

Infinitive (to + verb) – Gerund (verb + -ing)

26 Listen and repeat. Then act out.

You seem **to be** upset. What's the matter? Will you please **stop crying**?



I don't know what **to do**. I've lost my dog. Do you mind **helping** me to look for him?

Have you thought of **putting** an advertisement in the newspaper? It's worth **trying**.



It's no use **doing** that. My dog's **too young to read**!

The full infinitive is used:

- **to express purpose.**
He went **to buy** some bread.
- **after would love / like / prefer.**
I'd love **to see** you tonight.
- **after adjectives (angry, glad, happy, sorry, pleased, annoyed, etc.).**
I'm glad **to see** you here.
- **with too or enough.**
He's too old **to drive**.
She's clever enough **to understand** it.
- **after certain verbs (advise, agree, appear, decide, expect, forget, hope, manage, offer, promise, refuse, seem, want, etc.).**
I hope **to meet** him again.
- **after question words (where, how, what, who, which). Why is not used with to infinitive.**
I don't know **what to do**.
but Nobody knew **why** he was angry.

The bare infinitive is used:

- **after modal verbs (can, must, etc.).**
We must leave soon.
- **after let / make / hear / see + object.**
My dad lets me **use** his computer.

The -ing form is used:

- **as a noun.**
Smoking is dangerous.
- **after love, like, dislike, hate, enjoy, prefer.**
I love **going** to the theatre.
- **after start, begin, stop, finish.**
He **started doing** his homework at 5:00 pm.
- **after go for physical activities.**
She went **skiing** last Sunday.
- **after certain verbs (avoid, admit, confess to, deny, look forward to, mind, object to, prefer, regret, risk, spend, suggest, etc.).**
I don't mind **helping** you with the dishes.
- **after the expressions: I'm busy, it's no use, it's (no) good, it's worth, what's the use of, be used to, there's no point (in).**
It's worth **seeing** that film.
- **after prepositions.**
He left **without taking** his coat.
- **after hear, see to describe an incomplete action, that is to say that someone heard, saw only a part of the action.**
I saw her **crossing** the street. (I saw her while she was crossing the street. I saw part of the action in progress.)
But: hear, see + bare infinitive to describe a complete action that someone heard, saw from beginning to end.
I saw her **cross** the street. (I saw the whole action from beginning to end.)

- Note:**
- **Help** is followed by either the **to infinitive** or the **bare infinitive**.
She **helped** me (to) fix the bicycle.
 - Some verbs can take a **full infinitive** or the **-ing form** with no difference in meaning. These verbs are: **begin, hate, like, love, prefer, start**, etc.
He likes **to watch** / **watching** the birds.
 - If the **subject of the verb** is the same as the **subject of the infinitive**, then the **subject of the infinitive** is **omitted**. If, however, the **subject of the verb** is different from the **subject of the infinitive**, then an **object pronoun** (me, you, him, etc.), a **name** (Helen) or a **noun** (the man) is placed before the infinitive.
Compare: I want to be back by 10 o'clock. I want **him** to be back by 10 o'clock.

1 Write what each word is followed by: *F.I.* (full infinitive), *B.I.* (bare infinitive) or *-ing*.

1 want	+	<i>F.I.</i>	8 avoid	+	.....	15 shall	+	.....
2 dislike	+	.....	9 see	+	.....	16 can	+	.....
3 would love	+	.....	10 promise	+	.....	17 start	+	.....
4 it's worth	+	.....	11 expect	+	.....	18 deny	+	.....
5 finish	+	.....	12 it's no use	+	.....	19 hate	+	.....
6 will	+	.....	13 hope	+	.....	20 must	+	.....
7 make	+	.....	14 let	+	.....			

