Upper Intermediate Unit 11a

Ability: can, could, be able to, manage to, succeed in

Scientists close to invisibility

■ Scientists have succeeded in creating a new device which can bend light and make solid objects invisible. The team of scientists couldn't say when the device would be ready for production, but once they have managed to perfect the device, they are hoping to be able to use it for a range of different uses, both civilian and military.



Presentation

You can use *can, could* and *be able to* to talk about ability:

The new device can bend light.

They will **be able to** use the device for a range of uses. They **couldn't** say when the device would be ready.

can / could

Use *can/can't* (*cannot*) to talk about ability in the present and the future. If you want to talk about ability in the past, use *could/couldn't*.

It can bend light. (= present)

We can't show you until next week. (= future)

They couldn't say anymore. (= past)

See also Units 67–69 and 86–89.

be able to

There is no infinitive or participle form (*-ed* or *-ing* form) of *can* or *could*. When we need an infinitive or participle form, we use *be/been/being able to*.

We'll soon be able to put the device into production.

They haven't **been able to** find a sponsor.

Being able to speak Japanese is very important.

could and was / were able to

You can use both *could* and *was/were able to* to talk about general abilities in the past:

He was the best person for the job. He could speak Japanese and he had experience of working in the arts.

I was the only one in my class who **wasn't able to** / **couldn't** swim.

We use *was/were able to* (not *could*) to talk about success in a particular task or activity:

She was able to find a substitute for Tim. (not *She could find a substitute for Tim.*)

You can use both *couldn't* and *wasn't/weren't able to* to talk about not succeeding in a particular task or activity:

She couldn't/wasn't able to help him.

manage to and succeed in

You can also use *manage to* (+ infinitive) and *succeed in* (+ *-ing*) to talk about success (or lack of success) in a particular task or activity, but not to talk about general abilities:

Once the team **manage to perfect** their device, they will be able to put it on the market.

Scientists have **succeeded in creating** a new device.

Exercises

He loved the water and *could* / *couldn't* / 1 wasn't able to swim when he was three. I'd love to *can / could / be able to* swim like him. 2 She teaches French and she *can't / could / is able* 3 to speak Chinese as well. 4 He's lost his driving licence. He can't / couldn't / hasn't been able to drive for the last two years.

Underline the correct options.

1

5 We're a bit worried about Jake. He's six years old, but he still can / can't / couldn't read.

- You used to *could / be able to / was able to* see 6 the sea from here, before they built that block of flats.
- He was heartbroken, but he *can / could /* 7 couldn't understand why she'd left him.
- I'm having laser treatment on my eyes, so I'll 8 *can / could / be able to* read without glasses.

2 Complete the sentences with the verbs in brackets. Use negative forms where necessary.

	1	I'm really sorry we to the party last night. (able/come)		rty last night. (able/come)	
	2	She finallya job as a waitress. (manage/find)		s. (manage/find)	
	3	My father's going (able/buy)	to give me some money so I		my first car.
	4		ome for a few days and unfo ed to see. (not succeed/visit)	rtunately we	all the
	5	She did as well as the exam on time.		ular occasion she just	
	6	The cup fell off th	e table, but luckily he		it before it hit the floor.
		(manage/catch)			
3		-	ences using <i>can, could</i> or nan one form is possible.		gative forms where necessary.
	1	A: ¹	you speak Dutch?		
			. I ²		but then my family left the
	2	A: Did you go to	the concert last night?		
		B: No, I ³	get a ticket.		
	3		if Sarah ⁴	0 0	night?
		B: Yes, she caugh	nt the last train with just min	nutes to spare!	
	4	A: How's the sno)w?		
		B: Amazing! An morning!	other ten inches fell two nig	hts ago. I ⁵	get to the office yesterday
	5	A: I'm sorry I ⁶		the meeting this afterne	oon. Something's come up.
		B: OK. Don't wo	rry. I'll take notes for you.		
4	W	rite sentences ab	out yourself.		
	1	I can		, but I can't	
	2 I'd love to be able to		•		
	3	When I was		I could	•
	4	I couldn't		until I	•
	5	I was really please	d when I succeeded in		for the first time.
	6	I'll never forget th	e time I managed to		•
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Upper Intermediate Unit 3a

Future verb forms review: Present simple, present continuous, future simple, going to



- A: Ah! So you've got two kids now. I didn't know! How old's your youngest?
- B: She's two. She'll be three on Sunday. We're going to have a party. There'll be fun and games for the kids, and food and drink for the adults.
- A: Where are you having it?
- B: At the café in the park. There's plenty of room for the kids to run around, and we're going to get a clown to come and do a little show.
- A: Sounds like it'll be great fun!
- B: Fancy coming? The show starts at five.
- A: Er, no thanks. Maybe I'll join you for ten minutes to say hello. I'm not really that good with kids!

