GERUND, INFINITIVE, PARTICIPLE, MODAL AUXILIARIES

Understanding the practice of using gerund, infinitive, participle and modal auxiliaries is very important as they might be confusing to the learners. Gerund, infinitive, participle and modal auxiliaries – all of them are verbal which might look like a verb, but are used in different ways. So, having proper knowledge of gerund, infinitive, participle and modal auxiliaries will help learners improve their communication skill both in written and spoken form. In this unit, there are four lessons which respectively discuss gerund, infinitive, participle and modal auxiliaries along with examples.

<table>
<thead>
<tr>
<th>Time of completion</th>
<th>2 weeks</th>
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Lessons of the Unit:

- Lesson-6.1: Gerund
- Lesson-6.2: Infinitive
- Lesson-6.3: Participle
- Lesson-6.4: Modal Auxiliaries
Lesson-6.1  Gerund

Objectives:
At the end of this lesson, you will be able to:
- understand gerund;
- use gerund properly in making sentences;
- use gerund accurately in your day to day communication;
- differentiate between main verb and gerund;
- complete the exercise by yourself.

Gerund
A gerund is a verbal that ends in -ing and works as a noun. So, basically gerund looks like a verb but used as a noun (it expresses a work’s name or state a being) in a sentence.

I am walking to home.
I like walking back to home from my school.
Walking is a good exercise.

In these three sentences, a particular word walking has been used in different ways. In the first sentence walking is a verb. In the second and third sentences walking is function as a noun. Here, walking is a gerund.

However, since a gerund works as a noun, it occupies some positions in a sentence that a noun ordinarily would be, for example a gerund works as a - subject, direct object, subject complement, and object of preposition.

Gerund as subject:
Walking is a good exercise. (Walking is the gerund.)
To walk is a good exercise. (The gerund has been removed.)

Gerund as direct object:
I like going to French classes. (The gerund is going.)
I like to go to French classes. (The gerund has been removed)

Gerund as subject complement:
My cat's favorite activity is eating fish. (The gerund is eating.)
My cat's favorite food is fish. (The gerund has been removed.)

Gerund as object of preposition:
We discussed about going for a vacation. (The gerund is going.)
We discussed about a vacation we want to go. (The gerund has been removed.)
Gerund phrases
A gerund phrase is a group of words consisting of a gerund and the modifier(s) and/or noun(s) or noun phrase(s) that function as the direct object(s), indirect object(s), or complement(s) of the action or state expressed in the gerund. As –

- The gerund phrase works as the subject of the sentence:

*Finding a needle in a haystack would be easier than what we’re trying to do.*

*Finding* – is a gerund
*a needle* – is a direct object of action expressed in gerund
*in a haystack* – is a prepositional phrase as adverb

- The gerund phrase works as the direct object of the verb appreciate. As –

*I hope that you appreciate my offering you this opportunity.*

*My* – is a possessive pronoun adjective form, modifying the gerund
*offering* – is a gerund
*you* – is an indirect object of action expressed in gerund
*this opportunity* – is a direct object of action expressed in gerund

- The gerund phrase works as the subject complement. As –

*Fuad’s favorite tactic has been jabbering away to his constituents.*

*jabbering away to* – is a gerund
*his constituents* – is a direct object of action expressed in gerund

- The gerund phrase functions as the object of the preposition for. As –

*You might get in trouble for faking an illness to avoid work.*

*faking* – is a gerund
*an illness* – is an indirect object of action expressed in gerund
*to avoid work* – is an infinitive phrase as adverb

- The gerund phrase functions as the subject of the sentence. As –

*Being the boss made Jeff feel uneasy.*

*Being* – is a gerund
*the boss* – is a subject complement for Jeff, via state of being expressed in gerund

Summary
Gerund is a very interesting topic for the learners. A gerund is a verbal that ends in *-ing* and works as a noun. So, basically gerund looks like a verb but used as a noun (it expresses a work’s name or state a being) in a sentence. Since a gerund works as a noun, it occupies some positions in a sentence that a noun ordinarily would be, for example a gerund works as a – subject, direct object, subject complement, and object of preposition.
Lesson-6.2  Infinitive

Objectives:
At the end of this lesson you will be able to:

• understand Infinitive
• use Infinitive properly in making sentences
• use infinitives in your daily conversation
• complete the exercise by yourself

Infinitives

An infinitive is a verbal consisting of the word to and a regular form of verb and working as a noun, adjective, or adverb. The term “verbal” indicates an infinitive, like the other two kinds of verbals are based on a verb and therefore expresses action or a state of being.

However, the infinitive may function as a subject, direct object, subject complement, adjective, or adverb in a sentence.

