

UNIT 1 FAMILY AND RELATIONSHIPS

Infinitive and gerund (-ing form)

Infinitive

We use the infinitive:

- ▶ after adjectives to describe feelings.
It's nice to meet you.
She wasn't surprised to see John at the party.
Are you happy to show us around the school?
- ▶ to express reason and purpose.
I'm going to London to improve my English.
He doesn't play football to keep fit – he does it because he loves the game!
Are we stopping here to get petrol?
- ▶ after certain verbs, which include: *agree, afford, appear, ask, begin, choose, continue, decide, hesitate, hope, learn, manage, offer, promise, refuse, seem, want, wish.*
She never wants to see James again.
Can you afford to buy a new laptop?
He didn't hesitate to offer me a lift.

Infinitive without to

Certain verbs are followed by an object + infinitive without *to*. These include: *feel, let, hear, make, notice, see, watch.*

- I made my friend wait while I got ready.*
- Our school doesn't let us use phones in class.*
- Did you hear someone knock on the door?*

Gerund (-ing form)

We use the gerund (-ing form):

- ▶ as the subject of a sentence.
Making a cake is easy.
Swimming is good for you.
- ▶ as the object of a sentence.
I avoid shopping in supermarkets.
We don't feel like going out tonight.
Why did they burst out laughing?
- ▶ after prepositions and phrasal verbs.
Are you keen on running?
I finished my essay by working all night.
He's given up eating biscuits and sweets.
- ▶ after certain verbs, which include: *admit, can't stand, consider, deny, dislike, don't mind, enjoy, finish, go, imagine, keep on, like, look forward to, love, practise, suggest.*
I don't mind having pizza tonight.
My sister doesn't enjoy learning ballet.
Have they ever considered getting a pet?
We're looking forward to going on holiday.
Did Dan suggest meeting at his house?

Gerund (-ing form) or infinitive

We can use either the gerund (-ing form) or the infinitive after some verbs, with little change in meaning. These include: *begin, can't stand, continue, hate, like, love, prefer* and *start*.

Everyone began talking/began to talk at once.

Some verbs are followed by the gerund (-ing form) or the infinitive with *to* with a change in meaning.

We use *remember/forget + -ing* to talk about memories.
I remember seeing that film when I was about ten.

We use *remember/forget + infinitive with to* to talk about things we should do.

Don't forget to tell your staff about the bonus!

We use *regret + -ing* to express regret about something in the past.

Do you regret not going to university?

We use *regret + infinitive with to* in formal contexts to express regret about something we are about to do.

We regret to inform you that the training course has been cancelled.

We use *stop + -ing* when we stop an action.

I don't think he'll ever stop playing table tennis.

We use *stop + infinitive with to* to give the reason why we stop another action.

I need to stop at the shop to get some bread.

We use *go on + -ing* to express the continuation of an action.

He just went on telling the story even though no one was listening!

We use *go on + infinitive with to* to talk about a change in action or activity.

They started the concert with the old favourites, then they went on to play their more recent songs.

1 Complete the sentences with the infinitive (with or without to) or the gerund (-ing form) of the verbs in brackets.

- 1 Our employees are always encouraged _____ (use) their own initiative.
- 2 The politician denied ever _____ (have) any connections with the oil industry.
- 3 We won't be there on the fourth, but we hope _____ (join) you all on the fifth.
- 4 To maximize your score, avoid _____ (make) unnecessary mistakes.
- 5 Tori was really disappointed _____ (learn) that she had failed the test.
- 6 I decided _____ (make up) for _____ (let) the team down last time around.
- 7 My grandparents will never get used to _____ (live) in the capital city.
- 8 Before _____ (submit) your essay, check that you have answered every question.
- 9 We're looking forward to _____ (receive) your proposal for the new design.
- 10 Edmund has recently taken up _____ (collect) old sports magazines.

2 Read the dialogues. Describe the situations using the verbs from the box.

admit arrange ask keep on promise suggest

- 1 John: 'Can you drive me to the station?'

- 2 Alice: 'Why don't we go to the Green Day concert?'
Joe: 'That's a great idea.'

- 3 Ignacio: 'I'll meet you outside the cinema at six.'
Dani: 'OK. See you then.'

- 4 Henry: 'Help me! Help me! Help me!' he shouted.

- 5 Deb: 'It's a secret. Don't tell anyone!'
Jon: 'I won't.'

- 6 Ben: 'Did you break my mobile phone?'
Emma: 'Yes, I did. I'm sorry.'

3 Read the sentences. Decide if the meaning is different (D) or stays the same (S) in each pair.

- 1 ___
a) My parents have started studying psychology together.
b) My parents have started to study psychology together.
- 2 ___
a) Stefan loves meeting new people.
b) Stefan loves to meet new people.
- 3 ___
a) I'm going to stop visiting her.
b) I'm going to stop to visit her.
- 4 ___
a) I wonder if she remembered meeting him?
b) I wondered if she remembered to meet him?
- 5 ___
a) Does your brother hate doing exercise?
b) Does your brother hate to do exercise?
- 6 ___
a) I prefer to go out with friends rather than family.
b) I prefer going out with friends rather than family.
- 7 ___
a) He had forgotten to call me.
b) He had forgotten calling me.

