb
237. ...it's safe **to set off**... (p. 50)
a) extraposition b) copular verb

238. ...it might be uncomfortable **to spin around in fireplaces...** (p. 57)
a) extraposition b) copular verb
239. “Oh, Harry, it’s lovely **to see you!**” (p. 61)
a) extraposition b) copular verb
240. “It would have taken you about thirty seconds longer **to walk down the stairs,**”
said Ron. (p. 68)
a) extraposition b) copular verb
241. “It’s not down to you **to decide what’s good for Harry!**” said Mrs. Weasley
sharply. (p, 88)
a) extraposition b) copular verb
242. “The thing is, it’s been rather difficult **for you to look after him while you’ve
been locked up in Azkaban,** hasn’t it?” (p. 90)
a) extraposition b) copular verb
243. It’s so much more comfortable **to convince himself Dumbledore’s lying to
destabilize him.** (p. 94)
a) extraposition b) copular verb
244. ...it’s hard **to convince people he’s back...** (p 94)
a) extraposition b) copular verb
245. ...it’s very important **for us to have spies inside the Ministry...** (p. 95)
a) extraposition b) copular verb

Gerund in Role of Subject

246. **Seeking a fight** was not a smart move. (p. 11)
a) common subject position b) copular verb

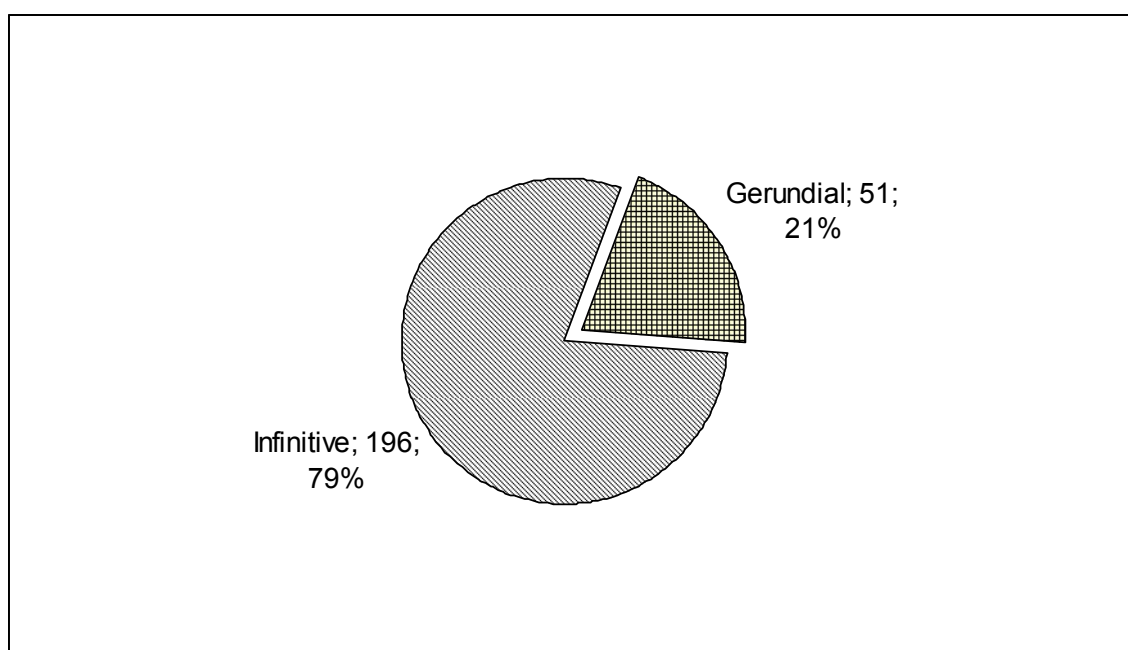
247. **Being a Dark wizard catcher** was the only career he'd ever considered after Hogwarts. (p. 52)

