

Chapter 14: GERUNDS AND INFINITIVES, PART 1

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General Notes on Chapter 14

- **OBJECTIVE:** Gerunds and infinitives are common features of both spoken and written English (as the following underlines demonstrate). A person who tries to speak English without using gerunds and infinitives will produce very unnatural-sounding sentences. Learning to understand and use these structures fluently is important for students.
- **APPROACH:** The chapter begins with gerunds and their functions, then introduces infinitives, then special groups of verbs followed by either a gerund or an infinitive. Throughout, the emphasis is on becoming comfortable with these structures through practice, not memorization. Reference lists are also included.

- **TERMINOLOGY:** Like most traditional terms in grammar, “gerund” and “infinitive” were borrowed from analyses of the Latin language; they do not fit the description of the English language equally as well. In this text, the combination **to** + *simple form of a verb* is called an “infinitive” (e.g., *to be, to fly*). The “simple form of a verb” is the base form with no indication of tense or number (e.g., *be, fly*). A “gerund” is *verb + -ing* which functions like a noun (e.g., *being, flying*).

CHART 14-1: GERUNDS: INTRODUCTION

- Students should learn that “gerund” is the name of a form based on a verb. A gerund may have the function of subject or object in a sentence.
- In Chapter 1, students learned that some verbs (e.g., *know, need, want*) usually have no progressive use and may hesitate to use the *-ing* form of these verbs. Point out that these verbs can be used as gerunds:
 - INCORRECT: *I am knowing John.* (progressive form is not possible)
 - CORRECT: *Knowing John is a pleasure.* (gerund as subject)
 - CORRECT: *I insist on knowing the truth.* (gerund as object of a preposition)
- Because a gerund is based on a verb form, it can have an object and can be modified by adverbial phrases.
 - I play games.* = v. + obj. → *Playing games is fun.* = gerund + obj.
 - We play in the park.* = v. + prep. phr. → *Playing in the park is fun.* = gerund + prep. phr.
 - *Playing games in the park is fun.* = gerund + obj. + prep. phr.
- A gerund with its associated object or modifier is called a “gerund phrase.” In the above examples, *Playing games*, *Playing in the park*, and *Playing games in the park* are gerund phrases. (These are called “nominals” in some grammars.)

CHART 14-2: USING GERUNDS AS THE OBJECTS OF PREPOSITIONS

- A gerund can immediately follow a preposition, but an infinitive cannot.
- The exception that proves the rule: There is one idiom in which a preposition is followed by an infinitive, not by a gerund: *be about* meaning “ready for immediate action.” For example: *I am about to open my book.*

□ EXERCISE 1, p. 298. Preview. (Chart 14-3)

This is a preview of the preposition combinations in the following chart, a way for students to see which ones they already know and which they don’t. The exercise also, by unvarying repetition of form, emphasizes that a gerund follows a preposition.

After students do the exercise as seatwork, you might divide the class in half and do this exercise orally rather quickly: you read aloud from the book, pause for one group to say the preposition, signal the other group to say the gerund, then you finish the sentence. For example:

TEACHER: Alice isn't interested (pause)

GROUP A: in

GROUP B: looking

TEACHER: in looking for a new job.

Group B's answer will always be a gerund, thus underscoring the main point of Chart 14-2.

ANSWERS: 2. about leaving 3. of doing 4. for being 5. to having 6. from completing 7. about/of having 8. of studying 9. for helping 10. on knowing 11. in being 12. of living [*take advantage of* = do something beneficial that is possible only in this situation] 13. for not going 14. in searching 15. for making 16. for not wanting 17. for washing . . . drying 18. to going 19. from running [also possible: *by running* (i.e., *I was running*)] 20. to going 21. of clarifying 22. of stealing 23. of taking . . . (of) keeping 24. to wearing 25. to eating . . . (to) sleeping

CHART 14-3: COMMON PREPOSITION COMBINATIONS FOLLOWED BY GERUNDS

- Students should check off the phases they already know from having done Exercise 1. Then they can concentrate on learning the rest. The following exercises will help.

