

Proficiency exam preparation course: Grammar and usage component

Session 2 (Lesson 3-4) Grammar Review 2: Modal Auxiliaries in Active and Passive Voice, Ground and Infinitive

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Pécs, 2021

ISBN: 978-963-429-868-7

Készült az EFOP-3.4.3-16-2016-00005 támogatásával.

SZÉCHENYI 2020



MAGYARORSZÁG
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Európai Unió
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BEFEKTETÉS A JÖVŐBE

Session 2 (Lesson 3-4)

Grammar Review 2: Modal Auxiliaries in Active and Passive Voice, Gerund and Infinitive

Types of Auxiliaries

1. Primary Auxiliaries	2. Modal Auxiliaries	3. Phrasal Auxiliaries
<p>Their function in a sentence is to form tenses.</p> <ul style="list-style-type: none"> DO, DOES, DID (simple tenses) HAVE (have & has), HAD (perfect tenses) BE (am, is, are, was, were) (continuous tenses) <p>They serve a function without conveying a meaning and they form interrogative and negative sentences.</p> <p>Do/Did you like it? He is/was learning. He has/had helped us. He has/had been living in Spain for five years.</p>	<p>They modify the meaning of main verbs.</p> <p>Their simple form can refer to present and future tense as well depending on the context.</p> <p>They are not conjugated and nor are the main verbs coming after them. (Main verbs follow modal auxiliaries in their bare infinitive form.)</p> <p>MAY, MIGHT, CAN, COULD, WOULD, SHOULD, WILL, SHALL, DARE, NEED, OUGHT TO, MUST</p>	<p>They can function as regular verbs; thus, they are conjugated as regular verbs.</p> <p>They are not used in continuous tenses.</p> <p>HAVE TO, NEED TO, DARE TO, BE ABLE TO, BE GOING TO, BE TO</p>

How to use auxiliary verbs

He ~~can~~s swim

He can ~~swims~~.

He ~~doesn't can~~ swim.

~~Does he can~~ swim?

He ~~may can~~ swim. -> He may (2) be able to (3) swim.

He can/can't swim. -> OK

Can he swim? -> OK

For the meaning and use of modal and phrasal auxiliary verbs, consult the recommended readings.

These modal auxiliary verbs can be used in different “tenses” and aspects with meanings specified below.

can/could – -hat/-het; lehet/ett (volna – múlt időben)...

can't /couldn't – nem hat/-het; nem lehet/ett (volna)...

must – bizonyára

may – lehet, hogy...; talán...

might – esetleg

would – -nák/-nék

should – kellene

ought to - illene

need – szükséges

dare – mer

I. Jelen/Jövő idő: Present/Future Simple

Active (A): Auxiliary verb (aux) + V1 **Passive (P): Aux + Be V3**

A: He may work today/tomorrow. (Lehet, hogy dolgozik ma. /Talán dolgozik ma.)

P: The laptop may be fixed today/tomorrow.

II. Present Continuous/Folyamatos jelen

A: Aux + be + Ving

P: Aux + be + being + V3

A: He may be working now.

P: The laptop may be being fixed now.

III. Perfect Simple/Egyszerű múlt

A: Aux + have + V3

P: Aux + have + been + V3

A: He may have worked a lot yesterday.

P: The laptop may have been fixed yesterday.

IV. Perfect Continuous/Folyamatos múlt

A: Aux + have + been + Ving

P: Aux + have + been + being + V3

A: He may have been working all last night.

P: The laptop may have been being fixed all last night.

Practice task

Rewrite the following sentences using the following modal auxiliaries: *may, might, can, could, be able to, should, would, must, have to*. Remember to keep the original meaning.

