



Karen Lassen Bruntt  
Ulla Bryanne

**HANDBOOK FOR  
LANGUAGE DETECTIVES**

LEARNING AND TEACHING ENGLISH GRAMMAR

Samfundslitteratur

**Exercise 3.**

1. Which of the following sentences would be appropriate to use if you have been waiting for a long time to be served?

- a. *A pint of lager, please.*
- b. *A pint of lager.*
- c. *Can you give me a pint of lager?*
- d. *Could I have a pint of lager?*
- e. *Could you give me a pint of lager, please?*
- f. *Give me a pint of lager.*
- g. *I want a pint of lager.*
- h. *I'll have a pint of lager.*

2. Finish the sentences below:

- a. *He stopped to do his homework because...*
- b. *He stopped doing his homework because...*
- a. *I tried to call you, but...*
- b. *I tried calling you, but ...*

Which of the grammatical structures (*to* + infinitive or *-ing* form) goes with events that are real or fulfilled, and which one goes with events that are unfulfilled?

→ For more details on the use of *to* + infinitive or *ing*-form, see 7.3.

Grammar is also used in the decoding process; when listening to somebody or reading something, it is not always sufficient to understand the individual words. To make sense of what is heard or read, the connection(s) between the words must also be decoded. 'Grammaring' is essential to attain a full understanding.

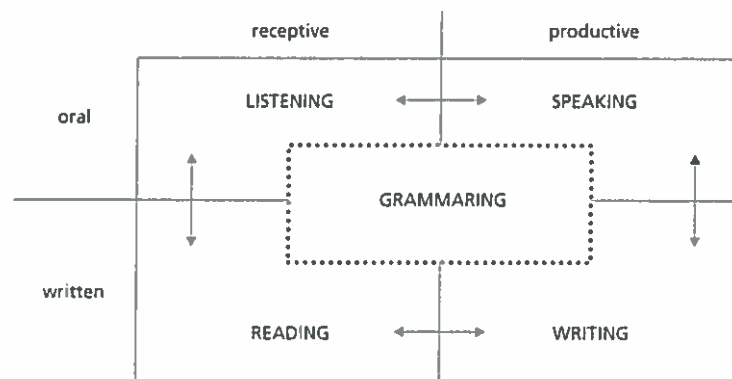


Fig. 2.1. The four skills turned into five. The arrows indicate that the skills are most often used in interaction. We have added a fifth skill, grammaring, overlapping the usual four because it is a part of each of them and all of them.