□ EXERCISE 2, p. 300. Using gerunds as the objects of prepositions. (Charts 14-2 and 14-3)

Students can simply call out completions. Alternatively, this can be done as individual homework or small group seatwork. Then some sentences can be written on the chalkboard and discussed.

SAMPLE COMPLETIONS: 2. for lending me his fishing rod. 3. about going to the opera tonight. 4. to living in an apartment. 5. about having a headache. 6. for not wanting to go to the dentist. 7. for being late to class. 8. about missing the bus. 9. in finding out about the landscape of Mars. 10. about/of going to Singapore next year. 11. for being late. 12. to driving on the left side of the road. 13. from going to the hockey game! 14. for taking care of ordering the paper for the copier? 15. to going to visit my grandparents. 16. of stealing a car. 17. to working in the school office, she types manuscripts for graduate students. 18. for not writing sooner. 19. of telling a lie. 20. from traveling [BrE: *travelling*] long distances.

□ EXERCISE 3, p. 300. Using gerunds as the objects of prepositions. (Charts 14-2 and 14-3)

You may wish to point out that short answers ("Yes, she did") are more natural in response to conversational questions. However, in this exercise the students should respond with complete sentences in order to practice using gerunds.

SAMPLE COMPLETIONS: [The prepositions and their gerund objects are underlined.]

1. Yes, I had a good excuse OR No, I didn't have a good excuse for being late for class yesterday. 2. Yes, I am looking forward OR No, I'm not looking forward to going to Boston to visit my friends this weekend. 3. Yes, I thanked him/her OR No, I didn't thank him/her for picking up my pen. 4. Yes, I'm accustomed OR No, I'm not accustomed to living in a cold/warm climate. 5. Yes, I'm excited OR No, I'm

not excited about going to Italy for a vacation. 6. Yes, I apologized OR No, I didn't apologize for interrupting Mehmet while he was speaking. 7. Yes, all of the students participated OR No, all of the students didn't participate in doing pantomimes. 8. Yes, I know who is responsible OR No, I don't know who is responsible for breaking the window. 9. Yes, I'm used to OR No, I'm not used to having my biggest meal in the evening. 10. The hot weather prevents me from running every morning. 11. Yes, Peter complains OR No, Peter doesn't complain about/of having a lot of homework to do. 12. Yes, I blame Susan OR No, I don't blame Susan for staying home sick in bed last week. 13. S/he went to a baseball game instead of studying grammar last night. 14. I wrote a few letters and read some news magazines in addition to studying last night.

□ **EXERCISE 4, p. 301. Using gerunds as the objects of prepositions. (Chart 14-2)**

You can read the beginning of a sentence and have one or two students finish it by calling out their completions. Discuss any problems.

SAMPLE COMPLETIONS: 4. by eating. 5. by drinking. 6. by looking it up in a dictionary. 7. by watching TV. 8. by waving to me. 9. by calling an exterminator. 10. by wagging her tail. 11. by sticking a knife in the toaster. 12. by coming home late at night.

CHART 14-4: COMMON VERBS FOLLOWED BY GERUNDS

<p>• This chart and the next exercises present just a few of the verbs that are followed by gerunds. Some students, depending on their learning style, may want to memorize the list, but most students will find it more effective to practice them orally and in writing until they begin to “sound right.”</p>

□ **EXERCISE 5, p. 302. Verbs followed by gerunds. (Chart 14-4)**

Encourage the students to use various tenses and to include interesting information in their sentences. If they work in pairs, have them switch roles during the exercise.

SAMPLE RESPONSES: [Words already provided in the text are in *italics*.]

1. Sam *enjoyed watching TV* last night. 2. Would you *mind opening the window*?
 3. James *quit eating desserts*. 4. James *gave up eating desserts* for six months. 5. Bill *finished eating dinner* before he went out to play. 6. After Bill *got through eating dinner*, he ran out to play. 7. When it *stops raining*, we can go to the beach. 8. Why did you *avoid answering my question*? 9. I cannot *postpone doing my work* any longer. 10. I have *put off doing my work* as long as I can. 11. We *delayed leaving on vacation* because of the hurricane. 12. I must *keep working* or I won't get home until late tonight.
 13. Ted *kept on working* through his lunch hour. 14. My sister must *consider getting a job* if she wants to redecorate her kitchen this year. 15. She really doesn't want to *think about getting a job*. 16. Let's *discuss going to a movie* this weekend. 17. We'll *talk about going to a movie* when we meet for dinner this evening. 18. David *mentioned going to a concert* instead of a movie. 19. Rita *suggested going on a picnic* if the weather is nice. 20. I *enjoy listening to music* in the evening.

