

# 14

# infinitive after verbs and adjectives

Many verbs and adjectives are followed by infinitive constructions, either with bare infinitive (*go*) or to-infinitive (*to go*). A good dictionary gives examples of the patterns used.

## verbs followed by bare infinitive

*make and let* (make / let + object + bare infinitive)

Factory owners **made** young children **work** twelve hours a day.

My parents **don't let me hold** noisy parties.

*would rather ('d rather)*

Do you want to watch a DVD? No, **I'd rather** play cards.

## verbs followed by bare infinitive, or to-infinitive

*help, dare*

(help / dare + object + bare infinitive / to-infinitive)

Computers can **help us analyse** / **to analyse** large amounts of information.

Nobody **dared to make** / **make** a noise.

can help us analyse "or"  
can help us to analyse

### ● verbs followed by to-infinitive

*aim, fail, intend, learn how, long, manage, need, offer, plan, prefer, refuse, try, want*

aim: objetivo, apuntamos We **aim to complete** the work by next week.

Please **try to arrive** punctually at 8.30.

threaten: amenazar

## verbs followed by to-infinitive, or that-clause

*decide, expect, hope, promise, threaten, warn*

We **decided to leave** early.

We **decided that we would** leave early.

warn: advertir

As these verbs often refer to the future, the *that*-clause often contains *would*.

With the verb *pretend*, the *that*-clause often contains a past tense verb.

Jack **pretended to be ill**.

Jack **pretended that he was ill**.

## verbs followed by an object and to-infinitive

*advise, allow, dare, encourage, forbid, force, instruct, order, permit, persuade, remind, teach, tell*

They **advised me to try** again later.

Tom's mother **taught him to cook**.

## verbs followed by to-infinitive, or -ing (see also Unit 15)

*begin, start, hate, like, love*

After an hour, the spectators **began to leave** the stadium.

After an hour, the spectators **began leaving** the stadium.

## adjectives followed by to-infinitive

- These can describe how someone feels about something, for example: *afraid, anxious, ashamed, careful, determined, free, frightened, happy, keen, quick, ready, sorry, willing*.

Peter was **determined to pass** the exam.

Some adjectives can also be followed by a preposition. See **Unit 42**.

- We can give an opinion about something, using adjectives such as *agreeable, amusing, boring, difficult, easy, hard, impossible, nice, good, important, necessary*.

It's **easy to fall** over on the ice.

- Adjectives can be used in phrases with *be*, for example: *be supposed to, be expected to, be allowed to, be prepared to*.

Sorry, but **you're not allowed to wait** here.

keen: de verdad te gusta algo

students are prepared to develop...

willing: estar dispuesto

frightened: asustado

- 1 Underline six other examples of verb or adjective followed by the *to*-infinitive, and one example of verb or adjective followed by the bare infinitive.

In India all children are supposed to go to school between the ages of six and 14. In fact in the countryside it is very difficult for young children to get an education because the government has failed to build enough schools, and also because transport is difficult, and children need to take the bus to get to school. There are few buses, so most children go on foot. On top of all these problems, many parents never

went to school themselves, so they don't expect their children to go. Many parents are also so poor that they don't let their children go to school, but prefer to send them to work instead, because they need the money. Children from richer families, on the other hand, often live near good schools, and their parents encourage them to pass their exams so that they can get good jobs.

- 2 Complete each sentence using a verb from the list.

decide to    hope to    learn how to    manage to    prefer to

- a In developed countries, most students hope to continue into higher education.  
 b They know that if they manage to get a university degree, they will stand more chance of getting a good job.  
 c Those who decide to leave school at the age of 16 usually have opportunities to continue in education in a college of further education. **further: promover**  
 d This is the kind of college where you can learn how to become a chef or a tourist guide, and concentrates on the practical side of a job.  
 e And for those who prefer to go straight into employment at this age, there is always the chance of training on the job, or going back to full-time education at a later date.

aim to    fail to    long to    need to    try to    aim: objetivo    long to: i really want something(anhelo)

- f Do you ever long to get away from school and try something different?  
 g Then perhaps you need to go for work experience. **perhaps: quizas**  
 h Many schools aim to give their pupils the chance to find out what work is like, by sending them to work for a few hours a week.  
 i Employers say that very few pupils fail to learn useful skills.  
 j 'We try to make sure that all the children who work here understand themselves a bit better when they leave,' commented one employer.

- 3 Complete each sentence so that it means the same as the first sentence, using either *make* or *let* in a suitable form.