2 Underline the correct item.

- | | |
|--|---|
| 1 Penny loves <u>visiting</u> / visit museums. | 7 His teacher made him <u>apologise</u> / to apologise for his bad behaviour. |
| 2 Jane isn't used to <u>get up</u> / <u>getting up</u> early in the morning. | 8 The boys went <u>hiking</u> / to hike in the woods yesterday. |
| 3 Nikos agreed <u>buy</u> / to buy my old laptop. | 9 His parents let him <u>to go</u> / go to the party. |
| 4 <u>Swimming</u> / To swim keeps you fit. | 10 Joan spent all day <u>to shop</u> / shopping. |
| 5 They decided <u>selling</u> / to sell their old car. | 11 I'd love <u>to visit</u> / visiting India one day. |
| 6 I'm busy <u>to do</u> / doing my homework at the moment. | |

4 Rephrase the following sentences as in the example:

- | | |
|---|--|
| 1 He mustn't be late for school.
I don't want <u>him to be late for</u>
<u>school</u> | 3 I don't think the children should watch the late night film.
I don't want |
| 2 Jim's secretary is going to attend the meeting. Jim asked her to do it.
Jim wants | 4 Why don't you come to the concert with me?
I want |

5 Put the verbs in brackets into the correct form.

Dear Julie,

I am writing 1) ... *to thank* ... (thank) you for the lovely birthday present. I was so happy 2) (receive) it. It was really nice of you to send something. On my birthday, I went with some friends to the Mexican restaurant in Poplar Street. If you haven't been, you really should 3) (try) it. After that, we went 4) (dance). It was lots of fun.

My parents have agreed 5) (pay) for tennis lessons. They're glad 6) (see) that I'm so interested in a sport. I'm looking forward to 7) (have) to my first lesson this Saturday. I can't wait 8) (tell) you all about it.

Well, I must 9) (go) now. I hope 10) (hear) from you soon.

Take care,

Madeleine

11 Put the verbs in brackets into the correct infinitive or -ing form.

1 A: You must ... *be* ... (be) worried about the race.

B: Not really. I've been training hard so I expect ... *to win* ... (win).

2 A: Kate is good at (play) the guitar, isn't she?

B: Yes. I heard her (play) in a concert last week. She was great!

3 A: Mike! Could you (let) the dog out?

B: No. Sorry, Mum! I'm busy (help) Dad at the moment.

4 A: There's no point in (try) to do these exercises. They're too difficult.

B: You shouldn't (give up) so easily. Here, let me help you.

5 A: How about (go) to the park?

B: I'd prefer (stay) in and (watch) a DVD.

6 A: Where's Velma? I need (ask) her something.

B: She isn't here. She always goes (swim) at this time of the day.

7 A: What would you like me (make) for dinner?

B: Please, don't trouble yourself. Let's (have) a takeaway tonight — my treat!

8 A: Did Sue manage (get) here early today?

B: Yes, I saw her (work) on her computer as I came in.

The Passive

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Listen and repeat. Then act out.



The Passive is formed with the appropriate tense of the verb **to be** + **past participle**.

	Active Voice	Passive Voice
Present Simple	He delivers letters.	Letters are delivered .
Past Simple	He delivered the letters.	The letters were delivered .
Present Perfect	He has delivered the letters.	The letters have been delivered .
Past Perfect	He had delivered the letters.	The letters had been delivered .
Present Continuous	He is delivering the letters.	The letters are being delivered .
Past Continuous	He was delivering the letters.	The letters were being delivered .
Future Simple	He will deliver the letters.	The letters will be delivered .
Infinitive	He has to deliver the letters.	The letters have to be delivered .
Modal + be + past part.	He must deliver the letters.	The letters must be delivered .

The Passive is used:

- when the **agent** (= the person who does the action) is **unknown, unimportant or obvious** from the context.
My car **was stolen**. (We don't know who stole it.)
This church **was built** in 1815. (unimportant agent)
He **has been arrested**. (obviously by the police)
- to make more **polite or formal** statements.
The car **hasn't been cleaned**. (more polite)
(You haven't cleaned the car. – less polite)
- when the **action is more important** than the agent, as in processes, instructions, events, reports, headlines, news items, and advertisements.
30 people **were killed** in the earthquake.
- to put **emphasis on the agent**.
The new library will be opened **by the Queen**.