Presentation

Present simple

Use the present simple for timetabled or scheduled events in the future:

The show **starts** at five.

Present continuous and going to

You can use both the present continuous and *going to* to talk about plans and arrangements in the future. They can often be used with the same meaning:

We're going to have a party.

Where are you having it?

We're having it in the park.

Use the present continuous (and not *going to*) when a formal arrangement has been made:

I'm having a party tomorrow.

We'**re** *flying* to Barcelona tomorrow. We booked the tickets last week.

Use *going to* (and not present continuous) to talk about personal intentions when there is no clear time reference or expression:

I'm going to study hard for my exams. (= I intend to study hard in the future.)

I'm studying hard for my exams. (= I'm studying hard NOW.)

TP You normally use the verbs *go* and *come* in the present continuous, <u>not</u> with *going to*.

Say Are you going to the party? (don't say Are you going to go to the party?)

going to and will

You can use both *going to* and *will*:

- to talk about future facts and inevitable events: *She'll be / She's going to be three next birthday.*
- to make predictions about the future: *It'll be great fun. / It's going to be great fun.*

Use *going to* when you make a prediction based on information in the present situation:

Look at those clouds! Get in the car, it's going to rain!

You often use *will* with verbs like *think*, *expect*, *imagine*:

I **think** it'll be OK. I **expect** he'll be here on time. I **imagine** he'll call later today.

To talk about decisions, *I'm going to* ... and *I'll* ... are both used.

Use *going to* to talk about a decision that has been made before the moment of speaking:

I'm going to get a bus.

Use *will* to talk about a decision that is made at the moment of speaking:

Oh no! It's really late. I'll call a taxi!

See page 236: Summary of future forms

Exercises

1 Match 1–8 with A–H.

- 1 There's been a change of plan. H
- 2 We'll need to leave here at about 7.30.
- 3 I didn't do very well in my exams.
- 4 You'd better bring some sun cream.
- 5 I forgot that it's Amy's birthday today!
- 6 Oh no! Look at the traffic.
- 7 Tomorrow is the last day of term.
- 8 Sorry, I can't come to the cinema tomorrow evening.

2 O Choose the best options. Then listen and check.

- A: ¹*We're going / We'll go* to the theatre on Saturday.
- B: What ²*are you going to / will* you see?
- A: It's a Cuban dance group. They're great. Do you want to come, too?
- B: What time does the show start?
- A: At 9.30. ³We're going to meet up / We will meet up for something to eat at the Thai Dragon beforehand. ⁴There's / There'll be me, Rob, Teresa and Stefano. ⁵It's being / It'll be fun.
- B: I'd love to come too. Have you got the tickets yet?
- A: No, I think ⁶*I buy / I'm going to buy* them online later today. Do you want me to get one for you?

- A We're going to be late!
- **B** The doors open at 8 o'clock.
- **C** I'm babysitting for my neighbour.
- **D** But I'm going to study much harder this year.
- **E** It's going to be really hot today.
- F All classes will finish at 1 p.m.
- **G** I'll send her a text message.
- H We're meeting at 12 instead of 1.30.
- B: Could you get two? Jane ⁷*is staying / will stay* with me this weekend.
- A: Sure, ⁸*I'm doing / I'll do* that this morning as soon as I've finished my breakfast!
- B: Thanks a lot! Let me know how much it is and *'I'm paying / I'll pay* you on Saturday.
- A: OK. Speak soon!



