

# NON FINITES

## 4 UNIT

In this unit you will learn to distinguish between non-finite and finite verbs. You will also practise the appropriate use of the three different types of non-finites: the 'ing' form, the-to infinitive form and 'ed' form. The use of non-finites in formal writing helps us achieve compactness and economy by avoiding repetition.

### A. What are non-finites?

**A.1. Read the items given below. Some are sentences and have a finite verb. Others are phrases and have a non-finite verb. Write **S** for sentences and **P** for phrases in the boxes provided.**

- |                                                         |                      |
|---------------------------------------------------------|----------------------|
| 1. Subroto is playing with my brother.                  | <input type="text"/> |
| 2. Playing the piano                                    | <input type="text"/> |
| 3. Trees fallen on the road                             | <input type="text"/> |
| 4. Rohan fell down and hurt himself.                    | <input type="text"/> |
| 5. The medals won by our house                          | <input type="text"/> |
| 6. This year we won the gold medal.                     | <input type="text"/> |
| 7. Hanging on a silver chain                            | <input type="text"/> |
| 8. Sheetal is hanging the decorations in the room.      | <input type="text"/> |
| 9. It is impossible to ignore the beggars on the roads. | <input type="text"/> |
| 10. Ignoring my warnings                                | <input type="text"/> |
| 11. I swim for an hour daily.                           | <input type="text"/> |
| 12. To swim in the pool                                 | <input type="text"/> |

**A.2. Now read the items again. Circle the non-finite verbs. Write them in the box below. How many types of non-finite verbs do you have?**

**A.3 Look at the pictures and complete the story below them, using an appropriate form of one of the verbs in the box below.**



|       |        |       |         |       |
|-------|--------|-------|---------|-------|
| look, | watch, | view, | steal,  | find, |
| jump, | climb, | run,  | search, | live, |
| stay, | land,  | peer, | speed   |       |

One night Bhola, while + \_\_\_\_\_ the sky from his verandah, heard a strange sound. Just about + \_\_\_\_\_ in the forest nearby was a spacecraft. Next day the people of the town were + \_\_\_\_\_ away from their homes, frightened by the strange creatures who had landed in their midst. The intruders ran all over the town, + \_\_\_\_\_ food, money and all that they could lay their hands on. Scared out of his wits, Bhola hid in the bushes. + \_\_\_\_\_ through his binoculars, Bhola \* \_\_\_\_\_ one of the intruders + \_\_\_\_\_ into a box. On + \_\_\_\_\_ a small mouse + \_\_\_\_\_ out of the box, the intruder \* \_\_\_\_\_ off in terror. This gave Bhola an idea. He spent the next day + \_\_\_\_\_ for mice.

Next morning Bhola \* \_\_\_\_\_ a cage full of mice to the spacecraft and set them free. On + \_\_\_\_\_ the mice, the intruders were too frightened + \_\_\_\_\_ on Earth any longer, and they \* \_\_\_\_\_ in their spacecraft immediately.

**A. 4 Now put the verbs you have just filled in above, in column A (verbs marked +) and B (verbs marked\*) below.**

| COLUMN A (verbs marked +) | COLUMN B (verbs marked*) |
|---------------------------|--------------------------|
|                           |                          |

**Study the verbs given in Column A and Column B. How do they differ from each other?**

**The verbs in Column A are not controlled by the number, person and tense of their subject. Therefore, they are .....**

**The verbs in Column B are controlled by the number, person and tense of their subject. Therefore, they are .....**

**What are the verbs in Column A called (Write in the box below)?**

- A. 5 Here is part of a letter that Anuradha wrote to Raji about her experience in a city that she was visiting. Complete the letter using suitable non-finites.**

When I saw a beggar \_\_\_\_\_ near the Big Temple, I decided to help him. But when the other beggars saw me \_\_\_\_\_ him some money, they started \_\_\_\_\_ around me. I was a little embarrassed and \_\_\_\_\_ the menace, I entered a hotel nearby. The manager of the hotel made me \_\_\_\_\_ the need for caution while \_\_\_\_\_ beggars. After \_\_\_\_\_ me, he went on to ask me if I would like \_\_\_\_\_ a guide \_\_\_\_\_ me round the city. I politely refused his offer of help and went back to my own hotel.