*To cook* is an essential skill. (subject)
*We like to eat fruits.* (direct object)
*My goal is to learn English.* (subject complement)
*You need the highest number of votes to win.* (adjective)
*I raised my hand to speak.* (adverb)

Be sure not to confuse an infinitive – a verbal consisting of “to and a verb” with a prepositional phrase beginning with to, which consists of “to and a noun or pronoun” and any modifiers.

Infinitives: to eat, to go, to draw, to become, to enter, to stand, to catch, to belong etc.

Prepositional phrases: to him, to the Chairman, to my house, to the mountains, to us, to this address etc.

Infinitive phrases

An infinitive phrase is a group of words consisting of an infinitive and the modifier(s) and/or (pro)noun(s) or noun phrase(s) that function as the actor(s), direct object(s), indirect object(s), or complement(s) of the action or state expressed in the infinitive. As –

*We intended to leave early.*

• The infinitive phrase functions as the direct object of the verb *intended.*
to leave – is an infinitive
early – is an adverb

As – I have an assignment to complete before lunch.
• The infinitive phrase functions as an adjective modifying paper.
  to complete – is an infinitive
  before lunch – is a prepositional phrase as adverb

As – Rajib agreed to give me a ride.
• The infinitive phrase functions as the direct object of the verb agreed.

to give – is an infinitive
  me – is an indirect object of action expressed in infinitive
  a ride – is a direct object of action expressed in infinitive

As – They asked me to bring some food.
• The infinitive phrase functions as the direct object of the verb asked.
  me – is an actor or "subject" of infinitive phrase
  to bring – is an infinitive
  some food – is a direct object of action expressed in infinitive

As – Everyone wanted Shomrat to be the captain of the team.
• The infinitive phrase functions as the direct object of the verb wanted.
  Shomrat – is an actor or "subject" of infinitive phrase
  to be – is an infinitive
  the captain – is a subject complement for Shomrat, via state of being expressed in infinitive
  of the team – is a prepositional phrase as adjective

Actors: In these last two examples, the actor of the infinitive phrase could be roughly characterized as the “subject” of the action or state expressed in the infinitive. It is somewhat misleading to use the word subject, however, since an infinitive phrase is not a full clause with a subject and a finite verb. Also notice that when it is a pronoun, the actor appears in the objective case (me, not I, in the fourth example). Certain verbs, when they take an infinitive direct object, require an actor for the infinitive phrase; others can't have an actor. Still other verbs can go either way, as the charts below illustrate.
Verbs that take infinitive objects without actors:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Begin</th>
<th>Continue</th>
<th>Decide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>Hesitate</td>
<td>Hope</td>
<td>Intend</td>
</tr>
<tr>
<td>Learn</td>
<td>Neglect</td>
<td>Offer</td>
<td>Plan</td>
</tr>
<tr>
<td>Prefer</td>
<td>Pretend</td>
<td>Promise</td>
<td>Refuse</td>
</tr>
<tr>
<td>Remember</td>
<td>Start</td>
<td>Try</td>
<td></td>
</tr>
</tbody>
</table>

Examples:

*Most students* **plan** to study.

*We* **began** to learn.

*They* **offered** to pay.

*They* **neglected** to pay.

*She* **promised** to return.

In all of these examples no actor can come between the bold main (finite) verb and the infinitive direct-object phrase.

Verbs that take infinitive objects with actors:

<table>
<thead>
<tr>
<th>Advise</th>
<th>Allow</th>
<th>convince</th>
<th>remind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage</td>
<td>Force</td>
<td>hire</td>
<td>teach</td>
</tr>
<tr>
<td>Instruct</td>
<td>Invite</td>
<td>permit</td>
<td>Tell</td>
</tr>
<tr>
<td>Implore</td>
<td>Incite</td>
<td>appoint</td>
<td>order</td>
</tr>
</tbody>
</table>

Examples:

*Mom reminded me* to buy milk.

*Their parents advise* them to study.

*The lawyer forced the defendant to admit the truth.*

*She has convinced the director of the program to change her position.*

*I invite you* to consider the evidence.
In all of these examples an actor is required after the bold main (finite) verb and before the infinitive direct-object phrase.

**Verbs that use either pattern:**

<table>
<thead>
<tr>
<th>Ask</th>
<th>Expect</th>
<th>(Would) Like</th>
<th>Want</th>
<th>Need</th>
</tr>
</thead>
</table>

**Examples:**

- *I asked* to see the records.
- *I asked* him to show me the records.
- *Shohag expected* his group to win.
- *Shohag expected* to win.
- *Zahid likes* his friend to drive fast.

In all of these examples the italicized main verb can take an infinitive object with or without an actor.

**Punctuation:** If the infinitive is used as an adverb and is the beginning phrase in a sentence, it should be set off with a comma; otherwise, no punctuation is needed for an infinitive phrase.