□ **EXERCISE 6, p. 303. Verbs followed by gerunds. (Chart 14-4)**

POSSIBLE COMPLETIONS: 2. closing/opening 3. raining 4. running
5. taking/going on 6. studying 7. giving/having 8. laughing 9. hitting/
running into/colliding with 10. going 11. doing/starting 12. making
13. going 14. taking 15. being

CHART 14-5: GO + GERUND

- Some grammarians disagree about the nature of these *-ing* words; are they gerunds or participles? For your students, terminology is much less important than idiomatic use. We will call these structures “gerunds.”
- Definitions of some vocabulary items in the chart:
 - birdwatching* = a hobby for people who enjoy identifying birds in natural habitats
 - bowling* = an indoor sport in which a heavy ball is rolled toward 9 or 10 wooden pins to knock them down
 - camping* = living in a tent or trailer/caravan for fun; “getting back to nature”
 - canoeing* = floating/paddling on a river or lake in a small, simple boat called a “canoe” (pronounced /kənu/)
 - hiking* = walking vigorously in the mountains or countryside (possibly while carrying equipment in a pack on one’s back = *to go backpacking*)
 - jogging* = running somewhat slowly for exercise
 - sailing* = traveling on a lake or sea in a boat that has a sail or perhaps a motor for power
 - sightseeing* = touring; traveling to see a famous or beautiful place
 - skinny dipping* = swimming with no clothes on
 - sledding* = in winter, going down a snowy hill using a sled, which is a wooden seat on metal bars that can slide quickly over the snow
 - snorkeling* = swimming underwater with a face mask and breathing tube in order to watch fish
 - tobogganing* = similar to sledding; a toboggan is a long, flat wooden structure to sit on while going down a snowy hill
 - window shopping* = looking into shop windows, but perhaps not intending to buy anything
- A phrase similar in structure is *to go missing*, meaning “to disappear.” For example: *In the mystery novel, a rich widow went missing and Sherlock Holmes had to use all his powers of deduction to find her. Go missing is principally British, but is also sometimes used in American English. Students may find it of interest.*

□ **EXERCISE 7, p. 304. GO + gerund. (Chart 14-5)**

Ask these questions in a natural, conversational way while students are looking at Chart 14-5. Encourage them to respond with complete sentences.

ANSWERS: [These depend on students’ experiences.]

□ **EXERCISE 8, p. 304. GO + gerund. (Chart 14-5)**

The cuer, Speaker A, can be you the teacher, the leader of a small group, or one of a pair. For pair work, have the students switch roles halfway through.

ANSWERS: [These depend on students' creativity.]

CHART 14-6: SPECIAL EXPRESSIONS FOLLOWED BY -ING

- In (a) and (b), the verb “have” means “to experience” something.
- The *-ing* verbs in these expressions are labeled “gerunds” in some grammar texts. The argument, however, for their being called present participles is strong. This text chooses simply to call them “*-ing* forms.”

Quite honestly, the grammar in this chart doesn't fit in neatly anywhere in the text. This chart is included in the unit on gerunds because this seems a logical place: certain verbs are typically followed by *-ing* forms, and the verbs and expressions in this chart share that characteristic.

□ **EXERCISE 9, p. 305. Special expressions followed by -ING. (Chart 14-6)**

In items 1 through 12, there may be more than one possible completion, especially if one stretches one's imagination, but the items are constructed to produce one logical, typical completion. Items 13–16 are intended to produce free responses.

