**VOCABULARY**

1. **Complete the phrases with the verbs in the box.**

|  |  |  |  |
| --- | --- | --- | --- |
| be | fall | feel | have |
| sleep | talk | wake | go to |

* + - 1. To \_\_FEEL\_ sleepy
			2. To \_\_GO TO\_\_ sleep
			3. To \_\_HAVE\_\_ dreams / a good night’s sleep / a sleepless night
			4. To \_\_\_BE\_\_ sleepy / asleep
			5. To \_\_\_WAKE\_\_ up
			6. To \_\_SLEEP\_ in / well / through the noise
			7. To \_\_\_FALL\_\_ into a deep sleep / asleep
			8. To \_\_TALK\_\_ in your sleep
1. **Now complete the sentences with some of the expressions from Exercise A.**
	* + 1. There was a big storm last night. How did you \_SLEEP THROUGH\_ all the noise?
			2. I usually \_WAKE UP\_\_ very early in the morning.
			3. When he got home from work, his children \_\_\_\_WERE\_\_\_\_already \_\_\_ASLEEP\_\_\_.
			4. I didn’t \_\_SLEEP WELL/ HAVE A GOOD NIGHT’S SLEEP\_\_ last night, so I \_\_\_FEEL/AM\_\_ sleepy now.
2. **Choose the correct adjectives to complete the sentences.**
	* + 1. Did you see that **fascinating**/fascinated documentary about wild bears last night?
			2. I’m not frightening/**frightened** of ghosts, but then, I’ve never seen one.
			3. I feel really tiring**/tired** today. I didn’t sleep well last night.
			4. My daughter was really exciting/**excited** when we gave her a bike.
			5. He won’t play chess. He thinks it’s a **boring**/bored game.
			6. I don’t like dangerous sports. They’re **frightening/**frightened.
			7. I thought the Egyptian pyramids were **amazing**/amazed. How did they build them?
			8. The football match was **exciting**/excited. The final score was 4:3.
			9. She was surprising/**surprised** when she won the book prize. She didn’t expect to win.
			10. It’s **embarrassing**/embarrassed when you forget people’s names.
3. **Match the leisure activities with the correct verb expression.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| boat trip | cinema | dancing | dinner | fireworks display |
| museum | music concert | sports event | theatre |  |

1. Go to \_\_\_A MUSEUM\_\_ /\_\_FIREWORKS DISPLAY\_\_\_ /\_\_MUSIC CONCERT\_\_\_ /\_\_\_SPORTS EVENT\_\_.
2. Go \_\_\_DANCING\_\_\_
3. Go to the \_\_CINEMA\_\_ /\_\_\_\_THEATRE\_\_\_.
4. Go out for \_\_\_DINNER\_\_\_.
5. Go on a \_\_\_BOAT TRIP\_\_.,

**KEY LANGUAGE**

1. **Hank, Joey and Tilly are from New York. They’re visiting Paris for a long weekend. Complete the conversation with the phrases in the box.**

|  |  |  |
| --- | --- | --- |
| A.I’d like to stay in bed | B. I’d rather go for a walk than stay in bed | C. I don’t mind doing that |
| D. I’m not keen on going to the Eiffel Tower | E. I’d prefer not to visit a museum | F. I’d love to be the first person to go up the tower |

Hank: Right then guys, let’s sort out our schedule. We get there on Thursday evening, so, what shall we do on Friday morning?

Tilly: \_\_\_**A**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Joey: Stay in bed! What do you mean? We haven’t got time to stay in bed.

Tilly: I know, but I’ll be tired. \_\_\_\_\_\_\_\_\_**E**\_\_\_\_\_\_\_\_\_\_\_\_ or a gallery or anything like that.

Hank: Well, why don’t we go for a nice walk by the River Seine?

Joey: OK, that sounds good. \_\_\_\_\_\_\_\_\_\_**B**\_\_\_\_\_\_\_\_\_\_\_\_. Perhaps we can find a nice place for a late breakfast. Tilly?

Tilly: Sure, that sounds fine. And, shall we go to the Eiffel Tower in the afternoon?

Joey: Yes, \_\_\_\_\_\_\_\_**C**\_\_\_\_\_\_\_\_\_\_\_\_\_. The view should be fantastic from there.