4 For each of the sentences (1–10), use the word in brackets to complete the second sentence so that it has the same meaning as the first one. Use between two and five words, including the words in brackets.

- 1 I don't want to pay more than £50 for it. (prefer)
I'd _____ more than £50 for it.

- 2 It wasn't easy to cycle through all that mud. (cycling)
It was _____ mud.
- 3 Don't waste your time trying to fix it. (point)
There's _____ trying to fix it.
- 4 I'd like to know what time they're planning to arrive. (useful)
It would be _____ what time they're planning to arrive.
- 5 They're probably going to be hungry. (likely)
They _____ hungry.
- 6 He isn't good enough to give a presentation. (capable)
He _____ a presentation.
- 7 Do you want to work on Saturday night? (interested)
_____ on Saturday night?
- 8 I enjoyed seeing you last week. (lovely)
It _____ you last week.
- 9 We paid extra for the tickets, but it was a waste of money. (worth)
It _____ extra for the tickets.
- 10 Megan hasn't got time to see you because she's cleaning the car. (busy)
Megan can't see you because she _____ the car.

5 Complete the text with the infinitive or gerund (-ing form) of the verbs in brackets.

SHOPPING

If you want to go ¹ _____ (shop) then it's fascinating ² _____ (explore) the Riverside area. Expect ³ _____ (see) high prices in the shops: this isn't a cheap part of town! For a different shopping experience, spend some time ⁴ _____ (walk) around Central Market. It's not worth ⁵ _____ (go) after one o'clock, though. Most of the stalls start closing at midday. At the Crafts Centre there are shops and workshops where you can see people ⁶ _____ (make) ceramics and jewellery.

TRANSPORT

⁷ _____ (travel) by underground is expensive, and you'll miss ⁸ _____ (see) many interesting sights. We suggest ⁹ _____ (take) the bus or the tram. The water taxis are also an excellent way of ¹⁰ _____ (get) about.

SECURITY

Avoid ¹¹ _____ (walk) around the city on your own late at night. Remember ¹² _____ (keep) your identity card with you at all times. Would you like ¹³ _____ (know) more? Visit our website ¹⁴ _____ (read) about the history of this exciting city.

- 6 Complete the article with the correct form of the verbs in brackets. Add prepositions where necessary.

Five ways to beat boredom at work

Do you ever have days at work when you feel incapable ¹ _____ (**concentrate**), when you have an uncontrollable need ² _____ (**take**) a nap at your desk, or you are just desperate ³ _____ (**get**) home? We all do. Here are five ways to make your days a little more interesting.

BE TASK-FOCUSED, NOT TIME-FOCUSED

Avoid the temptation to watch the clock. If you tell yourself you can go home at 5 p.m., the time is likely ⁴ _____ (**crawl**) slowly by. A better way of motivating yourself is to focus instead on completing the task that you are doing.

ACHIEVE MORE AND EARN BONUS POINTS WITH YOUR BOSS

If your work is dull, consider the idea ⁵ _____ (**take**) some extra notes during meetings, or taking on a new project. Not only will this serve the purpose ⁶ _____ (**keep**) you engaged, it will show your boss you are keen ⁷ _____ (**get**) ahead and may even get you a promotion.

FIGHT EXHAUSTION AND GET BACK TO WORK

Maybe the problem isn't your work. Maybe you're just exhausted and don't have the energy to work. Performing a few quick exercises will help ⁸ _____ (**get**) your blood moving and can wake you up, too.

LEARN A NEW SKILL DURING WORK

If there really is little or nothing ⁹ _____ (**do**), use the time productively by learning new skills. Online training makes it easy ¹⁰ _____ (**do**) this from your desk. While ¹¹ _____ (**improve**) your abilities, you're also increasing your chances ¹² _____ (**find**) a better job in the future. Just be sure to check your company's policies about ¹³ _____ (**pursue**) personal projects during work time.

GET SOME NEW RESPONSIBILITIES

You could try talking to your employer to see if they would be willing ¹⁴ _____ (**change**) your job description. That way you can work on things you are more interested ¹⁵ _____ (**do**).

UNIT 2 PEOPLE AND SOCIETY

Past tenses review (1); used to and would

Past simple

We use the past simple when we speak about an activity that finished at a definite time in the past. That includes events occurring one after another or actions repeating in the past. *When Sara came home, her mother made dinner.* (Her mother started to cook after Sara arrived home.)

When we were in Budapest, we went to the cinema every evening.

In past simple sentences we often use time expressions, such as: *yesterday, (two days) ago, when I was a child, in April/2008, last week/month/year, etc.*

Past continuous

We use the past continuous to give the background to another event.

When Sara came home, her mother was making dinner. (Her mother started to cook before Sara came home, but dinner was not ready when Sara arrived.)

We often use the past simple and the past continuous in the same sentence, describing a situation when a longer activity was interrupted by a shorter activity.

It was raining when we left the house.