1 Fill in: is, are, was or were.

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|---|---|
| 1 A short story competition <i>is</i> organised by our school every year. | 9 Penicillin discovered by Alexander Fleming. |
| 2 The electric light bulb invented by Thomas Edison in 1879. | 10 The Harry Potter books written by J. K. Rowling. |
| 3 Many films produced in Hollywood. | 11 The music for the <i>Phantom of the Opera</i> composed by Andrew Lloyd Webber. |
| 4 The Lost City of the Incas located in Peru. | 12 The Parthenon visited by thousands of tourists each year. |
| 5 The film <i>Titanic</i> directed by James Cameron. | 13 Breakfast served from 7:00 am to 11:00 am daily. |
| 6 The Special Olympics World Games held every four years. | 14 The Coliseum completed by the Romans in 80 AD. |
| 7 <i>Guernica</i> painted by Pablo Picasso. | 15 Coffee grown in Brazil. |
| 8 Toyota cars made in Japan. | |

2 How are music videos made? Turn the following sentences into the present simple passive.

- The music producer chooses the song for the music video.
The song for the music video is chosen by the music producer.
- A director directs the music video.
.....
- A cameraman shoots the video.
.....
- A singer or band sings the song.
.....
- The music company produces the music video.
.....



3 Put the verbs in brackets into the past simple passive.

Two men 1) *were seen* (see) breaking into a house last night. The police 2) (call) and one man 3) (catch) immediately. The other escaped but he 4) (find) soon after. Both men 5) (take) to the police station where they 6) (question) separately by a police officer. The two men 7) (charge) with burglary.

- 4 Amy and many other volunteers are helping their town get ready for the Carnival. Put the verbs in brackets into the *present continuous passive* and the *past continuous passive*.

A It's 10 o'clock on Friday morning and the volunteers are busy.

- 1 At this time, coloured lights *are being put up* (put up).
- 2 Colourful ribbons (tie) around trees.
- 3 The music (choose).
- 4 The costumes (check).
- 5 A stage (build) in the square.

B Later that day, Amy arrived to help with the preparations.

- 1 When she got there, the streets .. *were being decorated* .. (decorate).
- 2 Food and drinks (deliver).
- 3 Tables and chairs (place) in the square.
- 4 Popcorn (make).



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- 6 Turn from *active* into *passive*. Omit the agent where it can be omitted.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Someone has broken the crystal vase.
<i>The crystal vase has been broken.</i>
<i>(omitted)</i> 2 His parents have brought him up to be polite.
..... 3 Alexander Bain invented the fax machine.
..... | <ol style="list-style-type: none"> 4 A famous designer will redecorate the hotel.
..... 5 They will advertise the product on TV.
..... 6 The gardener has planted some trees.
..... |
|---|--|

- 7 Put the verbs in brackets into the correct *passive tense*.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 A: Those shoes look so comfortable.
B: They .. <i>were made</i> .. (make) in Italy. 2 A: Why didn't you fly to Moscow?
B: Because all the flights
..... (cancel) due to a snowstorm. 3 A: When
(lunch/serve)?
B: From 11:30 am to 2:30 pm. | <ol style="list-style-type: none"> 4 A: Who
(the first computer game/invent/by)?
B: Steve Russell. 5 A: Can I bring my dog?
B: I'm afraid pets
(not/allow) in the camp. 6 A: Why didn't you come to Helen's party?
B: I (not/invite). |
|--|--|

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- When we want to find out who or what did something the passive question form is as follows: **Who / What ... by?**
- Who was the TV invented by? What was the fire caused by?

8 Using the **passive**, ask questions to which the bold type words are the answers.

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|---|---------------------------------------|
| 1 Captain Cook discovered Australia. | Who was Australia discovered by.....? |
| 2 We keep money in a safe. |? |
| 3 A bee stung him. |? |
| 4 They speak English in New Zealand. |? |
| 5 They have taken his aunt to hospital. |? |
| 6 The boys damaged the TV. |? |
| 7 Da Vinci painted the Mona Lisa. |? |
| 8 He invited 30 people to his party. |? |
| 9 They grow bananas in Africa. |? |
| 10 Versace designed these glasses. |? |

