

B Grammar

When you use two verbs together the form of the second verb depends on the first verb. The second verb can be the *to*-infinitive, the infinitive without *to*, or *-ing*.

▲ Many verbs can also be followed by a *that*-clause e.g. *recommend, suggest, tell* (see Unit 15).

1 Verb + *to*-infinitive

Some verbs are followed directly by the *to*-infinitive and do not need an object:

agree aim appear arrange attempt be able be likely claim decide deserve
fail hope learn manage offer plan promise refuse seem tend try

*Was animal care something you always **hoped to do**?
I **decided to do** an animal management course during my last year at school.*

Some verbs are always followed by an object + *to*-infinitive:

advise allow encourage force get persuade remind teach tell warn

*This course **has taught me to respect** all animals and overcome my fears. (~~not This course has taught to respect all animals~~)
I just **told him to be** quiet.*

*Get is used with an object + *to*-infinitive when it means *persuade* or *make*:
If you want to **get your teachers to notice** your work you should make sure you hand it in on time.*

Some verbs can be used with or without an object + *to*-infinitive:

ask choose dare expect help intend need prefer prepare want

*I didn't **want to touch** the snakes.
They **wanted us to touch** the snakes.*

2 Verb (+ preposition) + *-ing*

Some verbs are followed by *-ing*:

avoid approve of can't help can't stand carry on consider deny don't mind
enjoy feel like finish give up imagine include insist on involve keep mention
mind practise put off recommend resist suggest think of/about

*I **prefer dealing** with the customers but I **don't mind cleaning** out the animals and **feeding** them.
We've **practised handling** animals.*

When a verb is followed by a preposition (except *to*) then the following verb is always *-ing*:
*I was **thinking about doing** another course.*

3 Verb + to-infinitive or -ing

Some verbs are followed by either *to*-infinitive or *-ing* with little difference in meaning:

attempt begin bother continue hate like love prefer start

I've started working at a pet shop. (= I've started to work at a pet shop.)

I like feeding the animals. (= I like to feed the animals.)

▲ *Would like / would love / would prefer* are followed by the *to*-infinitive:

I'd really like to work in either a zoo or a safari park.

I'd prefer to stop studying for a while.

Some verbs mean something different when they are followed by the *to*-infinitive or *-ing*:

forget go on need remember stop try

verb	+ <i>to</i> -infinitive	+ <i>-ing</i>
<i>go on</i>	<ul style="list-style-type: none"> one action follows another: <i>After university she went on to get a job as a vet.</i> (= she finished university and then she got a job as a vet) 	<ul style="list-style-type: none"> an action is repeated or continued: <i>She went on talking even though the film had started.</i> (= she continued talking)
<i>remember</i>	<ul style="list-style-type: none"> you remember before you do the action: <i>As long as you remember to do what you've been told, it's fine.</i> (= 1 remember 2 do what you've been told) 	<ul style="list-style-type: none"> you remember after doing the action: <i>I remember feeling really scared.</i> (= 1 I felt scared 2 I remembered that feeling)
<i>forget</i>	<ul style="list-style-type: none"> the action did not happen: <i>I forgot to post my application form.</i> (= I didn't post it) 	<ul style="list-style-type: none"> the action happened: <i>I'll never forget meeting you that cold winter's day.</i> (= we did meet) <p>This form is usually in the negative.</p>
<i>stop</i>	<ul style="list-style-type: none"> there are two actions and the first stops so that the second can begin: <i>I stopped to ask the way.</i> (= I stopped and then I asked) 	<ul style="list-style-type: none"> there is one action which stops: <i>I'm going to stop studying for a while.</i>
<i>try</i>	<ul style="list-style-type: none"> make an effort to do something. You may not always be successful: <i>I try to find out why he's barking.</i> 	<ul style="list-style-type: none"> experiment with doing something: <i>She tried adding a bit more sugar but it still tasted horrible.</i>
<i>need</i>	<ul style="list-style-type: none"> the subject of the sentence will do the action: <i>I need to mend my jeans.</i> (= I will mend them) 	<ul style="list-style-type: none"> there is a passive meaning: <i>My jeans need mending.</i> (= we don't know who will mend them)

4 Verb + object + infinitive without to

feel hear help let make notice see watch

Make and *let* are always followed by an object + infinitive without *to*:
 They **made us handle** all kinds of animals including spiders and snakes.
 They **let us take** it slowly.

▲ When *make* is used in the passive we use the *to*-infinitive:
 I **was made to handle** all kinds of animals including spiders and snakes.

Help can be followed by an infinitive with or without *to*:
 The course **helped me understand** my own dog better. (= The course helped me to understand my own dog better.)

5 Negatives

If we want to make the second verb negative we use *not*:
 I chose **not to study** at this college.
 I enjoy **not working** late.

C Grammar exercises

1 Fill in the gaps with the correct form of the verbs in brackets.

Tutor: So have you managed 1 to finish (*finish*) the assignment, Kumiko?