POSSIBLE COMPLETIONS: 2. understanding 3. doing 4. waiting 5. taking
6. listening 7. going 8. getting 9. making 10. watching 11. eating
12. traveling/going/driving [BrE: *travelling*] 13. doing . . . talking on the phone.
14. going to museums and Broadway shows 15. understanding the lecturers when they speak too fast 16. going to class and studying English

□ **EXERCISE 10, p. 306. Special expressions followed by -ING. (Chart 14-6)**

The cuer can be the teacher, the leader of a small group, or one of a pair. In the second example, polish is pronounced /*pa*liš/ or /*p*oliš/.

SAMPLE RESPONSES: [Words already provided in the text are in *italics*.]

1. I *have trouble remembering* phone numbers. 2. I have been *standing* at this counter for ten minutes *waiting* for a salesperson. 3. Anton *had a hard time learning* how to spell “Antarctica.” 4. I enjoy *sitting* in the park and *thinking* about my girlfriend. 5. The children *have a good time playing* in the sandbox at the playground. 6. I was *lying* in the shade of a large tree *dreaming* about faraway places. [Check the spelling of *lying*.] 7. I *have difficulty pronouncing* Mr. Krzyzewski's name correctly. 8. The teenagers *had fun singing and dancing* at the local club. 9. I *found someone studying* at my usual desk in the library. 10. Jack *spent* 30 minutes *chatting* with Ellen instead of studying for his chemistry test. 11. Don't *waste* money *trying* to win the lottery. 12. I *caught* my brother *taking* my car without my permission.

CHART 14-7: COMMON VERBS FOLLOWED BY INFINITIVES

- The passive examples (f) and (g) assume that students are familiar with the basic forms in Chapter 11. If they aren't, you may need to explain them, because the passive is used in Exercises 11 through 14.
- The alternative structures in the notes below this chart are important for the following exercise. You should call the students' attention to these sentences.

□ EXERCISE 11, p. 307. Verb + gerund or infinitive. (Charts 14-4 and 14-7)

This exercise covers common verbs followed by a gerund and common verbs followed by an infinitive.

POSSIBLE COMPLETIONS: 3. to get/look for 4. to complete/do/ finish 5. playing
6. to lend 7. to call/come 8. to finish/do [ASAP = /eɪsæp/ OR usually, the four letters: A-S-A-P] 9. holding/opening 10. to be . . . whispering/talking
11. getting . . . to wait 12. to use/consult 13. to write 14. not to touch
15. being/living 16. to be 17. to know 18. to write [also possible: *writing*]
19. to keep/have 20. to pass/take 21. to deliver/mail 22. to mail/accept
23. to find 24. to find 25. finding 26. finding 27. to take [*Oregon* = /ˈrɪɡən/] 28. taking

□ EXERCISE 12, p. 309. Verbs followed by infinitives. (Chart 14-7)

The answers are in the form of reported (or indirect) speech. The cues are in quoted (or direct) speech. Chapter 12 contains Charts 12-6 and 12-7 on quoted and reported speech, but students probably don't need that lesson in order to complete this exercise. Students can understand that *verb + infinitive* is a way of reporting what someone has said. You may wish to point out the equivalency between modals/imperatives in quoted speech and *verb + infinitive* in reported speech. Or you may wish not to discuss the concept of quoted vs. reported speech at all.

Show the students how item 1 was produced. Give them time to write their answers. Then review all their answers orally, with each student reading one answer aloud. Discussion can follow each item that causes difficulty.

POSSIBLE COMPLETIONS: [The verbs and the infinitives which follow them are underlined.]
2. The secretary asked me to give this note to Sue. I was asked to give this note to Sue. 3. My advisor advised me to take Biology 109. I was advised to take Biology 109. 4. When I went to traffic court, the judge ordered me to pay a fine. I was ordered to pay a fine. 5. The teacher warned Greg to keep his eyes on his own paper during the test. During the test, Greg was warned to keep his eyes on his own paper. 6. During the test, the teacher warned Greg not to look at his neighbor's paper. Greg was warned not to look at his neighbor's paper during the test. 7. At the meeting, the head of the department reminded the faculty not to forget to turn in their grade reports by the 15th. The faculty was (also possible: *were*) reminded not to forget to turn in their grade reports by the 15th. 8. Mr. Lee told the children to be quiet. The children were told to be quiet. 9. The hijacker forced the pilot to land the plane. The pilot was forced to land the plane. 10. When I was growing up, my parents allowed me to stay up late on Saturday night. When I was growing up, I was allowed to stay up late on Saturday

night. 11. The teacher encouraged the students to speak slowly and clearly. The students were encouraged to speak slowly and clearly. 12. The teacher expects the students to come to class on time. The students are expected to come to class on time.