3 Rewrite the sentences with a similar meaning using the words in bold.

1	What are your plans for tomorrow? doing What are you doing tomorrow?
2	Who do you think will win the competition? think/going
3	Don't worry, it isn't going to rain tomorrow. will
4	I've arranged to take the day off tomorrow. taking
5	The flight will leave Naples at 18.30 and arrive in London at 20.25. leaves
6	Do you intend to sell your bike at the end of the summer? going
7	It's going to be really difficult to get there by nine. will
8	The exam will start at 9.00 and the doors to the exam room will close at 8.50. starts

Upper Intermediate Unit 2b

Past simple, past continuous and past perfect simple



When I arrived, the party had already started and everyone was laughing and talking.

As I walked in, they all stopped talking and looked at me.

Presentation

Past simple

Use the past simple to talk about the sequence of the main events in a story:

When I arrived, they all stopped and looked at me.



Past continuous

Use the past continuous with the past simple to explain that two actions happened at the same time. The action in the past continuous was in progress at the time the action in the past simple happened:

When I arrived, everyone was laughing.



The past simple action may interrupt the longer past continuous action:

Everybody was laughing and talking when the door burst open. Suddenly they all stopped talking and turned around to look at the door. You don't usually use stative verbs in the past continuous.

Say I *knew* the waiter very well. (don't say I *was knowing* the waiter very well.)

See Unit 3: Stative verbs in the continuous

Past perfect simple

You use the past perfect simple to show that something happened before the main event:

When I arrived, the party had already finished.



If you use the past simple, it shows that one action happened after the other:

When the police **arrived**, the party **finished**.



See page 235: Summary of past simple, past continuous and past perfect simple

Upper Intermediate Unit 2b

Exercises

1 Put 1–8 in the correct order to complete the story.



I'd been ...

1	been years since I'd last seen my twin brother.	
2	walked over to me. It was Tom. He	
3	got to the restaurant, I thought he hadn't	
4	looked so much older than when I'd last	
5	arrived yet. Then a man with a long beard	
6	seen him. I was so happy. It'd	
7	seen him for more than ten years. When I first	<u>.</u>
8	looking forward to seeing Tom again. I hadn't	l

2 Circle the correct form of the verbs.

- 1 He ¹had climbed /(was climbing) a tree when the accident ²was happening / happened. He ³had come / was coming down when he ⁴was falling / fell and ⁵was breaking / broke his leg.
- We ⁶had been / were incredibly late. The party ⁷had finished / finished by the time we ⁸had got / got there. 2 The music ⁹had stopped / was stopping and all the guests ¹⁰got / were getting ready to go. We ¹¹had explained / explained that our car ¹²had broken / was breaking down. Steff ¹³had already put / already put her coat on, but she ¹⁴was inviting / invited us to have a drink in a nearby bar.
- I had just got into bed when I ¹⁵heard / was hearing a loud noise. I ¹⁶had run / ran to the window to see what 3 ¹⁷was happening / happened. A dog ¹⁸had knocked / was knocking over our rubbish bin. It ¹⁹was eating / ate the food that ²⁰had fallen / was falling on to the pavement.

3 Or Complete the dialogue using the past simple, past continuous, or past perfect simple. Then listen and check.

- A: ¹ Did you hear (hear) about the party last night?
- B: No, what party?
- A: The one at Hugh's house. You remember, the one for his girlfriend's 30th birthday.
- B: Oh yes, I remember. So, what ² (happen)?
- A: Well, everyone ³ (have) a great time. There was a band and a disco ...
- B: Sounds just like Hugh!

- A: Yeah, but while the band ⁴ (play), some thieves ⁵ (break) into the house.
- B: No! Really?
- A: Yes! Hugh ⁶ (not find out) till a few hours after it had happened. Everybody ⁷.....(already/leave).
- B: What⁸ they (take)?
- A: Everything: the TV, the hi-fi, the computer ...
- B: Oh, no! Poor Hugh!

Upper Intermediate Unit 6b

Question tags



Jim: It's Lisa, isn't it?

Lisa: Yes, Lisa Rogers. Have we met before?

Jim: Once, but it was a long time ago. I'm Jim Smythe. I work for KMC.

Lisa: You don't work with León Alvarez, do you?

Jim: That's right.

Lisa: Oh, I remember now. You were at that meeting with León in Barcelona, weren't you?

