

1 Complete the second sentence so that it has a similar meaning to the first.

- I think it's a bad idea to play loud music late at night.
_____ loud music late at night is a bad idea.
- She never does her homework on time.
She always forgets _____ her homework on time.
- She hasn't played tennis for three months.
She stopped _____ tennis three months ago.
- I heard her. She shouted 'Help!' very loudly.
I heard her _____ 'Help!' very loudly.
- I don't think that I've met your brother.
I don't remember _____ your brother.
- Please go to the shop and buy some milk on your way home.
Please stop _____ some milk on your way home.
- It's difficult for me to meet new people because I'm very shy.
_____ new people is difficult for me because I'm very shy.
- The spider crawled up my leg.
I felt the spider _____ up my leg.

2 Complete the dialogue with the correct form of the verbs in brackets. Use *-ing*, *to + infinitive* or *infinitive without to*.

Rosa I'm worried about Michael. He avoided ¹_____ (talk) to me at the party yesterday and he pretended ²_____ (not / hear) me when I asked him why.

Louis Did you do something to upset him?

Rosa Well, yes. I borrowed his phone last week and unfortunately I broke it.

Louis I'm not surprised he's annoyed with you! Did you offer ³_____ (pay) for it?

Rosa Of course! I apologised for ⁴_____ (break) it and tried ⁵_____ (buy) him a new phone, but he kept ⁶_____ (say) that it didn't matter.

Louis Why not ⁷_____ (send) him an email? You can ask him ⁸_____ (explain) why he's not talking to you.

Rosa OK. I'd rather ⁹_____ (speak) to him directly, but maybe an email's the best idea.

3 **SPEAKING** Work in pairs. How well do you know your partner? Complete these sentences with ideas about your partner. Then read out your completed sentences. Does your partner agree?

- _____ sometimes avoids _____.
- He/She would rather _____ than _____.
- _____ is something that he/she really hates!
- _____ makes him/her laugh.
- He/She sometimes forgets _____.
- He/She always remembers _____.

Toby sometimes avoids answering his emails.
He would rather play football than do his homework!

2D Infinitives and *-ing* forms

Aims: To review and practise infinitives and *-ing* forms after certain verbs.

Time: 10–15 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout and ask them to work individually or in pairs to do the exercise.
- Check answers with the class.

KEY

1 Playing 2 to do 3 playing 4 shout / shouting
5 meeting 6 to buy 7 Meeting 8 crawl / crawling

Exercise 2

- Ask students to read through the whole dialogue first for gist. Ask some general comprehension questions if necessary. *Why is Michael upset?* (Because Rosa borrowed his phone and broke it.) *What does Louis suggest?* (Rosa should send Michael an email.) Then give students a couple of minutes to complete the dialogue.
- Check answers by asking different students to read out a sentence in turn.

KEY

1 talking 2 not to hear 3 to pay 4 breaking
5 to buy 6 saying 7 send 8 to explain 9 speak

Exercise 3

- In pairs, students complete sentences about their partners. Encourage them to have fun, but remind them not to say anything that might upset their partners. Ask a volunteer student to read out the example sentences, or you could give an example by completing a couple of sentences about yourself, or one of the students in the class.
- Ask one or two confident students to read out their sentences to the class.