Hank: Oh, I don’t know. \_\_\_\_\_\_\_\_\_\_\_**D**\_\_\_\_\_\_\_\_\_\_\_\_ in the afternoon.

Tilly: Really? Why not?

Hank: Well, I think it’ll be very busy. We should go early in the morning when it’s quiet.

Tilly: Yeah, good idea. \_\_\_\_\_\_\_\_\_\_\_\_**F**\_\_\_\_\_\_\_\_\_\_\_\_\_\_. What shall we do in the afternoon?

Joey: We could go and see some modern art at the Pompidou Centre?

Hank: Great idea! That’s decided then.

1. **Choose the correct word or phrase to complete the gaps.**

|  |
| --- |
| **hope / keen on / would like (x2) / interested in / fancy / prefer / would like (not) / mind** |

I think the Performing Arts School is really interesting but I’m not sure if I (1) \_\_**would like**\_\_\_ to study there. I (2) \_\_**fancy**\_\_\_ playing my guitar but I hate performing in front of a large group of people. I (3) \_\_\_**prefer**\_\_\_\_ making music with a group of friends. I enjoy sitting in my room and playing songs because I like using my imagination, but I (4) \_\_\_\_**wouldn’t like**\_\_ to be a star. I’m (5) \_\_\_**interested in**\_\_\_ learning new languages than studying music. I’m not (6) \_\_\_**keen on**\_\_\_\_\_ being a famous pop star. In future, I (7) \_\_**\_hope**\_\_\_\_\_ to study languages at university. At that moment, I’m studying French and English. I (8) \_\_\_**would like**\_\_ to stay six months in France and six months in the USA. Anyway, I don’t (9) \_\_\_**mind**\_\_\_ being a star. I want to be a successful interpreter.

**GRAMMAR**

**GERUNDS & INFINITIVES**

|  |  |  |
| --- | --- | --- |
| VERB + INFINITIVE WITH TO | VERB + -ING FORM | VERB + PREPOSITION + -ING FORM |
| HopeManageTendWantDecideNeedSeemPlanRefuseCan’t affordPromise | KeepEnjoySuggestFancyAvoidMindCan’t help (=can’t stop)GoFinish | Think aboutSucceed inLook forward toTalk aboutCarry onGive upBe interested inBe good at Be bad at |

1. **Read the interviews with Toby and Matilda. Write the verbs in the correct form.**

I: Toby, what would you like \_\_TO BE\_\_ (be) when you grow up?

T: I’d like \_\_\_TO WORK\_\_ (work) in space research.

I: Wow! Why do you want \_\_TO DO\_\_ (do) that?

T: Well, I enjoy \_\_\_LEARNING\_\_ (learn) about the planets, and I love \_\_THINKING\_\_ (think) about what’s out there in space.

I: Where do you hope \_\_TO WORK\_\_ (work)?

T: I’d love \_\_TO GO\_\_ (go) to Switzerland and work for CERN, the nuclear research organization. That would be my dream job!

I: Well, good luck!

I: Matilda, what are you going to do when you retire?

M: Well, I’m very interested in \_\_FINDING\_\_ (find) out about my family history. I’ve decided \_\_TO DO\_ (do) some research on the net. I think I will succeed in \_\_FINDING\_ (find) some cousins who emigrated to Australia.

I: Would you like \_\_TO GO\_ (go) to Australia?

M: Yes, I would! Australia is a fascinating country. I love \_\_TRAVELLING\_\_ (travel)! I’ve just come back from \_\_DRIVING\_ (drive) across America.

I: Where are you going next?

M: My friend and I are planning \_\_TO CROSS\_\_ (cross) Russia by train. It takes about a week.

I: Wow! That sounds wonderful!

**NEW GRAMMAR**

1. There are some verbs which can be followed by ***–ing*** or ***to…*** **with a difference of meaning.**

**REMEMBER**

|  |  |
| --- | --- |
| I **remember** **doing** something = I did it and now I remember this.You **remember doing** something ***after*** you have done it.* I’m absolutely sure I locked the door. I clearly **remember locking** it.