- A.6. Given below is an extract from the story 'The Iron Man and The Space Being'. Complete the story using suitable non-finite verbs. You may choose words from the box given below.**

**worry      change      peer      hit      frighten      blaze**

One day there came some strange news. Everybody was talking about it. Round eyes, busy mouths, ..... voices - everybody was talking about it.



One of the stars of the night sky had begun ..... This star had always been a very tiny star, of no importance at all. It had shone up there for billions and trillions and zillions of years in the Constellation of Orion. In all its time this tiny star had never changed in any way.

Now suddenly, it began to get bigger. Astronomers, ..... through their telescopes, noticed it first. They watched it with ..... frowns.

The tiny star was definitely getting bigger. And not just bigger. But bigger and bigger and Bigger. Each night it was BIGGER.

Bigger than the Dog-star, the large, coloured twinkler at the heel of the Hunter Orion.

Bigger than Jupiter, the great ..... planet. Everybody could see it clearly, night after night, as it grew and Grew and GREW. They stared up with frightened faces.

Till at last it hung there in the sky over the world, blazing down, the size of the moon, a deep gloomy red. And now there could be only one explanation. The star was getting bigger because it was getting nearer. And nearer and Nearer and, NEARER.

It was rushing towards the world.

Faster than a bullet.

Faster than any rocket.

Faster even than a meteorite.

And if it hit the world at that speed, the whole world would simply be blasted to bits in the twinkling of an eye. It would be like an express train ..... a bowl of goldfish.

No wonder the people stared up with frightened faces. No wonder the astronomers watched it through their telescopes with worried frowns.

- A.7. While reading a magazine advertising home products, Sakshi Aggarwal came across an advertisement for a stain remover called Dr. Clean. She decided to buy the product but it caused more harm than good. Complete the letter of complaint she writes to the company using appropriate words.**



Dear Sir

I wish\_\_\_\_\_ to your notice the ridiculous product you have recently launched. I saw a TV advertisement for Dr. Clean and its ability \_\_\_\_\_ '99 top stains'. I bought the product and \_\_\_\_\_ the least, I regret the money I spent on it.

You claim that your Dr Clean stain removal keeps clothes in wearable condition for a long time and thus helps reduce clothing costs. However, let me tell you what happened when I tried \_\_\_\_\_ a stain left by tea from my shirt.

\_\_\_\_\_ the stain remover on the stain does seem to make the stain

fainter temporarily. But here is the problem: a little after you have sprayed Dr. Clean on the fabric, the area around the stain seems to melt away. Soon, there is no stain. In fact, there is a hole where the stain was!

Surely this is NOT what you meant when you advertised The stain will no longer be visible to the naked eye?

Yours truly

A Disillusioned Customer

## **B. Verb + ing as a Non- Finite.**

### **B.1 Present Participle**

Example      A rolling      (stone)      gathers no moss.

In this sentence 'rolling' describes 'stone'. We can use words like 'round' 'smooth' and so on to describe a stone. These words are all adjectives. Hence, we can see that 'rolling' functions like an adjective in this sentence. It is in the form of verb + ing (roll + ing). Such verbs in their 'ing' form functioning like adjectives in sentences are called Present Participles. (The 'ing' forms of verbs used with auxiliaries like am, is, are, was, were, be and been as in 'I am writing a letter.' are also called present participles.)

#### **Characteristics of Present Participle**

1. They are all verbs that end in 'ing'.
2. They function like adjectives in sentences.
3. They describe an unfinished action.
4. They can be used with all the tenses. (The time of action is shown by the finite verbs in the sentences.)

**B.2 Underline the present participle and circle the noun it describes in the following sentences as shown in the example above.**

- a) The policeman saw a thief escaping on a motorbike.
- b) Hearing a loud sound, the students rushed out of the classroom.
- c) I can hear the school choir practicing in the auditorium.
- d) The player was happy seeing that his opponent was growing tired.

**B.3 Fill in the blanks using the correct form of the words given in the box below.**

When the teacher caught the boy \_\_\_\_\_ in the examination, he stood there \_\_\_\_\_ and \_\_\_\_\_. \_\_\_\_\_ the loud admonition of the teacher, the headmaster rushed in. The boy started to cry \_\_\_\_\_ that he would be expelled from the school. \_\_\_\_\_ the situation very quickly, the headmaster asked the boy to follow him to his room.

fear, cheat, hear, assess, quiver, tremble

**B.4 The Gerund**

**Examples :** (a) Walking is good for your health.

(b) I like going on long walks.

