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**B.A. Part – II (Semester-III)**  
**English (Communication Skills)**  
**(For Sessions 2022-23, 2023-24, and 2024-25)**

One paper of 75 marks to be attempted in three hours  
Time: 3 hours  
(Six periods per week)  
Number of teaching periods: 75

Written Examination: 75 Marks  
Internal Assessment: 25 Marks  
Pass marks: 35%

**COURSE CONTENT:**

1. *Gleanings from Home and Abroad* (Orient BlackSwan).

The following essays from this book are prescribed:

1. Toasted English - R.K. Narayan
2. Work Brings Solace- A.P.J. Abdul Kalam
3. On Letter-Writing - A.G. Gardiner
4. Towards Creating a Poverty-Free World – Muhammad Yunus
5. Wikileaks, Facebook and the End of Discretion - Mukul Kesavan
6. Issues in the Writing of Environmental History- Mahesh Rangarajan
7. Why I Want a Wife - Judy Brady
8. Universal Declaration of Human Rights - Leah Levin

2. *English Grammar in Use* by Raymond Murphy (Cambridge University Press).  
Prescribed Units: 92-120

**Recommended Reading**

*Composition and Writing Skills*. Orient BlackSwan. (For the questions dealing with Composition).

*The Student's Companion* by Wilfred D. Best.

**TESTING**

**UNIT-I**


- I. The candidate shall attempt one essay type question (with internal choice) on theme, central idea or substance from the first four prescribed essays from *Gleanings from Home and Abroad*. The answer shall not exceed 250 words  
10 marks
- II. The candidate shall attempt one essay type question (with internal choice) on theme, central idea or substance from last four (5-8) prescribed essays from *Gleanings from Home and Abroad*. The answer shall not exceed 250 words.  
10 marks

**UNIT-II**

- III. Five short-answer questions to be attempted (in about 50 words each) out of given seven questions from the prescribed essays from *Gleanings from Home and Abroad*.  
5x3=15 marks
- IV. Letter-writing: Personal letters, letters to the editor on current issues, applications.  
The candidate shall write one out of the given choice of two.  
10 marks

**UNIT-III**

- V. This question shall be based on *English Grammar in Use* by Raymond Murphy. Prescribed Units: 92-120  
Candidates shall be required to do as directed on the basis of prescribed exercises. The examiner shall set 25 sentences from the prescribed exercises in the syllabus out of which the candidates shall attempt any 20.

  
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25% of the questions shall be set from the prescribed literary text and remaining 75% shall be based on the exercises prescribed in *English Grammar in Use*.

Each sentence shall be of 1.5 marks.

20x1½=30 marks.



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**B.A. Part – II (Semester-IV)**  
**English (Communication Skills)**  
**(For Sessions 2022-23, 2023-24, and 2024-25)**

One paper of 75 marks to be attempted in three hours  
Time: 3 hours

Written Examination: 75 Marks  
Internal Assessment: 25 Marks  
Pass marks: 35%

No. of teaching periods: 75  
(Six periods per week)

**COURSE CONTENT:**

(A) *Pride and Prejudice* by Jane Austen. Orient Longman College Classics. Abridged Classics. Simplified and Abridged by Manju Sambhunath Sen. Consultant Editor, Bikram K. Das. Orient Longman, Hyderabad, 2003. Reprinted, 2007.

(B) *English Grammar in Use* by Raymond Murphy (Cambridge University Press).

Prescribed Units: 121-145, Appendix 7 and Additional Exercises (Complete)

**Recommended Reading**

1. *Composition and Writing Skills*. Orient BlackSwan. (For questions dealing with Composition).
2. *The Student's Companion* by Wilfred D. Best.

**TESTING**

**UNIT-I**

- Q. No.1 One essay type question of about 250 words with an internal alternative on theme, plot, narrative or incident from *Pride and Prejudice*. 10 marks
- Q. No 2 One essay type question of about 250 words with an internal alternative on character/characters from *Pride and Prejudice* 10 marks

**UNIT-II**

- Q. No. 3 Four short-answer questions to be attempted (in about 50 words each) out of given six questions from *Pride and Prejudice*. 4x3=12 marks
- Q. No.4 (i) Dialogue-writing: Transcoding a given prose passage into a dialogue. 06 marks
- (ii) Paragraph on one out of the given four topics in about 250 words. 07 marks

**UNIT-III**

- Q. No. 5 This question shall be based on *English Grammar in Use* by Raymond Murphy. Prescribed Exercises: 121-145, Appendix 7 and Additional Exercises (Complete).

Candidates shall be required to do as directed on the basis of prescribed exercises. The examiner shall set 25 sentences set from the prescribed exercises in the syllabus out of which the candidates shall attempt any 20.

25% of the questions shall be set from the prescribed literary text and remaining 75% shall be based on the exercises prescribed in *English Grammar in Use*.

Each sentence shall be of 1.5 marks.

20x1½=30 marks.



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B.A. PART-II  
SEMESTER-III

ENGLISH  
(COMMUNICATION SKILLS)

UNIT NO. II

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Punjabi University, Patiala**  
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**OXFORD PRACTICE GRAMMAR**

- 2.1 :Oxford Practice Grammar, Unit 44 to Unit 53
- 2.2 :Oxford Practice Grammar, Unit 54 to Unit 59
- 2.3 :Oxford Practice Grammar, Unit 60 to Unit 64
- 2.4 :Oxford Practice Grammar, Unit 65 to Unit 75

**NOTE : Students can download the syllabus from department's website [www.pbidde.org](http://www.pbidde.org)**

## Oxford Practice Grammar

### Unit 44 to Unit 53

#### 2.1.0 Objectives

#### 2.1.1 Introduction

##### 2.1.1.1 Unit 44: Ability: can, could and be able to

- A. Can and Can't
- B. Can and be able to
- C. Could and was / were able to.

2.1.1.2 Exercises: Unit 44. (Solved)

#### 2.1.2 Unit 45: Permission: can, may, could and be allowed to.

##### 2.1.2.1

- A. Asking permission
- B. Giving and refusing permission
- C. Talking about permission.

2.1.2.2. Exercises unit 45. (Solved)

#### 2.1.3 Unit 46 Possibility and certainty: may, might, could, must etc.

##### 2.1.3.1

- A. May, might and could
- B. May, might and could in the negative
- C. Must and can't.

2.1.3.2 Exercises Unit 46. (Solved)

#### 2.1.4 Unit 47 Necessity: must and have to

##### 2.1.4.1

- A. Present, past and future
- B. Must and have to
- C. Have got to

2.1.4.2 Exercises Unit 47. (Solved)

#### 2.1.5 Unit 48 Necessity: mustn't, needn't, etc

##### 2.1.5.1

- A. Mustn't or needn't
- B. Don't have to and don't need to

C. Didn't need to or needn't have

**2.1.5.2 Exercises Unit 48. (Solved)**

**2.1.6 Test your comprehension: Activity for the student-1.**

**2.1.7 Check your answers.**

**2.1.8 Unit 49: Should, ought to, had better and be supposed to**

**2.1.8.1**

- A. Introduction
- B. Should and ought to
- C. Had better
- D. Be supposed to.

2.1.8.2 Exercises Unit 49. (Solved)

**2.1.9 Unit 50: Asking people to do things.**

**2.1.9.1**

- A. Polite requests
- B. The imperative
- C. Asking for things.

2.1.9.2 Exercises Unit 50. (Solved)

**2.1.10 Unit 51: Suggestions, offers and invitations**

**2.1.10.1**

- A. Suggestions
- B. Offers
- C. Invitations.

**2.1.10.2 Exercises Unit 51. (Solved)**

**2.1.11 Unit 52: will, would, shall and should**

**2.1.11.1**

- A. Will and would be predictions
- B. Would like
- C. Decisions and refusals
- D. Shall and should.

2.1.11.2 Exercises Unit 52. (Solved)

**2.1.12 Unit 53: It may / could / must have been etc.**

**2.1.12.1**

- A. Introduction
- B. May have, might have, could have

- C. May not have, might not have, could not have
- D. Must have, can't have
- E. Should have, ought to have.

### 2.1.12.2 Exercises Unit 53. (Solved)

#### 2.1.13 Self-check exercise: Activity for the Student II.

#### 2.1.14 Check Your Answers.

#### 2.1.15 Summary

#### 2.1.16 Questions.

#### 2.1.17 Suggested Reading

### 2.1.0 Objectives:

- \* to teach students the use of can, could and be able to
- \* to teach students the use of can, may, could and be allowed to
- \* to teach students the use of may, might, could, must etc
- \* to teach students the use of must and have to
- \* to teach students the use of mustn't and needn't, etc
- \* to teach students the use of ought to, had better and be supposed to
- \* to teach students how to make polite requests and ask for things
- \* to teach students how to make suggestions, offers and give invitations
- \* to teach students the use of will, would, shall and should
- \* to test students' comprehension of the items studied:

After reading and practicing the lesson, the students shall be able to use all the modal verbs correctly.

### 2.1.1 Introduction

In this lesson the concepts related to Ability, Possibility, Necessity, Permission, Invitations, and Suggestions.

#### 2.1.1.1 Unit 44: Ability: can, could and be able to

##### A. Can and can't

We use can to say that something is possible which means that someone has the ability or an opportunity to do something. For example, the sentence 'Natasha can play the piano' means that she has the ability to play piano and the sentence 'She can go to the music room' means that she has the opportunity.

##### B. Can and be able to

In the present tense, be able to is little more formal and less usual than the, can Emma is good with Computers. She can write/is able to write programs.

But in some structures we always use be able to not can. For example: To infinitive It's nice to be able to go to the theatre.

After modal verb                      She ought to be able to help us.

Present Perfect                      I've been able to get the work done.

### C.      **Could and was / were able to**

- (i) For ability or opportunity in the past, we use could or was/were able to.
- (ii) To say that the ability or opportunity resulted in a particular action; something that really happened we use was/were able to but could not.
- (iii) In negative sentences and questions, we can use either form:  
 It was foggy, so the plane couldn't/was n't able to take off.  
 Could you / were you able to help them?
- (iv) We normally use could (not was/were able to) with verbs of seeing and with verbs of thinking.

#### 2.1.1.2 Exercises Unit 44 (Solved).

##### Exercise I **Can** and **can't**

Look at the pictures given at p 109 of your book and say what they can or can't do. Use these words: *climb trees, juggle, lift the weights, play the violin,*

1      *She can't play the violin*

3      *She can juggle*

2      *She can climb trees*

4      *She can lift the weights*

##### Exercise 2 **Can** and **be able to**

Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using *can* or a form of *be able to*, Sometimes *there is more than one possible answer.*

Harriet: I've been really busy lately. How are you?

David: I'm OK, thanks.                      (1) *I can walk (I/walk) around now.*

The doctor says                      (2) *I can go (I/go) back to work soon.*

It'll be nice                      (3) *to be able to get (get) out again. I hate being stuck here like this.*

I haven't                      (4) *been able to do (do) anything interesting.*

##### Exercises 3 **Could** and was/were able to

1. Which of these sentences is correct? I was ill, so I couldn't go to the party.

I was ill, so I wasn't able to go to the party.

a)  Only the first one. b)  Only the second one. c)  Both of them.

2. Which is closer to the meaning of the sentence 'Sarah was able to leave work early yesterday?'

a)  Sarah left work early yesterday.

b)  Sarah had the opportunity to leave work early yesterday, but we don't know if she took it.

##### Exercise 4 **Could** and **was/were able to**

Put in *could* or *was/were able to*. Sometimes either is possible. Use a negative if necessary.



Suddenly all the lights went out. We couldn't see a thing.

1. The computer went wrong, but luckily Emma *was able to* put it right again.
2. There was a big party last night. I *could* hear the music half a mile away.
3. I learnt to read music as a child. I *could* read it when I was five.
4. People heard warnings about the flood, and they *were able to* move out in time.
5. The train was full. I *couldn't* find a seat anywhere.

## 2.1.2 Unit 45: Permission: Can, may, could and be allowed to

### 2.1.2.1

#### A. Asking permission

- (i) We use **can, could** or **may** to ask for permission  
 Can I take your book?  
 Could we borrow your ladder, please?  
 May I join you?
- (ii) **Could** always sounds more polite than **Can**. **May** is rather formal.

#### B. Giving and refusing permission

- (i) To give permission, we use **can** or **may** (but not **could**)  
 You can use my calculator.  
 You may phone from here (written notice) (May is formal and is not often used in speech).
- (ii) To refuse permission, we use **can't** or **may not** (but not **could n't**)  
 We can also use **must not**.  
 Luggage must not be left unattended.

#### C. Talking about permission.

- (i) We use 'can' to talk about present and 'could' for the past.  
 Present            Students can sit in the reading room from 10a.m. to 1.p.m.  
 Past                In the 1920s, you could drive without taking a test.
- (ii) We can also use **be allowed to**  
 Present            Passengers are allowed to take one bag on to the plane.  
 Past                We were not allowed to move freely.  
 Future             Will we be allowed to hold the night party?
- (iii) For a general permission in the past we use either **could** or **was/were allowed to**.  
 I could always stay/was always allowed to stay up late as a child.
- (iv) Compare these questions with **may** and **be allowed to**
- |   |   |
|---|---|
| Asking for permission                         | Asking about permission   |
| May I take a photo of you?<br>(=you allow it) | Are we allowed to take photos? (=will<br>(=what is the rule?)). |

### 2.1.2.2. Exercises Unit 45 (Solved)

**Exercise 1. Asking permission.**

How could you ask for permission in these situations. Use **Can I**, **could I** or **May I** and the verbs borrow, join, look at.

- (i) You need a calculator. The person sitting next to you has got it.

**Can I borrow your calculator?**

- (ii) You have gone into a cafe. People who you know are sitting at a table. You go over to the table.

**May I join you**

- (iii) You had to go to a lecture. but you were ill. Your friend went to the lecture and took notes. Next day you see the friend.

**Could I look at your notes?**

**Exercise 2. Giving and refusing permission:**

Looking at the signs, solve this exercise on your own.

**Exercise 3. Be allowed to:**

Put in the correct form.

Rita: I heard you've moved into a new flat with a couple of friends.

Emma: Yes. It's a nice flat. but the land lady is strict. **We aren't allowed to do** (we / not / allow / do) anything. It was my birthday last month and.

- (1) I wasn't allowed to have (not / allow / have) a party.

Rita: Oh,

- (2) We're / we are allowed to have (we / allow/ have) parties at our place.

- (3) We're / we are allowed to do (allow / do) anything more or less We're hoping to have an all-night party soon; but I'm not absolutely sure if.

- (4) We'll / we will be allowed to hold (we / allow / hold / it).

**Exercise 4. May I?; Am I allowed to?**

Put in May I? or Am I allowed to -?

1. *Am I allowed* to cross the road here?
2. *May I* ask you a personal question?
3. *Am I allowed* to roller blade in this park?
4. *Am I allowed* to drive a car?
5. *May I read* your magazine?

**2.1.3 Unit 46 Possibility and certainty: may, might, could, must, etc.2.1.3.1****A. May, might and could.**

- (i) We use may or might to say that something is possible or that it is quite likely. We can use them for the present or the future.

It may / might be an accident (= Perhaps it is an accident)

I may / might go to Delhi (Perhaps I will go to Delhi).

(ii) We can use could to say that something is possible.

The story could be true. (Possibly it is true).

(iii) After may, might or could, we can use a continuous form (be+an ing-form)

They may / might be waiting for us (Perhaps they are waiting for us).

B. **May, might** and **could** in the negative. The negative forms are **maynot, might not** / mightn't and could not / couldn't.

May not and might not

Could not

Something negative is possible

Something is impossible

You may not get admission.

I'm completely unfit. I couldnot run the marathan.

C. **Must and can't**

Must

Can't

We use must when we realize

We use can't when werealize that

that something is certainly true something is impossible

### 1.3.2 Exercises Unit 46. (Solved).

#### 1 Might be and might be doing

Vicky and Rachel are at college. They're looking for their friend Natasha. Complete the conversation.

Use *may* or *might* and the verb in brackets. Sometimes you need to use thecontinuous.

Vicky: I can't find Natasha. Have you seen her?

Rachel: (►) *She might be* (she / be) in the music room. (►)*She may be practising* (she / practise).

Vicky: No, she isn't there. I thought (1) *She might be* (she / be) with you. Rachel: It's a nice day. (2) *She may be* (she / be) on the lawn.

(3) *She might be sitting* (she / sit) out there reading the paper. Or (4) *She may be having* (she / have) a coffee.

(5) *You might find* (you/find) her in the canteen. Emma:

No, I've looked there.

Rachel: Well, here comes Jessica. (6) *She might know* (she / know).

#### 2 May and might

Add a sentence with *may* or *might* (both are correct).

1. I can't say whether Daniel will win. *He may / might win.*
2. I haven't decided if I'm having a holiday. *I may / might have one.*
3. I don't know if we'll get an invitation. *We may / might get one.*

4. I've no idea whether Sarah will be late. *She may / might be late.*
5. I'm not sure if my friends are visiting me. *They may / might be visiting me.*

**3 Mightn't and couldn't**

Put in *mightn't* or *couldn't*.

