



Chapter 15

Gerunds and Infinitives, Part 2

CHAPTER SUMMARY

OBJECTIVE: To learn some special uses of gerunds, infinitives, and the simple form.

APPROACH: The chapter begins with the infinitives of purpose and common structures that require infinitives. Then passive forms are presented. Next, some classes of verbs that are accompanied by other simple or *-ing* forms are presented. Finally, a set of exercises provides a review of Chapters 14 and 15.

TERMINOLOGY: The traditional term “infinitive” is used for **to** + a verb in its simple (i.e., non-finite or uninflected) form. A “gerund” is defined as “a word that ends in *-ing* and functions as a noun.”

CHART 15-1. Infinitive of Purpose: *In Order To*. Page 331

Time: 10 minutes

Additional examples for the chart footnote:

General: *An encyclopedia is used for locating facts and information.*

Specific: *I used the encyclopedia to locate facts about India.*

General: *Knives are used for cutting or slicing.*

Specific: *My brother used a knife to cut his birthday cake.*

- Write the chart title on the board.
- Ask students where they went the previous weekend and why or what they went to this location *in order to do*.
- Write the simple *Why* question on the board and then immediately underneath it, write a restatement using *in order to*. For example:

You: *Juan, why did you go to the airport this past weekend?*

You: *Juan, what did you go to the airport in order to do?*

- Explain that this second question can be asked and answered without stating *in order*, and write the resulting question and answer on the board. Remind students that the infinitive of purpose follows a subject / verb clause. For example:

You: *Juan, what did you go to the airport to do?*

Juan: *I went to the airport to meet my sister.*

- Generate similar examples with students and have others go to the board to underline or highlight the infinitives of purpose. For example:

Malaika went to the mall to buy a new pair of sunglasses.

Pietro traveled to New York to spend time with his uncle.

Ya-Yeng drove to the mountains to hike and relax.

- Explain that the preposition *for* is used before a noun, but it also expresses purpose.

EXERCISE 2. Looking at grammar.

Page 331

Time: 5 minutes

Though this exercise may appear basic, many students are used to expressing purpose with a translation of **for** + a verb. Remind students of why *for* must be followed by a noun object.

- Do this exercise aloud with students taking turns.
- Correct any mistakes immediately and give concrete reminders of the target structure. For example:
You can't use "for" there because it precedes a verb.

EXERCISE 4. Looking at grammar.

Page 332

Time: 5–10 minutes

- Instruct students to ask a *why*-question in each case to determine whether *in order* is possible.
- Review answers as a class by having various students read sentences aloud.

Optional Vocabulary

fertilizer
support herself
relief

EXERCISE 6. Let's talk: interview.

Page 333

Time: 10–15 minutes

Expansion: Create six “Top Ten Reasons” lists (one for each item in the exercise) and write these on the board. Some of your students who have been exposed to U.S. culture may recognize these types of

lists from popular television, but if not, writing these lists will give every student a chance to contribute their own findings. These lists are often presented with the tenth reason first and the top reason / number 1 reason last.

Sample Top Ten Reasons List:

Why People Go To Hawaii for Vacation

10. Some people go to Hawaii to go to a luau.
9. Some people go to Hawaii to wear a grass skirt and a lei.
8. Some people go to Hawaii for the delicious seafood.
7. Some people go to Hawaii to see a volcano.
6. Some people go to Hawaii for the sunshine and beaches.
5. Some people go to Hawaii to have an "exotic" vacation without leaving the U.S.
4. Some people go to Hawaii to visit Diamond Head, Pearl Harbor, and Waikiki Beach.
3. Some people go to Hawaii to learn to hula.
2. Some people go to Hawaii to practice surfing.

And the number 1 reason people go to Hawaii is . . . for their honeymoon or anniversary.

Possible Alternative Topics

What are two reasons why some people . . . ?

- get married
- have children
- travel far from home
- volunteer
- climb Mount Everest
- take risks
- email (when they could phone)
- phone (when they could email)
- use alternative healthcare practices (acupuncture, herbal medicine, chiropractic)
- eat frozen or fast food
- give their children nontraditional names
- become vegetarians
- wear expensive labels/designer clothing

CHART 15-2. Adjectives Followed by Infinitives. Page 333

Time: 5–10 minutes

This list is not complete; other examples can be found in reference books on grammar. However, many of the most frequently used adjectives are included here.

Many of these adjectives can be followed by other structures. For example:

I was *happy about going* to the circus. (preposition + gerund)

I was *happy watching* the clouds float by. (present participle)

It is not necessary to mention these structures to the learners at this point as their focus should remain primarily on *adjective + infinitive*.

If students wonder why these particular adjectives, unlike others, are followed by infinitives, tell them it is a traditional pattern developed over time during the long history of the English language.