- a In ancient Sparta, girls had to practise running, wrestling and throwing javelins.  
     The ancient Spartans made girls practise running, wrestling and throwing javelins.  
 b A baby was not allowed to live if it was not fit and strong.  
     The ancient Spartans did not allow a baby to live if it was not fit and strong.  
 c They encouraged young children to fight each other to make them tough.  
     The ancient Spartans make young children fight.  
 d People were not allowed to take a lot of baths.  
     The ancient Spartans didn't allow to take a lot of baths.  
 e The children had to sleep on rushes, a kind of grass.  
     The ancient Spartans sleep on rushes, a kind of grass.

- f Eating a lot of food was not allowed.  
The ancient Spartans **made** eating a lot of food was not allowed
- g All the boys had to join the army.  
**The ancient Spartans**
- h Boys were not allowed to cry when they fought.  
The ancient Spartans **don't let** boys cry when they fought

**4** Rewrite each sentence so that it contains the word in capitals.

## The conquest of the Incas

- a Francisco Pizarro decided that he would return to South America in 1532.  
**Francisco Pizarro decided to return to South America in 1532.**
- b He hoped that he would **conquer** the Incas.  
He hoped to conquer the incas
- c He also expected that he would become rich.  
He also expect to become rich
- d When he reached the Inca city of Cajamarca, he **pretended** that he was a friend.  
When he reached the Inca city of Cajamarco to pretend that he was a friend **pretend to be a friend**
- e He threatened that he would kill his prisoner, the Emperor Atahualpa, unless **unless: a no ser que**  
the people brought him their gold and silver.
- f But he had no intention of letting the Emperor go free.  
But he had no intention to letting the Emperor go free
- g His aim was to make sure that the Incas had no leader.  
His aim **was** to make to had no leader **aimed**
- h He made a promise that he would set the Emperor free, but killed him.  
He made a promise to set the Emperor free, but killed him **he promised to set**
- i Pizarro also killed his friend Almagro, who wouldn't **obey** his orders.  
Pizarro also killed his friend Almagro, who wouldn't to obey his orders
- j Almagro's friends succeeded in killing Pizarro three years later.  
Almagro's friends succeeded in killing Pizarro three years later **almagro's friends managed in killig pizrro**



**5** Complete each sentence so that it means the same as the first sentence.

- a Learning how to live in space is difficult.  
It's **difficult to learn** how to live in space.
- b Eating in weightless conditions isn't easy.  
It isn't **easy to eat** in weightless conditions.
- c Taking enough exercise is difficult.  
It's **difficult to take** enough exercise.
- d Being in good health is very important for astronauts.  
It's very important for astronauts **to be** in good health.
- e Imagining what astronauts have to do is difficult.  
It's **difficult to imagine** what astronauts have to do.



f Living a completely normal life in space is impossible.

It's impossible to live a completely normal life in space.

g Going into space is never boring.

It's never boring to go into space.

h Returning to Earth makes most astronauts feel happy.

Most astronauts feel happy to return to Earth.

## 6 Complete the text with one word from the list in each space.

allow

careful

decided

encouraged

failed

forced

learned

let

managed

prepared

refused

sorry

supposed

threatened

trying

I'm a sorry to say that we have b allow decided to close the science laboratory until further notice.

Although we have always forced pupils to encouraged conduct safe experiments, and have always believed it was important to d careful let students discover science for themselves, recent events have made it difficult for us to e learned allow work to continue.

I am referring of course to the robot that Class 5 f decided to construct recently while they were managing

g let suppose constructing a simple computer.

Although at first the builders of this machine were h supposed careful to protect their machine from members of staff, unfortunately they i encouraged failed

robot. It not only j managed how to leave the learn laboratory, but walked into the town centre and broke

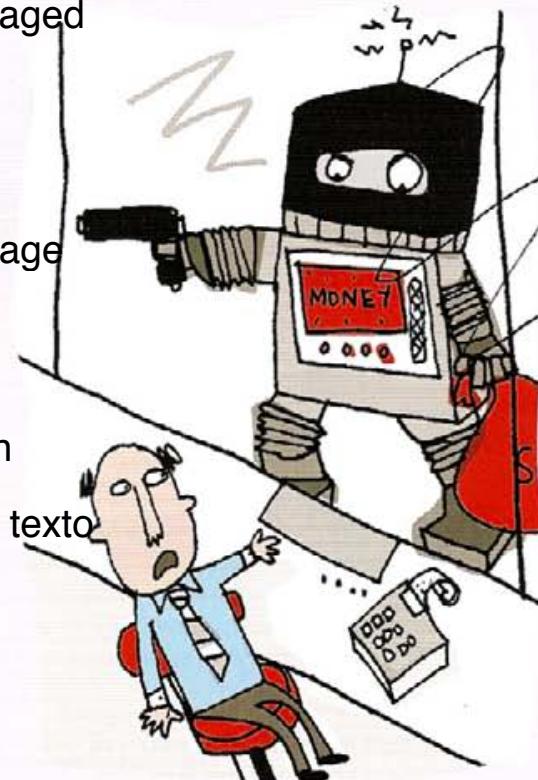
into the National Bank in Green Street. It is impossible to imagine what it was k threatened to do. The pupils who built it have l failed refused to say whether they were

controlling its actions. In any case, the police were not m prepared to permit this situation to continue,

especially when the robot n trying to attack

members of the bank staff, and o

them to fill a large bag with money. Please remember, this is not what science is for!