a) common subject position

b) copular verb

3.3 Results of the Analysis

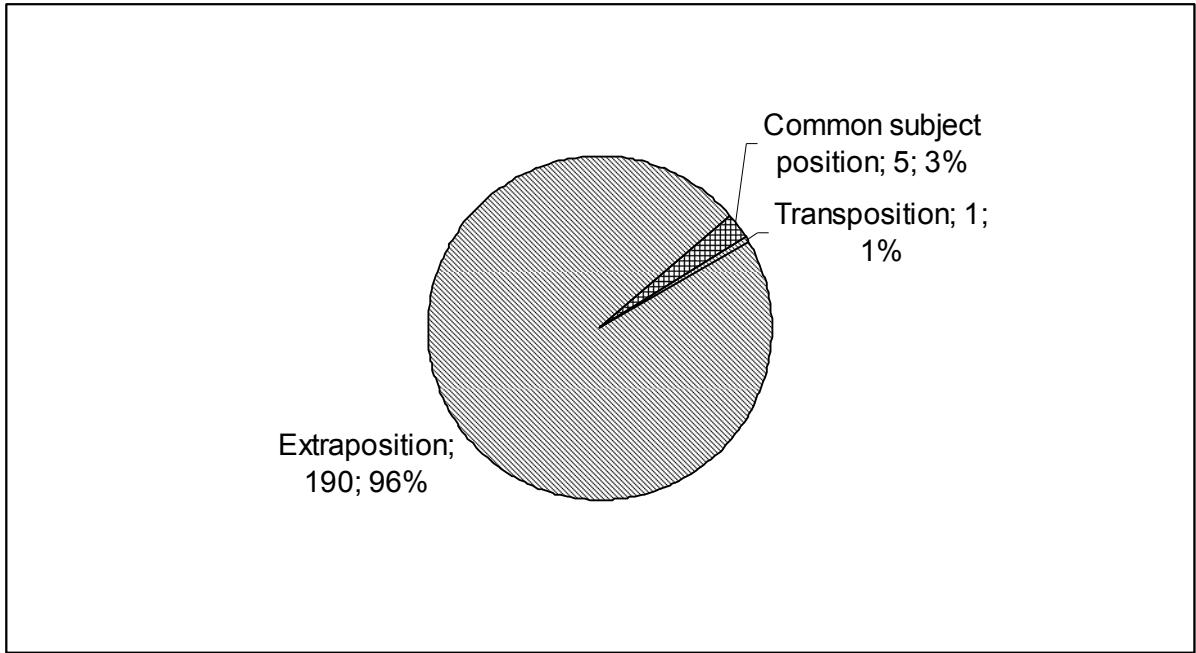
There was found 247 cases of non-finite clause in a role of the subject in English sentence. The first graph demonstrates ratio of gerundial subjects to infinitive subjects. The data showed that every fifth non-finite clause in role of the subject was gerundial.



Graph 1: Ratio of gerundial subjects to infinitive subject; number of all excerpts: 247.

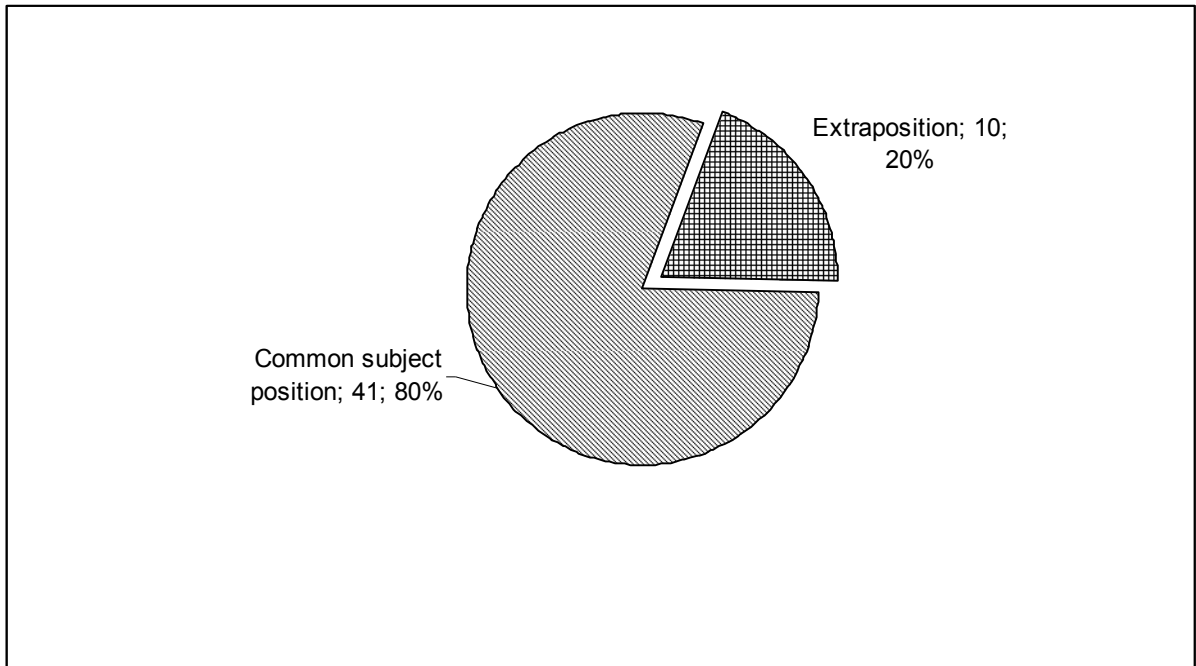
The further research showed that, although it was possible for infinitive subject to be in common subject position in the sentence, it was not really frequent. The results indicated that extraposition was far more usual to be used when using infinitive subject. From 196 infinitive subjects only five (1, 9, 18, 89, 109) were in common subject position. Also there was only one case of transposition (105).

