

FOCUS 4 (B2)

1 LIVE AND LEARN

1.5 GRAMMAR





Story time





1) Who do you see in the p

2) What happened to the person
before/after the photo was taken?

3) What is happening now?





Student A: Hmmmm, in the picture I see a handsome young man! His name is Max.

Student B: And judging by his appearance, he came to the resort.

Student A: But why is he dragging a suitcase behind him? Was he thrown out of the plane? Maybe...



GOALS

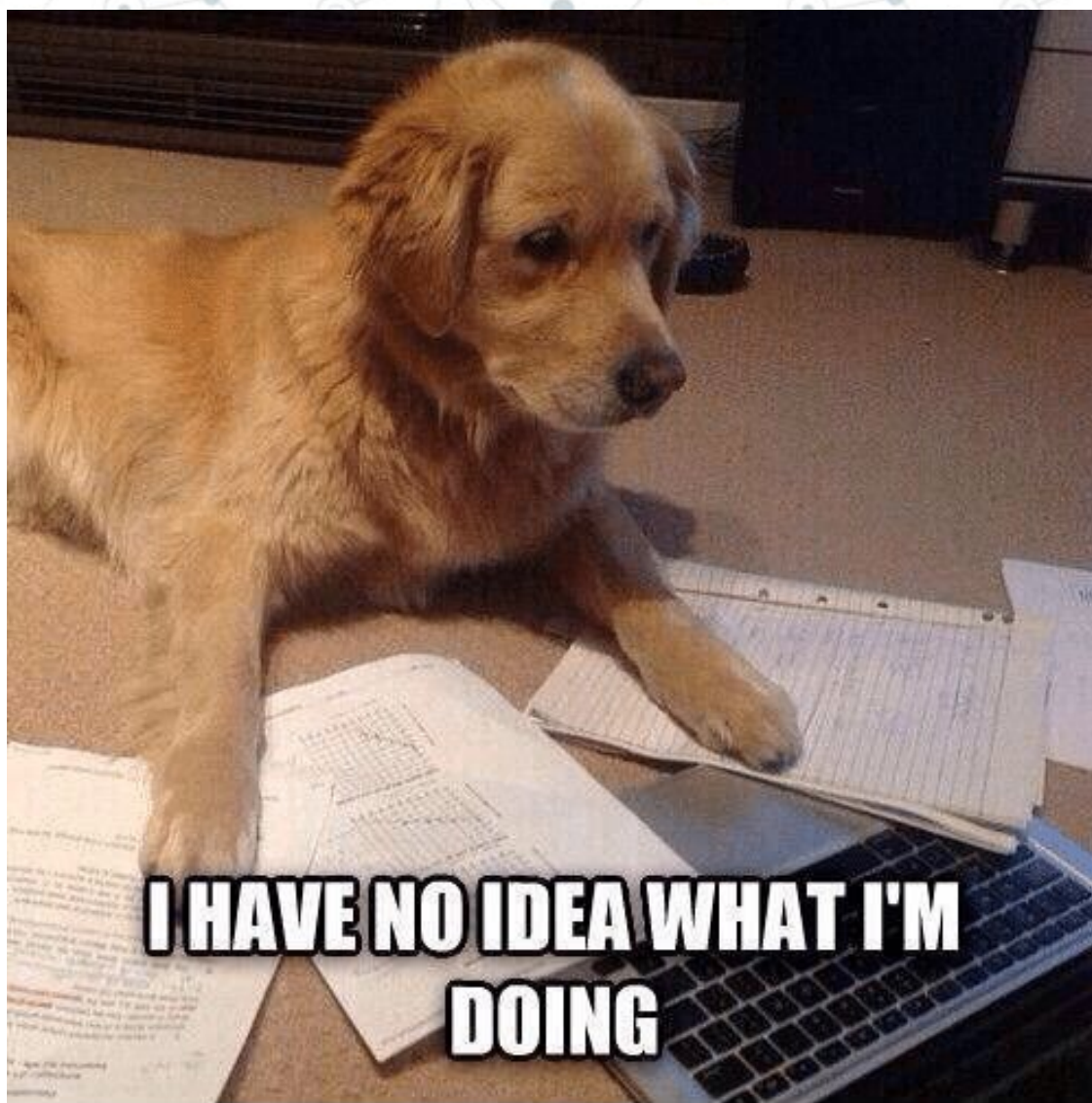


To find out how to use a range of verb patterns



Learn more about some unstable verb patterns





Me trying to do homework

Exercise 2*

Complete the sentences with the correct forms of the verbs in brackets.