Jim: Yes, about two years ago. There was that wonderful reception, wasn't there?Lisa: Yes! Well it's nice to meet you again. Anyway, what do you think of the conference? It's been interesting, hasn't it?

Presentation

Use question tags for asking for information, or for checking and confirming information. They are used in informal speech at the end of affirmative or negative sentences:

It's Lisa, isn't it?

There was a meeting, wasn't there?

Do not use them after questions:

Is it Lisa, isn't it?

Was there a meeting, *wasn't there*?

Always use contracted forms in the tag.

Don't say: It's Lisa, is not it?

When the main verb is affirmative, the tag question is negative:

+

It's been an interesting conference, hasn't it?

When the main verb is negative, the tag question is affirmative:

+
You don't work with León Alvarez, do you?
When the subject is a pronoun, repeat the pronoun:

It's Lisa, isn't it?

When the subject is a noun, use an appropriate pronoun:

The conference has been interesting, hasn't it?

Punctuation

When you write question tags, put a comma between the main sentence and the tag: *It's Lisa, isn't it?*

For the following verbs or verb forms, use the auxiliary (given in brackets) in the question tag.

Verb or verb form + (auxiliary)	Examples
to be (is, are, was, were)	It's Lisa, isn't it? I'm late, aren't l?* (*With I am, don't say I'm late, am not l?) You were at that meeting with León in Barcelona, weren't you? There was that wonderful reception, wasn't there?
Present simple (do/does)	You work for KMC, don't you? You don't know my colleague, do you?
Past simple (did)	He went to the conference, didn't he? They didn't enjoy the presentation, did they?
Perfect and continuous (the same auxiliary verb)	The conference has been interesting, hasn't it? You aren't listening to me, are you?
Modal verbs (the same modal auxiliary verb)	I should leave now, shouldn't l? I couldn't buy you a drink, could l?
Imperative (will/won't)	Send me your contact details, won't you? Don't forget to call me, will you?
Let's (shall)	Let's go out for dinner again sometime, shall we? Let's not spend too long discussing this, shall we?

See page 237: Summary of statements, questions, short answers and short responses

Upper Intermediate Unit 6b

Exercises

1 **Write the question tags in the conversation. Then listen and check.** are you didn't you do you haven't we isn't it shall we shouldn't I wasn't it weren't you will you won't you A: We've met before, ¹ ? B: Sorry, you'll have to remind me. A: You were on a training course with me in Bristol, ²_____? B: Yes! That was a long time ago, ³ ? I remember now. You aren't Malcolm, 4_____? A: That's right. Malcolm Savage. B: Peter Franks. Nice to meet you again. It's funny how you meet people again at these events, 5_____? A: Well, it's a small world. You worked for Haversham Plastics then, ⁶_____? B: Yes. I still do. You don't do any business with us, 7____? A: No, I'm afraid not. But I have a colleague here who works in your industry. In fact he's looking for a supplier. B: I should meet him, ⁸......? A: Yes, but I can't see him at the moment. Never mind. You'll be here later, ⁹ ? B: Actually I have to go in a minute. A: OK. Well, let's keep in touch about this, ¹⁰......? Here's my card with my phone number. Don't forget to call me, ¹¹.....? B: No, I won't. Thanks. It was nice meeting you again. 2 Write the missing question tags. You're Marie,? 1 9 He'd already asked her to marry him before, It's my turn to pay, ____? ? 2 Sheila's going to be angry about the mess, 10 3 They don't work here, ? ? 4 She likes sugar in her tea, ____? Don't forget to give this package to your mother, 11 When I lived here, there was a tree here, 5 ? ? 12 All you children must work harder, They've closed the post office, ? 6 ? I'm in your group, _____? 7 13 Let's take a taxi home, ? I couldn't borrow a pen, _____? 8 14 It's been a lovely day, ____? 3 Think of someone you know who you haven't seen for a long time. Imagine you meet again. Write questions using these tags. 1 , aren't you? 2 , don't you? 3 ______, haven't you?

4

, didn't you?

Upper Intermediate Unit 9a

Articles 2: the or no article

Benjamin Franklin

Benjamin Franklin is famous as one of the Founding Fathers of the United States of America, but did you also know that ...?