(c) Partings are always painful.

(d) He is confident of passing the examination.

In the above sentences the underlined words are called "Gerunds".

Let us take sentence (a)

Walking is good for your health.



Walking can be replaced with 'apple', 'exercise', 'a balanced diet' etc.

What part of speech do these expressions belong to? They are all nouns.

So in the sentence

Walking is good for your health.

We can ask 'What is good for your health?'

The answer is 'walking'. Thus 'walking' here functions like a noun. At the same time it is a verb (walk + ing). Such verbs are called Gerunds. They are also called Verbal Nouns. Though the present participle and the gerund have the same form (both are verb + ing forms), we should remember that present participles function like adjectives and gerunds function like nouns.

#### **Characteristics of the Gerund.**

1. Gerunds are non-finite verbs that function like nouns.
2. They have the verb + ing form (singing, dancing, writing, working, meeting, painting, lightning etc.)
3. They are used to make certain compound nouns - walking stick, frying pan, writing table, sleeping bag, drinking water etc.

The distinction between 'participles' and 'gerunds' is not always clear-cut. For this reason, we generally avoid the terms 'participle' and 'gerund' and use the general term 'verb + ing' as non-finites.

#### **B. 5 Complete the sentences using 'ing' form of the verbs from the box.**

apply

buy

use

meet

1. The doctor advised Neelam to avoid \_\_\_\_\_ ghee as a cooking medium.
2. I have had to put off \_\_\_\_\_ a scooter for my son until he completes his college studies.

3. How about \_\_\_\_\_ for the post of teacher in the neighbouring school?
4. By the time we finished \_\_\_\_\_ the house, the children had become hungry.
5. She went around \_\_\_\_\_ all the tenants in the apartment house, canvassing support for her cleanliness campaign.
6. I am afraid the doctor is busy now. Would you mind \_\_\_\_\_ a few minutes?

**B.6 Now combine the following pairs of sentences using a suitable verb in its 'ing' form.**

1. We all make mistakes. It is human.  
\_\_\_\_\_
2. Sheela tells lies. It has made her unpopular.  
\_\_\_\_\_
3. We tried to enter the pavilion. The police prevented us.  
\_\_\_\_\_
4. Our neighbours made a lot of noise. They apologised.  
\_\_\_\_\_
5. Murari passed the examination. I congratulated him.  
\_\_\_\_\_
6. She talks too much. I don't like it.  
\_\_\_\_\_
7. We must appreciate other people's achievements. It promotes goodwill.  
\_\_\_\_\_

## B.7. Unusual solutions

**Why don't you try ?**

**Give the solutions to the problems below using the 'ing' form of the verb.  
Make the solutions as unusual as possible.**

Example: I can't open this bottle of cold milk.

- a. Why don't you try hitting it with a hammer?
- b. Why don't you try slicing it with a knife?

1. There's a fly in my soup.

Why don't you try \_\_\_\_\_?

2. My car isn't starting.

Why don't you try \_\_\_\_\_?

3. My hands and feet are frozen!

Why don't you try \_\_\_\_\_?

4. A man is trying to steal my car!

Why don't you try \_\_\_\_\_?

5. My sister/brother doesn't stop talking.

Why don't you try \_\_\_\_\_?

6. I have a headache.

Why don't you try \_\_\_\_\_?

## B.8 No accounting for tastes

Fill in the blanks with verb + ing. Share your lists with your partner.

| What I love doing                                                                                                                                                            | What I hate doing                                                                                                                                                      | What I don't mind doing                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <b>Playing video games</b></li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul> | <ul style="list-style-type: none"><li>• <b>Writing exams</b></li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul> | <ul style="list-style-type: none"><li>• <b>going for movies</b></li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul> |

## C Infinitives as Non-Finites

**C.1 Example:-** a) I advised him to see a doctor.

b) They hope to buy a house of their own.

c) I saw him do it.

d) He made me wait for a long time.