### EXTENSION ACTIVITY

1 Choose eight verbs from page 54 and write true sentences about yourself.

2 Choose eight adjectives from page 54 and write true sentences about yourself.

# 15

## -ing form

This is the name for the form of the verb ending *-ing*. When we use it as a noun, we can also call it a *gerund*, and when we use it as an adjective or verb, we also call it the *present participle*, though it is often difficult to decide which is which.

- verbs of feeling and opinion etc followed by *-ing*

*admit, avoid, consider, deny, dislike, enjoy, fancy, feel like, finish, can't help, involve, keep, mean, mind, miss, practise, risk, can't stand, suggest*

*Having a healthy lifestyle involves following a balanced diet, which means eating a variety of fruit and vegetables and avoiding too many sweet or fatty foods, and also taking regular exercise.*

- expressions with *it's*

*it's no good, it's no use, it's not worth*

*It's not worth taking an umbrella. It's not going to rain.*

- expressions with *spend*

*spend (one's) time, spend (quality) time*

*I spent my time swimming and sunbathing.*

*Anna spent a lot of time researching her project.*

- expressions with *like*

We can use *-ing* and *to-infinitive* after *like*.

*I don't like getting up early. I like to watch TV late at night.*

- verbs followed by *-ing* or *to-infinitive* with different meanings

**stop**      *It's a good idea to stop eating sweets between meals. (stop an activity)*

*They stopped to buy food, and then continued their journey. (stop in order to)*

**try**      *Try going for a swim – it's a good way to get fit. (see if it works)*

*They tried to reach the island, but it was too far away. (make an effort)*

**remember**      *Remember to warm up before you start exercising. (don't forget)*

*I remember going to school for the first time. (past memory)*

- prepositions followed by *-ing* (See Unit 42)

We use the *-ing* form after a preposition. A preposition can follow a verb or an adjective.

*be interested in, apologize for, be used to, accuse (someone) of, specialize in, succeed in, insist on*

*Are you interested in joining a tennis club?*

*I must apologize for arriving late.*

*I am not used to staying up so late.*

*They accused Rick of stealing the money.*

- come and go followed by *-ing*

There are many expressions of this kind, mainly connected with sport, but not team games. We also use *shopping* in this way.

*Do you want to come swimming / sailing / running with us?*

*Not She's gone playing tennis.*

*They've gone shopping.*

- -ing form as subject

We can use *-ing* form as a noun subject.

*Adding and subtracting decimals is similar to adding and subtracting whole numbers.*

**1** Underline the correct word or phrase.

- a New research shows some young people can't help / consider / risk eating food which contains large amounts of sugar, salt, and animal fat.
- b Many young people also avoid / enjoy / keep taking any exercise.
- c They don't even avoid / enjoy / suggest walking to school or playing active games with their friends.
- d For too many young people, enjoyment feels like / involves / keeps sitting in front of the television, or in front of a computer playing games.
- e Of course if they involve / keep / suggest doing this, they are very likely to have health problems at an early age.

**2** Complete each sentence a to h with an ending from 1 to 8.

- a For a Roman soldier, joining the Roman army meant b
- b He received wages, but had to spend money too, since being in the army involved .....
- c In the early days of Rome, everyone became a soldier and young men couldn't avoid .....
- d However, as time went on, fewer Romans served as soldiers. The army stopped .....
- e When the army was at the height of its power, an enemy who considered .....
- f Unless the enemy had very large numbers of soldiers or attacked by surprise, they risked .....
- g Foreign armies were often disorganized and ran away, but the Romans always kept .....
- h The Romans were more successful because their soldiers spent more time .....

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

People who remember **a** (do) to do everything they have planned are usually people who organize their tasks in some way, and avoid **b** (get) ..... into a muddle. A shopping list is a good example of this technique, provided you remember **c** (take) ..... the list with you when you go **d** (shop) .....

It's sometimes possible to remember a fact, for example, if first of all you stop **e** (think) ..... for a few moments. When you try **f** (remember) ..... in an organized way. If you are not sure how to do this, try **g** (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 **h** (pay) ..... attention.