- His inventions included the lightning rod, the Franklin Stove, the Glass Armonica (a type of musical instrument), as well as bifocals and swim fins!
- He set up the first public library and the first team of firefighters in Philadelphia.
- He believed that hard work, education and community spirit were the most important values for a society.
- He played the violin, the harp and the guitar. He also played chess and spoke Italian and French.
- He was the US Ambassador to France during the Revolutionary War and had a home near the River Seine.



Presentation

the

Use *the* with:

- *play* + musical instrument: *play the violin, the harp and the guitar*
- the name of (a specific) invention: *the lightning rod*, *the Franklin Stove*
- an adjective to talk about a group of people: *the rich*, *the guilty*
- professional bodies: *the police*, *the army*, *the media*
- words about the weather and climate: *the wind*, *the rain*
- deserts: the Gobi, the Sahara
- rivers: the Amazon, the Seine
- mountain ranges: the Alps, the Himalayas
- oceans and seas: the Pacific, the Mediterranean
- groups of countries or states: *the USA*, *the European Union*
- countries whose names are plural: *the Philippines*, *the Maldives*
- countries whose names include a political label: *the United Kingdom, the People's Republic of China*
- some buildings: *the White House*, *the Eiffel Tower*
- periods of time and history: *the holidays*, *the weekend, the sixties, the 18th century, the Enlightenment*
- geographical regions: *the Americas, the north, the coast, the mountains, the countryside, the world*

- superlatives: the best, the most important
- titles: the President, the Revolutionary War
- newspapers: The Pennsylvania Gazette, The Times
- some common expressions: go to the theatre/bank/ cinema/gym/shops/city centre

No article

You use no article with:

- meals as part of a routine: *What do you have for breakfast*?
- *play* + sports/games: *play tennis*, *play chess*
- *by* + transport: *by car, by taxi, by train*
- possessive 's: Sally's house, Franklin's invention
- towns and cities: Paris, Boston
- most countries: France, New Zealand, South Africa
- continents: Asia, Africa, Europe, Antarctica
- lakes and mountains: Lake Geneva, Mount Everest
- days of the week, months and years: *Monday*, *Tuesday*, *January*, *February*, 1991, 2001
- languages: Italian, Japanese
- school subjects: Geography, History, Art
- magazines: Vogue, Hello!
- some common expressions: to/at/from school/ university/college/church/work; to/in(to)/out of hospital/prison; on holiday

Upper Intermediate Unit 9a

Exer<u>cises</u>

1 ③ Complete the text with *the* or no article (Ø). Then listen and check.

Hedy Lamarr

Actress and inventor

Hedy Lamarr was an Austrian actress born in ¹ Vienna who went on to become one of ² most famous Hollywood actresses of ³ 20th century. Her real name was Hedwig Eva Maria Kiesler. Her mother was a pianist and influenced her daughter's artistic skills as she studied ⁴_____ ballet and soon became an actress. She became well known in ⁵_____ European films and was called ^{'6}___ most beautiful woman in ⁷_____ Europe'. In 1933, she married Fritz Mandal, but she left him ⁸ four years later. She went to ⁹ London and met Louis B. Mayer, a film producer. He changed her name to Hedy Lamarr and she went to ¹⁰_____ Hollywood. Nowadays, Lamarr is well known for her many films from ¹¹ forties and fifties. However, she was also very intelligent and invented ¹²_____ secret communications system in ¹³ 1942 which could change radio frequencies and protect radio messages. At the time, the technology was too advanced to help ¹⁴ US Army in World War II, but since then it has been used by 15 modern military and the mobile phone industry.



2 Cross out *the* in sentences 1–11 where it's not needed.

- 1 What time do you normally eat the lunch.
- 2 *The Times of India* is the country's most widely-read English newspaper. ✓
- 3 Have you finished with your copy of the *Newsweek*? Can I read it?
- 4 The United Nations' headquarters is in the New York.
- 5 Let's leave the car and go by the bus for a change.

- 6 Are you going to the gym later?
- 7 What can we do about the poor in our society?
- 8 My uncle is in the hospital with a broken leg.
- **9** The Italian Renaissance was famous for painters like Michelangelo and Leonardo da Vinci.
- **10** My favourite subject has always been the Geography.
- 11 They say you can float and read a newspaper on the Dead Sea.

