

Grammar



-ing form or infinitive

Part II



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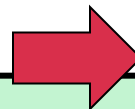
8. Ex. V



Prefer, would rather, had better



Form	Use	Example
<i>prefer</i> + <i>noun/-ing</i> + <i>to noun/-ing</i>	expressing <i>general</i> preference	• <i>I prefer biology <u>to</u> history.</i> • <i>I prefer reading English books <u>to</u> speaking English.</i>
<i>would prefer</i> + <i>full infinitive</i> + <i>rather than</i> (+ bare infinitive)	expressing <i>specific</i> preference (on this occasion)	• <i>I'd prefer to have the lesson on Monday rather than (to have it) on Tuesday, if that's possible.</i>
<i>would prefer</i> + <i>bare infinitive</i> + <i>than</i> (+ bare infinitive)	expressing <i>general or specific</i> preference	• <i>I'd rather have the lesson on Monday than (have it) on Tuesday, if that's possible.</i>
<i>would rather</i> + <i>sb</i> + <i>past simple/past continuous</i>	expressing <i>general or specific</i> preference (about someone else)	• <i>I'd rather you didn't sit next to Brian.</i>
<i>had better</i> + <i>bare infinitive</i>	giving <i>advice</i>	• <i>You'd better ask your parents if you can come on the school trip.</i>

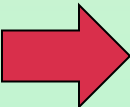


Watch
out!

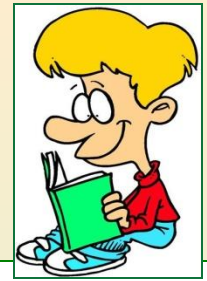


- We don't usually say *I don't prefer...*
We use *I prefer not to....*

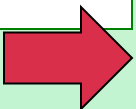
Ex. *I prefer not to have music on when I'm studying.*



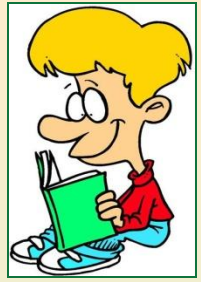
Ex.I Each of the words and phrases in bold.
Rewrite them correctly.



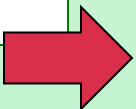
1. I generally prefer coffee **from** tea. **to**
2. Do you prefer watching a DVD at home to **go** to the cinema. **going**
3. I **had** prefer to meet you a bit later, if that's all night with you. **would**
4. He'd **prefer** not have to get up so early tomorrow, but he will if he has to. **rather**
5. I'd rather you **write** your essay in a notebook, to be honest. **wrote**
6. Would you prefer to get a pizza rather **from** go out tonight. **than**
7. You **would** better see a doctor if you're not feeling well. **had**
8. I **had** rather be poor and happy than rich and lonely. **would**
9. I'd prefer **having** an early night tonight, if that's okay with you. **to have**
10. She'd **rather** starts revising if she wants to do well in the exam next week. **better**
11. Shona prefers **to not** wear make-up to work. **not to**



Ex.II Write one word in each gap.



1. I prefer pop music **to** rock, to be honest.
2. I would prefer to go to the concert tomorrow **rather** than on Saturday.
3. I **prefer** playing the piano on my own performing.
4. I'd rather **go** to that jazz club than a nightclub.
5. I'd **rather** you didn't practise playing the trumpet while I'm trying to study.
6. You'd **better** get tickets soon as they're running out.
7. I actually prefer **not** to listen to music through speakers; it sounds so much better through headphones.



Infinitives of purpose



When we want to talk about someone's purpose (the reason they do something), we can use:

- the full infinitive

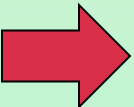
I went to university to avoid getting a job!

- in order + full infinitive

I went to university in order to avoid getting a job!

- so as + full infinitive

I went to university so as to avoid getting a job!





- We can also express the same idea using *so (that)*.

Ex. I went to university *so (that)* I could avoid getting a job!

