

# infinitive or -ing form?

## verb + to-infinitive

We usually use *to*-infinitive after verbs which express plans, decisions, expectations and commitments (ideas about actions which follow).

|         |        |       |        |        |        |         |         |
|---------|--------|-------|--------|--------|--------|---------|---------|
| arrange | forget | learn | plan   | ask    | help   | manage  | promise |
| decide  | hope   | offer | refuse | expect | intend | prepare | want    |

He **asked to leave** the class early. We are **learning to use** a new program.

My brother **promised to help** me with my homework.

Other verbs which take *to*-infinitive are those connected with the idea of making people think something: *pretend, appear* and *seem*.

## verb + -ing form (gerund)

We use an *-ing* form after some common verbs.

|         |           |         |       |       |         |            |                    |
|---------|-----------|---------|-------|-------|---------|------------|--------------------|
| avoid   | feel like | mind*   | risk  | delay | give up | miss       | spend time / money |
| dislike | practise  | suggest | enjoy | keep  | put off | understand |                    |

Please **avoid arriving** late for class tomorrow. My tutor **suggested revising** for the exam.

How much time do you **spend watching** TV every day?

(\*) We use *mind* in questions and negative sentences.

Did he **mind lending** you his notes?

I don't **mind being** alone when I'm busy.

## verb + to-infinitive or -ing form: little or no change in meaning

After *like, love, hate, prefer, start, intend, begin, continue* and *prefer* we can use either the *to*-infinitive or the *-ing* form with little or no change in meaning.

He **started to play** / **playing** the piano when he was four.

Why do you **continue to behave** / **behaving** in this way?

I **like to get** / **getting** up early in the morning.

Note: After *would like, would prefer, would love, and would hate* we use the *to*-infinitive.

I'd **love to go** the party. I'd **hate to fail** the exam. **Would you like to have** a coffee?

## verb + to-infinitive or -ing form: different meanings

After other verbs (such as *like, try, remember, forget, stop*) you can use a *to*-infinitive or an *-ing* form, but the meaning changes.

I **remembered to buy** a pen on the way to school. (I didn't forget to buy it.)

I **remember locking** the door when I left home. (I know I locked it.)

He **stopped having** lunch at school. (Now he has lunch at home.)

At twelve we **stopped to have** lunch. (The reason for stopping was to have lunch.)

We **tried to call** you but your mobile was off. (We made an attempt to call you.)

The scientist **tried using** different materials but none worked. (He did experiments with different materials to get a result.)

# 1 Underline the correct form.

- a They expect you to work / working hard all year.
- b We decided to go / going into town in the afternoon.
- c Jane enjoys to write / writing poetry.
- d They seem to be / being very kind.
- e He enjoys to go / going cycling at the weekend.
- f We hope to see / seeing you again soon.
- g I can't imagine your mum to get / getting angry.
- h His parents agreed to let / letting him stay out late.
- i Laura should stop to smoke / smoking.
- j He wants to buy / buying a new computer game.
- k Jenny practises to play / playing the piano every day.
- l Would you mind to pay / paying for my lunch?
- m Please avoid to make / making silly mistakes in this exercise.
- n It is not worth to worry / worrying about.
- o I suggested to go / going out for a walk.

# 2 Complete the sentence with the to-infinitive or -ing form of the verb in brackets.

- a I prefer to play music than to listen to it. (play)
- b I prefer ..... music to listening to it. (play)
- c Do you remember ..... him the key? (give)
- d Did you remember ..... him the key? (give)
- e You should stop ..... chocolate – it's bad for you. (eat)
- f You should stop ..... something – you need energy. (eat)
- g I'll never forget ..... my first computer. (buy)
- h Don't forget ..... some bread on your way home. (buy)

# 3 Complete the sentences using the words in the box.

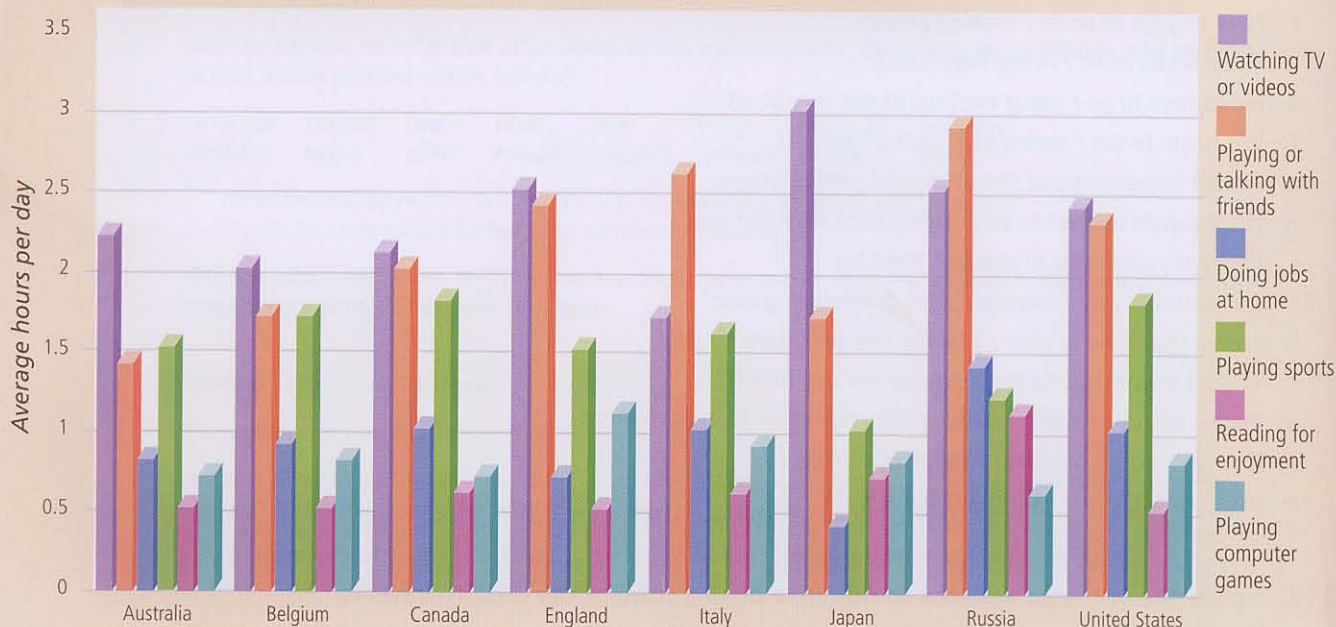
mind offered like remember intend learn planning stop regret