3 Complete these sentences in your own words. Use *the* or no article in your answers.

1	The most famous place to visit in my country is	
2	I can play	•
	The invention of	
4	My country is part of the continent of	
5	In my country, everyone has to study	in school.
6	My favourite meal of the day is	•



Upper Intermediate Unit 10b

be used to and get used to



- A: How do you feel about your new job? Are you getting used to the new routine?
- B: Getting up so early in the morning is still a bit difficult. I used to work in a bar and the hours were very different. I was used to staying in bed late in the morning, and having a long, slow breakfast.
- A: Did you prefer working in the evenings, then?
- B: No, not at all. I love finishing at midday. Give me another couple of weeks and I'm sure I'll be used to getting up at four o'clock!

Presentation

You can use used to as an adjective:

I'm used to working at night. (= I'm accustomed to working at night.)

be used to

Use *be used to* to explain that someone is familiar with a situation or a routine:

I'm used to staying in bed late.

Don't use *be used to* in the continuous: *I'm being used to* working late at night.

get used to

Use *get used to* in the present continuous to explain that someone is in the process of becoming familiar with a situation:

I'm getting used to working early in the morning.

Use the past simple to show that the process is complete:

I quickly got used to the new routine.

used to (verb) and be/get used to (verb + adjective)

When you use *used to* as a verb, it is followed by the infinitive:

I used to work nights.

You can only use *used to* as a verb to talk about the past.

Use *be/get used to* with a noun or with verb + *-ing*:

I'm used to early mornings. (noun)

I'm getting used to working early in the morning. (verb + -*ing*)

You can use *be/get used to* to talk about the past, present or future:

past: I was/got used to getting up late.

present: *I'm/I'm getting used to* working in the morning. future: *I'll be/get used to* getting up at four o'clock. See page 235: Summary of *be used to*

1 Choose the correct options.

I grew up in the city, so ${}^{1}(I'm)/I'm$ getting used to noise and traffic. It's taking me some time to ${}^{2}be/get$ used to the peace and quiet out here in the country!

Our daughter is almost a year old now. ³*I'm slowly / I'm slowly getting* used to life as a parent. I quickly ⁴*was / got* used to the sleepless nights and the toys all over the house. And I know I'll have to ⁵*be / get* used to being called 'Daddy' pretty soon, too, now that Rosie's started talking.

2 Complete the sentences with the correct form of be or get.

- 1 He ______ used to travelling on the train to work every day. He'd been doing it for years and always took a book with him.
- 2 They soon ______ used to the new routine and really enjoyed the change.
- 3 Moving to a new town can be quite stressful, but I'm sure I ______ used to it pretty quickly.
- 4 At the beginning, I _____ (not) used to working nights and I found it very difficult to adapt.
- 5 She had always lived alone and ______ used to having the house to herself, so she didn't like having visitors to stay.
- **6** We _____ (not) used to all this noise and we're finding it very difficult to sleep at night.
- **3** ③ Complete the dialogue with the correct form of *used to*, *be used to* and *get used to*. Then listen and check.
 - A: So, what ¹______ you _____ do before you became a teacher?
 - B: I²_____ work as a banker in the City, in London.
 - A: Why did you decide to become a teacher?
 - B: My working life ³_____ be very stressful. I ⁴_____ working ten or twelve hours a day and under a lot of pressure. It was very tiring and I decided it was time for a change.
 - A: Was it difficult to ⁵_____your new lifestyle?
 - B: Well, I ⁶______ earning a lot more money, so it took me a bit of time to ⁷______ living on a teacher's salary! And I ⁸______ (not) working with kids, but now I'm slowly ⁹_____ the role of teacher and I'm loving every minute of it well, almost!
 - A: And what about your new working routine?

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B: I ¹⁰______ the shorter working hours and the longer holidays very quickly! I only ¹¹______ take ten or fifteen days' holiday a year when I was a banker. Now I have six weeks' holiday in the summer alone. That's great!