1. We're going to need lots of glasses. *We mightn't* have enough, you know.
2. Mark *mightn't* be in the office tomorrow. He thinks he's getting a cold.
3. *We couldn't* possibly have a dog, living in a small flat like this.
4. How can you work with all this noise? I *couldn't* work in such conditions.
5. Don't ring tomorrow because I *mightn't* be in. I'm not sure what I'm doing.

**4 Must, can't and might**

A reporter is interviewing Mrs Miles for a TV news programme. Complete the conversation. Put in *must*, *can't* or *might*.

Mrs Miles: My name's Nora Miles, and I'm going to do a parachute jump.

Reporter: Mrs Miles, you're seventy-three, and you're going to jump out of a aeroplane.

You (1) *can't* be serious.

Mrs Miles: It really (2) *must* be wonderful to look down from the sky.

I've always wanted to try it.

Reporter: But anything could happen, You (3) *might* be injured or even killed. I wouldn't take the risk.

Mrs Miles: Well, young man, your life (4) *can't* be much fun if you never take risks. You never know - you (5) *might* enjoy it.

Reporter: Enjoy it? You (6) *must* be joking!

**2.1.4 Unit 47: Necessity: must and have to**

**2.1.4.1**

**A. Present, Past and future.**

(i) We use *must* and *have to / has to*, to say that something is necessary. I am not feeling well. I *must* go to the doctor.

I am very busy at the office. I *have to* work on Sunday

(ii) When we use past, or the future with *will*, we need a form of *have to*

I *had to* go to the hospital yesterday

That wasn't very good. We'll *have to* do better next time.

(iii) For negatives and questions with *has to*, *have to*, *had to*, we use a form of *do*.

I *don't have to* work on Sunday. Do you *have to* work on Sunday?

Did you *have to* pay for the second cup of coffee?

**B Must or have to**

(i) Both **must** and **have** to express necessity but we use them differently.

<b>Must</b>	<b>Have to</b>
i) We use must when the speaker feels something is necessary.  You must meet him (I am makes it telling you)	We use have to when the situation makes something necessary.  I have to go to Delhi (situation necessary)
ii) 'must' can also express a wish. I must buy a newspaper. I want asked to see the racing results.	I have to buy a newspaper. The boys me to get one.

**C Have got to**

Have got to means the something as have to but have got to is informal.

**2.1.4.2 Exercises Unit 47. (Solved).**

**1 Have to**

Complete the conversations. Use the words in brackets and a form of *have to*.

- Claire: I parked my car outside the hairdresser's, and while I was in there, the police took the car away, I've got it back now. But  
*I had to pay* (I/ pay) a lot of money.  
Henry: How much *did you have to pay* (you/pay)?  
Claire: Two hundred pounds!
- Trevor: That door doesn't shut properly. *You have to slam* (you /slam) it every time.  
Laura: *You'll have to fix* (you / will / fix) it then, won't you?
- Jessica: You're always taking exams. Why do you *have to take* (you /take) so many?  
Andrew: *I'll have to take* (I/will/take) a lot more if I want a good job.
- Mike: We're in a new house now. *We had to move* (we / move). The old place was too small.  
Nick: Did it take you long to find a house?  
Mike: No, we found one easily. *We didn't have to look* (we / not/ look) very hard. But it was in bad condition. *We've / We have had to do* (we've / do) a lot of work on it.
- Nick: My brother *has to start* (start) work at five o' clock in the morning.  
Melanie: That's pretty early. What time *does he have to get* (he / get) up? Nick: Half past three.

**2 Must and have to**

Write a sentence with *must*, *have to* or *has to*.

1. Laura has to get to work on time.  
Her boss told her: *you must get to work on time.*
2. The police told Nick: 'You must keep your dog under control.'  
So Nick *has to keep his dog under control.*
3. The pupils have to listen carefully.  
The teacher says: *you must listen carefully.*
4. The new sign says: Visitors must report to the security officer.'  
So now *visitors have to report to the security officer.*

**3 Must or have to?**

Put in *must* or *have to/has to*. Choose which is best for the situation.

1. You *must* lock the door when you go out. There've been a lot of break-ins recently.
2. Daniel *has to* go to the bank. He hasn't any money.
3. I *have to* work late tomorrow. We're very busy at the office.
4. You really *must* make less noise. I'm trying to concentrate.
5. I think you *have to* pay to park here. I'll just go and read that notice.
6. You really *must* hurry up, Vicky. We don't want to be late.
7. I *must* put the heating on. I feel really cold.

**2.1.5 Unit 48 Necessity: mustn't, needn't, etc.****2.1.5.1****A. Mustn't or needn't**

- (i) We use *must* to say that something is necessary but we use *mustn't* to say that something is a bad idea.  
You *mustn't* be late for you class.
- (ii) We use *needn't* when something is not necessary.  
You *needn't* take the umbrella. It is not going to rain.

**B. Don't have to and Don't need to**

- (i) We can use *don't have to*, and *don't need to* when something is not necessary. The meaning is the same as *needn't*.  
You *don't need to* / *don't have to* wash these glasses. They are clean. (ii)  
For the past we use *didn't*.  
The train was on time. We *didn't have to* / *didn't need to* wait.

**C. Didn't need to or needn't have**

Didn't need to	Needn't have
We use <i>didn't need to</i> when something necessary. The entry was free, have to pay to go in.	We use <i>needn't have</i> , a past was not participle for something we did which we now know was not necessary. We needn't have gone to the supermarket. We already had food for tonight.

### 2.1.5.2 Exercises Unit: 48 (Solved).

#### 1 Must, mustn't or needn't?

Put in *must*, *mustn't* or *needn't*.

1. Vicky: Come on. We *must* hurry. We *mustn't* be late.  
Rachel: It's only ten past. We *needn't* hurry. There's lots of time.
2. Claire: My sister and I are going a different way.  
Guide: Oh, you *mustn't* go off on your own. It isn't safe.  
We *must* keep together in a group.
3. David: I'll put these cups in the dishwasher.  
Melanie: No, you *mustn't* put them in there. It might damage them. In fact, we *needn't* wash them at all. We didn't use them.
4. Secretary: I *mustn't* forget to type this letter.  
Mark: Yes, it *must* go in the post today because it's quite urgent.  
But the report isn't so important. You *needn't* type the report today.

#### 2 Don't have to

An old woman is talking to a reporter from her local newspaper. She is comparing life today with life in the past. Complete her sentences using *don't have to* or *didn't have to*.

1. There's so much traffic now. You have to wait ages to cross the road. In those days you *didn't have to wait ages to cross the road*.
2. I had to work long hours when I was young. But children today have it easy.  
They *don't have to work long hours*.
3. My father had to work in a factory when he was twelve. Just imagine! Today a twelve-year-old child *doesn't have to work in a factory*.
4. There's so much crime today, isn't there? People have to lock their doors now. It was better in the old days when people *didn't have to lock their doors*.
5. We had to wash our clothes by hand. There weren't any washing- machines, you know. Nowadays people *don't have to wash their clothes by hand*.

3 Didn't need to or needn't have?

Write the sentences using *didn't need to or needn't have*.

- 1. Luckily we were able to sell our old flat before we bought the new one.  
So *we didn't need to borrow any money* (we / borrow / any money).
- 2. It was very hot yesterday, so I watered all the flowers.  
And now it's pouring with rain. *I needn't have bothered* (I / bother).
- 3. We've done the journey much more quickly than I expected.  
*We needn't have left / didn't need to leave so early* (we / leave / so early).
- 4. A friend had already given me a free ticket to the exhibition.  
*So I didn't need to pay to go in* (I / pay / to go in.)
- 5. Service was included in the bill, so *you needn't have tipped* the waiter  
(you/tip/the waiter). It was a waste of money.

2.1.6 Test your comprehension: Activity For the Student-I

(These exercises are from Test 10 of your grammar book).

Exercise 1

Some of these sentences are correct and some have a word which should not be there. If the sentence is correct, put a tick ( ✓ ) and if it is incorrect, write the unnecessary word in the space.

- (i) I won't be able to come to the meeting. \_\_\_\_\_
- (ii) Would you like to be in the team? \_\_\_\_\_
- (iii) ✓ We didn't needn't have watered the garden because it is raining.  
\_\_\_\_\_
- (iv) I used to ski when I was quite young. \_\_\_\_\_
- (v) We may be go swimming tomorrow. \_\_\_\_\_
- (vi) ✓ Anna wasn't be allowed to take photos. \_\_\_\_\_
- (vii) ✓ You don't have to do all the work yourself. \_\_\_\_\_

Exercise II

Write a second sentence so that it has a similar meaning to the first. Use the word in the brackets.

- (i) Perhaps Susan knows the address. (may)  
.....
- (ii) I managed to finish all my work. (able)  
.....
- (iii) It is against the rules for players to have a drink. (allowed)



.....  
 (iv) I realize that it was terrible experience for you. (must)

.....  
 (v) It was not necessary for Nancy to clean the flat. (didn't)

**2.1.7 Check your Answers.**

**Exercise 1**

- (i)
- (ii)
- (iii) didn't
- (iv) To
- (v) Go
- (vi) Be
- (vii)

**Exercise II**

- (i) Susan may know the address.
- (ii) I was able to finish all my work.
- (iii) Players are not allowed to have a drink.
- (iv) It must have been a terrible experience for you.
- (v) Nancy didn't need to clean the flat.

**2.1.8 Unit 49: Should, ought to, had better and be supposed to**

**2.1.8.1**

**A. Introduction**

- (i) You should be careful.
- (ii) You ought to write a letter of thanks to your uncle.
- (iii) It's cold. I had better wear the coat.
- (iv) We are supposed to be there at ten.

**B. Should and ought to**

- (i) We use 'should' and 'ought to' to say what is the best or right thing to do. There is no difference in meaning.

You should respect your elders.

You ought to write to your mother.

(ii) We can also use 'should' and 'ought to' in question to ask for advice.

Where should I put his box?

It is a difficult problem. How ought we to deal with it?

(iii) After 'should' or 'ought to' we can use a continuous form (be + an ing- form)

Why are you sitting here doing nothing? You ought to be working.

### C. **Had better**

We use 'had better' to say what the best thing to do in a situation is. Children are sleeping. We'd better turn the music down.

We could also use 'should' or 'ought to' in the above sentence, although 'had better' is stronger.

### D. **Be supposed to**

We use 'be supposed to' when we are talking about the normal or correct way of doing things.

These seats are for special guests. You are not supposed to sit here. We use 'was / were supposed to' for the past.

## 2.1.8.2 Exercises: Unit 49 (Solved).

### 1 **Should and ought to**

Put in *should*, *shouldn't*, *ought* or *oughtn't*. (Look for the word *to*.)

Rachel: You (1) *shouldn't* worry so much, Vicky. Don't panic.

You (2) *ought* to relax sometimes. You (3) *should* take a break.

Vicky: I know I (4) *shouldn't* panic, but I do. I can't help it.

Rachel: Anyway, you're doing OK, aren't you? Your results have been good.

You (5) *should* be pleased. You (6) *oughtn't* to invent problems for yourself.

### 2 **Had better**

What would you say in these situations? Add a sentence with 'd *better (not)* and the words in brackets.

1. You and Daniel are meeting Rachel. You've both arrived, but she isn't there yet. She is usually late.

(wait) *We'd better wait (for Rachel).*

2. Ilona is leaving her bike outside the swimming-pool. You know it won't be safe if she leaves it unlocked.

(lock) *You'd better lock it / lock your bike.*

3. Some friends are going to visit you today. Your room is in a mess. What do you think?

(tidy) *I'd better tidy my room.*

4. Nick is giving you a lift in his old sports car. There's speed limit, and there's a police car behind you.  
(too fast) *You'd better not drive / we'd better not go too fast.*
5. There's an exam tomorrow. Neither you nor Rachel have done any work for it.  
(some revision) *We'd better do some revision.*

**3 Be supposed to**

Add a sentence using be (not) supposed to and these verbs:

*leave it outside, report to the police, stand in a queue, take two before meals, watch it.*

1. I've got some pills. *I'm supposed to take two before meals.*
2. Foreign visitors can't travel freely here. *They're supposed to report to the police.*
3. Be careful waiting for a bus in England. *You're supposed to stand in a queue.*
4. This film isn't for under-sixteens. *They aren't supposed to watch it.*

**4 Should, ought to, had better and be supposed to**

Complete the conversation. Use *should, ought to, had better* or *be supposed to* and the verbs in brackets. Usually there is more than one correct answer.

Vicky: What time *are we supposed to be* (we / be) at the coffee morning? Rachel: The invitation says ten o'clock.

Vicky: Well, it's ten now. (1) *We'd / We had better hurry* (we / hurry).  
(2) *We'd better not be* (we / not / be) late.

Rachel: Oh, it won't matter if we're a bit late.

Vicky: I think it would be rude, wouldn't it? I don't think people  
(3) *should / Ought to arrive* (arrive) late when they've been invited to something.

Rachel: You worry too much.

(4) *You shouldn't / oughtn't to take* (you / not / take) everything so seriously, Vicky. It's a coffee morning, not a job interview.

(5) *We aren't supposed to get* (we / not / get) there exactly on time.

**2.1.9. Unit 50: Asking people to do things.**

**2.1.9.1**

**A. Polite requests**

- (i) we can use 'can' or 'could' in a request when we ask someone to do something.

Can you keep us informed? Could you lend me some money?

- (ii) 'Could' is more polite than 'can'

- (iii) In a request, we can also use *Do you mind* or *would you mind* with an *ing* form.  
Do you mind waiting a minute? Would you mind changing the seat?

### B. The imperative

- (i) We can use the imperative form to tell someone what to do.

Bring your books

Obey your elders.

- (ii) We can use imperative when we are with friends in an informal situation but we do not use it to a stranger or in more formal situation.  
(iii) Avoid using imperative with people in authority.

### C. Asking for things

- (i) We can use *Can I / we have* or *Could I / we have...?* when we ask someone to give us something  
Can we have our keys, please? Can I have a receipt, please?  
(ii) When we ask for something in a shop, we can simply name what we want.  
One bottle of Limca.

## 2.1.9.2 Exercises: Unit 50. (Solved)

### 1 Asking people to do things

Looking at the given pictures (P. 121 of Oxford Practice Grammar) and do this exercise on your own.

### 2 Asking people to do things

Mr. Atkins is the boss at Zedco, He tells everyone what to do. Complete his sentences. Use these words: *can, could, have, like, mind, must, want, wonder, would*

- You *must* inform me of any developments.
- Could I *have* the latest sales figures, please?
- Would you *like* to arrange a meeting sometime next week, Fiona?
- I *want* everyone to read the report.
- Can / Could I* see the file, please, Mark?
- Would you* mind putting this in writing?
- I *wonder* if you could translate this letter, Linda.
- Can / Could you meet our customer at the airport?

### 3 Asking people to do things

Read about each situation and then make a request. Use the word in brackets.

- You are buying a coat. Ask the assistant for a receipt. (can).  
*Can I have a receipt please? / or Can you give me a receipt please?*

2. You want to know the time. Ask someone in the street. (could)Excuse me. *Could you tell me the time, please?*
3. You need someone to help you. Ask a friend. (can)  
*Can you help me, please?*
4. You have bought some food, but you haven't got a bag. Ask the assitant.(could)  
*Could I speak to the manager please?*

## 2.1.10 Unit 51: Suggestions, offers and invitations

### 2.1.10.1

#### A. Suggestions

- (i) We can use Shall we or Let's to make a suggestion.  
Shall we go for a walk  
Let's play outside.
- (ii) We can also use could for a suggestion We could invite some friends.
- (iii) We can also use why don't --?  
Why don't we go for a picnic?
- (iv) To ask for a suggestion, we use shall, should or can.  
Where shall / should we go for holiday?  
What can I give her for her birthday?

#### B. Offers

- (i) We can use 'will' or 'can' to offer to do something I can give you my car.  
I'll carry your bags.
- (ii) We can also use question form with shall or can.  
Shall we pay you the money now?  
Can I get a taxi for you?
- (iii) To offer food or drink, we use 'would like' Would you like a cup of coffee?
- (iv) We can also use will you / won't you have  
Won't you have something to drink?
- (v) In informal speech we can use the imperative  
Have a cup of milk?

#### C. Invitations

- (i) To invite someone we often use **would you like to**  
Would you like to have tea with us?
- (ii) We can also use will / won't you?  
Will you join us for coffee?

(iii) In informal speech, we can use imperative.

Come and have lunch with us.

### 2.1.10.2 Exercises: Unit 51

#### 1 Suggestions, offers and invitations

Put the words in the right order and write in the sentences:

post / for you / I'll /that letter for a minute / shall / stop /we a game / like /would / you

1. *Shall we stop for a minute?*

2. *Would you like a game?*

3. *I'll post that letter for you.*

#### 2 Suggestions and offers

Complete the conversation. Put in *could, shall, will* or *would*.

Daniel: Where *shall* we have our picnic, then? Rachel: It looks all right. (1) *Shall* we sit here?

Emma: Oh, I've forgotten the sausages. They're in the car. Matthew: (2) *Shall* I get them?

Emma: Oh, thanks, Matthew.

Vicky: We (3) *could* sit by those trees. It looks nicer over there. Rachel: No, it's fine here.

Daniel: Yes, it's better here, I think.

Emma: (4) *Would* you like a sandwich, Vicky? Vicky: Oh, thank you.

