

4.3

GRAMMAR

-ing forms

I can use various structures with -ing forms.

- 1 **SPEAKING** Look at the jobs in the box. Discuss which of them you would like to apply for and why.

(barista landscaper pet groomer
shelf stacker usher)

- 2 **SPEAKING** Discuss the pros and cons of having a part-time job. Then read the text below and check your ideas.

Is working part-time BAD for your grades?

Saturday jobs for teens have long been seen as a good way to earn both a little money and some independence. However, part-time jobs are now being viewed somewhat sceptically as recent research shows **working while studying** may be detrimental to high school grades.

Tales of teens **succeeding in saving** hard-earned cash and studying at the same time are not uncommon. But, **with more and more young people not doing well** at school, the results of the research are possibly a cause for concern. **On seeing** the results of the research parents may be worried that their children are jeopardising their education by taking on such extracurricular activities.

Having worked throughout both my school and university, however, I for one took advantage of the opportunity for greater self-development. And like many parents, mine also **appreciated my getting** a good education for life. **Being motivated** equally by a desire to learn and to earn, I was able to have the best of both worlds.

- 3 Read the GRAMMAR FOCUS and find an example of each structure in the text in Exercise 2.

GRAMMAR FOCUS

-ing forms

You use -ing forms for a number of different reasons:

- as the subject of a sentence
- after certain verbs
- after all prepositions, e.g. after *on* at the beginning of a sentence to mean *as soon as*
- in complex sentences where the subject is the same in both clauses, to express cause and effect or to express the sequence of events
- in complex sentences after *with* + subject when the subject is not the same in both clauses.

Note: You use possessive adjectives (*my, his, etc.*) or object pronouns (*me, him, etc.*) if the subject of the -ing forms is different from the subject of the sentence, e.g. **They** are worried about **him/his** flunking his exams.



- 4 In your notebook, complete the sentences with the correct forms of the words in brackets adding any other words if necessary.
- I can't help **being considered** (consider) irreplaceable. Even if I'm not.
 - Elizabeth supported **?** (I/sack) – which really upset me.
 - ?** (not/receive) good results, I stand little chance of getting into uni.
 - ?** (give) the job, I now regret applying.
 - He was in the middle of **?** (tell off) when I walked into the room.
 - ?** (not/have) a reliable source of income can be a strain on any family.
- 5 **USE OF ENGLISH** In your notebook, complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals.
- You develop a better sense of responsibility when you earn your own money. **DEVELOPS**
Earning your own money develops a better sense of responsibility.
 - I really don't like to be told what to do. **DESPISE**
I **?** what to do.
 - The concern my parents have is that I work too hard. **CONCERNED**
My parents **?** working too hard.
 - To be successful in life, you are required to work hard. **BEING**
? you to work hard.
 - I tell my parents as soon as I receive any exam results. **ON**
? exam results, I immediately tell my parents.
 - The job market has got increasingly competitive, so it's essential to have good qualifications. **WITH**
? increasingly competitive, good qualifications are essential.
- 6 **SPEAKING** Choose three of the sentences in Exercise 5 that you agree with and discuss.
- 7 In your notebook, make a quick list of part-time jobs you would refuse to do. Compare your lists in pairs.

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