- *To buy a basket of flowers,* Asif had to spend his last dollar.
- *To improve your writing,* you must consider your purpose and audience.

**Split infinitives**

Split infinitives take places when additional words are included between “to” and the verb in an infinitive. Many readers find a single adverb splitting the infinitive to be acceptable, but this practice should be avoided in formal writing.

**Examples:**

- *I like to on a nice day walk in the woods.* *(unacceptable)*
- *On a nice day, I like to walk in the woods.* *(revised)*
- *I needed to quickly gather my personal possessions.* *(acceptable in informal contexts)*
- *I needed to gather my personal possessions quickly.* *(revised for formal contexts)*

**Summary**

An infinitive is a verbal consisting of the word to and a regular form of verb and working as a noun, adjective, or adverb. The term “verbal” indicates an infinitive, like the other two kinds of verbals are based on a verb and therefore expresses action or a state of being. However, the infinitive may function as a subject, direct object, subject complement, adjective, or adverb in a sentence.
Lesson-6.3  Participle

**Objectives:**

At the end of this lesson, you will be able to:

- understand Participle;
- use Participle properly in making sentences;
- use Participle properly in your daily conversation;
- differentiate between main verb and participle;
- complete the exercise by yourself

**Participles**

A participle is a verbal that is used as an adjective and most often ends in *-ing* or *-ed*. The term *verbal* indicates that a participle, like the other two kinds of verbals, is based on a verb and therefore expresses action or a state of being. However, since they function as adjectives, participles modify nouns or pronouns.

There are two types of participles: present participles and past participles. Present participles end in *-ing*. Past participles end in *-ed*, *-en*, *-d*, *-t*, *-n*, or *-ne* as in the words *asked*, *eaten*, *saved*, *dealt*, *seen*, and *gone*. As –

- *He is a learned man.*
- *The learned man is my teacher.*
- *The pizza is burning.*
- *The burning pizza is still on the oven.*
- *I washed my clothes.*
- *The washed clothes are in the luggage.*

In the above mentioned pair of sentences have the same words. *learned*, *burning* and *washed*. In the first sentences of the pairs, the words are working as a verb and in the next sentences those “verb forms of the words” are working as an adjective. These are called participles.

**Participle phrases**

A participial phrase is a group of words consisting of a participle and the modifier(s) and/or (pronoun(s) or noun phrase that function as the direct object(s), indirect object(s), or complement(s) of the action or state expressed in the participle. As –

*Removing his coat, Antora rushed to the river.*

- The participial phrase functions as an adjective modifying *Antora*.
  - *Removing* – is a participle
  - *his coat* – is a direct object of action expressed in participle
As – Apon noticed her cousin walking alone in the road.

- The participial phrase functions as an adjective modifying cousin.
  walking – is a participle
  alone in the road – is a prepositional phrase as adverb

As – Children interested in music early develop strong intellectual skills.

- The participial phrase functions as an adjective modifying children.
  interested (in) – is a participle
  music – is a direct object of action expressed in participle
  early – is an adverb

As – Having been a gymnast, Jessy knew the importance of exercise.

- The participial phrase functions as an adjective modifying Jessy.
  Having been – is a participle
  a gymnast – is a subject complement for Jessy, via state of being expressed in participle

Placement: In order to prevent confusion, a participial phrase must be placed as close to the noun it modifies as possible, and the noun must be clearly stated.

Carrying a heavy pile of books, his foot caught on a step.

Carrying a heavy pile of books, he caught his foot on a step.

In the first sentence, there is no clear indication of who or what is performing the action expressed in the participle carrying. Certainly foot can't be logically understood to function in this way. This situation is an example of a dangling modifier error since the modifier (the participial phrase) is not modifying any specific noun in the sentence and is thus left “dangling”. Since a person must be doing the carrying for the sentence to make sense, a noun or pronoun that refers to a person must be in the place immediately after the participial phrase, as in the second sentence.

Punctuation: When a participial phrase begins a sentence, a comma should be placed after the phrase.

Arriving at the store, I found that it was closed.
Washing and polishing the car, Ronok developed sore muscles.

If the participle or participial phrase comes in the middle of a sentence, it should be set off with commas only if the information is not essential to the meaning of the sentence. As –

Jebin, watching an old movie, drifted in and out of sleep.