Emma: (5) *Will* you have one, Rahel?

Matthew: And here are the sausages. (6) *Would* anyone like one?

#### 3 Suggestions, offers and invitations

What would you say? There is more than one correct answer.

1. Offer your visitor a cup of tea.

*Would you like a cup of tea? or Will / Won't you have a cup of tea?*

2. You don't know what to say in your letter. Ask your friend for a suggestion.

*What shall / can / could I say in my letter?*

3. You are walking in town with a friend. Suggest having a cup of coffee.

*Let's / we could have a cup of coffee or Shall we have a cup of coffee?*

4. A woman you know is afraid to walk home alone. Offer to walk home with her.

*I'll / I can walk home with you or Shall / Can I walk home with you?*

5. You are writing to a friend, Invite her to visit you on weekend. *Would you like*

*to visit me on weekend? Or Will / Won't you visit me onweekend?*

**2.1.11 Unit 52: Will, would, shall and should.**

**2.1.11.1**

A. **Will** and **would** for predictions.

(i) We can use **will** for a predictions.

We are going to meet old friends. We'll have good time.

(ii) We use **would** for a past prediction or a prediction about a possible situation.

At midnight she was still working. She would be tired the next day.

(iii) We can use **shall** instead of **will** and **should** instead of would but only in the first person after I and we.

I will / shall meet you next month,

We would / should like to meet your family.

**B. Would like**

(i) We can use 'would like', usually shortened to **'d like** when we ask for something.

I'd like a cup of coffee, please.

It is the polite way of asking I want a cup of coffee.

(ii) We also use **would like** in offers and invitations.

Would you like a free gift?

Would you like to go to the market with us?

**C. Shall and should**

(i) We use **Shall I?** in offer and **Shall we** .....? in suggestion

Offer    Shall I wait for you?

Suggestion                                      Shall we go to the library?

(ii) We use either **shall** or **should** to ask for advice.

I am in trouble. What shall / should I do?

(iii) We use **should** to say what is the best thing to do.

We should take care of our health.

**2.1.11.2 Exercises: Unit 52 (Solved)**

**1 Will and would**

Complete the conversation. Put in *will, won't, would* or *wouldn't*.

Matthew: It (2) *won't* be long now. I wish I had a job.

Then I (3) *would* know where I was going.

Emma: Who knows what the future (4) *will* bring?

Matthew: Why don't we get married, Emma? Then at least we (5) *would*

Be together.

Emma: I don't think so, Matthew. It (6) *wouldn't* be a good idea. Matthew:  
I couldn't live without you, Emma.

Emma: I really (7) *would* like to believe you, Matthew.

## 2 Some other uses of **will** and **would**

Complete the conversation. Put in *will, won't, would or wouldn't* with these verbs:  
*give, go, help, let, like, open, stand*

1. Harriet: Mike and I *will help* you get everything ready.  
Mike: Yes, we're quite willing to lend a hand.
2. Laura: You're late. I thought you were going to leave work early today.  
Trevor: Sorry. The boss *wouldn't let* me go.
3. Mark: Sarah and I *will give* you a lift, Mike.  
Sarah: Yes we're going your way.
4. Harriet: I heard Rita has quarrelled with her boyfriend.  
Melanie: That's right. If he's invited to the party, she *won't go*.
5. Vicky: I've had enough of table tennis for one day.  
Rachel: OK. Maybe Daniel *would like* a game with me.
6. Trevor: What's wrong with the washing-machine?  
Laura: When I tried to use it earlier, the door *wouldn't open*.
7. Mike: This lamp is always falling over.  
Harriet: It *won't stand* up properly.

## 3 **Will, would, shall** and **should**

What would you say? Use *will, would, shall or should*.

1. Suggest going to the swimming-pool.  
*Shall we go to the swimming pool?*
2. Refuse to take any risks.  
*I won't take any risks.*
3. Say politely that you want a shower.  
*I'd / I would like a to have shower (, please).*
4. Tell someone it's best they don't decide in a hurry.  
*You shouldn't decide in a hurry.*
5. Predict the end of the world in the year 3000.  
(I think) the world will end in the year 3000.

### 2.1.12 Unit 53: It may / could / must have been, etc.



2.1.12.1

**A. Introduction:**

We can use a modal verb with the perfect have + a past participle. He should have been here by now.

He may have got late.

**B. May have, might have and could have**

- (i) We use these forms to say that possibly something happened in the past.
- (ii) We also use could here for an opportunity that we didn't take or a possible result that didn't happen.

We could have bought that land.

There could have been a terrible accident.

**C. Must not have, might not have and couldn't have**

May / might not have couldn't have

He may not have caught the bus  
(Perhaps he missed it)

He could not have got  
the bus.

He might not have locked the door.  
he didn't)

(It is impossible for him (Perhaps  
to have caught the bus).

**D. Must have and can't have.**

Must have and can't have are opposites. He must have gone to Delhi.

He can't have gone there.

**E. Should have and ought to have**

We use these forms when someone didn't do the right thing. You should have met him.

I ought to have drawn you a map.

**1.12.2 Exercises: Unit 53 (Solved)**

**1 It may / could / must have been, etc. (B-D)**

Look at each conversation and choose the best sentence, a) or b).

Has the car broken down? ~ Well, we may have run out of petrol.

- a)  I'm sure there's no petrol left. b)  I think there's no petrol left.

1. You could have had a free holiday. ~ Yes, we could, but the dates weren't convenient.

- a)  We had a free holiday. b)  We didn't have a free holiday.

2. Did you record the programme? ~ I can't remember. I might not have done.

- a)  I'm not sure if I recorded it. b)  I certainly didn't record it.

3. Can't you find that newspaper? ~ No, someone must have thrown it away.  
 a)  It was necessary to throw it away. b)  I realize now that it was thrown away.

**2 Should and ought to**

Complete the replies. Use *should / ought to* or *should have / ought to have*.

- Rita: Tom's car was stolen. He hadn't locked it. David:  
 I suppose it's his fault then. *He should have locked it.*  
 Tom: I can't sleep sometimes. My neighbours play music all night.  
 Melanie: That's a nuisance. *They shouldn't play music all night.*

1. Mark: The picnickers left litter everywhere.

Sarah: That's awful. *They shouldn't/oughtn't to have left litter everywhere.*

2. Emma: Jessica isn't very friendly, is she? She never says hello to people.

Matthew: I know. *She should / ought to say hello to people.*

3. Rachel: I don't think Daniel's going to get that job. He was late for the interview.

Natasha: That can't have looked very good. *He shouldn't have been / oughtn't to have late.*

4. Daniel: Did you see Vicky crossing the road? She didn't look. *being late* for the interview.

Emma: She could have been killed. *She should have looked / She ought to have looked.*

**3 It may / could must have been, etc.**

Complete the conversation. Use *can't have, might have, must have* and *shouldn't have*.

Harriet: There's a parcel outside. The postman (▶) *must have left* (leave) it.

Mike: Well, (1) *he shouldn't have left* (he / leave) it outside. He isn't supposed to do that.

Someone (2) *might have taken* (take) it. Why didn't he ring the bell?

Harriet: He always rings. (3) *you must have been* (you / be) out when he came. Mike: I haven't been out. So (4) *he can't have rung* (he / ring) the bell.

**4 It may / could / must have been, etc. (B-E)**

Complete the sentences. The second person agrees with the first. Use *might have, couldn't have, etc.*

Matthew: I'm sure the computer didn't make a mistake. That's impossible. Emma:  
 No, of course *the computer couldn't have made a mistake.*

1. Mark: I can't see the letter here now. So clearly someone posted it. Alan:  
 Yes, *Someone must have posted it.*

2. Natasha: It's possible Emma didn't hear the alarm.

Rachel: Well, I suppose *She may / might not have heard the alarm.*

3. Sarah: Henry drove at 100 miles an hour. Don't you think that's

dangerous?

Mark: Yes, I do *He shouldn't have / oughtn't have driven so fast.*

4. Daniel: I just don't believe that Andrew has failed the exam. Vicky:  
Andrew? Impossible! *He can't / couldn't have failed the exam.*

**2.11.3 Self-check exercise: Activity for the Student -II**

(These exercises are from Test 10 of you Grammar book)

**Exercise I**

**Decide which word is correct.**

- (i) \_\_\_\_\_ I have more tea?  
(a) could (b) shall (c) will (d) would.
- (ii) Everyone's asleep. We \_\_\_\_\_make a noise.  
(a) wouldn't (b) mustn't (c) need n't (d) couldn't
- (iii) you like to go for a ride?  
(a) Do (b) will (c) could (d) would
- (iv) I show you the way?  
(a) Do (b) shall (c) will (d) would

**Exercise II**

**Say what the speaker is doing. After each structure write one of the phrases from the box.**

asking for advice	asking permission	giving on order
offerring food	making suggestion	

- (i) Will you have a piece of Cake \_\_\_\_\_
- (ii) May I sit down? \_\_\_\_\_
- (iii) Shall we sit outside \_\_\_\_\_
- (iv) You must report to me everyday \_\_\_\_\_

**2.1.14. Check your answers**

**2.1.14.1 Answers to Exercise I**

- (i) Could
- (ii) mustn't
- (iii) Would
- (iv) Shall

**2.1.14.2 Answers to Exercise II**

- (i) Offering food.
- (ii) asking permission
- (iii) making suggestion

- (iv) giving an order.

### 2.1.15 Summary:

Dear Student,

In this lesson. we have taught you the use of modal verbs such as can, could, may, must etc. We have explained to you that for ability we use can, could and be able to, for permission we use, can, may, could and be allowed to, for necessity must and have to are used . When we ask people to do things we use can, could, would, etc. For suggestions shall, could, should are used and for offers and invitations we use would, will, would like etc.We hope that after going through this lesson, you would be able to use all these modal verbs correctly.

### 2.1.16 Questions

Attempt the following exercises.

#### Exercise 1

Write a second sentence which has a similar meaning to the first. Use the word in brackets.

- (i) We should be watchful (ought)
- (ii) I managed to convince them (able)
- (iii) We could see the mountain peaks in the distance (able)
- (iv) I want a cup of coffee (like)
- (v) It is possible that Anna did not receive my message (might)
- (vi) You don't have to wash these glasses (need)
- (vii) Can I use your pen? (may)
- (viii) Naina was able to play (could)
- (ix) The plane couldn't take off (able)
- (x) The report must be on my table tomorrow morning (has)

#### Exercise 2

Fill in the blanks:

- (i) \_\_\_\_ I have some more tea, please?
- (ii) We tried to push the van but it \_\_\_\_\_ move.
- (iii) \_\_\_\_\_ I show you the way?
- (iv) I think we \_\_\_\_ better go.
- (v) \_\_\_\_ we pay you the money now.
- (vi) \_\_\_\_ have something to drink?
- (vii) We \_\_\_\_ exercise regularly.
- (ix) He \_\_\_\_ played better.
- (x) \_\_\_\_ I sit down?

### 2.1.17 Suggested Reading

- Murphy, Raymond. *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English: With Answers*. Cambridge University Press, 2019.

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Lesson No. 2.2

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Oxford Practice Grammar

Unit 54 to Unit 59

**2.0 Objectives**

**2.1 Introduction**

**2.1.1**

- A. Unit 54: Passive Verb Forms. Summary of verb tenses
- B. The future and modal verbs in the passive.
- C. The passive with get.

**2.1.2 Exercises: Unit 54. (Solved)**

**2.2 Unit 55: Active and passive (1)**

**2.2.1**

- A. What is the sentence about?
- B. The passive

**2.2.2. Exercises: unit 55. (Solved)**

**2.3 Unit 56: Active and passive (2)**

**2.3.1**

- A. The passive and the agent
- B. Empty subjects
- C. When do you use the passive?

**2.3.2 Exercises: Unit 56. (Solved)**

**2.4 Test your Comprehension : Activity for the Student -I**

**2.5 Check your Answers: Activity For the Student-I**

**2.6 Unit 57: Special Passive Structures.**

**2.6.1**

- A. I was given.....
- B. It is said that.....
- C. He is said to.....

**2.6.2 Exercises: Unit 57.**

**2.7 Unit 58: Have something done.2.7.1**

- A. Introduction
- B. Form
- C. Get something done.
- D. 'Have' meaning 'experience'

**2.7.2 Exercises: Unit 58.**

**2.8 Unit 59: To be done and being done.2.8.1**

- A. Active and passive forms
- B. Active forms with a passive meaning.

**2.8.2 Exercises: Unit 59.**

- 2.9 Self-check exercise : Activity for the student - II
- 2.10 Check your Answers : Activity for the student - II
- 2.11 Summary.
- 2.12 Questions
- 2.13 Suggested Reading

**2.0 Objectives: -**

- \* to explain the difference between active and passive mode.
- \* to teach them the use of future and modal verbs in the passive.
- \* to acquaint the student with certain special passive structures.

**2.1 Introduction**

After reading the lesson the student shall be able to differentiate between active and passive verb forms and to use these correctly.

**2.2 Unit 54: Passive verb forms**

**2.1.1**

**A. Introduction**

A passive verb is a form of be + a past participle e.g. *is baked, was worn.*

**B. Summary of verb / tenses**

	Active	Passive
Present Simple	We water the plants	The plants are watered by us.
Present Continuous	We are watering the	The plants are being

	plants	watered by us.
Present Perfect	We have watered the plants	The plants have been watered by us.
Past simple	We watered the plants	The plants were watered by us.
Past Continuous	We were watering the plants	The plants were being watered by us.
Past Perfect	We had watered the plants.	The plants had been watered by us.

**C. The future and modal verbs in the passive.**

	Active	Passive
Future	We will water the plants. We are going to water the plants.	The plants will be watered by us. The plants are going to be watered by us.
Modal verb	We should water the plants.	The plants should be watered by us.

**D. The passive with get**

- (i) We sometimes use get in the passive instead of 'be'. Lots of postmen get bitten by dogs.
- (ii) In negatives and questions in the present simple and past simple we use a form of 'be'. How did the painting get damaged?

**2.12 Exercises unit 54.**

**1 The present continuous passive**

Look at the pictures given at page 131 of your grammar book and do this exercise on your own.

**2 Passive verb tenses**

Complete the information about Barford Hall. Put in the correct form of these verbs.

1 own (present simple)      3 buy (past simple)      5 do (present perfect)

2 use (past continuous)      4 not look (past perfect)      6 use (present simple)

- (1) *is owned* by Bardale Council. It (2) *was being used* as a warehouse when it
- (3) *was bought* by the Council in 1952, and it (4) *hadn't been looked* after very well.

Since then a lot of work (5) *has been done* on it, and these days the Hall (6) *is used* as an arts centre.

**3 The future and modal verbs in the passive**

A press conference is being held. Put in the correct form of the verbs.

Reporter: Can this new drug prolong human life?

Professor: Yes, we believe that human life *can be prolonged* by the drug.

1. Reporter: Are you going to do any more tests on the drug?

Professor: Yes, further tests *will be / are going to be done* soon.

2. Reporter: What *will* the drug *be called*?

Professor: It will be called Bio-Meg.

3. Reporter: Can people buy the drug now? Professor:

No, it *can't be bought* by the public yet.

4. Reporter: Do you think the company should sell this drug? Professor:

Yes, I think Bio-Meg *should be sold* to anyone who wants it

**4 The passive with get**

Put in *get* or *got* and the passive participle of these verbs: *break, change, divorce, hurt, lose*

1. Daniel *got hurt* when he tried to break up a fight.

2. I know the way. We won't *get lost*

3. You'd better wrap up the glasses, so they don't *get broken*.

4. They were only married a year before they got divorced.

**2.2 Unit 55: Active and Passive (1)2.2.1**

**A. What is the sentence about?** Look at these two sentences

Active	PASSIVE
Bell invented the telephone	The telephone was invented by Bell.

The two sentences have the same meaning but they are about different things. One is about Bell and the other is about telephone. When the subject is the person doing the action (agent) then we use an active verb. When the subject is not the agent, we use a passive verb.

Bell invented the telephone

The telephone was invented by Bell

Subject and agent

Subject



Agent

**B. The passive and by the police, in 1876, etc.**

- (i) In passive sentence, when we want to say who or what did the action we use by. We were stopped by the police.
- (ii) We can give other details about the action i.e. we can use a phrase saying when or where something happened. The telephone was invented in 1876. The function was held in the university.

**2.2.2 Exercises: unit 55 (Solved)**

**1 Active or passive verb?**

Choose the correct verb form in this news report about a storm.

Millions of pounds' worth of damage (▶) has caused/has been caused by a storm which (1) swept/was swept across the north of England last night. The River Ribble (2) burst/was burst its banks after heavy rain. Many people (3) rescued/were rescued from the floods by fire-fighters, who (4) received/were received hundreds of calls for help. Wind speeds (5) reached/were reached ninety miles an hour in some places. Roads (6) blocked/were blocked by fallen trees, and electricity lines (7) brought/were brought down, leaving thousands of homes without electricity. 'Everything possible (8) is doing/is being done to get things back to normal,' a spokesman (9) said/was said.

√

**2 By the police, etc**

In each of these sentences underline who or what is doing the action (the agent)

1. The photo was taken by my brother.
2. The water was pouring out of the hole.
3. A police has been murdered by terrorists.
4. We were woken by the alarm.
5. The guide led a group of tourists around the castle.
6. The dog has bitten several people.