Do you fancy (go) to Jim's birthday party with me next Sunday?

- 1 The teacher told a joke which caused the whole class (laugh).
- 2 We've arranged (meet) after school today to talk about the end of term party.
- 3 We feel the school should do more to encourage students (recycle) their rubbish.
- 4 Please keep (work) on Exercise 6. I'll be back in a moment.
- 5 Chloe! You spend too much time (talk). Please be quiet and focus on the lesson.

1

Complete the second sentence so that it has a similar meaning to the first. Use up to five words including the word in capitals.

- 1 Are you looking for volunteers? You could put a poster up in the school. **TRIED**

Have you tried putting up a poster in the school?

- 2 It's really important that you hand in your assignment on Friday. **FORGET**

You must not forget to hand in your assignment on Friday.

- 3 I told him that dropping Spanish was a bad idea. **ENCOURAGED**

I encouraged him not to drop Spanish.

- 4 Those boots are much too expensive for me to buy. **AFFORD**

I can't afford (to buy) those boots.

- 5 Janice doesn't go to dance classes any more. She quit two years ago. **STOPPED**

Janice stopped going to dance classes two years ago.

- 6 We watched the gardener when he planted some flowers in front of the building. They look great. **WATCHED**

We watched the gardener plant some flowers in front of the building. They look great.

- 7 Would John like to come to the concert on Sunday? **FANCY**

Does John fancy coming to the concert on Sunday?

- 8 Jorge has been forbidden from using his dad's computer. **ALLOWED**

Jorge is not allowed to use his dad's computer.

TO + INF

OBJ + TO + INF

?
expect



make



OBJ + ... + INF

keep

can't help



- 1) Do you believe that children tend to be like their parents?
- 2) Would you allow your child to eat as many sweets as he/she wants?
- 3) You forgot about your best friend's birthday. You offended him/her, which wasn't what you'd intended. What would you do to get forgiveness?



Pay attention to the verbs *remember, stop, hear and see.*

What interesting things have you noticed?

So that's the good news about being left-handed. The bad news is that manufacturers don't remember to make tools and machinery for left-handers. Society ¹forces us to use (force/us/use) objects that are designed for right-handed people and this ²makes us look (make/us/look) clumsy. As a child I don't remember deciding that I was left-handed. But when my primary school teacher ³saw me using my left hand for writing and drawing she ⁴encouraged me to swap (encourage/me/swap) hands. She didn't ⁵manage to change (manage/change) my natural inclination, and I didn't stop writing with my left hand. Why ⁶waste time trying (waste time/try) to change someone's natural handedness? Just ⁷let them use (let/them/use) the hand they feel comfortable with – you can't ⁸expect people to do (expect/people/do) what isn't natural to them!

⁹ I once heard someone say that left-handed people were strange. But when you stop to think about famous historical figures who were left-handed, you can't ¹⁰avoid concluding (avoid/conclude) that they were brilliant! I'm sure Leonardo da Vinci, Mahatma Gandhi, Albert Einstein, Winston Churchill and Marie Curie would agree!



1. Remember

Jenny **remembers locking** the door. No one will get inside now!

VS

Jenny **remembers to lock** the door. She is looking for the keys to do it.






Jenny remembers locking the door.



Jenny remembers to lock the door.





+ Ing = present or
past actions

+ Inf = future action



1. Remember + Forget

Dad **forgot giving** me the money. But I reminded him.

VS

Dad **forgot to give** me the money.
So I didn't have any money to buy this T-shirt.



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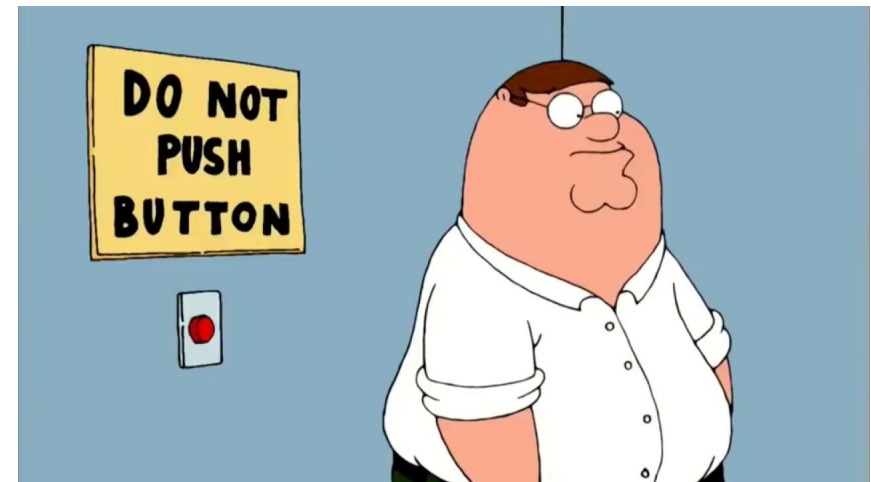


2. Try

I'm trying to give up smoking. I threw all my cigarettes away ...