9 Fill in **by** or **with**.

- | | |
|---|--|
| 1 The photos were taken ... <i>with</i> ... a digital camera. | 4 The room was decorated flowers. |
| 2 The Green Mile was written Stephen King. | 5 Amelia was directed Mira Nair. |
| 3 The sauce was made onions and peppers. | 6 The treasure chest was opened a special key. |

10 Turn from **active** into **passive**.

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|--|--|
| 1 You must leave the bathroom tidy. | <i>The bathroom must be left tidy.</i> |
| 2 You should water this plant daily. | |
| 3 Our neighbour ought to paint the garage. | ..... |
| 4 I have to return these books to the library. | ..... |
| 5 They must pay their phone bill. | ..... |
| 6 You should lock the front door. | ..... |
| 7 You must sign these papers. | ..... |
| 8 He has to deliver the parcel. | |
| 9 You ought to put your toys away. | |
| 10 We must protect the environment. | |

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The Passive

- With verbs taking two objects it is more usual to begin the passive sentence with the person.
- I sent **her** some roses. **She** was sent some roses. (more usual) or
Some roses were sent to her. (less usual)

11 Turn from active into passive as in the example:

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|---|--|
| <p>1 He gave me a present.
<i>I was given a present.</i>
<i>A present was given to me.</i></p> <p>2 The waiter will bring us the bill.
.....</p> <p>3 The Queen presented him with a medal.
.....</p> <p>4 Amy showed me some photos.
.....</p> | <p>5 Jill sent Juan a letter.
.....</p> <p>6 Her mother bought Olga some sweets.
.....</p> <p>7 Bob has sold Ted a second-hand car.
.....</p> <p>8 Larry is going to send a letter to Tom.
.....</p> |
|---|--|

12 Rewrite the newspaper headlines as complete sentences.

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|---|--|---|
| <p>① FOOTBALLER OFFERED MILLION POUNDS FOR TRANSFER</p> <p>④ PLANET BEING DESTROYED BY POLLUTION</p> <p>⑦ ANIMALS BEING USED TO TEST BEAUTY PRODUCTS</p> | <p>② 3-YEAR-OLD TAKEN TO HOSPITAL AFTER SERIOUS FALL YESTERDAY</p> <p>⑤ TREASURE DISCOVERED IN OLD LADY'S GARDEN</p> <p>⑧ RARE PICASSO PAINTING TO BE EXHIBITED AT NATIONAL GALLERY NEXT MONDAY</p> | <p>③ MONEY BEING RAISED FOR BABY'S OPERATION IN USA</p> <p>⑥ NO CAMERAS ALLOWED IN MUSEUM</p> <p>⑨ TOM CRUISE ASKED TO SPONSOR CHARITY EVENT YESTERDAY</p> |
|---|--|---|

- 1 *The footballer has been offered a million pounds for the transfer.*
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9



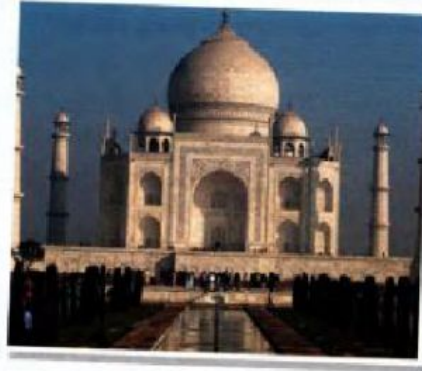
Speaking Activity

(Talking about monuments)

In pairs use the information and the notes below to ask and answer questions as in the example:

- where / located
- what / made of
- when / completed
- who / designed by
- why / built

Name: the Taj Mahal
Located: in Agra, in the northern state of Uttar Pradesh, in India
Made of: white marble
Designed by: Ustad Ahmad Lahani
Completed: in 1653
Reason built: in memory of Emperor Shah Jahan's favourite wife, Mumtaz Mahal



A: Where is the Taj Mahal located?

B: It is located in Agra, in the northern state of Uttar Pradesh, in India, etc.



Writing Activity

Use the information about the Taj Mahal from the Speaking Activity and write a short paragraph about it.

The Taj Mahal is located in Agra, in the northern state of Uttar Pradesh, in India. It

.....

.....

.....

.....

.....

.....