**3. Active and passive**

You are telling a friend some news. Use the notes and complete the second sentence.

Sometimes you need to use the active and sometimes the passive.

1. (Past simple: Claude Jennings / win / the quiz competition)  
Did you hear about the quiz competition? It *was won by Claude Jennings*.
2. (Past simple: Mrs Miles / do / a parachute jump / last week) You know Mrs Miles? She *did a parachute jump last week*.

3. (Present perfect: a bull / attack / David)  
Have you heard about David? He's *been attacked by a bull*.
4. (Present continuous: build / the house)  
Trevor and Laura have bought a house. It's still *being built*.
5. (Present simple: Andrew / like / Jessica) Did I tell you about Andrew? He *likes Jessica*.
6. (Present perfect: throw away / your stamp collection)  
Bad news about your stamp collection. It's *been thrown away*.
7. (Present perfect: Martians / kidnap / my neighbours)  
Did I mention my neighbours? They've *been kidnapped by Martians*.
8. (Past simple: five people / see / the ghost)  
Did you hear about the ghost? It *was seen by five people*.

2.3 **Unit 56: Active and passive (2)** 2.3.1

**A.** The Passive and the agent.

- (i) In a passive sentence, we sometimes mention the agent. We use *by* with the agent.  
The application must be signed *by the student*.
- (ii) We don't mention the agent if it does not add any new information.  
My money was stolen  
(We do not need to say that it was stolen by a thief etc)
- (iii) We do not mention the agent, if it is not important.
- (iv) We don't mention the agent when it is difficult to say who the agent is.

**B.** **Empty Subjects (they, people etc)**

**Active**

They clean the streets everyday.

**Passive**

The streets are cleaned every day.

In active sentence, empty subject *they* is used.

- (C) When do we use the passive?
  - (i) We use passive in both speech and writing but it is more common in writing
  - (ii) We use it especially in text books and reports (iii) The passive is often used in news reports also.

**2.3.2 Exercises: unit 56 (Solved).****1 The passive and the agent**

Laura is writing to a friend. This is a part of her letter.

Someone broke into our house at the weekend. the burglar took some jewellery. But luckily he didn't do any damage. A very nice young police officer interviewed me. Detectives found some fingerprints, and the police computer identified the burglar. Police has arrested a man and are questioning him. But they haven't found the jewellery.

Now complete the passive sentences in this conversation. Use a phrase with *by* only if it adds information.

Laura: Our house was broken into at the weekend. Melanie:  
Oh no!

Laura : Some jewellery (1) *was taken*  
But luckily no damage (2) *was done*.

Melanie: Did the police come and see you?

Laura : Yes, they did. I (3) *was interviewed* by a very nice young police officer.

Melanie : I don't suppose they know who did it.

Laura: Well, amazingly they do. Some (4) *fingerprints were found (by detectives)* and the (5) *burglar was identified (by the police computer)* A man (6) *has been arrested* and (7) *(he) is being questioned*.

Melanie: Wonderful.

Laura: There's only one problem. The (8) *jewellery hasn't been found*.

**2 Active or passive sentence?**

Write a paragraph from the notes about the first motor car. Some sentences are active and some are passive. Use a phrase with *by* only if it adds information.

1. but / Lenior / not produce / many cars / for                      But Lenior *didn't*  
*produce*                      sale  
*many cars for sale*.

2. a German called Karl Benz / start /      Commercial *production*  
commercial production *was started by a German called Karl Benz*.

3. people / now / see / Benz / as the father of                      Benz *is now seen as the*  
the motor car                      *father of the motorcar*.

**3 Empty subjects**

Reply to what people say. Use the subject in brackets.

1. Melanie: Bicycles should be used for short journeys. (people) David: Yes, I agree. *People should use them / bicycles for short journeys*.

2. Emma: A new source of energy has been discovered. (someone)

Daniel: What? Did you say that *someone has discovered a new source of energy*.

3. Rachel: This building is going to be knocked down. (they)

Vicky: Well, no one told me that *they're going to knock it down/knockdown this building*.

4. David: Eggs shouldn't be kept in a freezer. (you)

Tom: Really? I didn't know *you shouldn't keep them/eggs in a freezer*.

5. Vicky: Why isn't litter put in the bin? (people) Emma: Exactly. Why don't people put it / litter in the bin?

**2.4 Test your comprehension: Activity for the student -I**

**Exercise I Rewrite these sentences beginning with the underlined word.**

(i) Thieves robbed a woman.  
.....

(ii) They may ban the film.  
.....

(iii) We need to correct the mistakes.  
.....

(iv) They are selling the new drug.  
.....

(v) Someone reported that the situation was under control.  
.....

**Exercise II Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.**

(i) We have to test these products (be)  
.....

(ii) A mechanic is repairing Judy's car (having)  
.....

(iii) Everyone agreed that the plan should go ahead. (It)  
.....

(iv) I hope they'll interview me for the job (to)  
.....

(v) They killed a snake (by)  
.....

**2.5 Check your Answers: Activity For the Student-I**

**Exercise I.**

1. A woman was robbed by the thieves.
2. The film may be banned.
3. The mistakes need to be corrected.
4. The new drug is being sold.
5. The situation was reported to be under control.

**Exercise II**

- (i) These products have to be tested.(ii)  
Judy is having her car repaired.
- (iii) It was agreed that the plan should go ahead.
- (iv) I hope to be interviewed for the job.
- (v) A snake was killed by them.

**2.6 Unit 57: Special Passive Structures**

**2.6.1**

**A. I was given.....**

An active sentence with a verb like give can have two different structures. He gave some flowers to me. He gave me some flowers.

In the passive form either some flowers or I can be the subject.I was given some flowers.

Some flowers were given to me.

**B. It is said that....**

We can use the structure it + passive verb + clause with verbs of reporting. We use this structure when we cannot say or do not need to say who the speaker is. It is said that Henry is in love with Claire.

**C. He is said to:**

We can also use subject + passive verb + to infinitive.He is said to be in love with her.

This structure is also used in news reports.India was expected to win.

We can use the following verbs in this structure:  
believe, expect, find,

know, say, think understand.

**2.6.2 Exercises: Unit 57 (Solved).**

- 1 I was given ...

Zedco managers are writing a report saying how well the company looks after its employees.

**B.A. Part-II (Semester-III)**

**English (Communication Skills)**

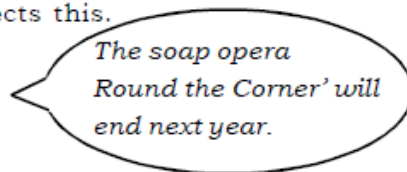
Write sentences from the notes. Put the important underlined information at the end of the sentence.

1. special training / it is given to new employees  
*New employees are given special training.*
2. staff who perform well / they are given extra payment.  
*Extra payments are given to staff who perform well.*
3. company shares / they are offered to most employees  
*Most employees are offered company shares.*
4. six weeks' holiday this is allowed to all Zedco staff  
*All Zedco staff are allowed six weeks' holiday.*
5. women who leave to have children / they are paid a full salary. A full salary is paid to women who leave to have children

2 It is said that...

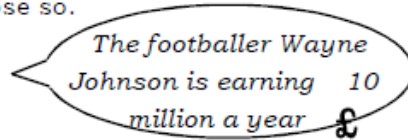
Report these rumours. Instead of the active (e.g. *People say ...*) use the passive (e.g. *It is said that ...*).

1 Everyone expects this.



*It is expected that the soap opera 'Round the Corner' will end next year.*

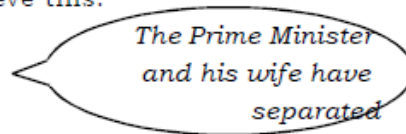
2 Journalists suppose so.



*It is supposed that the foot baller Wayne Johnson is earning L*

10  
*millian a year.*

3 Lots of people believe this.



*It is believed that the Prime Minister and his wife have separated.*

3. He is said to ...

Attempt this exercise on your own.

**2.7 Unit 58: Have something done**

**2.7.1**

A. We can use have in a passive structure. 'We had the room painted' means that we arranged a painter to do the work.

B. Form.

Look at these examples

- (i) We had the television repaired(ii)  
You've had your hair cut.
- (iii) We are having a new house built.

We can use the Perfect Tense or the Continuous Tense (have had, are having).In negative and question, we use a form of do.

C. Get something done:

- (i) We can also use get something doneWe must  
have the wall repaired

We must get the wall repaired

These two sentences have the same meaning but get is more informal than have.

D. Have meaning 'experience'.

We can use have in this structure with the meaning 'experiencesomething-often something unpleasant.

We had all our money stolen.

### 2.7.2 Exercises: Unit 58. (Solved)

1 Have something done

Look at the pictures (given at page 139) and say what people are doing or what they did.

Use these phrases: *her photo, his windows, his car, her eyes,*

Use these verbs: *clean, repair, take, test*

1 Last week Mike *had his car repaired.*

2 At the moment Melissa *is having her photo taken.*

3 Yesterday David *had his windows cleaned.*

4 At the moment Rachel *is having her eyes tested.*

2 Have something done

Read about each situation and write sentences which have *something done*. 1 David went to the hospital. A nurse bandaged his arm.

*David (has) had his arm bandaged.*

2 Daniel is going to the dentist. She's going to fill his tooth.

*Daniel is going to have his tooth filled.*

3 Laura is walking around town while her photos are being developed.

*Laura is having her photos developed.*

3 Get something done

Look again at Exercise 2. The jobs are all done now. Complete the questions using *get*.

1 Harriet: *Why did you get your arm bandaged, David?* 2 Emma:

*Where did you get your tooth filled Daniel?*

3 Sarah: *Where did you get your photos developed, Laura?*

4 Have meaning 'experience'

Say what happened to these people.

1. Tom (whose car was stolen from outside his house)

*Tom had his car stolen from outside his house.*

2. Rita (whose rent was increased by ten percent)

*Rita had her rent increased by ten percent.*

3. David (whose electricity has been cut off)

*David has had his electricity cut off.*

## 2.7 Unit 59: To be done and being done

### 2.7.1

A. Active and Passive forms.

	Active	Passive
to infinite form	I want to play hockey. I keep on meeting	I hope to be chosen for the team. I love being met in the office.

B. Active form with a passive meaning

(i) The active ing-form after need has passive meaning. The bicycle needs oiling (= The bicycle needs to be oiled.)

(ii) We cannot use passive ing-form here. The bicycle need being oiled is wrong.

(iii) We sometimes use an active to infinitive when we talk about a job to be done.

We have got these bills to pay.

But when the subject is not a person, we use the passive infinitive. The bills are to be paid.

(iv) We can use the structure be + to infinitive to give an order. You're not to take the dug out.

(v) After the subject there we can use either an active or a passive to-infinitive There's bill to pay / to be paid.

### 2.8.2 Exercises: Unit 59. (Solved) 1 Passive forms

*I am asking the government to allow me into Britain. I am worried about them refusing me entry. I am afraid of your officials sending me away. I don't want you to misunderstand me.*



*I hope someone in Britain will offer me a job. I don't mind them paying me low wages at first. I am willing for my employer to re-train me. I would like Britain to give me a chance.*

Report what the man says. Use the passive to-infinitive or ing-form. 1 *He's afraid of being sent away.*

2 *He doesn't want to be misunderstood.*

3 *He hopes to be offered a job.*

4 *He doesn't mind being paid low wages at first.*

5 *He is willing to be re trained.*

6 *He would like to be given a chance.*

2 Active and passive forms

TV reporter Kitty Beamish is interviewing some workers who are protesting about not being paid enough. Complete the workers' statements. Put in an active or passive to-infinitive or ing-form.

1 We don't enjoy *being used* (use) as cheap labour. 2 We're tired *of working* (work) for low wages.

3 We expect *to be treated* (treat) like human beings. 4 We don't want *to give* (give) up all our rights.

5 We hope *to be invited* (invite) to a meeting with the management. 6 We insist on *being taken* (take) seriously.

3 Active and passive forms

Put in an active or passive to-infinitive or ing-form Jessica:  
Are you going to be busy today?

Andrew: Well, I've got a few things *to do* (do).

I've got an essay (1) *to write* (write). And this room ought  
(2) *to be tidied* (tidy) up a bit.

This carpet needs (3) *hoovering/to be hoovered* (hoover).

Jessica: I've got some jobs (4) *to do* (do), too.

Most of my clothes need (5) *ironing / to be ironed* (iron). And I've  
got my project (6) *to finish* (finish) off.

I'm worried about (7) *missing* (miss) the deadline. It has (8)  
to be handed (hand) in tomorrow.

I don't want (9) *to be* (be) late with it.

Andrew: I don't remember (10) *being told* (tell) when the project was due in. Jessica:  
Why? Haven't you done it yet?

Andrew: Oh, yes. I handed it in ages ago.

2.9 Self-check exercise: Activity For the Student-II

Exercise I

Correct the following sentences:

- (i) This shirt needs iron. \_\_\_\_\_
- (ii) Three glasses get broke. \_\_\_\_\_
- (iii) I get cut my hair yesterday. \_\_\_\_\_
- (iv) I've get a report to be written. \_\_\_\_\_
- (v) To the winner was given a prize. \_\_\_\_\_

Exercise II

Write a second sentence so that it has a similar meaning to the first. Use the word in the brackets.

- (i) I hope they select me. (to)  
.....
- (ii) Someone was washing the floor. (being)  
.....
- (iii) She sang the song (by).  
.....
- (iv) They pay us a lot of money (are)  
.....
- (v) They are not using the new machine (not being)  
.....

2.10 Check your Answers.

1 Exercise I

- (i) This shirt needs ironing. (ii) These glasses got broken.
- (iii) I got my hair cut yesterday.
- (iv) I've got a report to write.
- (v) The winner was given a prize.

Exercise II

- (i) I hope to be selected.
- (ii) The floor was being washed. (iii) The song was sung by her.
- (iv) We are paid a lot of money.

- (v) The new machine is not being used.

### 2.11 Summary:

Dear student,

In this lesson, we have explained to you the difference between Active and Passive forms. Active form is used when the agent or actor is to be made prominent whereas passive form is used when the thing acted upon is to be made prominent. For example in the sentence 'Bell invented the telephone' the subject Bell is the agent. Here we are talking about Bell. This sentence is Active sentence. In the sentence 'The telephone was invented by Bell'. "telephone" is the subject but not the agent. It is the thing that the action is directed at. This sentence is in the passive form.

We have also acquainted you with some special passive structures. We hope that after going through the lesson and doing the exercises, you would be able to use the active and passive forms correctly.

### 2.12 Questions

Attempt the following exercises.

#### Exercise 1

Rewrite the following sentences beginning with the underlined words.

- (i) They played hockey.  
 (ii) They offered him a job.  
 (iii) Thieves robbed a woman.(iv)  
 He writes a letter.  
 (v) They are learning French.(vi) We  
 helped Nigel.  
 (vii) They are testing the new drug.(viii) He  
 watered the plants.  
 (ix) He needs to correct the mistakes.  
 (x) He is reading a book.

#### Exercise 2.

Correct the following :

- (i) I've get a report to be written.  
 (ii) My parents divorce themselves last year.  
 (iii) When did you get your kitchen decorate?  
 (iv) The floor was being clean.  
 (v) The flowerpot got broke.  
 (vi) I hope to be chose for the team.

- (vii) The bicycle needs being oiled.
- (viii) We're got this bill to be paid.(ix) I ought to met him.
- (xi) All this mess has to be clear.

**2.13 Suggested Reading**

Murphy, Raymond. *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English: With Answers*. Cambridge University Press, 2019.

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Lesson No. 2.3

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**Oxford Practice Grammar  
Unit 60 to Unit 64.**

**2.3.0 Objectives**

**2.3.1 Unit 60: Verb + to - infinitive**

**2.3.2 Introduction**

2.3.2.1 Seem and appear.

2.3.2.2 Tend, manage and fail

2.3.2.3 He promised to go, his promise to go

**2.3.3 Exercises: Unit 60. (Solved)**

**2.3.4 Unit 61: Verb + ing-form**

2.3.4.1 Introduction

2.3.4.2 Mind

2.3.4.3 verbs with can't

2.3.4.4 2.3.4.4 keep on and carry on

**2.3.5. Exercises unit 60. (Solved)**

**2.3.6 Unit 62: Verb + to-infinitive or verb + ing-form?**

2.3.6.1 Introduction

2.3.6.2 To-infinitive or ing-form

2.3.6.3 Can't wait and fancy

2.3.6.4 Happen, turn out and prove

2.3.6.5 Two forms together

**2.3.7 Exercises Unit 62. (Solved).**

**2.3.8 Test your Comprehension: Activity for the Student -I**

**2.3.9 Check your Answers: Activity for the Student-I**

**2.3.10 Unit 63: Like, start, etc.**

2.3.10.1 Like, love, prefer and hate .....

2.3.10.2 would like, etc.