Try pushing the button. Try again!



2. Try

I'm trying to give up smoking. I threw all my cigarettes away ...





+ Inf = difficulty or effort

Try pushing the button. Try again!

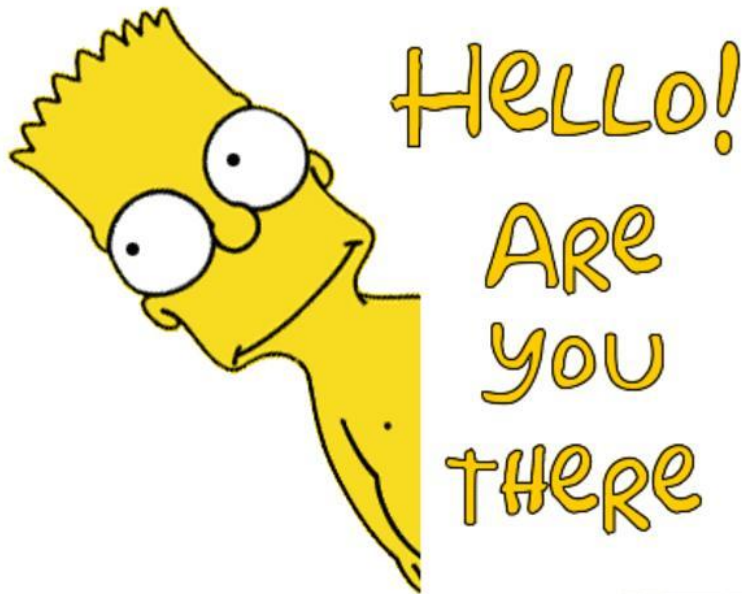


+ Ing = suggestion (experiment)

- 
- 
- 1) I try to turn the computer off, but the shutdown command didn't work.
 - 2) I try turning the computer off and on again, but it didn't help.

3. Stop

He **stopped to say** hello.
We greeted each other
and he walked away.



Stop shouting! Can
you speak calmly??



3. Stop

He **stopped to say** hello.
We greeted each other
and he walked away.



+ Inf = to finish one action in order to do another

Stop shouting! Can
you speak calmly??



+ Ing = to end an action



1) He stopped drinking coffee.

2) He stopped to drink some coffee.





- **Remember, forget**

+ Ing = present or past actions

+ Inf = future action

- **Try.**


+ Inf = difficulty or effort

+ Ing = suggestion (experiment)

- **Stop**

+ Inf = to finish one action in order to do another

+ Ing = to end an action



FEEL, HEAR, SEE, WATCH

I **saw** Mary **paint** a picture. At the very end, she framed it and hung it on the wall.

I **saw** Mary **painting** a picture. I do not know if she has finished drawing it.

FEEL, HEAR, SEE, WATCH

A decorative network diagram in the top right corner, consisting of a series of interconnected nodes (circles) and lines, some of which are highlighted in blue.

I **saw** Mary **paint** a picture. (We saw the whole action from the beginning to end)

I **saw** Mary **painting** a picture. (We witness only a part of the action)

A decorative network diagram in the bottom left corner, consisting of a series of interconnected nodes (circles) and lines, some of which are highlighted in blue.

Practice.

1) Do you **remember switching** the light **off**?

a) *Present or past action* b) *future action*

2) Don't **forget to call** me on your arrival.

a) *Present or past action* b) *future action*

3) You should **try to eat** more fruit.

a) *difficulty or effort* b) *suggestion (experiment)*

4) You should **try eating** more fruit.

a) *difficulty or effort* b) *suggestion (experiment)*

5) He **stopped to buy** a bottle of water.

a) *finish one action in order to do another* b) *to end an action*

6) He **saw her drive off** with a young man in the passenger seat.