We can begin a sentence in the past continuous with *while*. *While* is not used with the past simple.

We don't use the past continuous with verbs describing conditions, e.g. *believe, need, understand, etc.* We use it with verbs expressing a longer activity, e.g. *wait, live, work, rain, etc.*

Past perfect simple

We use the past perfect to talk about something that happened before something else in the past.

He couldn't read or write because he had never been to school.

When we talked at the party, I realized we had met before.

- 1 Combine the pairs of sentences using the correct forms of the verbs and the time expressions in brackets. Do not change the order of the sentences.

- I (swim) in the sea. I (get) stung by a jellyfish. (While)
- I (not experienced) extreme cold temperatures. I (go) to Siberia. (until)
- The plane's engine (make) a strange noise. It (take) off. (as)
- We (never go) to Italy. We (go) to Naples last year. (before)
- She (meet) her fiancé. They (train) to climb Everest. (while)
- I (taste) some wonderful food. I (travel) in India. (when)

2 Complete the text with the correct form of the verbs in brackets.

Ben Saunders

World record-breaking polar explorer

Imagine the cold. Minus 50 degrees Centigrade. Cold enough to freeze boiling water instantly. Picture the ground – icy, uneven, slippery, full of cracks. Then imagine having 1,795 miles to walk, knowing that this journey has never been completed successfully on foot and has killed everyone who has tried ... This is the challenge that ¹**faced/had faced** British polar explorer Ben Saunders and his companion Tarka L'Herpiniere as they ²**set off/had set off** in October 2013, from the coast of Antarctica to the South Pole and back. They aimed to complete the journey that the famous British explorer Captain Robert Falcon Scott had attempted a century earlier, but which unfortunately ³**was costing/had cost** him his life. Captain Scott and his team had walked for six months before they ⁴**reached/had reached** the South Pole, only to discover that a Norwegian party, led by Roald Amundsen, ⁵**got/had got** there first. All Scott's team died as they ⁶**returned/were returning** home.

A hundred years later, it ⁷**took/was taking** Saunders and L'Herpiniere 105 days to make the journey, and in doing so they ⁸**broke/were breaking** the record for the longest human-powered polar journey in history. Their achievement is extraordinary when you consider that throughout the journey they ⁹**dragged/were dragging** 200 kg of food and equipment and they ¹⁰**used/were using** skis.

Although he is best known for the South Pole expedition, Saunders ¹¹**already broke/had already broken** a record ten years earlier when he ¹²**became/was becoming** the youngest person, at the age of 23, to reach the North Pole alone and on foot.

Used to

We use *used to*:

- ▶ to talk about repeated past actions or habits.
We used to spend the weekends at our aunt's house.
- ▶ to describe states that were true in the past but are not usually true in the present.
Did you use to be scared of spiders when you were a child? Yes, I did, but I'm not scared of them now.
We didn't use to live in the city, we used to live in a small village in the country.
I used to smoke. (I don't smoke anymore.)
We used to live in the countryside. (We don't live there any longer.)

Note the difference between:

- ▶ *used to* (repeated past actions, habits or states in the past)
I used to eat a lot of cheese in France.
- ▶ *get used to* (become accustomed to)
Since we've lived in France, I've got used to eating a lot of cheese.*

- ▶ *be used to* (be accustomed to)
Are you used to eating a lot of cheese, now that you live in France?*

*We use the *-ing* form after *get used to/be used to*.

Would

We use *would* to talk about repeated past actions or habits.

We would spend the weekends at our aunt's house.

We cannot use *would* to talk about past states:

She used to be happy.

NOT *She would be happy.*

They used to be able to play the piano.

NOT *They would be able to play the piano.*

I used to have a pet frog.

NOT *I would have a pet frog.*

We have to use the past simple to describe things in the past that happened only once.

She moved to Cardiff in 2007.

NOT *She would move to Cardiff in 2007.*

NOT *She used to move to Cardiff in 2007.*

3 Put a tick (✓) next to the correct sentences. Correct the incorrect ones.

- 1 I am used to love watching hospital dramas on TV, but now I'm not interested in them.
- 2 I know your job is difficult at the moment, but you will get used to it.
- 3 She doesn't get used to having such a big breakfast, she usually just has a piece of toast.
- 4 Did you use to go to my school?
- 5 I can't be used to the cold weather in this country!
- 6 We are used to cold water because we go swimming in the sea every morning.

4 Complete the sentences using *would* or *used to*. If both are possible, use *would*.

- 1 When we lived in Brighton, my father _____ (go) swimming in the sea every morning.
- 2 I _____ (have) a small green bicycle when I was younger.
- 3 _____ (you/believe) in ghosts when you were a child?
- 4 While they were on holiday, they _____ (not/get) up before ten o'clock in the morning.
- 5 She _____ (not/understand) her maths teacher at her last school.
- 6 Every year, in the summer, we _____ (travel) three hundred kilometres to visit our grandmother in Birmingham.
- 7 She _____ (like) sugar in her coffee, but now she hates it.
- 8 We _____ (always/walk) home through the park when we finished school.