2.3.10.3 Start, intend etc.

**2.3.11 Exercises Unit 63 (Solved).**

**2.3.12 Unit 64: Remember, forget, try, etc.**

2.3.12.1 Remember and forget

2.3.12.2 Regret

2.3.12.3	Try
2.3.12.4	Stop
2.3.12.5	Mean
2.3.12.6	Go on
2.3.12.7	Need.

**2.3.13 Exercises: unit 64 (Solved)**

2.3.13.1	Test your Comprehension: Activity for the student -II
2.3.13.2	Self-check exercise: Activity for the Student -II

**2.3.14 Summary****2.3.15 Questions: Student's Response Sheet****2.3.16 Suggested Reading****2.3.0 Objectives:**

- to teach the student the use of the infinitive form
- to teach the student the use of the ing form
- to teach the student the use of to-infinitive and -ing form after such verbs as love, start, intend, remember regret etc.

After going through the lesson the student shall be able to use correctly verb+to-infinitive or an-ing form.

**2.3.1 Unit 60: Verb + to- infinitive.****2.3.2 Introduction**

- (i) After some verbs such as expect, regret, afford, offer, hope, agree we can use to- infinitive e.g.
- (a) I expect to get my money back.
- (b) We regret to inform you that we are not holding the interview.
- (c) I can't afford to go to America.
- (d) He hopes to get a job in London.
- (ii) With some other verbs we use an-ing-form not a to-infinitive e.g. Mark has finished playing golf.

**2.3.2.1 Seem and appear**

- (i) We can use a to-infinitive after seem and appear.
- She seemed to be quite angry.
- The computer program appeared to have a bug in it.
- (ii) We can use a continuous or a perfect to-infinitive.
- Continuous: He seems to be studying harder these days.
- Perfect: He appeared to have hurt himself.

**2.3.2.2 Tend, manage and fail**

- (i) We use tend to for things that usually happen. During holidays, we tend to get up later.
- (ii) We use manage to for being able to do something. I managed to find the shop.
- (iii) We use fail to for things that don't happen. He failed to report for duty.

**2.3.2.3 He promised to go, he promises to go.**

- (i) Some nouns can come before a to-infinitive. Compare these sentences  
verb+to-infinitive
- (ii) He promised to go shopping. But then he arranged to play golf. Noun+to-infinitive.
- (iii) He forgot about his promise to go shopping. Sarah found out about his arrangement to play golf
- (iv) Other nouns that we can use before a to-infinitive are agreement, arrangement, decision, demand, desire, plan, failure, threat, tendency, offer, promise.

**2.3.3 Exercises: Unit 60 (Solved)****1 Verb + to-infinitive**

Say what each speaker did. Use these verbs before a to-infinitive: decide, demand, offer, promise, threaten

1. Trevor: I'll put the shelves up soon. I promise.  
*Trevor promised to put up the shelves/to put the shelves up (soon).*
2. Claire: OK, I'll buy both the dresses.  
*Claire decided to buy both the dresses.*
3. Melanie: I'll cook the meal if you like.  
*Melanie offered to cook the meal.*
4. Tom: If you don't control that dog. Nick, I'll shoot it.  
*Tom threatened to shoot Nick's dog / the dog.*

**2 Seem**

Complete the answers using seem and a to-infinitive. (Some of the to-infinitives may be continuous or perfect.)

1. Tom: Do Mike and Harriet really believe there's life on Mars?  
David: Well, yes *they seem to believe* there is.
2. Victor: Has Ilona's English improved?  
Emma: Yes, *it seems to have improved* quite a lot.
3. David: Does Rita like football?  
Tom: I don't think so. *She doesn't seem to like* it much.
4. Natasha: Is Daniel working hard, do you think? Rachel:

Yes, I think so. *He seems to be working* hard.

5. Sarah: Has Trevor made a good job of those shelves?

Laura: Not really. *He doesn't seem to have made* a very good job of them.

### 3 Verb + to-infinitive

Put in the to-infinitive form. (Some may be continuous or perfect.)

Use these verbs: *come, find, hang, have, invite, leave, take*

Harriet: Hello, Nick. You managed (1) *to find* your way then?

Nick: Yes, in the end. It's a bit complicated, isn't it?

Harriet: I'm glad you decided (2) *to come* to our party.

Everyone seems (3) *to be having* a good time. We  
tend (4) *to invite* lots of people to our parties.

Nick: Is Tom here?

Harriet: No, he couldn't come. He'd already made an arrangement

(5) *to take* somebody somewhere in his taxi.

Nick: And Rita?

Harriet: Er, she was here, but she appears (6) *to have left* early. I don't know  
where she's gone. She was with someone.

### 2.3.3 Unit 61: Verb + ing-form

#### 2.3.4.1

#### A. Introduction

(i) After some verbs we can use an ing-form, for example.

(i) I *enjoy walking* in the garden.

(ii) Have you *finished typing* the letter?

(iii) He has *given up smoking*.

(iv) I *avoid driving* during rush hours.

(ii) After some other verbs we use a to-infinitive

I don't *want to put up* a tent in the rain. She *agreed to work* for me.

#### 2.3.4.2 Mind

We use mind + an ing-form mostly in the negative statements or questions.

(i) He doesn't *mind working* even after office hours. (He doesn't dislike working  
after office hours).

(ii) Do you *mind waiting* a moment?

#### 2.3.4.3 Verbs with Can't

Note the use of can't or couldn't with help, must, face and stand, we can use an  
ing-form after these verbs



- (i) I couldn't *help laughing* at his funny stories.  
 (ii) I can't *stand waiting* in a queue.  
 (iii) I couldn't *resist eating* the tempting sweet dish he made:

#### 2.3.4.4 keep on and carry on

We use keep or keep on + an ing-form to talk about something continuing or when it happens again and again

- (i) Just *keep stirring* the mixture until it boils  
 (ii) *We kept on running* till we reached there.

Carry on means something continuing. Just carry on stirring the mixture.

#### 2.3.5 Unit 60 (solved)

##### 1 Verb + ing-form

Answer the questions using the notes in brackets.

- 1 Laura: Have you done the crossword? (I / give up / try) You:  
 No, *I've / I have given up trying. Or I gave up trying.*
- 2 Daniel: There's a story here in the paper about a 110-year-old man.  
 (I / can / not / imagine be)  
 You: Good Lord. *I can't imagine being so old.*
- 3 Tom: Do you like football? (I / enjoy / watch / it / on TV)  
 You: Well, *I enjoy watching it on T.V.*
- 4 Rachel: Whose idea was it to invite all these people?  
 (suggest / have / a party)  
 You: I'm not sure. Someone *suggested having a party.*

##### 2 Verbs with can't

Use three words from the table to complete each sentence.

1	2	3
can't	face	doing
couldn't	help	feeling
	resist	having
	stand	lying
		noticing

- 1 I hate holidays by the sea. I *can't stand lying* on a beach all day.  
 2 I feel really full. I'm afraid I *couldn't resist having* pudding with my lunch.  
 3 I was so tired yesterday I just *couldn't face doing* any housework.  
 4 Tom's car was stolen, but, as he left it unlocked, *I can't help feeling* it's his own fault.

### 3 Verb + ing-form

Some friends have had a meal together in a restaurant. Put in the ing-forms. Use these verbs: *change, discuss, eat, get, miss, ring, try, wait, walk*

Vicky: Shall we go then?

Rachel: Daniel hasn't finished *eating* yet.

Daniel: It's OK. It's just a piece of chocolate.

Matthew: Chocolate? After that enormous meal?

Daniel: I know. I've eaten too much. When I find something new on the menu, I just can't resist (1) *trying* it.

Rachel: How are we getting home?

Vicky: I don't mind (2) *walking*. I feel like having some fresh air.

Rachel: You're crazy. It's miles. And we've just eaten.

Matthew: I suggest (3) *ringing* for a taxi. It'll save (4) *waiting* around for a bus.

Emma: Good idea. I couldn't face (5) *getting* cold again after being in the warm all evening.

Rachel: Yes, the bus journey is too complicated. It involves (6) *changing* buses in the centre.

We don't want to risk (7) *missing* a bus and having to wait half an hour.

Daniel: Or we could take a taxi to the bus station and then get a bus from there.

Matthew: Well, you can carry on (8) *discussing* the problem, but I'm going to ring for a taxi.

#### 2.3.6 Unit 62: Verb + to-infinitive or verb + ing-form?

##### 2.3.6.1

##### A Introduction

Some verbs are followed by a to-infinitive and some by an ing-form. A few verbs take either a 'to-infinitive' or an 'ing'-form

- (i) He started to paint / painting a picture. (ii)  
He likes to do / likes playing piano.

##### 2.3.6.2 To-infinitive or ing-form?

- (i) These verbs are followed by a to-infinitive: agree, aim, appear, ask, arrange, attempt, beg, can't afford, can't wait, demand, expect, fail, guarantee, happen, help, hope, manage, offer, refuse, prepare, pretend, promise, prove, seem, tend, threaten, turn out, undertake, wish, want.
- (ii) These verbs are followed by an ing-form: admit, avoid, can't-face, can't help, can't resist, can't stand, carry on, consider, enjoy, excuse, fancy, finish, give up, imagine, involve, justify, keep, mention, mind, postpone, practice, put off, resent, risk, save, suggest, tolerate.

##### 2.3.6.3 Can't wait and fancy.

- (i) If you can't wait to do something, you are eager to do it.  
I can't wait to see the photos you took. (I

am eager to see the photos)

- (ii) If you fancy doing something, you want to do it.

Do you fancy going out for a meal?

Fancy is informal.

#### 2.3.6.4 Happen, turn out, and prove.

- (i) We use prove to or turn out to when experience shows what something is like.

In the end our guess *proved to* be correct.

Finding her house *turned out* to be more difficult than we had expected.

- (ii) Note the meaning of *happen* to.

I happened to meet my old school mate in the town. (= I saw my school mate by chance)

#### 2.3.6.5 Two forms together.

We can sometimes use more than one to-infinitive or ing-form together.

- (i) I want to avoid hurting any one's feelings.  
 (iii) The authorities decided to refuse to give any more chance to the defaulters.  
 (iv) The man denied threatening to kill the policeman

### 2.3.7 Exercises: Unit 62 (Solved)

#### 1 To infinitive or ing-form?

Complete the conversation. Put in a *to-infinitive* or *ing-form*.

Matthew: Are we going to have a holiday this year?

Natasha: Didn't we all decide (►) *to spend* (spend) our holidays on a Greek island?

Matthew: Lovely. I enjoy (►) *lying* (lie) on the beach.

I might manage (1) *to get* (get) a suntan.

Daniel: I'd love a holiday. I can't wait (2) *to leave* (leave) this place behind. Emma: I don't fancy (3) *staying* (stay) in one place all the time.

I really dislike (4) *sitting* (sit) on the beach all day.

Natasha: Well, I don't mind (5) *touring* (tour) around somewhere. Emma:

Matthew, you promised (6) *to go* (go) to Scotland with me.

We were planning (7) *to hire* (hire) a car.

Matthew: Scotland? Are you sure? But I couldn't face (8) *driving* (drive) all the time.

Jessica: I'm afraid I can't afford (9) *to spend* (spend) too much money. Andrew: And I can't justify (10) taking (take) all that time off from my studies.

#### 2 To infinitive or ing-form?

Complete this article from a magazine. Put in the to-infinitive or ing-form of these verbs:

*accept, argue, be, find, have, insist, lose, plug, repair, say, take, wait*

If you buy something from a shop, a new stereo for example, you usually can't wait (►) to plug it in and put some music on. And of course, you expect (►) to find the

equipment in working order. But that doesn't always happen, unfortunately. If the thing doesn't work, you should take it straight back to the shop. If you delay (1) *taking* it back, you will risk (2) *losing* your rights as a customer. And you should prepare (3) *to insist* on these rights. You may be one of those people who always avoid (4) *arguing* with people, but in this case you should be ready for an argument. The assistant may prove (5) *to be* a true friend of the customer - it's not impossible - but first he or she will probably offer (6) *to repair* the stereo for you. That's all right if you don't mind (7) *waiting* a few weeks, but it isn't usually a good idea. What you should do is politely demand (8) *to have* your money back immediately. You may want to accept another stereo in place of the old one, but you don't have to. You should refuse (9) *to accept* a credit note. Just keep on (10) *saying* that you want your money back.

### 3 Two forms together

What might you say in these situations? Write a sentence with both a to- infinitive and an ing-form.

- 1 You and Melanie want to complain about your meal in a restaurant. You need to see the manager. Melanie won't ask, but you don't mind. What do you say to her?

*I don't mind asking to see the manager.*

- 2 Matthew doesn't like the idea of going to Scotland. But he promised. He admitted it. What do you tell Emma?

*Matthew admitted promising to go to Scotland.*

- 3 The bands were playing. They finished just as you arrived. This was quite by chance. What do you tell your friends?

*Just as I arrived, the band happened to finish playing.*

### 2.3.8 Test your comprehension: Activity for the student - I.

(These exercises are from Test 12 of Your Grammar book) Exercise 1- Complete the following. Use *to infinitive* or an *ing-form*.

- (i) A: Are you going to organize our trip?  
B: Yes of course. I've agreed ..... it.
- (ii) A: What time will you be back?  
B: Oh, I expect ..... back by three.
- (iii) A: I'm sorry you had to wait all that time.  
B: Oh, it's all right. I didn't mind.....
- (iv) A: Did I remind you about the dinner time?  
B: Yes, thank you. You keep ..... me.
- (v) A: You wear a uniform at work, don't you?  
B: Yes, I have to though I dislike ..... it.

#### Exercise II:

Make sentences from the notes.

- (i) We / must / avoid / waste / so much time.
- .....

(ii) I / like / see / the rocky mountains some day.

.....

(iii) the buses / usually / stop / run / before midnight.

.....

(iv) my father / seem / get / better / now.

.....

(v) Last year / we / make / an agreement / work / together.

.....

**2.3.9 Check your Answers: Activity for the Student - I**

**Exercise I**

- (i) to organize
- (ii) to be
- (iii) waiting
- (iv) reminding
- (v) wearing.

**Exercise II**

- (i) We must avoid wasting so much time
- (ii) I would like to see the rocky mountains some day.(iii)  
The buses usually stop running before midnight.
- (iv) My father seems to be getting better now.
- (v) Last year we made an agreement to work together.

**2.3.10 Unit 63: Like, start, etc.**

**2.3.10.1**

A Like, Love, prefer, and hate

After like, love, prefer and hate we can use either a to-infinitive or an ing-form.  
The meaning is the same.

- (i) My mother likes to do / likes doing exercise. (ii)  
She loves to cook / loves cooking new dishes.
- (iii) We prefer to stay / prefer staying in a hotel.
- (iv) I hate to stand / hate standing in a queue.

**2.3.10.2 Would like etc: -**

After would like, would prefer, would love, would hate, we use a to-infinitive

but not usually an ing-form.

I would like to do this course.

She would love to work as an artist.

Compare these two sentences (i)

I like lying on the bench.

- (ii) I would like to be on the bench  
I like means. I enjoy  
I'd like means I want.

### 2.3.10.3 Start, intend, etc

- (i) We can use either a to-infinitive or an ing-form after these verbs: began, bother, continue, intend, propose, start
- (i) People began to leave / began leaving the theatre before the end of the play
- (ii) Anna did not bother to do / bother doing washing up.
- (iii) Do you intend to go / intend going to the city?
- (ii) We do not usually have two ing-forms together.

### 2.3.11 Unit 63 (Solved)

#### 1 Like and would like

Look at the pictures given at page 151.

Write in the words, Begin *I like ...* or *I'd like ....*

Use these verbs: buy, chase, drive, play, see

Use these objects: rabbits, the manager, this car, this tin

- 1 I'd like to buy this tin.                      3 I'd like to see the manger.
- 2 I like driving this car.                      4 I like chasing rabbits.

#### 2 Like, love, prefer and hate

Complete the sentences using the words in brackets.

- 1 Harriet : Tom seems to enjoy watching football matches.  
David : Yes, *he loves watching / to watch* (he loves) United play.
- 2 Trevor : I'm glad I don't work as late as Sarah does.  
Laura : Me too. *I wouldn't like to work* (I wouldn't like) such long hours.
- 3 Matthew: I think I'll go and see this new film.  
Emma : Can I go with you? *I'd like to see* (I'd like) it, too.
- 4 Rachel : Do you want to come with me or wait here?  
Vicky : *I'd prefer to come / go* (I'd prefer) with you if that's OK.
- 5 Laura : I think queuing is my least favourite activity.  
Tom : I agree. *I hate queuing* (I hate).
- 6 Claire : Does Mark cook for you?  
Sarah : No, not often. *He doesn't like cooking* (he doesn't like).
- 7 Reporter : Have you ever flown in a hot-air balloon?  
Mrs Miles: No, but *I'd love to fly* (I'd love) in one someday.
- 8 Rachel: Did you say you're having your teeth looked at today?  
Emma: Yes, *I like to have* (I like) them checked once a year.

### 3 Start, intend, etc.

Complete this news report about a stolen taxi. Put in the to-infinitive or the ing-form of these verbs: *drive, go, lock, make, search*. Sometimes more than one answer is possible.

Kevin Paisley, 25, has lost his taxi. It was stolen on Friday afternoon. 'I just went into the newsagent's for a moment,' said Kevin, 'I didn't bother (▶) *to lock* the car.' Kevin started (1) *to drive / driving* his own taxi only six months ago. 'I was just beginning

(2) *to make* a profit,' he said.

'I intend (3) *to go/going* on with my work as soon as I get my taxi back.'