Analysis of individual excerpts of infinitive subject displayed that only copular verb was used for creating the sentence structure.



Graph 2: Common subject position vs. Extraposition vs. Transposition from; excerpts of infinitive subject: 196

In case of Gerundial subjects, research showed that the subjects are more frequently in common subject position. From all 51 cases there is only ten in extraposition and the rest is in common subject position.



Graph 3: Common subject position vs. Extraposition; excerpts of gerundial subject: 51

In sentences with gerundial subject were also recorded ten cases of lexical verb used for creating the sentence structure (28, 35, 36, 39, 65, 68, 71, 72, 97, 223). This proved that gerundial subjects were not strictly used with copular verb unlike to infinitive subject, although using the copular verbs was still more often.

4 CONCLUSIONS AND FURTHER RESEARCH

Even though the number of excerpts studied in 'Analysis' chapter is not significantly high (247) the research questions given in 'Introduction' chapter seem to be clearly answered. At first, to find out what is more frequently used, whether it is gerundial or infinitive subject. Secondly, to show what are often means used for realizing each of them.

The first question was simply answered by comparison of number of gerundial subjects to number of infinitive subjects. Although it seemed to be trivial thing, the knowledge gathered from reference book was crucial for this task. According to this knowledge author was able recognize important differences needed to separate gerund, present participle and verbal noun, what was one of the most important thing needed to complete the task. Results showed that infinitive subject is far more often to be found (79%).

Many reference books claim that infinitive subjects are more often to be seen in extraposition and only with copular verbs contrarily to gerundial subjects where it is the common subject position and possibility to use lexical verbs in order to create the sentences with gerundial subject. Results of author's research showed that from all of infinitive subjects (196) was majority in extraposition (96%) and all were used with copular verbs. The gerundial subjects (51) on the other hand were more often in common subject position (80%) and there some (10) were used with lexical verbs. The hypotheses given by reference books were confirmed.

Potential for further research in field of non-finite clauses is not hard to find. Results of research showed that gerund in role of subject it not that often to be found; nevertheless as author went through excerpts books there were many gerunds in other roles then subject. So another question arises – what are the other uses of gerundial clause? This may be possible research question of author's diploma thesis.

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SUMMARY IN CZECH

Bakalářská práce se zabývá použitím gerundia a infinitivu v roli podmětu v anglické větě. Na základě informací získaných z odborné literatury, práce ve své první části vysvětluje co je to infinitiv a co je to gerundium a ukazuje způsoby použití v roli podmětu (pozice ve větě, použití sponového nebo plnovýznamového slovesa). Druhá část práce zkoumá 247 příkladů gerundiálního a infinitivní podmětu získaných z několika knih současné anglické tvorby: *Dawning Book 1 of The Untouchable Steve Trilogy* and *Quest Book 2 of The Untouchable Steve Trilogy* od D. A. Caldwell, *Harry Potter a Kámen mudrců*, *Harry Potter a Tajemná komnata*, *Harry Potter a Vězen k Azkabanu*, *Harry Potter a Ohnivý pohár* a *Harry Potter a Fénixův řád* od J. K. Rowlingové. Výsledky výzkumu ukázaly, že infinitivní podmět je používán častěji (79%) nežli gerundiální (21%). Hlubší výzkum ukázal, že infinitivní podmět se mnohem častěji vyskytuje v extrapozici (190) a méně často ve standardní podmětové pozici (5) nebo transpozici (1). Dále také prokázal, že infinitivní podmět se vždy pojí se sponovým slovesem (196 z 196). Méně častý gerundiální podmět tíhne spíše k vyjádření pomoci běžné podmětové pozice (41) nežli extrapozice (10). Narozdíl od infinitivu, gerundiální podmět (10) se také pojí s plnovýznamovými slovesy, ale i zde jsou sponová slovesa častější. Výsledky výzkumu jsou v souladu se závěry pozorovanými v odborné literatuře.