□ **EXERCISE 13, p. 310. Using infinitives to report speech. (Chart 14-7)**

You may want to allow students to work in small groups. Then, an individual can read the cue aloud rather dramatically, and two other students can read the reported forms. No *by*-phrase should be included in the answers.

EXPECTED RESPONSES: [Verbs and infinitives are underlined.]

2. The general ordered the soldiers to surround the enemy. OR The soldiers were ordered (by the general) to surround the enemy. 3. Nancy asked me to open the window. OR I was asked (by Nancy) to open the window. 4. Bob reminded me not to forget to take my book back to the library. OR I was reminded (by Bob) not to forget to take my book back to the library. 5. Paul encouraged me to take singing lessons. OR I was encouraged (by Paul) to take singing lessons. 6. Mrs. Anderson warned the children sternly not to play with matches. OR The children were warned sternly (by Mrs. Anderson) not to play with matches. 7. The Dean of Admissions permitted me to register for school late. OR I was permitted (by the Dean of Admissions) to register for school late. 8. The law requires every driver to have a valid driver's license. OR Every driver is required (by law) to have a valid driver's license. 9. My friend advised me to get some automobile insurance. OR I was advised (by my friend) to get some automobile insurance. 10. The robber forced me to give him all my money. OR I was forced (by the robber) to give him/the robber all my money. 11. Before the examination began, the teacher advised the students to work quickly. OR Before the examination began, the students were advised (by the teacher) to work quickly. 12. My boss told me to come to the meeting ten minutes early. OR I was told (by my boss) to come to the meeting ten minutes early.

□ **EXERCISE 14, p. 310. Common verbs followed by infinitives. (Chart 14-7)**

This exercise follows the same pattern as Exercises 12 and 13. Students should now be able to use their own ideas to create appropriate sentences.

SAMPLE RESPONSES: [Words already provided in the text are in *italics*.]

1. The teacher *reminded me to finish* my composition and hand it in. I *was reminded to finish* my composition and hand it in. 2. The teacher *asked me to go* to the front of the classroom. I *was asked to go* to the front of the classroom. 3. The ticket *permitted me to have* two free glasses of wine at the art show. I *was permitted to have* two free glasses of wine at the art show. 4. My family *expected me to be* at the station when their train arrived. I *was expected to be* at the station when my family's train arrived. 5. The park ranger *warned me not to go* into the national forest alone. I *was warned not to go* into the national forest alone. 6. He also *advised me to take* a bottle of water and a compass. I *was also advised to take* a bottle of water and a compass. 7. My employer *told me to open* the mail by 11:00 every morning. I *was told to open* the mail by 11:00 every morning. 8. My doctor *encouraged me to visit* a warm, dry climate. I *was encouraged to visit* a warm, dry climate. 9. Our teacher *requires us to take* a test every week. We *are required to take* a test every week.

CHART 14-8: COMMON VERBS FOLLOWED BY EITHER INFINITIVES OR GERUNDS

- The complex history of the English language—elements from German, French, Norse, etc.—has produced the parallel forms in Group A. Learners should be confident that using the infinitive or gerund with these verbs causes no substantial change in meaning that would in any way interfere with communication.
- Native speakers of English do not always agree on their uses of the forms in Group A. The differences are the result of regional variations in usage.
- The differences in meaning with Group B verbs are great, and students need practice in order to understand and use them appropriately. Using an infinitive instead of a gerund with one of these verbs causes a significant change in meaning.

□ EXERCISE 15, p. 312. Gerund vs. infinitive. (Chart 14-8)

The answers to this exercise will probably raise many questions that need to be discussed briefly. Therefore, it is best to discuss this exercise with the whole class.