The police are continuing (4) *to search* for the stolen car.

#### 2.3.12 Unit 64: Remember, forget, try, etc

##### 2.3.12.1 Remember and forget

- (i) We use remember / forget to do for necessary actions. The remembering is before the action.

I must remember to post this letter today.

The letter is still in my pocket. I forgot to post it.

- (ii) We use remember / forget doing for memories of the past. The action is before the remembering.

I remember posting the letter.

I'll never forget flying over the grand canon.

##### 2.3.12.2 Regret

- (i) Regret to do something means to be sorry for something you are doing e.g. giving bad news.

We regret to inform you that the interview has been postponed.

- (ii) Regret doing something means to be sorry because of something that happened in the past.

I regret spending all that money.

##### 2.3.12.3 Try

- (i) Try to do something means to attempt something ; to do your best.

I'm trying to solve this problem.

- (ii) Try doing something means to do something which might solve a problem.

I tried moving the box but couldn't do so.

##### 2.3.12.4 Stop

- (i) Stop to do something means to stop so that you can do it.

He stopped to talk to me.

- (ii) Stop doing something means to end an action; to finish doing it.

Stop talking please.

##### 2.3.12.5 Mean

- (i) Mean to do something means to intend to do something.  
He meant to break the glass. It didn't look like an accident.
- (ii) Means doing something expresses the idea of one thing resulting in another.  
I want to join the university. It means preparing for the entrance examination.

**2.3.12.6 Go on**

- (i) Go on to do something means to do something else, to do the next thing. At first the teacher introduced herself and then went on to talk about the book she was to teach.
- (ii) Go on doing something means to continue doing it.  
The teacher asked everyone to be quiet but they went on talking.

**2.3.12.7 Need**

- (i) Need to do something expresses the idea of 'must' or have to.  
I need to clean my shoes (I must clean my shoes).
- (ii) Need doing something means the action is needed. My shoes need cleaning (shoes need to be cleaned)

**2.3.13 Exercises: Unit 64 (Solved)****1 Remember and forget**

Put in the *to-infinitive* or the *ing-form* of the verbs.

Laura: Did you remember to pick (pick) up those photos today? Trevor:  
What photos?

Laura: Oh, no. I can remember (1) *mentioning* (mention) it to you only this morning.

Trevor: I can't remember (2) *agreeing* (agree) to pick up some photos.

Laura: Well, don't forget (3) *to call* (call) at the shop for them tomorrow. You've got a terrible memory. Yesterday you forgot (4) *to lock* (lock) the door.

Trevor: I'm sure I didn't forget (5) *to lock* (lock) it.

I can clearly remember (6) *looking* (look) for my keys. They were in my pocket.

Laura: You ought to write notes to yourself to remind you.

Trevor: That wouldn't be any good. I'd never remember (7) *to look* (look) at them!

**2 Remember, regret, try, etc**

Put in the *to-infinitive* or the *ing-form* of the verbs.

I used to like going to our local cinema. It was old and rather uncomfortable, but it had character. Now they've stopped (▶) *showing* (show) films there. The owner would like to go on (1) *running* (run) the cinema, but he would need (2) *to make* (make) a lot of improvements, which would mean (3) *spending* (spend) tens of thousands of pounds. I remember (4) *watching* (watch) the last film at the cinema. It was a murder mystery. It was five minutes from the end, and we were trying (5) *to figure* (figure) out who the murderer was when suddenly all the lights went out and the film stopped. We sat in the dark for a few minutes, and then the owner appeared with a torch. 'I regret (6) *to tell* (tell) you,' he said, 'that our electricity has failed. I don't mean (7) *to disappoint* (disappoint) you, but I'm afraid we can't show



you the end of the film. We've tried (8) *phoning* (phone) the electricity company, but they say they can't help'. He went on (9) *to explain* (explain) to the audience how the film ended. I didn't understand the story. But I don't regret (10) *going* (go) to the cinema on that last evening.

**3 Remember, regret, try. etc**

Write each pair of sentences as one. Use a to-infinitive or an ing-form.

- 1 Harriet didn't think she could move the piano. She didn't even try.  
*Harriet didn't even try to move the piano.*
- 2 Mike once saw a spaceship. He'll never forget it.  
*Mike will never forget seeing a spaceship.*
- 3 What about painting the walls? They need it.  
*The walls need painting.*
- 4 Natasha was unkind to Jessica. But she didn't mean it.  
*Natasha didn't mean to be unkind to Jessica.*
- 5 Andrew was studying. He went on through the night.  
*Andrew went on studying through the night.*
- 6 When Mark was driving, he needed to make a phone call. So he stopped.  
*Mark stopped to make a phone call.*

**2.3.13.1 Test your Comprehension: Activity for the Student - II**

(These exercises are from the test 12 of your grammar book.)

**Exercise 1**

Each of these sentences has a mistake. Write the correct sentences. (i)

The man kept to ask us for money.  
.....

(ii) I can't afford buy a new car.  
.....

(iii) Peter seems gone away already.  
.....

(iv) I hope to avoid to make things worse.  
.....

(v) We've finished to decorate the flat.  
.....

**Exercise II**

Write a second sentence so that it has a similar meaning to the first, use the word in brackets.

(i) I wish I hadn't sold my bike. (regret)  
.....

- (ii) By chance I saw your brother yesterday (happen)  
 .....
- (iii) The shop usually opens ten minutes late (tend)  
 .....
- (iv) I hate to get up in the dark. (stand)  
 .....
- (v) Would you like to go out for a walk? (fancy)  
 .....

### 2.3.13.2 Self- Check exercises: Activity for the Student-II

#### Exercise 1

- (i) The man kept on asking us for money.  
 (ii) I can't afford to buy a new car.  
 (iii) Peter seems to have gone away already.  
 (iv) I hope to avoid making things worse.  
 (v) We've finished decorating the flat.

#### Exercise II

- (i) I regret selling my bike.  
 (ii) I happened to see your brother yesterday  
 (iii) The shop tends to open ten minutes late.  
 (iv) I can't stand getting up in the dark.  
 (v) Do you fancy going out for a walk?

### 2.3.14 Summary.

Dear Student,

In this lesson, we have covered units 60 to 64 of your grammar book. These Units deal with the use of verb + to infinitive and verb + ing-form. It has been made clear to you that there are some other verbs such as decide, arrange, ask, demand, desire, help, hope, offer, plan, tend, happen etc. with which we use a to-infinitive. There are some verbs such as admit, avoid, can't face, can't help, fancy, imagine involve, justify, postpone, put off, resent, suggest etc with which we use an ing-form. There are a few more verbs which take either a to-infinitive or an ing-form. For example, after such verbs as start, begin, bother, continue, intend, prefer, we can use either a to-infinitive or an ing-form. We hope that after having gone through the lesson, you would be able to use both these forms correctly.

### 2.3.15 Questions

Attempt the following exercises:

#### Exercise 1

Correct the following sentences:

- (i) It was starting getting dark.

- (ii) I don't like the idea to go to Scotland.
- (iii) He promised going shopping.
- (iv) We tend getting up late on holidays.
- (v) I expect getting my books back.
- (vi) David failed paying his bills.
- (vii) I can't help to laugh at her funny jokes.
- (viii) He doesn't mind to have lots of work.
- (ix) He has given up to smoke.
- (x) I'm beginning getting worried.

### Exercise II

Complete the following sentences using a to-infinitive or an ing-form:

- (i) We have decided (go) to Shimla during Holidays.
- (ii) I regret..... (inform) you that we are not taking any new staff.
- (iii) Do you fancy..... (go) out for a walk.
- (iv) He decided ..... (have) a party.
- (v) I couldn't resist ..... (buy) that beautiful dress.
- (vi) Luckily I managed..... (find) a new job.
- (vii) Ann failed ..... (pay) my money back.
- (viii) They just kept on..... (run)
- (ix) He suggested ..... (go) on a camping holiday.
- (x) She seemed..... (know) a lot about computers.

### 2.3.16 Suggested Reading

- Murphy, Raymond. *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English: With Answers*. Cambridge University Press, 2019.

**Oxford Practice Grammar**

**Unit 65 to Unit 75**

**2.4.0 Objectives**

**2.4.1 Unit 65: Verb + Object + to - infinitive or ing - form**

2.4.1.1 Introduction

- A. Verb + Object + to - infinitive
- B. Want+ Object + to - infinitive
- C. Verb + Object + ing - form
- D. Advise, allow, encourage and recommend
- E. Exercises Unit 65 (Solved)

**2.4.2 Unit 66: Question word + to - infinitive**

2.4.2.1

- A. Introduction
- B. Structures with what to do, where to go, etc.
- C. Why, what, whose, which and whether
- D. Exercises unit 66 (Solved)

**2.4.3 Unit 67: Adjective + to - infinitive**

**2.4.3.1**

- A. Introduction
- B. It is easy to drive the car
- C. The car is easy to drive.
- D. Certain, sure and likely
- E. For and of
- F. Exercises Unit 67 (Solved)

**2.4.4 Unit 68: For with to -infinitive**

**2.4.4.1**

- A. Introduction
- B. For expressing purpose

- C. Too and enough
- D. For and of
- E. Exercises: Unit 68 (Solved)

**2.4.5 Unit 69: The infinitive with and without to**

**2.4.5.1**

- A. The to - infinitive
- B. The infinitive without to
- C. Help
- D. Exercises Unit 69 (Solved)

**2.4.6 Test your Comprehension: Activity for the student-I**

2.4.6.1 Check your Answers - Activity for the student-I

**2.4.7 Unit 70: Verb/ Adjective + preposition**

**2.4.7.1**

- A. Introduction
- B. Verb + Preposition + ing - form
- C. Verb + object + preposition + ing - form
- D. Adjective + preposition + ing - form
- E. Exercises unit 70 (solved)

**2.4.8 Unit 71: Afraid to do or afraid of doing**

**2.4.8.1**

- A. Afraid
- B. Anxious, ashamed and interested
- C. Structures with sorry.
- D. Exercises unit 71 (solved)

**2.4.9 Unit 72: Used to do and be used to doing.**

**2.4.9.1**

- A. Used to do
- B. Be used to doing
- C. Exercises unit 72 (solved)

**2.4.10 Unit 73: Preposition or linking word + ing - form**

**2.4.10.1**

- A. Introduction
- B. Preposition +ing - form

C. Linking word +ing – form

D. Exercises: Unit73 (solved)

#### **2.4.11 Unit 74: See it happen or see it happening**

##### **2.4.11.1**

A. Introduction

B. See it happen

C. See it happening

D. See it happen or see it happening.

E. Exercises unit 74 (solved)

#### **2.4.12. Unit 75: Some structures with the ing - form.**

##### 2.4.12.1

A. Two actions at the same time.

B. one action after another.

C. The ing - form saying why.

D. Exercises unit 75 (solved)

#### **2.4.13 Test your comprehension: Activity for the student - II**

#### **2.4.14 Self- Check exercise: Activity for the student - II**

#### **2.4.15 Summary.**

#### **2.4.16 Questions**

#### **2.4.17 Suggested reading**

#### **2.4.0 Objectives :**

- To teach the student the use of verb + object + to-infinitive or ing -form.
- To teach the student the use of to - infinitive with question  
Words such as why, what, which, whose and whether.
- To teach the student the use of to – infinitive with adjectives.
- To explain to the student the difference between infinitive  
with to with to and infinitive without to.
- To explain to the student the difference in meaning of afraid to do and afraid of  
doing; used to do and be used to doing; see it happen and see it  
happening.
- To acquaint the student with some other structures with the  
ing - form.

After reading the lesson, the student would be able to use to – infinitive with adjectives and question words. The students would also get acquainted with some

more structures with the ing - form.

### 2.4.1 **Unit 65: verb + object + to - infinitive or ing - form**

#### 2.4.1.1

##### A. Introduction.

Some verbs can take an object + a to - infinitive and some take an object + an ing - form.

- (I) I **expect** the **goods** **to arrive** on time  
                   Verbs       object    to infinitive
- (II) I'm sorry we've **kept you waiting** so long.  
   Verb object ing-form

##### B. Verb + object + to - infinitive.

Verbs such as **advise, allow, ask, beg, cause, encourage, expert, force, help, intend, invite, order, command, teach, tell, take** can be used in the structure **verb + object + to - infinitive**.

- (i) We encouraged them to work hard.  
 (ii) We allowed the students to sit in the hall.  
 (iii) We asked the door man to let us in.  
 (iv) The doctor advised the patient to take the medicine regularly.

##### C. Want + object + to - infinitive

- (i) We can use object + a to - infinitive after want, (would)like, (would) love, (would) prefer and (would) hate.  
 (ii) I want you to sit here.  
 (iii) I would like you to listen carefully. We'd hate the house to be left empty.

##### D. Verb + object + ing - form.

Verbs such as dislike, imagine, involve, keep, mind, prevent, remember, risk, stop can be used in the structure Verb+objective +ing - form

- (i) The police must stop the suspects leaving the country.  
 (ii) Do you remember Laura taking our piano?

##### E. **Advise, allow, encourage and recommend.**

We can use these verbs with an ing - form or with an object + a to - infinitive

They allow fishing here

They allow the people to fish here.

I wouldn't recommend walking home alone

I wouldn't recommend you to walk home alone.

**2.4.1.2 Exercises: unit 65 (solved)****1 Verb + object + to - infinitive**

Report what people said. Use the verbs in brackets.

1. Guy to Kitty: Would you like to come on my chat show?(invite)  
Guy invited kitty to come on his chat show.
2. Sarah to Mark: don't forget to get the theatre tickets.(remind)  
Sarah reminded Mark to get the theatre tickets.
3. Dentist to Daniel: you should give up eating sweets (tell)  
The dentist told Daniel to give up eating sweets.
4. Police to gunman: Come out with your hands up. (order) The  
police ordered the gunman to come out with his hands up.

**2. Want and would like**

Complete the sentences using *would like or don't/doesn't want*.

1. Mrs Miles is going to do a parachute jump, but her son and daughter don't like the idea.  
  
They didn't want her to do a parachute jump because they think it's dangerous.
2. Henry is falling in love with Clair, but she's worried about this.  
  
She doesn't want him to fall in love with her because she doesn't find him attractive.
3. Natasha may not go on holiday with her friends.  
  
They would like/'d like her to go (on holiday) with them because she's always good fun to be with.

**3. Verb + object + to - infinitive or ing - form**

Kitty Beamish is reporting what people have said to her. She combines the two sentences into one.

1. 'The suspects might leave the country. The police must stop that.'  
  
The police must stop the suspects leaving the country.
2. 'Congress opposed him. The President didn't expect that.'  
The President didn't expect Congress to oppose him.
3. 'The hostages lay down. the terrorists forced them.'  
The terrorists forced the hostages to lie down.
4. 'The pound is falling in value. The government doesn't mind that.'  
The government doesn't mind the pound falling in value.



**4. Advise, allow, etc.**

Complete this paragraph from a guidebook to London. Use the to-infinitive or the ing - form.

We'd advise you (1) to travel (travel) by train.

We'd recommend (2) buying (buy) a special saver ticket, which is cheaper than the full fare.

But the railway companies don't allow you (3) to use (use) savertickets before ten o'clock.

This is to encourage people (4) to take (take) a later train, which will be less busy.

**2.4.2 Unit 66: Question word + to - infinitive****2.4.2.1****A. Introduction**

We can use to - infinitive with question words.

e.g. I don't know what to wear. It means that I don't know what I should wear.

**B. Structures with what to do, where to go, etc**

(1) Before the question word we can use a verb such as ask, decide, discover, discuss, explain, find out, know, learn, remember, say, think, understand wonder.

(i) I don't know what to do.

(ii) We were wondering where to park the car.

(iii) He could not decide where to build the house.

(iv) He can't think what to say.

(2) sometimes there is a verb + object before the question word.

In this structure we can use advise, ask, show, teach and tell

(i) Tom showed me how to change the wheel.

(ii) He didn't tell us how to operate the machine.

(3) Before the question word we can also use the adjective clear, obvious, and sure and the expression have the idea, make up your mind.

(i) I wasn't sure who to ask for help.

(ii) She doesn't have much idea how to cook.

- (4) A preposition e. g. of can come before question word
- (i) There is a question of who to invite to the reception.
- (ii) He needs to be informed about what to do in emergency.

**C Why, what, whose and whether**

- (1) We can't use why before a to - infinitive.  
No one could explain why we had to wait.  
(No one could explain why to wait is not correct.)
- (2) After What, which, where, how many and how much. we can use a noun.  
We wondered whose story to believe.
- (3) We can use whether but not if.
- (i) We have to decide whether to go ahead with the project (or not).
- (ii) I was not sure whether to call the doctor or not.
- (iii) i don't know whether to buy it or not.

**2.4.2.2 Exercises: Unit 66 (Solved)**

**1. Structures with what to do, where to go, etc. Comment on these situations.**

► (not know) *He doesn't know how to switch the computer on.*

1. (can't think) He can't think what to say.
2. (not sure) They're not sure/They are n't sure where to go.
3. (not know) She doesn't know how to stop.

**2. Structures with what to do, where to go etc.**

Look at the questions and then complete the paragraph about a man coming out of prison.

Use a question word and a to-infinitive.

► How should he start a new life?<sup>1</sup>  
What can he expect?