1. She wanted to go to the movies, but it was too stormy outside.
She _____ (go) to the movies, if the weather _____ (be, not) stormy.
2. There is a little chance that she has made us a birthday cake.
She _____ us a birthday cake. (Active)
A birthday cake _____ for us. (Passive 1)

We _____ (Passive 2)

3. The group was going to visit the museum, but they missed the train.
The group _____ the museum. (active)
The museum _____ by the group. (passive)
4. You ask your neighbor to feed your cats while you're away.
_____ my cats while I'm away?
5. There is a little chance that Josh has swindled Karen.
Josh _____ Karen. (active) Karen _____ by Josh. (passive)
6. He was the only one who had had the ability to solve the riddle.
He was the only one who _____ solve the riddle.
7. We have been required to write an essay. We _____ an essay.
8. If you feel so exhausted, my advice for you is to take a nap.
If you feel so exhausted, you _____ a nap.
9. This exhibition is awesome. I know you will love it!
"You _____ come and see this exhibition, it is awesome!"
10. I am sure that courier service has delivered the parcel by now.
The courier service _____ the parcel. (active)
The parcel _____ by the courier service. (passive)
11. Perhaps they will find the missing child.
They _____ missing child. (active)
The missing child _____. (passive)
12. You ask your boss to sign the check. _____ the check?
13. It is sure that they are discussing business strategies now.
They _____ business strategies now.
14. She has had the ability to score a goal. She _____ a goal.
15. You want to buy that book, but it is not in the book store.
"I _____ (buy) that book, if it _____ (be) in the bookstore."
16. Don't worry. Perhaps they are printing the contract now, it'll ready for signing in a minute.
Don't worry. They _____ the contract now. (active) ...
Don't worry. The contract _____ now. (passive) It'll be ready for signing in a minute.

Infinitive

A form of the verb not inflected for grammatical categories such as tense or person and used without an overt subject. The infinitive consists of the verb „to” followed by the verb.

TO	
<p style="text-align: center;">Preposition: TO followed by verb + ING (gerund)/noun</p> <p>Examples: I look forward TO meeting you. I look forward TO our holiday in Spain. He admits TO embezzling a large sum of money. He admits TO embezzlement. He devoted much time TO helping people in need.</p>	<p style="text-align: center;">TO infinitive</p> <p>It is used after certain verbs. (It connects 2 verbs.)</p> <p style="padding-left: 40px;">agree, choose, decide, hope, expect, want, would like/love, help etc.</p> <p>Examples: I decided to leave the party early. She wanted to apologize for her behavior.</p> <p>It is often used after certain verbs following a direct object.</p> <ul style="list-style-type: none">- advice, ask, allow, permit, remind, warn, require, persuade, encourage, help, want etc. <p style="padding-left: 40px;">I asked him to leave. /He was asked to leave She required us to take a test every day. /We were required to take a test every day. We were encouraged to be proactive. I helped him to prepare for the test.</p> <p>Certain adjectives are followed by the to infinitive:</p> <p style="padding-left: 40px;">(be) likely, able, anxious, willing, unwilling, predisposed, ready etc.</p> <p>Examples: It is likely to rain tomorrow. Anxious students are more predisposed to err. I was anxious to talk to her.</p> <p>To infinitive is used to give a reason for the adjective:</p> <p style="padding-left: 40px;">be glad/happy/sad/sorry/amazed/ proud/surprised etc.</p> <p>Examples: I am happy to inform you that you have won the main prize. I am sorry to hear it.</p> <p>It + be + adjective + to infinitive</p> <p style="padding-left: 40px;">adjectives: good, bad, right, wrong, easy, useful, nice, kind, happy etc.</p> <p>Examples: It is good to be home.</p>

It was useful to learn to play the piano.

It + be + adjective + for indirect object (részes határozó) + to infinitive

Examples:

It was useful for her to play the piano.

It is easy for you to say.

It may be difficult/impossible for us to understand the problem.

It + be + adjective + of + indirect object + to infinitive

Examples:

It is kind/nice of you to help.

It was silly of him to risk everything for a dubious business like this.

To infinitive is used after certain (abstract) nouns:

refusal, desire, idea, opportunity, chance, attempt, failure, need, ability, etc.

Examples:

His refusal to help us surprised everyone.

Any failure to provide services shall be construed as a breach of contract.

This study abroad experience was a great opportunity to master English.