ANSWERS: 2. to leave/leaving 3. to lecture/lecturing 4. to swim/swimming
5. to see/seeing 6. to move/moving . . . to race/racing . . . to move . . . to race
7. driving . . . taking [to is a preposition: *prefer X to Y*] 8. driving/to drive . . . taking/
(to) take 9. to turn 10. being 11. to give 12. playing 13. doing
14. to do 15. to do 16. carrying 17. watching 18. to do 19. to inform
20. not listening 21. to explain 22. holding . . . feeding . . . burping . . .
changing [AmE = *diapers*; BrE = *nappies*]

□ EXERCISE 16, p. 314. Gerund vs. infinitive. (Chart 14-4 → 14-8)

This is a cumulative review exercise of the grammar in the last five charts.

ANSWERS: 2. cleaning 3. to take 4. to leave 5. talking/to talk 6. waiting
. . . doing 7. to stay . . . (to) paint 8. quitting . . . opening 9. to take
10. looking . . . to answer 11. postponing 12. watching . . . listening 13. to
read/reading 14. to go to camp/to go camping 15. singing 16. to take . . . to
pay 17. to stand 18. not to wait

□ EXERCISE 17, p. 315. Gerund vs. infinitive. (Charts 14-4 → 14-8)

This is also a review exercise, but with free rather than controlled completions.

SAMPLE RESPONSES: [Words already provided in the text are in *italics*.]

1. Ms. Fisher *reminded me to finish* the marketing report before Friday.
2. *We* always *had fun swimming* at the lake every summer.
3. *Students are required to have* a laboratory notebook in Chemistry 101.
4. *The counselor advised Sharon to take* an introductory math class.
5. *I am trying to learn* French.
6. Natasha *warned me not to open* my apartment door to strangers.
7. *I like to go camping* in the Rocky Mountains. OR *I like going camping* . . .
8. Roberto *was invited to go* to Surasuk's birthday party.
9. Omar *promised not to tell* Mr. Stone that Toshi had cut class.
10. *We aren't permitted to take* dogs into the student cafeteria.
11. *My friend asked me not to tell* anyone about her illness.
12. *When the wind began to blow/blowing*, we decided to return to our car.

13. *I must remember to call my dad tonight.* 14. *Maria told me not to worry about not being dressed up for the dance.* 15. *Sergio was told to be at the meeting at six.* 16. *I spent five hours writing my last composition.*

□ **EXERCISE 18, p. 315. Gerund vs. infinitive. (Charts 14-4 → 14-8)**

This is a quick review that requires uncomplicated sentences. After the pair work, you could turn the exercise into a quiz, with the students writing sentences from your spoken cues. You could make up additional items for a quiz.

Please note for the students that the exercise continues on p. 316.

ANSWERS: [These depend on students' creativity.]

□ **EXERCISE 19, p. 316. Gerund vs. infinitive. (Charts 14-4 → 14-8)**

This is a review exercise.

Items 21 and 22 should be fun for the students. Assure them that these sorts of sentences are not out of the ordinary.

ANSWERS: 1. talking 2. to play . . . not to make 3. to look after 4. paying
 5. chasing/to chase 6. going . . . to go 7. going skiing 8. not to smoke
 9. not to know/not knowing 10. whistling . . . to concentrate 11. doing
 12. to quit . . . (to) look for 13. to turn off [vaguely possible with different meaning: *turning off*]
 14. to renew 15. not to wait 16. not to play 17. to call
 18. convincing 19. to throw away . . . (to) buy 20. dropping out of . . .
 hitchhiking . . . trying to find 21. to tell . . . to call . . . going swimming 22. to ask . . . to tell . . . to remember to bring