2 Where should he go?

This man will have problems when he leaves prison. He needs advice on ( ► ) *how to start a new life*.

After a long time in prison, he isn't sure (1) what to expect in the outside world and he has no idea (2) where to go. He doesn't know (3) how to find a place to live either. But he won't be completely

alone. A social worker will advise him. (4) what to do. So he'll know (5) who to contact if he needs help.

### 3. Question word + to - infinitive

You are finding it very difficult to make your mind up.

Complete your answers to the question. Use a question word and a to-infinitive.

▶ Rachel: Are you going to buy that sweater?

You: I don't know *whether to buy* it or not.

▶ Tom: What time do you think we should leave?

You: I'm not really sure *what time to leave*.

1 Daniel: Do you want to do business studies?

You: I'm wondering whether to do business studies or statistics.

2 Vicky: How much money should we spend on the present?

You: I've no idea how much (money) to spend on it.

3 Matthew: Do you intend to join the sports club?

You: I can't decide whether to join it or not.

4 Vicky: Which route should we take?

You: It's difficult to know which route to take.

5 Melanie: Which lottery numbers are you going to choose?

You: I haven't decided which (lottery number) to choose.

## 2.4.3 Unit 67: Adjective + to - infinitive

### 2.4.3.1

#### A Introduction

We can use a to-infinitive after an adjective, e.g. 'It is great to be on the road.'

#### B It is easy to drive the car.

1 An adjective + to-infinitive often comes in this structure with it + be.

i It's lovely to see you.

ii It's stupid to make such a fuss. iii It's easy to understand this book.

2 The subject can also be a person. I'm delighted to see you.

We're ready to start now.

**C The car is easy to drive**

Compare these two sentences. They both mean the same thing. It is easy to drive the car. The car is easy to drive.

We do not use it in the second sentence. We can use this structure with adjectives meaning 'good' or 'bad' e.g. awful, bad, exciting, fascinating, good, marvellous, nice, terrible, wonderful. We can also use it with these adjectives. cheap, convenient, dangerous, difficult, easy, expensive, impossible, safe, simple.

**D Certain, sure and likely.**

We can use a to-infinitive after certain, sure, likely and unlikely.

i We are sure to win.

ii **She is likely to be in her room.**

**E For and of**

i After some adjectives we can use for + object + to - infinitive.

It is not safe for children to play with sharp - edged things.

ii After an adjective describing how some one behaves, we can use of

It was stupid of them to quarrel.

It was silly of me to forget the tickets.

**2.4.3.2 Exercises: Unit 67 (Solved)**

- It is easy to drive the car  
Sarah's job is to write advertisements, she is writing one for Compex Computers.  
Write sentences with it and an adjective followed by a to-infinitive.  
▶ buy a Compex computer. It isn't expensive.  
It isn't *expensive to buy a Compex computer*.<sup>1</sup> Using the computer is very simple.  
It is very simple to use the computer.
- Understanding the handbook isn't difficult. It isn't difficult to understand the handbook.
- You can run any kind of software. It's easy. It's easy to run any kind of software.
- Exploring the world of Compex is absolutely fascinating. Its absolutely fascinating to explore the world of Compex.

- Try the ultimate computer experience. Are you ready? Are you ready to try the ultimate computer experience?
- The car is easy to drive  
Sarah isn't happy with her ideas for the Compex advertisement. She is rewriting the first four sentences like this.
  - ▶ A Compex computer *isn't expensive to buy*. 1 The computer is very simple to use.
  - 2 The handbook isn't difficult to understand. 3 Any kind of software is easy to run.
  - 4 The world of Compex is absolutely fascinating to explore.
- Certain, sure and likely  
Complete the conversation. Make sentences from the notes in brackets.  
Nick: Are you going to Mike and Harriet's party?  
Tom: Yes, I am. (▶) *It's sure to be a good party* (it/sure/be/a good party).  
Nick: Will there be a lot of people there?  
Tom: Yes, (1) its/it is likely to be pretty crowded (It/likely/be/pretty crowded).  
Nick: Has Rita been invited, do you know?  
Tom: Oh, (2) she's/she is certain to be there (she/certain/be/there)  
Nick: I don't know that part of town, Is the house easy to find?  
Tom: No, it isn't. Take a map or (3) you're/you are unlikely to find it. (you/unlikely/find/it).
- For and Of  
Vicky and Rachel are talking about two students they know called Gary and Steve.  
Complete the conversation. Put in *for* or *of*.  
Vicky: I can't believe that Gary and Steve had a fight in a pub. Don't you think that was very foolish (▶) *of* them?  
Rachel: Yes, it was especially stupid (1) of them to quarrel about which football team is the best.  
There must be something more interesting (2) for them to talk about.  
Vicky: I blame Steve. It wasn't very sensible (3) of him to knock Gary's drink over.  
Rachel: It was brave (4) of Daniel to try to stop the fight. It was awful (5) for him to get hit on the head with a chair.

**2.4.4 Unit 68: For with to - infinitive****2.4.4.1****A Introduction**

We can use for + object + to - infinitive as in the following sentences.

- (i) It's difficult for unskilled persons to find work.
  - (ii) It's important for us to look into the matter.
  - (iii) People were important for the match to begin.
- For expressing purpose

We can use this structure to say why something is done (to express purpose)

This shop provides baskets for the people to put their purchase in.

**C Too and enough**

We can use too and enough with this structure.

- i This road is too busy for the children to cross safely.
- ii The speaker didn't speak loudly enough for everyone to hear clearly.

**D For and of**

- i We often use for + object + to - infinitive after an adjective. Some of the adjectives we can use with for are anxious, awful, exciting, expensive, friendly, happy, horrible, impatient, interesting, marvellous, possible, ready, safe, silly, stupid, terrible, useful, wonderful, wrong.
- ii After an adjective saying how some one behaves, we use of + object + to - infinitive. For example: It was kind of you to help the poor.

**2.4.4.2 Exercises: Unit 68 (Solved)****1. For with the to - infinitive**

The second person agrees with what the first one says, Use *for* and a to - infinitive.

▶ Daniel: Andrew should take it easy. That would be best.

Matthew: Yes, you're right. It *would be best for him to take it easy*.

1) Trevor: Our new computer should arrive soon. I just can't wait.

Laura: Me neither, I (just) can't wait for it to arrive.

2) Rachel: Matthew shouldn't marry Emma. It would be a mistake.

Vicky: I think so too. It would be a mistake for him to

marry her.

3) Customer: Advertisements should tell the truth. It's important.

Mark: I agree. Its important for advertisements to tellthe truth.

2 **For** expressing purpose

Write the advertisement for a holiday centre.

Match the sentence pairs and write sentences with *for* and ato-infinitive.

<p><u>There are lots of activities.</u> There's a fun pool. There are quiet areas. There are regular shows. There's a giant roller-coaster.</p>	<p>You can enjoy them. You canrelax in them. <u>Guests can take part in them.</u> You can ride <u>on it if you dare.</u> Children can swim in it.</p>
---	---

► *There are lots of activities for guests to take part in.*

1 *There's a fun pool for children to swim in.*

2 *There are quiet areas for you to relax in.*

3 *There are regular shows for you to enjoy.*

4 *There's a giant roller - coaster for you to ride on.*

3 **Too** and **enough**

Add a sentence with *too* or *enough* and: difficult, funny, heavy,high, hot, loud

► Mike and Harriet couldn't lift the piano. *It was too heavy for themto lift.*

► Tom won't repeat the joke. *It isn't funny enough for him to repeat.*

1 Emma can't reach the top shelf. It's/it is too high for her toreach.

2 We can't understand the poem. It's / It is too difficult for us to understand.

3 Not everyone could hear the music. It wasn't loud enough for them/everyone to hear

4 The tea had got cold. Daniel couldn't drink it. It wasn't hotenough for him to drink.

4 **For** and **of**

A Japanese company called Sanko is going to open a new factory in a town in England.

Write the sentences from the local newspaper.

➤ Marvellous/the town/have/some new jobs

It will be *marvellous for the town to have some new jobs.*

- clever/our local council/bring/Sanko/here

It was *clever of our local council to bring Sanko here.*

- 1 difficult/the town/attract/ new industry

**It has been difficult for the town to attract new industry.**

- 2 very generous/ the council/ give / the land/ to Sanko

**It was very generous of the council to give the land to Sanko.**

- 3 the company/ eager/production/begin/soon

**The company is eager for production to begin soon.**

## 2.4.5 Unit 69: The infinitive with and without to

### 2.4.5.1

#### A The to - infinitive

We use a to - infinitive

- 1 After an adjective

It's **nice** to have a house of your own.

- 2 After a noun

He has got a **job** to do.

- 3 With **be able to, be about to, be allowed to, be going to, have to, ought to** and **used to**.

i The match is about to start

ii We are not allowed to go out.

iii We'll be able to go there.

iv We're going to buy a new car.

- 4 After some verbs e.g. **decide, hope, manage, offer** (unit 60)

i. He decided to leave early.

ii. He hopes to win the match.

iii. He offered to pay the bill.

- 5 After some **verbs + object** (Unit 65)

6 I want you to do something for me.

- 7 After **for + object** (Unit 68)

It is important for us to meet them.

- 8 After a **question word** (Unit 66) We don't know how to speak French.

- 9 To say why

(i) He went out **to play** golf



(ii) I need money to pay the bill

### B The infinitive without to

We use an infinitive without to

1 After **can, could, may, might, must, needn't, shall, should, will,**  
and **would**.

I must speak to the manager.

You could go to the night show.

2 After **had better** and **would rather**

You'd better wear a coat.

3 After **make + object** and **let + object**

The funny story made us laugh

4 After see or hear + an object.

We all heard the bomb go off.

### C **Help**

An infinitive after **help** can be with or without to. He helped  
me (to) choose the books.

### D. Exercises: Unit 69 (Solved)

1 The to -infinitive

Comment on these situations. Join each pair of sentences using  
a to-infinitive.

▶ Mike will give you a lift. He promised.

You: Mike *promised to give me a lift.*

1 You want to eat. You must have something.

You: **I must have something to eat.**

2 you are having rest. It's nice.

You: **It's nice to have rest.**

3 Will Rita speak to Nike? He wants her to .

Nick **wants Rita to speak to him.**

4 Daniel can't repair the video. He doesn't know how to.

**Daniel doesn't know how to repair the video.**

5 Claire and her sister are going to Bali. They have decided.

**Claire and her sister have decided to go to Bali.**

6 Melanie is visiting David. She has gone to the hospital.

**Malanie has gone to the hospital to visit David.**

7 Vicky is doing some studying. Unfortunately she has to.  
(Unfortunately) Vicky has to do some studying.

8 Sarah must ring the office. It's important.

It's important for Sarah to ring the office.

## 2 The infinitive without to

Put in the missing verbs. Usually more than one answer is correct.

▶ I've been repairing the car. I really must *wash* my hand.

1 What's in the letter? Why won't you let me see/read it?

2 Did you see that lovely old car drive/go past a moment ago.

3 It was a terribly sad story. It made me cry/weep.

4 I don't want to do anything energetic. I'd rather lie/sit/stay on the beach.

5 It's very cold. I think it might snow for the first time this winter.

6 I keep getting this pain in my leg. I think I'd better see/visit doctor.

## 3 The infinitive with and without to

Matthew and Emma are at the railway station. Emma is going away for the weekend.

Put in the infinitive of the verbs. You have to decide whether or not you need *to*.

Matthew: Are you sure you'll (▶) be (be) all right.

Emma: Yes, of course. I'm not a child. I can manage (▶) *tolook* (look) after myself.

Matthew: Ok, sorry.

Emma: Some friends have invited me (1) to visit (visit) them.

I'm not going to the North Pole.

Matthew: It'll be nice for you (2) to see (see) your old friends again. I just know you're going (3) to have (have) lots of fun. Let me (4) buy (buy) you a magazine (5) to read (read) on the train.

Emma: I can't (6) read (read) when I'm travelling. It makes me (7) feel (feel) sick, even in a train. I'd rather just

(8) look (look) out of the window.

Matthew: Ok, Well, you'd better (9) get (get) in. I think it's about (10) to leave (leave). Oh, did I remind you

(11) to change (change) at York?

Emma: Yes, Matthew, you did. Don't worry, I won't (12) forget (forget). I know perfectly well how (13) to get (get) there.

**2.4.6 Test your comprehension : Activity for the student - I**

Exercise 1.

Combine each pair of sentences using a to - infinitive or an ing - form.

- 1 We've advised Nancy. She should get a lawyer  
.....
- 2 We saw Rita. She was standing near the lake  
.....
- 3 She wasn't sure. Which way should she go?  
.....
- 4 The porter just stood. He expected a tip.  
.....
- 5 Polly was silly. She gave away the secret.  
.....

**Exercise II**

**Put in the correct form of the verb in bracket.**

- (1) Do you believe in \_\_\_\_\_ (make) the most of your talents?
- (2) I'm sorry \_\_\_\_\_ (bother) but I don't know. who \_\_\_\_\_ (ask)
- (3) Polite found the woman \_\_\_\_\_ (lie) dead in the park.
- (4) Tom is good at \_\_\_\_\_ (tell) lies.
- (5) The authorities punished the players for \_\_\_\_\_ (fight) during the match.

**2.4.6.1 Check your answers: Activity for the student -I**

**Exercise I**

- (1) We have advised Nancy to get a lawyer.
- (2) We saw Rita standing near the lake.
- (3) She was n't sure which way to go.
- (4) The porter stood there expecting a tip.
- (5) Polly was silly to give away the secret.

**Excercise II**

(1) making A (2) to bother ..... to ask (3) lying (4) telling (5) fighting.

**2.4.7 Unit 70 : Verb/Adjective + preposition + ing - form****2.4.7.1****A. Introduction**

Sometimes we can use an ing - form after the preposition.

- (i) I apologized for making a mistake.
- (ii) I am thinking of going to London.
- (iii) I am interested in going to America.

**B. Verb + preposition + ing - form**

1. We use believe in, agree with, apologize for, concentrate on, rely on, think of, object to,
2. We use about after ask, complain, dream, speak, talk, think and wonder.

**C. Verb + object + preposition + ing form**

1. After some verbs we put an object.  
Emma accused Peter of not caring about her.
2. We can use this structure in the passive.  
Peter was accused of not caring.

**D. Adjective + preposition + ing - form**

1. People were annoyed at not being able to see properly.
2. I'm fed up with living in this place.
3. The man was found guilty of stealing.
4. I am pleased about winning a prize.

**E. Exercises Unit 70 (Solved)****1 Verb + preposition + ing - form**

Complete the conversation between Claire and her sister Sophie. Put in the verbs with these prepositions: for, in, like, of, on Sophie:

Where's that little radio of yours?

Claire: Oh, it got broken. Henry knocked it off the table.

Unfortunately he hasn't succeeded ( ▶ ) *in getting* (get) it to work again.

Sophie: Oh, what a pity.

Claire: It was only a cheap thing. In fact I'd been thinking (1) of buying (buy) a new one. But Henry not only apologized (2)

for breaking (break) it he insisted (3) on buying (buy) me a much nicer one. It's in the dining- room.

Sophie: Henry is such a gentleman.

Claire: He didn't really need to buy me a new one, but I didn't feel (4) like arguing (argue).

## 2 Verb (object) + preposition + ing-form

Comment on these situations. Join each pair of sentences using a preposition and an ing - form.

▶ The police prevented the crime. It didn't take place.  
The police *prevented the crime from taking place*.

1 Laura blamed Trevor. He forgot the tickets.

Laura blamed Trevor for forgetting the tickets.

2 The doctors succeeded. They saved the driver's life.

The doctors succeeded in saving the driver's life.

3 The customers complained. They didn't receive the goods.

The customers complained about not receiving the goods.

4 Emma has accused Matthew. She says Matthew broke his promise.

Emma has accused Matthew of breaking his promise.

5 Melanie is insisting. She's going to cook a meal for David.

Melanie is insisting on cooking a meal for David.

6 A new traffic scheme has stopped cars. They can't go into the town centre.

A new traffic scheme has stopped cars from going into the town centre.

7 Everyone congratulated Claude. He won the quiz competition.

Everyone congratulated Claude on winning the quiz competition.

8 Some football fans were arrested. They attacked a policeman.

Some football fans were arrested for attacking a policeman.

## 3 Verb/Adjective + Preposition + ing - form.

Complete Emma's letter to her friend Kirsty. Put in a preposition and an ing - form.

Thank you ( ▶ ) *for inviting* (invite) me to come and see you next

month. I'm already excited.

(1) about **seeing** (see) you again.

You must be very pleased (2) **about/at getting** (get) the job you wanted. Congratulations. Personally,

I wouldn't be keen (3) **on travelling** (travel) forty miles to work. I apologize (4) **for not writing** (not write) sooner, but a week in bed with flu has prevented me (5) **from doing** (do) anything.

I haven't even felt (6) **like writing** (write) letter until today. I must be getting better because I'm starting to feel bored (7) **with doing** (do) nothing. I'm thinking (8) **of/about going** (go) **back to work tomorrow.**

## 2.4.8 Unit 71: Afraid to do or afraid of doing?

### 2.4.8.1

#### A Afraid

##### (1) **Afraid to**

i He is afraid to climb the ladder.