(= I locked it, and now I remember this.)* He could **remember driving** along the road just before the accident happened, but he couldn’t remember the accident itself.
 | I **remembered to do** something = I remembered that I had to do it, and so I did it.You **remember to do** something ***before*** you do it.* I **remembered to lock** the door when I left but I forgot to shut the windows.

(= I remembered that I had to lock the door and so I locked it.)* Please **remember to post** the letter.

 (= don’t forget to post it.) |

 **FORGET**

|  |  |
| --- | --- |
| I **forget doing something** = not recall* I’ll never **forget meeting** her for the first time.

 (=I’ll never forget when I met her for the first time. That event or that moment is very important for me so I can’t get it out of my mind.)* Sally forgot playing tennis when she was young.

(= she was playing tennis many years ago but now she doesn’t remember it.) | I **forget to do** something = not remember* I’m sorry, I **forgot to call** you.

(= it was your birthday but I was very busy and I just couldn’t remember it.)* Don’t forget to meet Mr Morison at 10 this morning.

 (= you should meet him.) |

 **STOP**

|  |  |
| --- | --- |
| I **stop doing** something = I stop an activity* It’s a good idea to **stop eating** sweets between meals.
* I **stopped smoking**.

 (=I gave up smoking.) | I **stop to do** something = I stop in order to* They **stopped to buy** some food, and then continued their journey.

(= they were driving and they wanted to buy some food so they stopped driving in order to buy food.) * I’ve written three essays and now I want to **stop to have** a rest.
 |

 **TRY**

|  |  |
| --- | --- |
| **Try to do** = attempt to do, make an effort to do:* I was very tired. I tried to keep my eyes open but I couldn’t.
* Please try to be quiet when you come home. Everyone will be asleep.
 | Try also means ‘do something as an experiment or test’. For example: * These cakes are delicious. You must **try** one.

(=you must have one to see if you like it.)* We couldn’t find anywhere to stay. We **tried** every hotel in the town but they were all full.

 (=we went to every hotel to see if they had a room.),If **try** (**with this meaning**) is followed by a verb, we say **try –ing**:* A: The photocopier doesn’t seem to be working.

B: **Try pressing** the green button. (=press the green button – perhaps this will help to solve the problem) |
| * I **tried to move** the table but it was too heavy. (so I couldn’t move it.)
 | * I didn’t like the way the furniture was arranged, so I **tried moving** the table to the other side of the room. But it still didn’t look right, so I moved it back again.
 |

1. **HELP & CAN’T HELP**

 These two verbs seem similar but they have **a different meaning**.

 You can say **‘HELP TO DO’** or **‘HELP DO’** (infinitive with or without to):

* Everybody **helped to clean up** after the party. Or Everybody **helped clean up**…
* Can you **help me to move** this table? Or Can you **help me move** this….?

There is also an expression ‘**can’t/couldn’t help doing** something’. I can’t help doing something = I can’t stop myself from doing something.

* I don’t like him but he has a lot of problems. I can’t help feeling sorry for him.
* She tried to be serious but she couldn’t help laughing.
* I’m sorry I’m so nervous. I can’t help shouting at everybody.
1. **MAKE & LET**

These verbs have the structure **verb + object + infinitive (without to)**:

* The customs officer **made Sally open** her case.
* Hot weather **makes me feel** tired.
* Her parents never **let her go** out alone.
* **Let me carry** your bag for you.
1. **Complete the conversation with the correct form of the verbs (-ing or to +verb).**

**Mario:** Brian, hi! So, you seem \_\_\_TO BE\_\_ (be) really worried about the timetable.

**Brian:** Well, yes. You see, some of the students have a really important exam next term, and I can see them starting \_\_\_\_\_TO GET\_\_\_ (get) very tired already. That’s why I decided \_\_\_\_TO ASK\_\_ (ask) you about this now.

**Mario:** Good idea. In fact, I know other lecturers want \_\_TO DISCUSS\_\_\_\_ (discuss) similar issues as well. But first I need \_\_\_TO FIND OUT\_\_\_\_ (find out) what exactly the problem is. I am thinking of \_\_\_CALLING\_\_ (call) a meeting.

**Brian:** Really? That would be very useful. In the meantime, maybe we could all keep \_\_\_LOOKING\_\_\_ (look) for more research on teenagers’ sleep problems.