Kumiko: Well, I've nearly finished but I forgot 2 (*add*) a bibliography, so I'd like 3 (*have*) an extension, if that's possible?

Tutor: How long will you need 4 (*do*) it?

Kumiko: I aim 5 (*finish*) it today, but maybe two days would be the best thing.

Tutor: Yes, that's fine. Have you begun 6 (*work*) on your dissertation yet?

Kumiko: Yes, I started 7 (*write*) my questionnaire a couple of weeks ago, but I stopped 8 (*complete*) this assignment. I'm planning 9 (*get*) the questionnaire ready by the end of the week, and I'm hoping 10 (*show*) it to you for your comments before I use it. Could we meet next week?

Tutor: Yes, of course. I'm afraid I can't find my diary though. I remember 11 (*put*) it in my briefcase this morning, but it doesn't seem 12 (*be*) there. Why don't you email me with a suitable time?

Kumiko: Yes, okay.

Tutor: So, I'll see you in the seminar tomorrow. Don't forget 13 (*email*) me!

Kumiko: Thank you, I'll try 14 (*remember*).

2 Underline the correct form of the verbs.

- 1 Mario remembered to give / giving his assignment to his tutor because he had spoken to her about its length, but she insisted that she had never received it.
- 2 If you can't find the information at the library, try to look / looking on the Internet.
- 3 She studied medicine at university and went on to become / becoming a surgeon.
- 4 Look at Mum's car! It definitely needs to clean / cleaning!
- 5 I'll never forget to fall / falling off that swing when I was a child.
- 6 I was really nervous about the interview, and although I tried not to worry / not worrying, I was awake most of the night.
- 7 The new government needs to take / taking notice of the opinions of the people.
- 8 It seems that the new system of sending out reminders has worked, because this year 90% of members remembered to renew / renewing their membership in time.
- 9 Economists predict that house prices will go on to rise / rising for at least another year.
- 10 We weren't able to see the concert because Tamsin forgot to bring / bringing the tickets.

- 3** Decide if the underlined sections are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

Teacher: What impact do you feel a good learning experience at school can have on people in terms of future learning?	
Student: Oh, well, obviously, having a good experience as a student will 1 <u>allow you feel</u> positive about learning in general. If you've had supportive teachers at school who 2 <u>encouraged you to work hard</u> , you are more likely 3 <u>to go on to be</u> conscientious in your university studies.	1 <u>allow you to feel</u> 2 ✓ 3
Teacher: Can you give me an example?	
Student: Well, with my art classes, my teacher was so supportive that I 4 <u>tried very hard pleasing</u> her. However, I have had other teachers who 5 <u>have made me to feel</u> useless, and that 6 <u>made me wanting</u> to give up.	4 5 6
Teacher: How can teachers ensure that their students have a positive learning experience?	
Student: I think teachers 7 <u>need to be</u> interested in their students. If they aren't interested, their students 8 <u>will stop to make</u> an effort. Also, if students 9 <u>enjoy being</u> in class, they are more likely to learn. Students 10 <u>don't mind to work</u> hard if they like what they are doing. So teachers should 11 <u>try to make</u> their classes stimulating.	7 8 9 10 11
Teacher: Do you think that the curriculum in schools allows teachers to be creative and make their lessons interesting?	
Student: Yes, in my country teachers must follow a curriculum, but the government 12 <u>doesn't force them teach</u> in a certain way. That means that teachers can 13 <u>decide to teach</u> the topic however they like. So, teachers can still be creative and 14 <u>let their students deciding</u> how they learn.	12 13 14

4 Fill in the gaps in the letter using both of the verbs in brackets.

Dear Sir,

I am writing to complain about the service I received in your hotel at the weekend. I arrived at your hotel at lunchtime on Friday and your receptionist 1 ~~told me to take~~ (tell/me/take) a seat while she dealt with some other customers. I 2 (not feel like/wait) after a long journey but I sat down anyway. However, after your receptionist 3 (finish/talk) to the other customers she walked away and left no one behind the desk. After about ten minutes, I rang the bell, but still no one came. I 4 (try/find) someone else to help me, and when I 5 (fail/do) this I went behind the desk and called through the door. The receptionist was sitting in the back room at the computer. When she 6 (see/me/stand) in the doorway, she apologized and said she 7 (need/send) an urgent email and 8 (carry on/look) at her screen.

If this had been the only poor service I received during my stay, I would not 9 (bother/write) this letter. However, later that evening, in the dining room, I had another bad experience. Your menu only had one vegetarian dish, so I ordered this. Imagine my horror when I 10 (start/eat) and discovered meat in the dish. I 11 (consider/leave) immediately, but instead I explained the situation to the waiter. I 12 (expect/him/get) me another vegetarian meal, but instead he simply shrugged his shoulders, removed the plate and walked away.

I 13 (hope/receive) a full apology from you for this poor service and some recompense for the unpleasant time I experienced whilst staying in your hotel. I 14 (advise/you/give) your staff some customer care training in the immediate future.

Yours faithfully,
Geraint Rees