4 Complete these sentences so that they are true for you.

1	I'm used toat work/school/university.
2	I'm still not used to
3	I'm slowly getting used to





Upper Intermediate Unit 10b

Exercises

Upper Intermediate Unit 5a

Verb + -*ing* or infinitive 1



Presentation

Verb + -ing

Certain verbs are always followed by a verb in the *-ing* form (NOT the infinitive):

I enjoy listening to the radio. ✓

I enjoy to listen to the radio. X

These verbs include: *avoid*, *can't* help, *consider*, *dislike*, enjoy, fancy, finish, imagine, involve, keep, mention, mind, don't mind, miss, postpone, practise, report, risk, stand, can't stand, suggest.

Verb + preposition + -ing

When a preposition follows the first verb, the next verb is in the *-ing* form:

I learn by doing.

I apologise for cheating.

See also Unit 52: Verbs and dependent prepositions

Verb + object + -ing

Some verbs can be followed by an object and a verb in the *-ing* form:

I don't like other people helping me.

This fence prevents the animals running away.

These verbs include: *imagine*, *hate*, *like*, *dislike*, *keep*, *love*, *prevent*, *remember*, *risk*, *see*, *stop*, *mind*.

Infinitive or -ing?

Some verbs can be followed by either form, with very little or no change in meaning. These verbs include: *hate, like, love, prefer.*

You can use *-ing* after these verbs to describe the action (or activities) in general:

I like reading science fiction novels. / *I like to read science fiction novels.*

I love singing. / I love to sing.

You can also use the *to* infinitive after these verbs to describe an action in certain circumstances or on specific occasions:

I **like to read** the instructions first when I buy something new.

I love to sing when I'm on my own.

You can use *-ing* or the *to* infinitive after some verbs with no change in meaning. These verbs include: *begin*, *start*, *continue*, *can't bear*.

I always aim to finish the job when I start to work on something. \checkmark

I always aim to finish the job when I start working on something. \checkmark

See also Unit 63 for changes in meaning with infinitive and *-ing*.

Practical Grammar 3

Exe<u>rcises</u>

1 Complete the sentences with the pairs of verbs. Change the form of the verbs where necessary.

apologise + be can't help + think enjoy + play mind + stay prevent + break start + work worry + cook

- prevent + break start + work worry + cook
- 1 My family always _____ board games.
- 2 When did you ______ for this company?
- 3 We _____ for _____ late, but we've been stuck in traffic.
- 4 Don't ______ about _____ dinner for me.
- 5 This lock will _____ burglars _____ into your house.
- 6 My parents don't ______ you _____ at our house.
- **7** I ______ that he lied to us.

2 O Complete the conversation. Write the word in brackets in the *-ing* form or as an infinitive. Then listen and check.

- A: Did you enjoy ¹ taking (take) the quiz?
- B: Yes, it was interesting. I discovered that I'm good at ²_____(do) creative things.
- A: So you're right-brain dominant?
- A: I was a mixture. On the whole I learn by ⁴______ (study) the rules first, and afterwards I attempt ⁵______ (answer) questions one by one. That's left-brain dominant. But I also risk ⁶______ (make) mistakes from time to time, which is more right brain.
- A: Not yet. I was thinking of ⁸ (ask) Pietro.
- A: Me too. But you never know!

3 Underline the correct options in italics. In some sentences both options are possible.

- 1 I love *reading / to read* poetry.
- 2 Getting a driving licence involves *taking / to take* a test.
- **3** Pretend *liking / to like* her cooking or she'll be upset.
- 4 When did you begin *collecting / to collect* stamps?
- 5 He hates *asking / to ask* for help.
- 6 I demand *seeing / to see* the manager!
- 7 Remind the children *tidying / to tidy* their rooms.
- 8 Even after the police have caught them, some people continue *breaking / to break* the law.
- 9 Why do you always keep people *waiting / to wait*?
- **10** Some people prefer *studying / to study* online instead of learning in a classroom.

4 Complete these sentences so that they are true for you. Use a verb in the *-ing* form or as an infinitive.

1	Recently, I've started
2	In my spare time, I love
3	I can't bear people
4	When choosing a film, I always prefer

Upper Intermediate Unit 5b

Verb + -ing or infinitive 2: remember, forget, go on, mean, regret, stop, try

THE ARTS





World-famous singer Andrea Bocelli lost his sight at the age of 12. He remembers taking huge comfort from his music during this difficult period of his life. He started to play the piano at the age of six and he went on to learn the flute, saxophone, trumpet, trombone, harp, guitar and drums.