The church, destroyed by a fire, was never rebuilt.
Note that if the participial phrase is essential to the meaning of the sentence, no commas should be used. As –

*The student earning the highest grade point average will receive a special award.*

*The guy wearing the chicken costume is my cousin.*

If a participial phrase comes at the end of a sentence, a comma usually precedes the phrase if it modifies an earlier word in the sentence but not if the phrase directly follows the word it modifies. As –

*The local residents often saw Pranto wandering through the streets.*
(The phrase modifies *Pranto*, not *residents.*)

*Rimi nervously watched the woman, alarmed by her silence.*
(The phrase modifies *Rimi*, not *woman.*)

<table>
<thead>
<tr>
<th>Summary</th>
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</thead>
</table>

A participle is a verbal that is used as an adjective and most often ends in *-ing* or *-ed*. The term *verbal* indicates that a participle, like the other two kinds of verbals, is based on a verb and therefore expresses action or a state of being. However, since they function as adjectives, participles modify nouns or pronouns. There are two types of participles: present participles and past participles. Present participles end in *-ing*. Past participles end in *-ed*, *-en*, *-d*, *-t*, *-n*, or *-ne* as in the words *asked*, *eaten*, *saved*, *dealt*, *seen*, and *gone.*
Lesson-6.4 Modal Auxiliaries

Objectives:
At the end of this lesson, you will be able to:

- understand the practice of using Modal auxiliaries;
- use Modal auxiliaries properly in making sentences;
- use modal auxiliaries in your daily conversation;
- differentiate between main verb and modal auxiliaries;
- complete the exercise by yourself.

Modals auxiliaries

Modals are *can, could, may, might, must, ought to, shall, should, will, would* and *need* (need can also be used as a main verb).

Examples:

*We can* play cricket.

*We could* play cricket.

*We may* play cricket.

*We might* play cricket.

*We must* play cricket.

*We mustn’t* play cricket.

*We needn’t* play cricket.

*We ought to* play cricket.

*We shall* play cricket.

*We should* play cricket.

*We will* play cricket.

*We would* play cricket.
2. What to keep in mind when using modals

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Sample sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do <strong>not</strong> use modals for things which happen definitely.</td>
<td><em>The sun rises in the east.</em> - A modal can't be used in this sentence. The sun can/ may rise in the east. – is an incorrect sentence.</td>
</tr>
<tr>
<td>They have <strong>no</strong> -s in the 3rd person singular.</td>
<td><em>He can play cricket.</em></td>
</tr>
<tr>
<td>Questions are formed <strong>without</strong> <em>do/does/did</em>.</td>
<td><em>Can he speak Spanish?</em></td>
</tr>
<tr>
<td>It follows a <strong>main verb in its infinitive</strong>.</td>
<td><em>They must read the book.</em></td>
</tr>
<tr>
<td>There are <strong>no past forms</strong> (except <em>could</em> and <em>would</em>).</td>
<td><em>He was allowed to watch the film.</em></td>
</tr>
</tbody>
</table>
| When you use the **past participle** you tell about things which **did not happen in the past**. | *You could have told me.*  
*You should not have lied.* |

3. Long and contracted forms of modals

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
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<tbody>
<tr>
<td><strong>Long forms</strong></td>
<td><strong>Contracted forms</strong></td>
</tr>
<tr>
<td>Can</td>
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<td>Could</td>
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<td>May</td>
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<td>Might</td>
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<td>Will</td>
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<tr>
<td>Would</td>
<td>'d</td>
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**Summary**

Modals are *can, could, may, might, must, ought to, shall, should, will, would* and *need* (need can also be used as a main verb). Some negative modals take contracted form and some do not. There are some certain rules of using modals like – modals do not take a ‘s’ or ‘es’ even if the subject is third person singular number. Studying and learning modals are very essential as well as interesting.
EXERCISE

1. Write down 5 groups of sentences using the same word as a verb, as a gerund and as a participle.

2. Complete the sentences with the gerund form of the verbs in brackets.
   i. She is good at (dance).
   ii. He is crazy about (sing).
   iii. I don't like (play) cards.
   iv. They are afraid of (swim) in the sea.
   v. You should give up (smoke).

3. Fill in the gaps.
   i. _____ I come along?
   ii. _____ you like a glass of water?
   iii. You _____ obey your teachers.
   iv. You _____ leave any food on your plate.
   v. _____ you please tell me the time?
   vi. There was a time when we _____ stay late at night.
   vii. I am not sure about tomorrow. I _____ go to the party.
   viii. You _____ told the truth.
   ix. I _____ bring you some tea leaves if I go to Sylhet.
   x. He _____ brought you some tea leaves if he went to Sylhet.

Answer 1.
Sample answer:
As a verb: I am burning the papers.
As a gerund: Burning papers is not a healthy habit.
As a participle: The burning papers are still in the oven.

Answer 2.
   i. Dancing
   ii. Singing
   iii. Playing
   iv. Swimming
   v. Smoking

Answer 3.
   i. can
   ii. would
   iii. should
   iv. should not
   v. could
   vi. could
   vii. may
   viii. should have
   ix. will
   x. could have