CHARTS 14-9 AND 14-10: REFERENCE LISTS OF VERBS FOLLOWED BY GERUNDS OR INFINITIVES

- These lists are for students to refer to, not to memorize. The following exercises and the *Workbook* provide a lot of practice, but learners don't have to learn the lists by heart. Some students, however, will sit down and try to memorize every word on every list no matter what you say. It doesn't seem to hurt them.
- Ask for and answer any questions about vocabulary.
- You could create an oral exercise using these charts. Select some of the sentences at random and ask students to put the verbs in their proper gerund or infinitive forms. For example:
 TEACHER: (choosing #9 from Section A in Chart 14-10): *I don't care (pause) see that show.*
 SPEAKER: *I don't care to see that show.*
 TEACHER: (Perhaps repeat the correct answer. Then choose another item, e.g., #5 from Chart 14-9): *He avoided (pause) answer my question.*
 SPEAKER: *He avoided answering my/your question.* Etc.
- These lists are not exhaustive, but do represent many of the most frequently used words that fall into these patterns.

□ **EXERCISE 20, p. 320. Gerund vs. infinitive. (Charts 14-9 and 14-10)**

This is a mechanical exercise so that students can focus on choosing the gerund or the infinitive after certain verbs. The whole class can answer together. As suggested in the book, you could then repeat the exercise, with individual students using their own words to complete each sentence.

ANSWERS:

- | | | | | |
|---------------|---------------|---------------|---------------|---------------|
| 1. doing it. | 11. to do it. | 21. to do it? | 31. doing it. | 41. doing it. |
| 2. to do it. | 12. to do it. | 22. doing it? | 32. to do it. | 42. to do it. |
| 3. to do it. | 13. to do it. | 23. doing it? | 33. to do it. | 43. doing it. |
| 4. to do it. | 14. doing it. | 24. to do it. | 34. to do it. | 44. to do it. |
| 5. to do it. | 15. to do it. | 25. doing it. | 35. doing it. | 45. to do it. |
| 6. doing it. | 16. to do it. | 26. doing it. | 36. to do it. | 46. doing it? |
| 7. doing it. | 17. to do it. | 27. to do it. | 37. to do it. | 47. to do it. |
| 8. to do it. | 18. to do it. | 28. doing it. | 38. doing it. | 48. doing it? |
| 9. doing it. | 19. doing it. | 29. to do it. | 39. doing it? | 49. to do it? |
| 10. doing it. | 20. to do it. | 30. doing it? | 40. doing it. | 50. to do it. |

□ **EXERCISE 21, p. 321. Gerund vs. infinitive. (Charts 14-9 and 14-10)**

ANSWERS: 1. to bring 2. pronouncing 3. to eat 4. to hang up 5. to pull 6. to know 7. being 8. telling 9. to be 10. to do 11. to return . . . (to) finish 12. worrying 13. to play 14. telling [*blabbermouth* = someone who talks too much, especially to tell secrets (a negative term)] 15. taking 16. to buy 17. to change 18. to have 19. being 20. hearing 21. promising to visit 22. to race 23. hoping . . . praying 24. to persuade . . . to stay . . . (to) finish

□ **EXERCISE 22, p. 322. Activity: gerund vs. infinitive. (Charts 14-9 and 14-10)**

This additional practice may not be necessary for all students or all classes. You might suggest that interested students pair up and work on it outside of class. Also, you could use it for quick review in the last five or ten minutes of class now and again.

ANSWERS: [These depend on students' creativity.]

□ **EXERCISE 23, p. 322. Activity: gerund vs. infinitive. (Charts 14-9 and 14-10)**

Refer to the *Introduction*, p. xix, on conducting games in the classroom.

CHART 14-11: *IT* + INFINITIVE; GERUNDS AND INFINITIVES AS SUBJECTS

- You may need to point out that a gerund subject is singular and requires a singular form of the verb, e.g. *Playing games is fun.*
- The emphasis in Chart 14-11 and Exercises 24 to 27 is on the *it + infinitive* structure, a frequent pattern in both speech and writing.
- Of course, *it + gerund* is also possible, and some students may produce some examples. Also, an infinitive can be the subject of a sentence. Commend students if they use these correctly, but return their attention to the more common *it + infinitive* and *gerund as subject* patterns in this lesson.

□ **EXERCISE 24, p. 323. IT + Infinitive. (Chart 14-11)**

SAMPLE SENTENCES: [The infinitives are underlined.]