a) *We saw the whole action* b) *We saw a small part only*

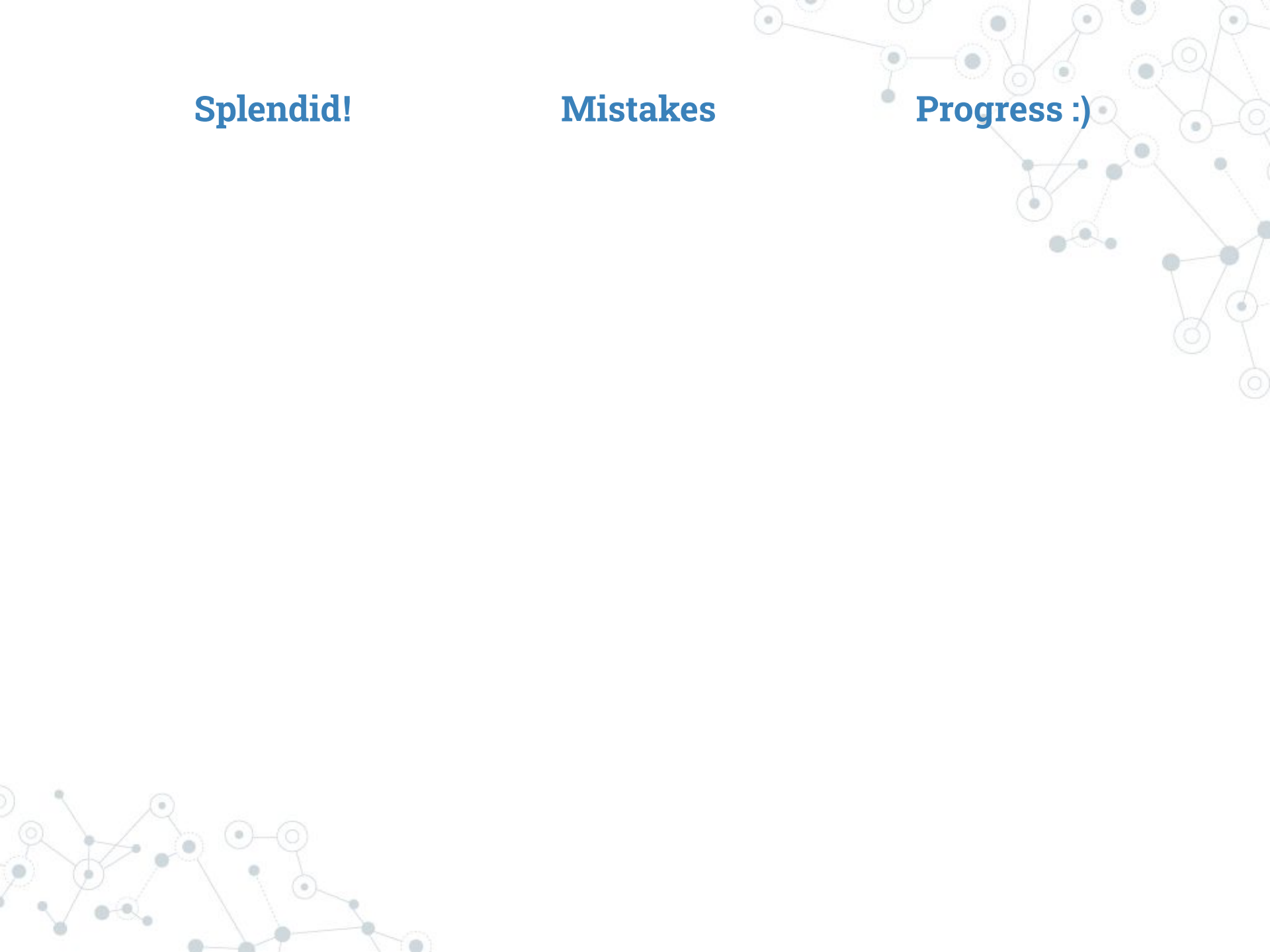
7 Complete the sentences with the correct form of the verbs in brackets. Which sentences are true for you? Compare with a partner.

- 1 I often forget to bring (bring) my pens to school.
- 2 I'll never forget _____ (meet) my best friend.
- 3 I don't remember _____ (learn) how to swim.
- 4 I always remember _____ (switch) my phone off in lessons.
- 5 I stopped _____ (take) piano lessons a while ago.
- 6 I usually stop _____ (buy) sweets on my way.
- 7 If my laptop freezes, I try _____ (turn) it off and on again.
- 8 I tried _____ (work), but I was tired.
- 9 I've never seen my father _____ (lose) his temper.
- 10 I often see my neighbour _____ (drive) to work.

Splendid!

Mistakes

Progress :)





GOALS



To find out how to use a range of verb patterns



Learn more about some unstable verb patterns



Rate your work!!!)



THANKS FOR YOUR PARTICIPATION!
ENJOY THE EVENING :)



Thank
you