- With a negative purpose we don't normally use *the full infinitive* on its own.

Ex. I went to university *in order not to get* a job!

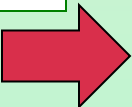
I went to university *so as not to get* a job!

I went to university *not to get* a job! (incorrect!)

- We can also use *so (that)* with can and could.

Ex. She's learning English *so that* she can study in Canada.

We moved to London *so that* we could visit our friends more often.



Watch
out!



«For...» and «to...»

- We use **for** + **noun** but **to** + **verb**

Ex. I'm going to Spain **for** a holiday.

I'm going to Spain **to** learn Spanish.

Let's go to the pool **for** a swim.

Let's go to the pool **to** have a swim.

- We can say ...**for** (somebody) **to** (do something).

Ex. There weren't any chairs **for** us **to** sit on, so we had to sit on the floor.

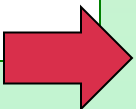
- We can use **for** + **-ing form** to say what the general purpose of a thing is.

Ex. This knife is only **for** cutting bread. (or **to** cut bread.)

- We can use **Whatfor?** to ask about purpose.

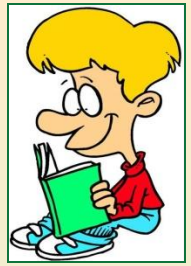
Ex. **What** is this knife **for**?

What did you do that **for**?



Ex.III Put in *to* or *for*.

1. He's going to France *for* a holiday.
2. You need a lot of experience *for* this job.
3. You need a lot of experience *to* do this job.
4. We'll need more time *to* make decision.
5. I went to the dentist *for* a check-up.
6. I had to put on my glasses *to* read the letter.
7. Do you wear glasses *for* reading.
8. I wish we had a garden *for* children *to* play in.



Ex.IV Write sentences with *so that*.

I hurried. I didn't want to be late.



I hurried so that I wouldn't be late.

We wore warm clothes. We didn't want to get cold.



We wore warm clothes so that we wouldn't get cold.

The man spoke very slowly. He wanted me to understand what he said.

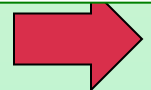


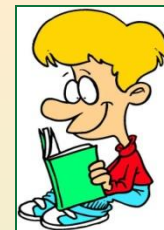
The man spoke very slowly so that I could understand what he said.

She locked the door. She didn't want to be disturbed.



She locked the door so that she wouldn't be disturbed.



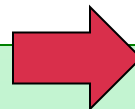


Ex.V Choose the correct form .

People appear **to learn** (**learn**) in different ways. Some people expect **to make** (**make**) mistakes in their studies and are capable of **benefiting** (**benefit**) from their mistakes. They don't mind **being corrected** (**correct**) by their teachers and indeed often ask **to be** ... (**be**) corrected.

Others, however, dislike **making** (**make**) mistakes. They try to avoid **doing** .. (**do**) anything which they might do badly. They would rather **perfect** (**perfect**) something in small steps and be sure they have got it right (**to; from; that; than**) attempt to do a task based on a subject they don't feel they have finished **exploring** (**explore**) yet.

Both ways of learning seem (**that; to be, as; being**) equally valid, but a combination of the two may be the best solution. In (**desire; demand; need; order**) to learn effectively, students have to remember **to take** (**take**) risks sometimes. But they also have to feel comfortable and secure with what they're doing so (**that; much; as; many**) not to become demotivated. All students should at least think about **questioning** (**question**) the way that they approach learning.



В презентации использованы:

1. Учебное пособие для подготовки к ЕГЭ по
английскому языку: Грамматика и лексика
Macmillan Exam Skills for Russia.

Grammar and Vocabulary.

Авторы: Malcolm Mann

Steve Taylore-Knowles

Консультант: Елена Клековкина

Издательство Macmillan, Oxford, 2006

2. *English Grammar In Use*

Автор: Raymond Murphy

Издательство Cambridge University Press, 1994