2. It's important to look both ways before crossing a busy street. 3. It's not easy to learn a foreign language. 4. It's foolish to dive into water before checking its depth. 5. It must be interesting to be a foreign correspondent. 6. It's always a pleasure to see you. 7. It was clever of you to buy Microsoft stock when it was low. 8. It doesn't cost much money to go camping. 9. It's necessary to have a visa before you can travel to certain countries. 10. It takes time to learn how to play a musical instrument.

□ **EXERCISE 25, p. 323. IT + infinitive. (Chart 14-11)**

NOTE: Substitute a pronoun or noun in place of (*someone*).

This exercise has two purposes. One is to teach the correct location of the *for (someone)* phrase between the adjective and the infinitive. (For example, it is highly unusual or usually incorrect in English to say: "For me it is important to go." / "It for me is important to go." / "It is for me important to go.")

The other purpose is to demonstrate the meaning and use of the *for (someone)* phrase. It limits the meaning of a general statement. For example, item 2 ("It's easy to speak Spanish") is not true for most people, so it's necessary to limit that statement to some person or group ("It's easy for Roberto to speak Spanish because it's his native language. It isn't easy for Mr. Wu to speak Spanish because his native language is Chinese and he's studied very little Spanish.").

SAMPLE SENTENCES: 2. It's easy for Maria to speak Spanish because it's her native language. OR It's easy for someone to speak Spanish if s/he learns it as a child. 3. It's important for Toshi to learn English because he wants to attend an American university. OR It's important for someone to learn English if s/he plans to work at a foreign embassy. 4. It's essential for international students to get a visa if they plan to study here. OR It's essential for someone to get a visa if s/he wants to visit Russia. 5. It's important for engineering students to take advanced math courses. OR It's important for someone studying engineering to take advanced math courses. 6. It's difficult for me to communicate with Mr. Wang. OR It's difficult for someone who does not know sign language to communicate with a deaf person. 7. It is impossible for Abdul to come to class because he is in the hospital. OR It is impossible for someone to come to class if s/he is out of town. 8. It's a good idea for us to study gerunds and infinitives because we get to practice ways of connecting ideas. OR It's a good idea for someone who wants to speak English fluently to study gerunds and infinitives.

□ **EXERCISE 26, p. 324. Gerunds as subjects. (Chart 14-11)**

After giving the example, ask students to complete the same sentence with other gerund phrases. Ask for several different responses for each item so that students have a chance to think of meaningful sentences in this pattern. Encourage them to use a whole phrase (e.g., *climbing to the top of a mountain*), not just the gerund.

SAMPLE COMPLETIONS: 2. Skiing down a steep mountain slope is hard. 3. Meeting new people can be interesting. 4. Visiting Prague was a good experience. 5. Does climbing a mountain with a heavy pack on your back sound like fun to you? 6. Raising children demands patience and a sense of humor. 7. Rebuilding an engine is a complicated process. 8. Chewing gum in public is considered impolite in my country.

□ **EXERCISE 27, p. 324. IT + infinitive; gerunds as subjects. (Chart 14-11)**

Students must listen carefully to each other in this exercise. Student A's answer is used by Student B.

SAMPLE RESPONSES: 1. It's dangerous to climb a mountain. Mountain climbing is dangerous. 2. It's easy to ride a bike. Riding a bike is easy. 3. It's impolite to interrupt someone. Interrupting someone is impolite. 4. It is important to keep the peace. Keeping the peace is important. 5. It is wrong to drive through a stop sign. Driving through a stop sign is wrong. 6. It takes a lot of time to do a job well. Doing a job well takes a lot of time. 7. It's a good idea to park your car close to the curb. Parking your car close to the curb is a good idea. 8. Is it difficult to learn a foreign language? Is learning a foreign language difficult? [Note the word order in questions.]

□ **EXERCISE 28, p. 324. Activity: gerunds and infinitives. (Chapter 14)**

This activity needs at least 15 minutes, probably longer.

If each group chooses a different story beginning, they can retell their stories later to the whole class.

As a followup activity, each group could hand in a written summary of its story. All infinitives and gerunds should be underlined. You could make copies of the stories for the whole class to read.