INFINITIVE OF PURPOSE

The infinitive of purpose can only be used if the doer of the action expressed by the infinitive is the same as the subject of the main clause.

To infinitive is used to express a purpose (to answer why; in Hungarian: hogy.../azért, hogy...)

Examples:

He called me last night **to** apologize for his behavior at the party.

I am planning to lock the door **to** keep my parents out.

Purpose can be expressed using in order to/in order not to or so as to/so as not to

Examples:

We applied sun screen **in order to** avoid getting a sunburn. or

We applied sun screen **in order not to** get a sunburn.

She spoke very quietly **so as to** be polite.

or

She spoke very quietly **so as not to** wake her husband.

To improve her stamina, she has been jogging every day for 3 months.

To facilitate the collaboration between the two

	<p>companies, the CEOs have signed a cooperation agreement.</p> <p>The purpose of this course is to help students understand advanced grammatical structures in the English language.</p> <p>My initial idea was to buy the property next door.</p> <p>If the subjects are different, we can use <i>so + that</i>-clause with the present or past simple tense or with the modal verbs <i>may, can, will, might, could</i> or <i>would</i>.</p> <p>Examples: My parents work very hard so that I can go to college. He kept it a secret so that we did not have to worry.</p> <p>In this case in order that can also be used; however, it is more formal and less common.</p> <p>- Examples: The two companies merged in order that more profit might be made.</p>
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GERUND

1. The Use of Gerund

1. Gerund as the subject of a sentence

E.g. Reading is a relaxing activity. Not having to go to work today has made his day.
Reading a book in bed makes him sleepy.
Reading is important. (more common) OR To read is important. (less common)

2. Gerund as the object of a sentence usually after verbs such as:

enjoy, dislike, hate, love, resist, regret, deny, admit, can't help, can't stand, can't bear, suggest, keep (=continue doing sg), avoid, consider, discuss, involve, mind, finish, miss, imagine, postpone, quit, give up, stop (when it means to give up), risk, spend time (doing sg), waste time/money (doing sg), it is no use, it is worth/it is worthy of, have trouble/problem/difficulty, feel like, fancy, go on, resume, end up, be used to, be accustomed to, advice, permit, allow, mention, recall, recollect, defer, appreciate, acknowledge etc.

E.g. He enjoys reading fantasy stories. He enjoys not working.
We are not accustomed to dining out.
Did she have difficulty reversing?
Can you imagine living in a strange country?
Don't waste my time telling me these silly stories.
I can't help thinking about him day and night.

I couldn't stand looking at that ugly doll.
It's no use crying over the spilt milk.
The film was worth watching. It was worth watching the film.

3. Gerund as a complement.

E.g. His new hobby is reading.
The most important thing is learning. or
The most important thing is to learn.

4. Prepositions are followed by either a noun or a gerund.

E.g. I look forward to meeting you next summer.
I have been thinking about quitting my job.

5. After "what about...?" and How about...?"

E.g. How about borrowing your dad's car and going for a ride after school?

6. Shortening a clause, the other clause specifies the tense and the subject of the first clause.

E.g. Watching this documentary, I fell asleep. (=Ezt a dokumentumfilmet nézVE, elaludtam.) = While I was watching this documentary, I fell asleep.
Not watching the road, you may suffer an accident. (Nem az utat nézVE, balesetet lehet szenvedni.)= If you are not watching the road, you may suffer an accident.

7. Following a when-clause/while-clause

E.g. Pay attention to spelling and typos when proofreading your essay. (= when you are proofreading your essay)
He was listening to music while jogging in the park. (=while he was jogging in the park).

8. Referring to a consequence.

E.g. She lied to her parents **implying** that other people are to blame for her mistake.
(Hazudott a szüleinek, ezzel az sugallva, hogy az ő hibájáért mások felelősek.)
The company went bankrupt, **thus causing** all its employees to lose their jobs.
(A vállalat csődbe ment, ezáltal az alkalmazottak elvesztették az állásukat.)

9. To replace a continuous clause.

E.g. The guy sitting at the bar used to date my roommate.
(= The guy who is sitting at the bar OR The guy who was sitting at the bar...)
The kids wearing a red jersey were playing soccer. (=The kids who were wearing...)