When he left home, Bocelli studied law at university. He never meant to become a professional singer but, as a student, he tried to earn extra money by singing in bars at night.

In 1992, he won a singing competition and, since then, he hasn't stopped performing to huge audiences around the world and recording number-one albums. Looking back on his career, Bocelli sometimes regrets doing 'things that were profitable' instead of 'more artistically satisfying work', but it's a regret most of us can only dream of.

Presentation

	+ -ing	+ to infinitive
remember / forget	To talk about your memories: He remembers taking comfort from his music during this difficult period of his life. He'll never forget hearing music for the first time.	To talk about actions which are necessary: I must remember to send that letter. Don't forget to practise the piano. To say whether or not the action took place: Did you remember to post the letter? Sorry, I forgot to send it.
go on	To talk about a continuing action already in progress: He went on performing for the rest of his life.	To talk about a change of situation or sequence of events: <i>He learnt to play the piano and went on to learn</i> <i>other musical instruments.</i>
mean	To talk about the result of an action: Success as a singer meant changing his career plans.	To talk about something you intend to do: <i>He always meant to become a lawyer.</i>
regret	To say you are sorry for something that you did: I regret doing things for money.	To say you are sorry for something that you are about to say. This is a polite way to introduce bad news: <i>I regret to tell you that you have not won.</i>
stop	To talk about an action which has ended: <i>He stopped performing to audiences in 2001.</i>	To talk about the reason for stopping: <i>He stopped to talk to his fans.</i>
try	To talk about an experiment to see if something is successful: He tried working as a lawyer but he didn't like it.	To talk about an attempt to do something: <i>He tried to earn extra money.</i>

Some verbs can be followed by either the *to* infinitive or the *-ing* form but the meaning changes. These verbs include: *remember, forget, go on, mean, regret, stop* and *try*.

Upper Intermediate Unit 5b

Exer<u>cises</u>

1 Complete the pairs of sentences. Write the words in brackets as an infinitive or in the *-ing* form.

- 1 A I remember _____ (leave) my wallet on the table, but now it isn't there.
- **2** A Don't forget _____ (take) the books with you when you leave.
 - B I'll never forget ______ (fall) off my bicycle for the first time.
- **3** A After a bad start, the team went on _____ (win) the tournament.
 - B Mike told us a ghost story and then we all went on ______ (tell) each other scary stories.
- 4 A Leaving university meant ______ (give up) his dreams of becoming a doctor.
- **5** A I don't regret ______ (hit) him at all! He deserved it.
- B We regret _____ (inform) you that we are unable to reimburse the full amount.
- 6 A You're so selfish. Do you ever stop _____ (think) how other people might feel?
- B Stop _____ (bother) your brother. He needs to finish his homework.
- 7 A Try _____ (press) that key again and see if the program stops this time.
 - B I'm trying ______ (learn) Arabic at the moment, but it isn't easy!

2 O Correct six more mistakes in these conversations. Then listen and check.

Conversation 1

- Shelley: Did you remember buy more paint, Diego?
- Diego: Yes, I did. But I forgot bringing it with me. I can go back and get it now.
- Shelley: It's OK. I think Marie is on her way here, so she can stop getting some.

Conversation 2

- Shelley: Hi Marie. It's Shelley. Are you on your way?
- Marie: No, not yet. I meant leaving ages ago, but my ex-boyfriend called round.
- Shelley: Really? What did he want?
- Marie: To say how much he regretted to leave me. He went on say how sorry he was for over an hour!
- Shelley: What happened?

Marie: Well, I tried be nice at first but it didn't help, so in the end I told him to go.

3 Rewrite the first sentence using the word in bold followed by a verb as an infinitive or in the *-ing* form.

1 After he joined the army, he became a general. went on After he joined the army, he went on to become a general. 2 Don't worry so much! stop it so much! 3 As the window is stuck from the inside, see if you can open it from the outside. 4 I'm sorry that I lied to you. regret I to you. The security guard was sure he had checked the lock before he went home. 5 remembered The security guard ______ the lock before he went home. 6 I had less money to spend because I lost my job. meant Losing my job less money to spend.