In the above sentences, the underlined words are called infinitives. In sentences (a) and (b) the infinitive has 'to' before it. They are called 'to' infinitives. 'To' in such a use is called an infinitival particle. In sentences (c) and (d) the infinitive does not have a 'to' before it. Such infinitives are called 'Bare' Infinitives. Bare infinitives are used after auxiliaries: shall, should, will, would, may, might, do, did, can, could, must, need and dare. After some Principal or Main Verbs like bid, watch, see, let, make, help and hear the bare infinitive is also used.

### **Characteristics of the Infinitive.**

1. The infinitive is the simplest form of the verb. It is exactly the same as the 'base' form of the verb (eat, see, drink, meet, jump, hear, play, run, come and so on).
2. The infinitive is a non-finite verb and in a sentence it comes with a finite verb.
3. Underline the infinitive and circle the main verb in the following sentences:
  - a) I bade him come in.
  - b) To find fault with others is an unhealthy habit.
  - c) It would be a mistake to underestimate your opponent.
  - d) Our duty obviously is to respect the Constitution.
  - e) Let him take the examination without any fine.

### **C.2 Explain the following signs using to + verb as shown:**

(a)



You are not allowed to park your vehicles here.

(b)



\_\_\_\_\_

(c)



\_\_\_\_\_

(d)



Workers \_\_\_\_\_

(e)



\_\_\_\_\_

(f)



\_\_\_\_\_

**C.3 Work in pairs. One of you will ask the questions, the other will give the answers with the help of the clues in brackets. Write them down in the spaces provided. The first one has been done for you.**

Why did you go out? (post a letter)  
I went out to post a letter.

1. Why are you waiting here? (meet the teacher)

\_\_\_\_\_



2. Why did you return home early? (help with the housework)

\_\_\_\_\_

3. Why is Raju going abroad? (visit his sister)

\_\_\_\_\_

4. Why did Kiran sell her car? ( buy a van)

\_\_\_\_\_

5. Why did you travel by bus? (save money)

\_\_\_\_\_

**C.4 Complete the sentences as in the example, using the verbs given in the box. Do not use any verb more than once.**

|        |      |           |        |     |        |
|--------|------|-----------|--------|-----|--------|
| remind | warn | encourage | advise | ask | permit |
|--------|------|-----------|--------|-----|--------|

**Example :** "Don't forget to return my book."

He reminded me not to forget to return his book.

1. "You promised that you would not tell mother about our quarrel."

He \_\_\_\_\_

2. "If I were you, I'd go to the police."

\_\_\_\_\_

3. "Go on, buy a new dress," Sushila said.

\_\_\_\_\_

4. "Please don't drive so fast," Anil said.

\_\_\_\_\_

5. "Rupa, you can go to the library," said the teacher.

The teacher \_\_\_\_\_

### **C.5 Rewrite the sentences using an infinitive instead of the underlined clause.**

**Example:** Hillary was the first man who climbed Mt. Everest.

Hillary was the first man to climb Mt. Everest.

1. Shah found that Rs. 20,000 of the sales money was missing from the box.
2. The Court declared that the officer was guilty of gross negligence.
3. Evidence showed that the document was a fabrication.
4. The court warned the representatives that they should not tamper with the evidence.
5. The minister was annoyed when he learnt that he had lost the elections.
6. You would be silly if you dyed your hair green.

### **D. Verb + ing and Infinitives**

- D.1**
1. I saw her cross the road.
  2. I saw her crossing the road.

What is the difference in the use of the underlined verb in the two sentences?

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**D.2 In pairs, use the grid below to complete the following sentences.**

1. Our English teacher refused to allow us \_\_\_\_\_  
\_\_\_\_\_
2. Ram's mother let all of us \_\_\_\_\_
3. Making students \_\_\_\_\_ against their will is unfair.
4. 'Dear Sir,  
Would you kindly permit \_\_\_\_\_

|                     |          |                 |
|---------------------|----------|-----------------|
| make let            | a person | do something    |
| allow permit refuse |          | to do something |

Then read your answers out to the rest of the class

**D.3 Complete the following letter. Put the verbs in brackets into either the 'ing' form or the infinitive with to. Use the box below to help you.**

| + -ing          | + to do         |
|-----------------|-----------------|
| suggest         | want Offer      |
| be worth        | hope            |
| mind            | arrange propose |
| look forward to | promise         |
|                 | hesitate        |

Dear Mr. Banerjee

Thank you for your letter offering (offer) to help build an auditorium for our school. You will be happy to learn that the parents of our school have suggested \_\_\_\_\_ (approach) their association for funds. It is an idea worth \_\_\_\_\_ (pursue) and we propose \_\_\_\_\_ (hold) a meeting on the 15th of this month. I would very much like you to attend the meeting as I want \_\_\_\_\_ (introduce) you to the parents and I hope \_\_\_\_\_ (be) able to use your kind offer as a motivating factor for others.