10. To replace an active clause

E.g. The food remaining from the party will be our lunch tomorrow. (=The food that remains from the party...)
The clothes keeping us warm are valuable in wintertime. (=The clothes that keep us...)
Alger Hiss was a distinguished politician taking part in senior political affairs.
(=Alger Hiss was a distinguished politician who took part in senior political affairs.)

11. SEE, WATCH, HEAR, LISTEN TO, SMELL, FEEL + GERUND or BARE INFINITIVE

E.g. We saw/watch the ship sinking/sink.

I heard him coming in/come in last night.

I felt the sun burning/burn my skin.

12. To infinitive or gerund can be used interchangeably after the following verbs:

BEGIN, START, CONTINUE, LIKE, LOVE, HATE, PREFER, NEED

SAME MEANING: The wind began/started to blow. = The wind began/started blowing.

He continued to wear the red hat. = We continued wearing the red hat.

The lock needs fixing. = The lock needs to be fixed. (passive)

GERUND to refer to a general habit. To infinitive to refer to a specific occasion.

I like playing tennis. (in general). vs I like to play tennis. (in such nice weather).

He prefers drinking coffee over tea. (in general) vs He prefers to drink coffee over tea. (today)

SAME MEANING, BUT DIFFERENT STRUCTURE: ALLOW, PERMIT, REQUIRE

This bar doesn't allow/permit smoking. You are not allowed/permitted to smoke in this bar.

Admission to university requires taking an entrance test. You are required to take an entrance test to be admitted to university.

13. Verbs followed by to infinitive and gerund with a different meaning: REMEMBER, FORGET, STOP, TRY

E.g. I stopped smoking. (I gave it up.) Refers to a habit in the past.

I stopped to smoke. (I stopped walking because I wanted to smoke) Refers to an activity in the future.

I remember losing my way in New York at night. Refers to a memory in the past.

Remember to lock the door when you leave. Refers to a future activity.

I will never forget spending my holidays with my grandparents. Refers to a memory.

Don't forget to lock the door when you leave. Refers to the future.

He tried to fix my computer, but his tampering has only made it worse. (Megpróbálta...)

If you feel stressed, try taking deep breaths. (Próbáld ki, hogy mély levegőt veszel!)

BARE INFINITIVE

1. After primary, modal and phrasal auxiliaries

Eg. I don't need your advice.

We don't have to help him. or We needn't help him.

Can you hear me?

You needn't read the whole email.

2. After verbs such as let, help, see/ hear/listen to/smell/feel (see section 11 above)

E.g. Let me help you with your essay, will you?

He helped me (to) move the furniture in the room.

I smelt the food burn /burning.

The thief was seen running away.

2. Complete the sentences with the appropriate form of the verb.

1. He was in such a hurry that he _____(forget, close) the window in the storm.
2. I will always _____ (remember, swim) in the lake on that starry night.
3. I don't _____(recall, meet) him before.
4. Did you _____(see, they, leave)?
5. It is impossible for us _____(finish, read) this book tonight.
6. _____ (drink) the wine, she got drunk.
7. _____ (pass) the exam, you must work harder.
8. These dishes _____(need, wash up).
9. I _____(stop, eat) meat three years ago.
10. I _____(regret, inform) you that your application has been unsuccessful.
11. _____(sleep in) is a luxury only a few can afford.
12. I _____(regret, tell) him the truth about that night.
13. He admitted to _____(embezzle) the money.
14. I _____(hate, say) that this dress doesn't suit you.
15. She can't _____(tolerate, look) at him anymore.
16. If you can't learn effectively, _____(try, use) a different strategy.
17. It was silly of him _____(be scared) in the dark. It was just a joke.
18. I prefer _____(go out) on such a sunny day.
19. The bird _____(sit) in that tree is an owl.
20. Did he _____(deny, drink) all the beer by himself?
21. Taking up a hobby is great opportunity _____(make) new friends.
22. He was caught _____(cheat) during the test.
23. London does not _____(allow, drink) alcohol in the street.
24. It is not _____(allow, drink) alcohol in the street in London.
25. You _____(allow, drink) alcohol in the street in London.
26. Was anybody heard _____(shout)?
27. Students _____(stay) on campus during the break _____(not, allow, have) visitors over night.
28. Non-native English speakers are compared to native English speakers _____(suggest) that non-native speakers are inferior to them.
29. The goal of the course _____(be, introduce) students to applied physics.
30. Were used to _____(cook) your own meals when you were a student?