(He doesn't want to climb the ladder because he is afraid.)

ii I am afraid to say anything to the boss.

##### (2) **Afraid of**

i He is afraid of falling

(He is afraid because he might fall)ii I am afraid of getting late.

#### B Anxious, ashamed and interested

##### (3) **Anxious to and anxious about.**

i We are anxious to increase the sale.  
(We want to increase the sale)

ii Mark was anxious about presenting the report.  
(He was worried because he had to present his report.)

##### (4) **Ashamed to and ashamed of**

i I'm ashamed to tell you what I scored in the test.

(I don't want to tell you because I am ashamed.)ii I am ashamed of my low score.

(I am ashamed because I got such a low score.)

##### (5) **Interested to and interested in**

- i I'd be interested to meet you.(I want to meet you)
- ii She is interested in painting.  
It is an interesting hobby of hers.

**B Structures with sorry**

- 1 To apologize for something we are doing we use a to infinitive. To express regret also we use to infinitive. I am sorry to ring so late.

I was sorry to hear that his uncle had died.

- 2 To apologize for something we did, we can use about + ing - form.

I am sorry about making all that noise.

**E. Exercises: Unit 71 (Solved)****1 Afraid**

Complete the sentences. Use these words and put the verb into the to-infinitive or ing-form.

dive into the water, drop them, fall, move.

- ▶ He's afraid to dive into the water.

- 1 She's afraid of falling    2 She's afraid of dropping them.3  
He's afraid to move.

**2 afraid**

Look what people say and write a comment about each person. Rewrite the second sentence using *afraid to* or *afraid of*.

- ▶ Vicky:    There's a large bull in the field. I don't want to open the gate.

*Vicky is afraid to open the gate.*

- ▶ Claire:    I arrived at the airport in good time. I thought I might get stuck in traffic.

*Claire was afraid of getting stuck in traffic.*

- 1 Nick:    I was going to do a bungee jump yesterday.

But I couldn't jump. Nick was afraid to jump.

- 2 Daniel:    The policeman looked angry. I didn't want to argue with him.

Daniel was afraid to argue with the policeman.3

- Matthew:    I'm keeping my shirt on. I might get sunburnt.

Matthew is afraid of getting sunburnt.

**3 Afraid, anxious, ashamed and interested (A-B) Complete the conversation. Put in a to-infinitive of a preposition**

+ ing-form.

- Laura: I'm ashamed ( ▶ ) *to admit* (admit) it, but aeroplanes terrify me. I get really anxious.  
( ▶ ) *about flying* (fly). I'm afraid (1) *to buy* (buy) plane ticket. I can't stand being on a plane. I'm afraid (2) *of getting* (get) killed. I feel ashamed (3) *of being* (be) so silly.
- Sarah: Aren't there things you can do to overcome your fear?
- Laura: Well, I was interested (4) *to read* (read) in the paper recently that you can go on a course that helps you. I'm anxious (5) *to book* (book) a place on it very soon.

**4 Sorry (c)**

Complete the conversation. Use a to -infinitive or about + ing-form. Look at the information in brackets.

- Alan: I'm sorry ( ▶ ) *to disturb you* (I'm disturbing you), but could I just say something? I'm sorry (1) about being so rude (I was so rude) last night. I didn't mean what I said.
- Mark: Oh, that's OK. I'm sorry (2) about losing my temper (I lost my temper).
- Alan: Right. OK. And , as I said, sorry (3) to interrupt you (I'm interrupting you).

**2.4.9 Unit 72: Used to do and be used to doing**

**2.4.9.1**

**A Used to do**

- 1) used + to - infinitive means that something happened regularly or went on for a time in the past .I used to travel means that in the past I regularly travelled but I no longer do so.
- 2) We cannot use this structure in the present.
- 3) We normally use didn't use to in the negative and did.....use to in question.

**B Be used to doing**

Be used to + ing - form means that. something is familiar



and is no longer strange. I'm used to travelling means that travelling is no longer strange or difficult because I have done it for so long.

Here are some more examples. I'm used to getting up early.

Sarah is used to working late at the office.

We can also say get used to to talk about things becoming more familiar.

It was difficult at first, but I soon got used to working at night.

### E. Exercises: Unit 72 (Solved)

#### 1 used to do

Mrs. Bell is a hundred years old. She's the oldest person in the village.

A radio reporter is interviewing her. Put in used to with the verb.

Mrs. Bell: I've always lived in the village, but not always in this house.

Reporter: Where ( ▶ ) *did you use to live* (you/live)?

Mrs. Bell: When I was a girl, we lived at Apple Tree Farm.

(1) We used to like (we /like) it there.

Reporter: But life was hard, wasn't it?

Mrs. Bell: Oh, yes. Things (2) used to be (be) different from the way they are now. In those days (3) we didn't use to have (we/not/have) electricity.

Reporter: And (4) did you use to help (you/help) with the farm work?

Mrs. Bell: Yes, (5) I used to look (I/look) after the hens.

#### 2 Used to do and be used to doing

Look at the pictures and say what the people used to do or are used to doing.

Do this exercise on your own and check your answers at P. 398 of your book.

#### 3 Used to do and be used to doing

Put in a to - infinitive or to + ing - form. Use the verbs in brackets.

▶ When I was a child, I used *to dream* (dream) of being an astronaut.

▶ I'm terribly nervous. I'm not used *to speaking* (speak) to a

large audience.

1 It took us ages to get used to living (live) in a block of flats. 2 Lots of trains used to stop (stop) here, but not many do now. 3 Didn't Nick use to work (work) on a building site?

4 There didn't use to be (be) so many soap operas on television. 5 I'll have an orange juice, please. I'm not used to drinking (drink) alcohol.

6 David doesn't seem to mind being in hospital. I suppose he's got used to being (be) there.

7 When Laura was at college, she used to have (have) a picture of Elvis Presley on her bedroom wall.

## 2.4.10 Unit 73: preposition or linking word + ing - form

### 2.4.10.1

#### A Introduction

1) We can use an ing - form after some prepositions or linking words.

2) We can not use an infinitive in this structure. B preposition + an ing - form

Prepositions such as against, as a result, as well as, besides, by, despite, for, from, about, in favour of, in spite of, instead of, on, what about, without are used before an ing - form.

For example

i I am not in favour of cutting down trees.

ii We can't have a party without making a bit of noise.

#### C Linking word + ing - form

Linking words such as after, although, before, since, when, while, are used before an ing - form. For example.

i I always have a shower after playing tennis.

ii She wanted to finish the report before going to bed. iii He thought carefully before finalising the deal.

A Linking word + ing - form can sometimes be a little formal. We can say the same thing like this.

I always have a shower after I've played tennis.

#### E. Exercises: Unit 73 (Solved)

##### 1 Preposition + ing - form

Complete the sentences using the words in brackets.

► Rachel: Do you want to walk? Vicky: Yes, let's not get a bus. (instead of)

Vicky wants to walk *instead of getting a bus*.<sup>1</sup>

Sarah: Did you get through the work? Mark: yes, I stayed up all night. (by)

Mark got through the work. by staying up all night.

2 Melenie: When do you take the pills? David: The minute I wake in the morning. (on)

David has to take the pills on waking (in the morning).

3 Mike: So you got the answer? Harriet: Yes, and I didn't use a calculator. (without)

Harriet got the answer without using a calculator.

4 Emma: Why the rucksack? Matthew: So I can carry the food. (for)

The rucksack is for carrying the food.

5 Trevor: Sorry I forgot the sugar. Laura: well, you had it on your list. (in spite of)

Trevor forgot the sugar in spite of having it on his list.

6 Mark: Do you have to do the typing? Secretary: Yes, and book some flights. (as well as)

The secretary has to book some flights as well as doing the typing.

## 2 Linking word + ing - form

This structure is often used in instructions (sentences which tell people what to do).

Put in *before or after* and the ing - form of the verb in brackets.

► Replace the top on the bottle *after taking* (take) the medicine. 1  
Read the contract through carefully before signing (sign) it. 2  
You shouldn't have a bath straight after eating (eat) a meal. 3  
Before leaving (leave) home ring the airport to check that  
your flight is on schedule.

4 Always put your skis away carefully after using (use) them. 5  
Be sure to switch off the electricity before changing (change)  
a fuse.

6 Make sure the safety chain is on before opening (open) the door.

3 Preposition or linking word + ing - form

Ron Mason owns a supermarket business. Write the sentences for a magazine article about his life.

Join two sentences into one using the words in brackets.

► He saw an empty shop. He was walking around town one day. (while)

*He saw an empty shop while walking around town one day.*

1 He thought carefully. He decided to buy it. (before) He thought carefully before deciding to buy it.

2 He bought the shop. He had little money of his own. (despite) He bought the shop despite having little money of his own.

3 He became successful. He gave the customers what they wanted. (by)

He became successful by giving customers what they wanted.

4 He put the profit back into the business. He didn't spend it on himself. (instead of)

He put the profit back into business instead of spending it on himself.

5 He was happy. He was running his own business. (when) He was happy when running his own business.

6 He fell ill. He worked too hard. (as a result of) He fell ill as a result of working too hard.

7 He has made a lot of money. He bought his first shop ten years ago. (since)

He has made a lot of money since buying his first shop ten years ago.

## 2.4.11

### Unit 74: **See it happen or see it happening.**

#### 2.4.11.1

##### A Introduction

Look at these two sentences.

We saw him fall down the steps.

We saw him walking across the road.

##### B See it happen.

After some verbs we can use object + an infinitive without to.

We can use this structure with such verbs as feel, hear, listen to, notice, see, watch. For example. I heard someone close the door.

I saw him come in.

We felt the house shake.

C See it happening

We can also use ing - form after the object. I saw David walking with a stick.

I found my friend exercising in the park. I heard someone singing.

D. See it happen or see it happening.

(i) We saw him plant the trees

(He planted trees. We saw him do the whole job)

(ii) We saw him planting the trees

(He was planting the trees. We saw him in the middle of the job)

E. **Exercises: unit 74**

1 See it happen.

Henry is in court. He is answering questions about a Mr Lewis, who the police suspect in a number of crimes. Add a sentences using the verb in brackets.

► And you say a second man came into the restaurant? (see)

Henry: That's right. I saw him come in.

1 Are you quite certain that Mr Lewis took the envelope? (see)

Henry: Yes, absolutely. I saw him take it.

2 Then Mr Lewis left the restaurant, did he? (watch) Henry: He left soon afterwards. I watched him leave (the restaurant)

3 And he drove away. (hear)

Henry: Yes, he did. I heard him drive away.

2 See it happening

Look at the pictures and add a sentence with *I can see/hear/smell...* and the ing - form of these verbs: *bark, burn, come, ring, wave*.

Do this exercise on you own. Answer are at page 399 of your book.

3 See it happen or see it happening?

There has been a bomb explosion in the city centre. TV reporter

Kitty Beamish is asking people about it. What did people see or hear?

► Man: The bomb exploded. I heard it. It was a shock.

*He heard the bomb explode.*

► Woman: A man was lying on the road. I saw him. He was just lying there.

*She saw a man lying on the road.*

1 Woman: The building shook. I felt it. I couldn't believe it. She felt the building shake.

2 Man: People were shouting. I heard them. There was panic. He heard people shouting.

3 Girl: An alarm was ringing. I could hear it. It went on and on. She could hear an alarm ringing.

4 Boys: The police arrived. We saw them. They were over there.

They saw the police arrive.

5 Man: I saw a woman. she was crying. She was in a terrible state.

He saw a woman crying.

## 2.4.12 Unit 75: Some structures with the ing - form.

### 2.4.12.1

#### A Two actions at the same time.

1 When two things are happening at the same time, we can use a main verb and an ing-form. For example we had to stand in the queue waiting for the bank to open.

2 We can also use this structure when one action comes in the middle of the other. We use the ing - form for the longer action. For example

He injured his knee doing gymnastics.

#### B One action after another

1 When there are two actions, one straight after the other, we can use an ing - form for the first action. e.g.

Opening the bottle, he poured the drink.

2 We can also use the perfect ing - form. e.g. Having opened the bottle, he poured the drink.

3 If either of the action is long we must use the perfect.

## C The ing - form saying why

1 We can use the ing - form to give the reason. Not knowing the way, I had to ask for direction.

2 We can also use the perfect ing - form to give the reason.

Having spent all the money, I couldn't afford a newcoat.

## E. Exercises: unit 75

## 1 One action in the middle of another

Attempt this exercise on your own. Answers are at page 399 of your book.

## 2 One action after another.

Rewrite the sentences about a detective. Begin with an ing - form, e.g. *doing or having done*.

Mitchell picked up the phone and dialled a number. He let it ring for five long minutes and then slowly replaced the receiver. He took a gun out of the drawer and put it in his briefcase. He left the office and then had to wait a while for the lift. He reached the ground floor and hurried outside to a taxi. The taxi driver pulled out a gun and shot Mitchell.

1 Taking a gun/having taken a gun out of the drawer, he put it in his briefcase.

2 Having left the office, he (then) had to wait a while for the lift.

3 Reaching the ground floor, he hurried outside to a taxi.

4 Pulling out a gun, the taxi driver shot Mitchell.

## 5 The ing - form saying why

**Match the two parts and join them using an ing - form, e.g. doing or having done.**

▶ Because she didn't want to be late, Harriet turned on the heating

▶ As she had worked hard all day, Andrew took it back to the library.

1 Because he had studied the map, Daniel found it hard to communicate.

2 She felt cold, so Vicky ran to the bus stop.

3 Because he didn't know French, Trevor knew which way to go.

4 He had finished the book, so Sarah was exhausted.

▶ Not wanting to be late, Vicky ran to the bus stop.

▶ Having worked hard all day, Sarah was exhausted.

1 Having studied the map, Trevor knew which way to go.

- 2 Feeling cold, Harriet turned on the heating.
- 3 Not knowing French, Daniel found it hard to communicate.
- 4 Having finished the book, Andrew took it back to the library.

**2.4.13 Test your comprehension: Activity for the student II**

**Exercise I.**

Put in the correct form of verb given in brackets.

- (i) I came here ..... (see) Jane.
- (ii) Are you fed up..... (be) a failure in your job?
- (iii) Some friends have invited me.....(visit) them.
- (iv) I can't read when I..... (travel).
- (v) I am not used.....(speak) to a large audience.

**Exercise II.**

**Combine each pair of sentences using a to - infinitive or an ing - form.**

- (i) I am getting bored. I have been sitting on the beach  
.....
- (ii) I'm afraid I might hurt myself.  
.....
- (iii) The food was too cold. Mike couldn't eat it.  
.....
- (iv) Nancy apologized. She had forgotten to pay.  
.....
- (v) He once saw a spaceship. He will never forget it.  
.....

**2.4.14 Self-check exercise: Activity for the student - II**

Exercise I

- (i) to see (ii) being (iii) to visit (iv) An travelling (v) to speaking.

Exercise II

- (i) I am getting bored with sitting on the beach.
- (ii) I'm afraid of hurting myself.



- (iii) The food was too cold for Mike to eat it.
- (iv) Nancy apologized for forgetting to pay.
- (v) He will never forget seeing a spaceship.

#### 2.4.15 Summary

Dear student,

In this lesson, we have covered unit 65 to 75 of your grammar book. All these units deal with different structures in which we can use a 'to - infinitive' or an 'ing' - form. We have seen that after verb + object, we can use a to - infinitive or an ing - form. For example in such sentences as 'We asked the doorman to let us in' or 'I can't imagine him having a good time.' A to - infinitive can be used after a question word and after an adjective. After certain verbs infinitive is used without 'to' and with others with 'to'. We have also explained to you the difference in meaning of afraid to do and afraid of doing, used to do and be used to doing, see it happen or see it happening. Some other structures with ing - form have also been explained. We hope, that after going through this lesson, you would be able to use *to - infinitive* and an *-ing forms* correctly.

#### 2.4.16 Questions

Attempt the following exercises:

##### Exercise No. 1

Join two sentences into one using the word in the brackets:

- 1 He thought carefully. He decided to sell it (before).
- 2 He was happy. He had his job. (when)
- 3 He fell ill. He worked too hard (as a result of)
- 4 He bought a new house. He had very little money of his own (despite)
- 5 The thief entered the house. He broke a window (by)
- 6 Sarah went to work. She was not feeling well. (in spite of)
- 7 I met an old dear friend. I was walking around town one day. (while)
- 8 He read the contract carefully. He signed it (before)
- 9 He put the money in the bank. He didn't spend it on himself (instead of)
- 10 He became successful. He did what his boss wanted him to do (by)

##### Exercise No. II

Correct the following:

- (1) He injured his knee in playing football.
- (2) Police found the woman for lying dead on the road.

- (3) The book is too difficult enough for the children to understand.
- (4) My parents don't let me to stay out too late.
- (5) They allow people fishing here.
- (6) I want that everyone comes here.
- (7) I suggested my sister to leave.
- (8) His funny stories make me to laugh.
- (9) I am on diet. I usually go for a walk insted of to eat.
- (10) It is important for to sign the form.

**2.4.17. Suggested Reading**

- Murphy, Raymond. *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English: With Answers*. Cambridge University Press, 2019.

**Last Updated June, 2023**

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## Mandatory Student Feedback Form

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Note: Students, kindly click this google form link, and fill this feedback form once.

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