The architect has arranged \_\_\_\_\_ (supply) us with the blueprints of the building. The contractor has promised \_\_\_\_\_ (deliver) the materials within a month. So our management does not mind \_\_\_\_\_ (start) the work even before the funds have been arranged in full.

Please do not hesitate \_\_\_\_\_ (contact) me if you have any further queries. I look forward to \_\_\_\_\_ (hear) from you soon.

Yours sincerely

\_\_\_\_\_  
K.S. Bhatt

(Principal)

#### D.4 Study the following table

| with verb+ing |         | with to+verb |         |
|---------------|---------|--------------|---------|
| avoid         | imagine | agree        | learn   |
| consider      | involve | allow        | manage  |
| delay         | prevent | ask          | promise |
| deny          | resent  | decide       | refuse  |
| excuse        | risk    | expect       | seem    |
| mind          | enjoy   | fail         | want    |
| favour        | stop    | intend       | wish    |
| finish        | suggest |              |         |

**Now complete the following sentences appropriately using 'ing' or infinitive construction. Use the grid given above to write your answers. You may have to add prepositions in some sentences.**

- 1) Would you mind \_\_\_\_\_?
- 2) Most children enjoy \_\_\_\_\_.
- 3) I'll never forget \_\_\_\_\_ when I was 18 years old.
- 4) I remember \_\_\_\_\_.
- 5) Our teacher dislikes \_\_\_\_\_.
- 6) The commander told the soldiers \_\_\_\_\_.
- 7) I do not intend \_\_\_\_\_.
- 8) The inspector is certain \_\_\_\_\_.
- 9) My father was very angry with the grocer \_\_\_\_\_.
- 10) My brother likes \_\_\_\_\_.

**D5. 'Remember to do' and 'Remember doing'**

**Study the examples given below.**

**(a) I must remember to take my science book.**

**(b) I remember meeting you in the park.**

Some verbs might take either form depending on their meaning.

**Which sentence refers to something which actually happened?**

\_\_\_\_\_

**Which sentence refers to something which hasn't actually happened?**

\_\_\_\_\_

**Complete the sentences using the correct non-finite form of the verbs given in brackets.**

1. I regret \_\_\_\_\_ (be) rude to you.
2. I regret \_\_\_\_\_ (inform) you that you have not qualified in the \_\_\_\_\_ interview.
3. I want to stop now \_\_\_\_\_ (eat) lunch.
4. I must stop \_\_\_\_\_ (eat) so much.
5. It was rude of him \_\_\_\_\_ (say) that.

**D6. Make a list of four things you remember doing as a young child.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Now, make a list of things you must remember to do this coming week.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## E. The Past Participle.

**E.1 Example:-** The wind swept away the fallen leaves.  
Past      noun  
Participle

In this sentence, 'fallen' describes 'leaves' which is a noun. Thus, the past participle, like the present participle, acts as an adjective.

**Underline the past participle and circle the noun it qualifies in the following sentences:**

- a) Driven by hunger, the elephant herd entered the sugar cane field adjoining the forest.
- b) Trucks, loaded with rice, left for the flood affected area.
- c) Hurt by little John, Robin Hood started fighting in earnest.
- d) The greedy merchant did not know where to hide his ill-gotten wealth.
- e) Bent with age, the old postmaster totters along everyday to work.
- f) Powered by the reforms, the economy will register appreciable growth in the next quarter of the year of 2017.