Task 3: Practice proficiency test

Grammar and Usage Test

YOUR CODE:

Part 1

Read the following text and decide **for each line** whether one of the underlined parts (marked A, B, C, D) is incorrect. If you find an incorrect part, please put the letter under it into the box at the end of the line. If there is no incorrect part, put a tick (✓) in the box. The first one (0.) has been done for you as an example.

Standard English is not an easy language variety to identified. In the case of languages such as

A

B

C

D

0. B

French and Italian, for which academics prescribe the forms that may have been codified in

A

B

C

D

1.

their grammars and dictionaries, the standard is evident. All is less certain with standard

A

B

C

D

2.

English, not only in terms of its worldwide use but also in its Inner Circle contexts. It is not

A

B

C

D

3.

unusual for all the regional native speaker dialects of English being lumped together with all

A

B

C

D

4.

the New Englishes (in both standard and non-standard versions) below the label non-

A

B

C

D

5.

standard, thus implying that all should be inferior. Somewhat surprisingly, even educated

A

B

C

D

6.

Australian English belonged until recently to this category, only to have joined the ranks of

A

B

C

D

7.

standard English in the 1970s. Up to then, Australian English evaluated in terms of its

A

B

C

D

8.

closeness to Standard British English, with any distinctively Australian forms being regarded

A

B

C

D

9.

to be 'bad' English. The first dictionary of Australian English was edited within Australia's

A

B

C

D

10.

shores rather than in Britain was only published in 1976. Since then, educated Australians

A

B

C

D

11.

developed a new confidence in their own identity that has translated linguistically

A

B

C

D

12.

13.

14.

15.

16.

17.

18.

19.

into the celebration of their own ways of speaking and a new reluctance to look back to their 15.
A B C D
 British roots and mimic standard British English. Therefore, if it must have been so difficult for 16.
A B C D
 a standard native variety of English, spoken on an island so far away from its historic 17.
A B C D
 motherland, in order to gain acceptance, it is not a surprise that non-standard native 18.
A B C D
 varieties and both standard and non-standard non-native varieties have not thus far met with 19.
A B C D
 similar success. Regarding non-standard native varieties, lack of acceptance appearing to 20.
A B C D
 have solid connections with attitudes to race in the U.S. and class in the U.K. It is of importance 21.
A B C D
to note that New Englishes are tend to be regarded in much the same way 22.
A B C D
as the non-standard Inner Circle varieties. Thus, despite to have undergone the process of 23.
A B C D
 standardization and been codified in grammars and dictionaries, Outer Circle Englishes such 24.
A B C D
as Singapore English and Standard Indian English are still being deemed non-standard, 25.
A B C D
 particularly by outsiders but even some of their own speakers. Meanwhile, in several parts of 26.
A B C D
 the world when included a number of African-English-speaking countries, standardization 27.
A B C D
 processes are currently going underway. But again, if and when it has been attained, they 28.
A B C D
unlikely to attract the same prestige as their standard British, American, and Australian 29.
A B C D
counterparts. This would be because of attitudes towards non-native varieties of English, 30.
A B C D
implicit in what is the belief that the New Englishes could be the outcome of a process known 31.
A B C D
 as fossilization. In other words, the learning of English said to have ceased some way 32.
A B C D
short of the target-like competence, with the target being assumed to be either Standard 33.
A B C D
 British or Standard American English. Similarly, English could have been initially spoken in 34.
A B C D
 Africa and Asia only by native English-speaking colonizers from Britain and the U.S.A.

Score: _____/33 points