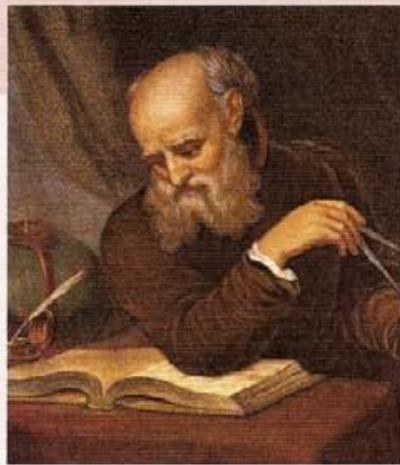
- f** Health experts consider / mean / suggest taking hard exercise at least three times a week.
- g** This can't help / keeps / means running, cycling or swimming.
- h** So even if you don't avoid / feel like / risk taking exercise, it's important to organize regular exercise activities.
- i** You could go / involve / practise swimming or jogging, for example.
- j** You may also consider / involve / keep changing your diet, and eating more fruit and fresh vegetables.

- 4 Complete the text with a word from the list. You will have to use some words more than once.

at      between      by      for      in      on      of

## Galileo

As well as being a scientist, Galileo was interested **a** in painting and music. He started his studies **b** attending medical school in Padua. Unlike most scientists at that time, who usually relied **c** discussing the facts, not trying to prove them, he recognized the importance **d** doing experiments to prove the facts. He is famous **e** dropping different weights from the Tower of Pisa to prove that all bodies fall at the same rate, though this is probably not a true story. Through practice, he also became good **f** observing the stars, and identified craters on the Moon, sunspots, and the moons of Jupiter. As a result **g** studying the planet Venus, he succeeded **h** proving that Copernicus was correct, and that the Earth moved around the Sun. Unfortunately, the Church authorities accused him **i** publishing unacceptable ideas. In the end he was forced to choose **j** being punished by the Church, or denying his own ideas. He spent most of the last nine years of his life imprisoned in his own house.



- 5 Rewrite each sentence so that it contains the word in capitals.

*Fossils are the remains of animals, plants, and other organisms preserved in rocks. The word fossil comes from the Latin word fossus, meaning 'having been dug up'.*

- |   |            |
|---|------------|
| a Does fossil-collecting interest you?                        | INTERESTED |
| ..... <i>Are you interested in fossil-collecting?</i>         |            |
| b Do you have to walk long distances?                         | INVOLVE    |
| .....   |            |
| c I often find rocks that aren't really fossils.              | KEEP       |
| .....   |            |
| d When you look for fossils on a cliff, you could fall.       | RISK       |
| .....   |            |
| e I really think this is the wrong place to look for fossils. | HELP       |
| .....   |            |
| f You have to get up early to go on the club trip.            | MEANS      |
| .....   |            |
| g I left my hammer at home.                                   | REMEMBER   |
| .....   |            |
| h I want to sit down and have a rest!                         | FEEL       |
| .....   |            |
| i I know how to find fossils.                                 | GOOD       |
| .....   |            |
| j Don't take up a hobby unless you're serious about it.       | WORTH      |
| .....   |            |



## 6 Rewrite each sentence so that it begins with an -ing form as subject.

a It can be very relaxing to collect fossils.

*Collecting fossils can be very relaxing.*

b It can be very difficult to give up smoking.

c It isn't a good idea to do an exam without revising.

d It is fun to learn a new sport.

e It takes lots of hard work to learn a foreign language.

f It was very exciting to see my favourite band play live.

g It will never be possible to live on Mars.

h It took a long time to write the report.

i It is so tiring walking up this mountain!

j It is illegal to drive without a licence.

## 7 Complete the text with the -ing form or to-infinitive of the verbs in brackets.

### The first explorers to cross Australia

John Stuart decided **a** (cross) **to cross** Australia from south to north in 1859. He wanted **b** (win) **to win** a prize offered by the South Australian government. This meant **c** (travel) **to travel** across mountains and desert for 3,000 kilometres. He and his three companions kept **d** (ride) **to ride** for eight months before reaching the centre of the continent. What had they expected **e** (find) **to find**? So far they had only succeeded in **f** (discover) **to discover** a huge desert. On this **expedition** Stuart failed **g** (reach) **to reach** the coast, and turned back ill and short of food. He tried **h** (complete) **to complete** the journey the next year, but failed again. Finally in 1861 he managed **i** (arrive) **to arrive** at the northern coast, near the modern city of Darwin. Ever since he has been famous for **j** (cross) **to cross** the continent, though sadly he died soon after his return to Adelaide.



### EXTENSION ACTIVITY

- Choose eight verbs from page 58 and write true sentences about yourself.
- Make a list of ten things you are interested in.

Need more practice? Go to the **Review** on page 192.