### **Important characteristics of the Past Participle.**

1. They usually end with - *ed*, -*d*, -*t*, or -*en*.
2. They describe a completed action.
3. They, like the *Present Participle*, act as *adjectives*.
4. They can be used with all the *tenses*. The time of action is shown by the *finite verbs* (entered, left, started, did not know, totters, will register)

**Look at the following sentences:**

- Having delivered the luggage, the messenger prepared to leave.
- Having been elected to the Lok Sabha, he left for Delhi.

The underlined verbs are not simple Past Participles but Perfect Participles. The Perfect Participle represents an action as having been completed some time in the past.

**E.2 Combine each of the following pairs of sentences, using the correct form of the verbs. The first one has been done for you as an example:**

Nithin was irritated by the noise.  
Nithin left the place.  
Irritated by the noise, Nithin left the place.

1. Leander was surprised by Asif's return of service.

Leander started playing in earnest.

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2. Rajani has completed her homework.

She wants to go to play.

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3. Gopal was utterly bored with his studies.

He went out for a walk.

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4. Sita was startled by the noise.

She jumped out of her bed.

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5 The police chased the smuggler. The smuggler hid in a thicket.

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6 The news stunned Meenu. She stood rooted to the spot.

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**E.3 Match the news items with the headlines. Write the correct headline above each news item.**

1. Business Firms Involved  
in Pooja Celebrations

3. Mr. Das Appointed  
MD of ODC

2. NPI Taxation Relaxed

4. Schoolboy Kidnapped

a. The UMI board has cleared  
the appointment of Mr. Das  
as the new Managing Director  
of the Overseas Development  
Council.....

c. Vinodh, an eight year old boy  
studying in a local public  
school, has been missing  
since yesterday. An  
eye-witness saw the boy  
being forcibly taken in a black  
car and reported the matter  
to the police. Unfortunately,  
the car's registration number  
was not noted down.

b. The Advance Ruling Authority,  
functioning under the Income  
Tax Law, has relaxed procedure  
rules governing taxation of  
non-resident Indians.....

d. While people are gearing up  
to celebrate the 'Pooja' with  
customary zest, sponsors  
have not been slow to take  
advantage.

## Discuss

How do these words - appointed, relaxed and kidnapped - help in framing the headlines?

### E.4 Provide suitable headlines for the following news items. In your headlines, use the past participle form of appropriate verbs.

LYON (France): Playing in his first tournament since walking off the court in the Davis Cup in Brazil, top-seeded Thomas Muster was beaten in the first round of the Lyon Grand Prix by American Chris Woodruff, 6-3, 6-3 on Wednesday.

NEW DELHI: The Supreme Court has said that the job of reporting court proceedings should be assigned only to journalists having experience of legal reporting.

NEW DELHI: A man allegedly posing as a police officer from Punjab was arrested by Chandni Chowk police on Tuesday. Harinder Sharma had introduced himself as a superintendent of police from Amritsar to a police official at the Chandni Chowk police station. He wanted to see records to get details of how many militants had been arrested by the police.

RAIGANJ (West Bengal): Nine persons, including one woman and two children, were roasted alive and 65 others suffered serious burns when a mob of about one thousand people torched 156 houses at Bhangapara village under Karanighi police station in north Dinajpur district on Thursday.

## F. Non-Finites Summary

F.1. Look at the pictures. Describe each picture with an appropriate non-finite as shown. Try not to repeat the verbs.

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a broken scale

•



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•



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•



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•



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•



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**F2. Rewrite the following sentences making the necessary changes so that they convey the intended meaning:**

1. Having bitten the postman, the farmer decided to punish the dog.
2. Being a rainy day, the organizers decided to postpone the match.
3. Being fond of sweets, we planned to gift Mary a big box of chocolates on her birthday.
4. Having finished his work for the day, the supervisor let him leave the factory early.
5. Riding on a horse, the tiger jumped at him.

**F3. Correct the following sentences:**

1. Her actions make my blood to boil.
2. They are counting on me playing for their team.
3. He is thinking to write his autobiography.
4. I am hopeful to secure full marks in the Mathematics paper.
5. We were prevented to enter the classroom.
6. You had better to send your application by fax.

**F4. A student has written a letter to Sagarika Sen asking for advice. Complete the letter using appropriate non-finites (- ing, - ed, and to +verb form)**

Dear Sagarika Sen,

I am a Class XII student. My exams are a few months away and I need \_\_\_\_\_ all

my time to my studies. But whenever I start \_\_\_\_\_ in the morning, a friend of mine who is in the same class comes to my house. He stays for about 30 minutes and keeps \_\_\_\_\_ all kinds of nonsense. I feel very \_\_\_\_\_ as it hampers my studies at the start of the day.