- a Would you mind closing the window? It's cold.
- b I'd ..... to speak to Mr Davis, please. Is he there?
- c They ..... to build houses on the school playing fields.
- d She doesn't ..... telling him about the party.
- e When I'm 18 I'll buy a car and ..... to drive.
- f He's ..... to go to university when he leaves.
- g I really ..... buying this computer – it's useless.
- h ..... making that noise! It's really irritating.
- i He ..... to help her but she said no.



- 4 Study the chart which compares how students in different countries use their leisure time.

Hours per week spent on leisure activities by eighth grade students



Use the information given in the chart to complete the sentences.

- Students in nearly every country except Italy and Russia enjoy watching TV or videos more than anything else.
- Students in Italy and Russia prefer ..... than any other activity.
- In most countries students like ..... In six out of eight they spend more than 1.5 hours a week on it.
- Everybody avoids ..... Russia is the only country where students **dedicate** more time to this than to sport.
- Students around the world apparently dislike ..... In every country except Russia it accounts for less than one hour a week.
- Although people think that students like ....., England is the only country where the average time is over an hour.
- 1.5 hours a week is the **minimum** average time that students spend .....



- 5 Complete the sentence using a verb from the box and the word in brackets. Make any necessary changes. You will have to use some verbs more than once.

stay go play watch do write stay

- I love staying in bed , especially at the weekend. (bed)
- Tonight I'd like ..... but I have to do my homework. (out)
- If I can choose, I prefer ..... (home) to ..... (sport)
- Most of my friends avoid ..... (housework)
- I don't mind ..... (DVD), but I ..... (cinema)
- I don't understand how some people like ..... (essays)



6 Complete the dialogue between two friends with the *to*-infinitive or *-ing* form of the verbs in brackets.

- A Hey! Stop **a** (work) *working* so hard. It's bad for you.  
 B It's my maths homework. I forgot **b** (do) ..... it last night.  
 A Did you? What happened?  
 B I wanted **c** (finish) ..... something on the computer and it took ages.  
 A I know what you mean. I always put off **d** (start) ..... my homework until the last minute.  
 My parents keep **e** (ask) ..... about it all the time.  
 B I don't mind **f** (study) ....., but it's hard to get started. I should do it because I want to go to university.  
 A Yeah, I want **g** (go) ..... to university too. I'm trying **h** (finish) ..... that geography project, but I've still got lots to do.  
 B Me too. I'm planning **i** (do) ..... it this weekend. Anyway, see you later.

7 Complete the text with the *to*-infinitive or *-ing* form of the verbs in the box.

do be go study get spend improve benefit

### A homework evaluation the kids are going to love

Some children do too much homework. **According to** data from the US Department of Education, if you spend more than two hours **a** *doing* your homework, it can be bad for your marks.

Researchers looked at the maths scores of students in the eighth grade and the amount of homework they did. Then the results were compared with similar studies of homework in other countries. They expected the results **b** ..... similar around the world but they weren't.

In the US scores are best for students when they do about one hour of homework each night. When they keep **c** ..... longer than two or more hours their marks begin to fall.

In Japan when students study for more than two hours their marks start **d** ..... down – but only **slightly**.

Canadian students seem **e** ..... from between one and two hours of homework – but when they do more, they don't manage **f** ..... their results. They are about the same as when they work for only one hour!

German students get higher marks when they do two to three hours homework a night, but **risk** **g** ..... lower scores when they do three or more hours.

The **conclusion** seems to be that you should **avoid** **h** ..... too much time on your homework!



GLOSSARY

### EXTENSION ACTIVITY

Translate these sentences into your own language.

- He always avoids doing the shopping or cleaning.
- Have you learnt to use the new program?
- Tom doesn't enjoy running or swimming.
- Did you remember to bring the books?
- We tried to open the door but it was locked.