**Mario:** Sure. I remember when we were teenagers, our teachers tended \_\_\_TO BLAME\_\_\_ (blame) us if were tired in the morning.

**Brian:** Yeah, it was the same at our college. But our problems had nothing to do with laziness, or going to bed late.

**Mario:** I know. It was beyond our control. Nobody likes \_\_\_STUDYING\_\_\_ (study) when they are tired.

1. **Match these sentence halves.**

|  |  |
| --- | --- |
| 1. The aim of our college is to help all students \_\_\_C
 | 1. to change the timetable.
 |
| 1. Marcus apologised to his teacher \_\_\_F
 | 1. to do better in their exams next time.
 |
| 1. When I was a teenager I never enjoyed \_\_\_D
 | 1. give the best of themselves.
 |
| 1. At the request of students and teachers, the college decided \_\_\_A
 | 1. having to get up at 6.00 a.m.
 |
| 1. Most students have never thought of \_\_\_E
 | 1. writing as something fun to do.
 |
| 1. Our children are hoping \_\_\_B
 | 1. for behaving badly in class.
 |

1. **Complete the text with the –ing or to- infinitive form of the verbs in brackets.**

 People who remember \_\_TO DO\_ (do) everything they have planned are usually people who organize their tasks in some way, and avoid \_\_GETTING\_\_ (get) into a muddle. A shopping list is a good example of this technique, if you remember \_\_TO TAKE\_\_ (take) the list with you when you go \_\_SHOPPING\_\_ (shop).

 It’s sometimes possible to remember a fact, for example, if first of all you stop \_\_\_TO THINK\_\_ (think) for a few moments. When you try \_\_TO REMEMBER\_\_ (remember) something, this will be easier if you have learnt it inan organized way. If you are not sure how to do this, try \_WRITING\_ (write) brief notes about the text you are reading. Many people find this an effective way of learning. After all, it’s easy to read something and not understand or remember it, usually because you have stopped \_\_PAYING\_ (pay) attention.

1. **Complete the text with the –ing or to- infinitive form of the verbs in brackets.**

 **Reading the digital way**

 Many of us who love \_\_\_READING\_\_ (read) are changing our habits. Today, a lot of us have decided \_\_\_TO USE\_\_\_ (use) e-readers, and so we’ve stopped \_\_\_BUYING\_\_ (buy) traditional books.

 E-readers have a number of advantages. They are very practical, so they are ideal for people who like \_\_\_TRAVELLING\_ (travel). If you’re abroad, you don’t need \_\_TO LOOL FOR\_\_ (look for) a bookshop that has books in your language – you can download it as a digital book. In addition to this, e-readers are private, so people around you can’t \_\_\_SEE\_\_ (see) what you’re reading. Finally, when you finish \_\_REDAING\_\_(read) a book, you no longer have to find room for it on a bookshelf.

 However, there are some disadvantages. Some people say it makes your eyes \_\_HURT\_\_ (hurt) if you spend a long time in front of the screen. As well as this, an e-reader can let you \_\_GO ON\_ (go on) reading as long as the battery lasts, so you have to remember \_\_TO TAKE\_\_\_ (take) your charger with you and you mustn’t forget \_\_TO CHARGE\_\_ (charge) the battery.

**EXTRA PRACTICE**

**PREPOSITIONS**

**Fill in the blanks with the correct preposition from the box.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| In (x2) | Of (x2) | From (x2) | To (x2) | On  |

1. The heavy rain didn’t prevent me \_\_FROM\_ going out at night.
2. One of my brothers is interested \_\_\_IN\_\_\_ astronomy, but the other one always reads books about the history \_\_OF\_\_ Ottoman Empire.
3. As there was a strike yesterday, I couldn’t receive my report \_\_\_FROM\_\_\_ the government office.
4. She started playing some musical instruments when she was very young and by time she became really successful \_\_\_IN\_\_ music.
5. Thanks \_\_\_TO\_\_ my cousin, I learnt the grammar by heart and I could pass the test easily.
6. My father is a great man and I’m always proud \_\_\_OF\_\_\_ him.
7. It’s better not to spend all our money \_\_ON\_\_ clothes or jewellery.
8. Who does this book belong \_\_TO\_\_?