Please advise me how I can ensure that he never comes to my house while I am busy \_\_\_\_\_ for my examination. How can I ask him \_\_\_\_\_ away without hurting him?

Som Shankar Lahir  
Kolkata

**F.5 Here is the advice that Sagarika Sen has given to Som Shankar.  
Complete the letter using non-finites:**

Dear Som Shankar,

The easy way out would be \_\_\_\_\_ your servant to say that you are not at home, or that you have left strict instructions that you are not \_\_\_\_\_ at any cost. If you feel that your friend would be offended by this, then tell him that your parents do not approve of your \_\_\_\_\_ and \_\_\_\_\_ when you should be spending your time \_\_\_\_\_. Explain to him how you are getting \_\_\_\_\_ (by you parents) because he wants \_\_\_\_\_ time with you.

But please make it clear that your parents do not disapprove of him. (It's just, at the moment, they would rather want you to spent your time \_\_\_\_\_). Once the exams are over, he would be welcome to your house any time. But, for now, he should stay away.

Sagarika Sen

(Source: The Telegraph Weekend, 5/10/96)

**F.6 Working in pairs, seek advice on some of the issues listed below. Your partner will give you the advice.**

Advice to be given on .....

worry about examination  
parental pressure  
holiday homework  
pocket money  
making friends

(You may think of more issues)

Now write a letter to Sagarika Sen seeking her advice on any one of the issues you have discussed. Non-finites will make your writing more concise.

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## Integrated Grammar Practice

# 2

### 1. Complete the passage on hypertension by choosing the correct options from those given below.

There are two kinds of hypertension: secondary and primary. Secondary hypertension has organic causes. It (a) \_\_\_\_\_ be caused by either obstructive kidney disease, tumours of the brain, thyroid or adrenal glands (b) \_\_\_\_\_ narrowing of the aorta. It is more common (c) \_\_\_\_\_ younger people and surgery usually (d) \_\_\_\_\_ the pressure to normal levels.

Primary hypertension, is a silent killer. It shows no obvious symptoms (e) \_\_\_\_\_ it is well advanced. (f) \_\_\_\_\_ the (g) \_\_\_\_\_ common contributory factors are obesity, diabetes, excessive salt intake, smoking, emotional stress and (h) \_\_\_\_\_ family history of high blood pressure.

- |                  |                   |                |                   |
|------------------|-------------------|----------------|-------------------|
| (a) (i) may      | (ii) will         | (iii) could    | (iv) might        |
| (b) (i) and      | (ii) or           | (iii) but      | (iv) so           |
| (c) (i) in       | (ii) with         | (iii) for      | (iv) of           |
| (d) (i) restored | (ii) is restoring | (iii) restores | (iv) will restore |
| (e) (i) until    | (ii) while        | (iii) unless   | (iv) before       |
| (f) (i) Between  | (ii) Of           | (iii) Among    | (iv) Besides      |
| (g) (i) many     | (ii) more         | (iii) some     | (iv) most         |
| (h) (i) a        | (ii) the          | (iii) your     | (iv) one's        |

**2. Rajani and Vikram are discussing their plans for the evening. Complete the dialogue by choosing the correct options.**

Vikram : (a) \_\_\_\_\_ on TV last week?

Rajani : No, (b) \_\_\_\_\_. Did you see the programme?

Vikram : Yes, it was very interesting. The guests on the show were M S Dhoni and Yuvraj Singh.

Rajani : Oh! how sad that I missed it. (c)\_\_\_\_\_.

Vikram : Don't worry. (d)\_\_\_\_\_.

(a)

- (i) Did you watched the Talk Show programme
- (ii) Were you watching the Talk Show programme
- (iii) Did you watch the Talk Show programme
- (iv) Do you watch the Talk Show programme

(b)

- (i) I had just switched the TV on when some guests arrived.
- (ii) I have just switch the TV on when some guests arrived.
- (iii) I was just switching the TV on when some guests had arrived.
- (iv) I just switched the TV on when some guests were arriving.



(c)

(i) I wish I can see it

(ii) I wish I could have seen it

(iii) I wish I have seen it

(iv) I wish I had seen it

(d)

(i) I had taped it so you could see it (ii) I am taping it so you can see it

(iii) I have taped it so you can see it (iv) I will tape it so you can see it

**3. Given below are some instructions for preparing an omelette. Complete the following paragraph on the basis of these instructions.**

- a) Take two eggs. Break them in a bowl and beat them after adding a pinch of salt and pepper.
- b) Add a spoonful of water and beat the eggs again.
- c) Put a pan on the stove and light the gas. Pour one teaspoon of ghee or butter into the pan.
- d) When the ghee or butter becomes hot, pour the beaten eggs into the frying pan.
- e) After some time when the omelette is set, loosen it from the sides of the pan.
- f) Slip a knife under the omelette, fold it and serve it hot with green chillies and chopped onion.

Two eggs (a) \_\_\_\_\_. adding a pinch of salt and pepper. A spoonful (b) \_\_\_\_\_. A teaspoon of ghee or butter is heated in a frying pan. The beaten eggs (c) \_\_\_\_\_. After some time, when (d) \_\_\_\_\_. A knife is slipped under the omelette and (e) \_\_\_\_\_ with green chillies and chopped onion, etc.

**4. Read the conversation given below carefully and complete the following passage by filling in the blank spaces appropriately.**

Mr Goel : Have you booked the rooms in the Hotel for our holiday?  
Mrs Goel : Yes I have. I asked them to book a double room on the tenth floor.  
Mr Goel : Why did you ask for a room on the tenth floor?  
Mrs Goel : The view from there is really great.  
Mr Goel : Have you forgotten I am afraid of lifts?

Mr Goel inquired from his wife (a) \_\_\_\_\_. She replied that she had and added (b) \_\_\_\_\_. Mr Goel then wanted to know (c) \_\_\_\_\_ to which Mrs Goel replied (d) \_\_\_\_\_. At that an upset Mr Goel wanted to know (e) \_\_\_\_\_.

**5. Rearrange these words/phrases to form meaningful sentences.**

1. greatest mysteries / bird life / migration / one of the / of / is

\_\_\_\_\_  
\_\_\_\_\_

2. ringing of the / on migration / most / has come / from / information / young and adult birds

\_\_\_\_\_  
\_\_\_\_\_

3. stamped with/ a light aluminium ring/ a number and return address/ is fastened/ before it/ leaves the nest/ to the bird

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4. a special register/ released/a detailed record/and/is kept in/is/the bird/ then

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5. extensively employed/ the method/of/ has been/ ringing birds/factual data /in recent years/ in Europe and America/for collecting

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**6. Below is a dialogue between two friends. Each line contains an error. Underline each error and write your correction in the space provided.**

A: It's no good, Ramesh. I can't find it nowhere. \_\_\_\_\_

B: Where have you put it yesterday? Think carefully. \_\_\_\_\_

A: Well, I put it on the drawer first of all because \_\_\_\_\_

I thought it could be safe. Then Anu said that it \_\_\_\_\_

was a silly place so I put it over the floor where \_\_\_\_\_

everyone could see it. But I fell on it! After that \_\_\_\_\_

I noticed the top was broke so I repaired it and \_\_\_\_\_

put it s someone else. Then I was so tired that Anu \_\_\_\_\_

suggests I had a cool drink. \_\_\_\_\_

B: If I were you, I would look in a fridge. \_\_\_\_\_  
A: Hey! You're right... it's in the fridge. I should \_\_\_\_\_  
have left them there when I got my drink. Thanks! \_\_\_\_\_

- 7. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined.**

Human blood contains kinds of material, (a) \_\_\_\_\_  
including white blood cells the platelets. (b) \_\_\_\_\_  
But most common in all blood types (c) \_\_\_\_\_  
are red- blood cells. When you not have (d) \_\_\_\_\_  
enough of, your body becomes anaemic. (e) \_\_\_\_\_  
New research is finally solving few of the (f) \_\_\_\_\_  
mysteries surrounding cells. Some invertebrates (h) \_\_\_\_\_  
and all vertebrates carry the oxygen an iron-rich  
protein called haemoglobin which is present  
inside red-blood cells.