- Tell students they have already heard many of the adjectives followed by infinitives included in the chart's list.
- Ask students to scan the list and see which of the included phrases they already know. Some of the more common phrases follow:
 - glad to*
 - happy to*
 - lucky to*
 - ready to*
 - sorry to*
 - surprised to*
- Write one example on the board. For example:
 - Han Na was surprised to meet her neighbor from Seoul here.*
- Following this template, give five students one of the more common expressions above and ask them to come up with a sentence using the adjective expression on the board.
- Ask other students to identify the adjective followed by infinitive phrase.
- Go over the remainder of the chart with students and make sure to address any vocabulary questions they may have.

□ EXERCISE 8. In your own words. Page 334

Time: 10 minutes

- Encourage a variety of completions using the adjectives listed in Chart 15-2.
- Have students take turns reading each item (as printed in the book), and then ask them to call out different completions.

Optional Vocabulary

expressway desperately
family reunion wayward
supportive

□ EXERCISE 9. Let's talk. Page 334

Time: 5–10 minutes

- Give each group either one or both situations.
- Encourage students to come up with additional sentences to describe Mr. Wah's and the residents of Viewmont's feelings about their situations.
- Discuss answers as a whole class.
- Please see the front of this book for more suggestions on how to get the most from group work.

EXERCISE 10. Let's talk: interview.

Page 335

Time: 10–20 minutes

This exercise gives students more opportunities to communicate their own ideas. This exercise can be carried out in several ways described below.

Many of these items are deliberately open-ended and personal and are designed to stimulate discussion. You will want to correct the target structures, but do so in a supportive manner that in no way inhibits students' discussion.

Item 5 could serve as an opening for a fairly detailed discussion in which students can share their personal difficulties and frustrations in using English — if they are not too reluctant to try to express these in English.

As a teacher-controlled dialogue, read the questions aloud, pursuing interesting student responses, and encouraging students to expand on their answers. Spend more time on those questions that students become quickly engaged in and less time on those that students don't seem as excited by.

As an interview, have students get up, move around the room, and gather as many responses to each question as possible. Either ask students to focus on getting as many different answers as possible or to concentrate on asking related questions and delving deeper into each response.

Pairwork is also a possibility, but a larger number of speakers might produce a more interesting discussion.

Expansion: Whichever method you have chosen for Exercise 10, a writing assignment provides a nice follow-up. Ask students to provide a written response to four of the ten items. Let students know that they have the option of explaining their personal responses or sharing some of the responses that were publicly discussed in class. On their papers, note the accurate and meaningful production of the target structures, but also take the time to comment on the content they have chosen to share.

CHART 15-3. Using Infinitives with *Too* and *Enough*. Page 335

Time: 10 minutes

Learners of English often fail to understand that the word *too* before an adjective has a negative meaning (usually that something is excessive and that this causes a negative result). The speaker gives completely different information when using *very* or *too* followed by an infinitive.

- Write the following examples (or modify the ones here to make them more relevant to the members of your class) on the board:

Pedro enjoys listening to loud music very much.

Pedro enjoys listening to loud music too much.

- Explain that when we use the adverb *very* to modify an adjective or adverb, it strengthens the adverb or adjective.
- Explain that when we use the adverb *too* to modify an adjective or adverb, it does more than strengthen the adverb or adjective. It actually changes the meaning to the negative.
- Now add to the second example sentence on the board.

Pedro enjoys listening to loud music too much. → His eardrums have been damaged, and he has lost a bit of his hearing ability over the years.
- Now write the following reminders on the board:

very = a lot
Mr. Nagy is very excited to go to Paris.

too = negative
Mei is too tired to come with us. → Therefore, she will just stay home and rest.
- Check that students understand that *too* indicates a negative result.
- Explain that *enough* follows the adjective and does not indicate a negative result.
- Go over the chart.

EXERCISE 12. Let's talk. Page 336

Time: 10 minutes

- In order to make sure that students understand the negative result indicated by the use of **too** + *infinitive*, ask them to explain why the ring can't be bought in item 1 (and why the meeting won't be attended in item 2).
- Give students time to go through Part I, generating the negative results for each item.
- Have students take turns reading their negative statements aloud.
- Correct and discuss the target structures students produce before going on to Part II.
- Follow the same steps for Part II and review as a class.

EXERCISE 13. Let's talk. Page 336

Time: 10–15 minutes

This exercise intends to touch upon typical student misunderstandings in the use of *too* instead of *very* for example:

INCORRECT: *My country is too beautiful.*

- Ask students to close their books if you plan to work as a class.
- You may need to repeat a cue or add some brief contextual information to help students understand.
- If students are working in small groups or pairs, have the person asking the question keep his/her book open while the others keep theirs closed.
- Because these questions could lead to lively discussion, be ready to help students further engage one another (rather than only interacting with the teacher).
- Go over the answers to all the items and discuss.

CHART 15-4. Passive Infinitives and Gerunds. Page 338
Time: 5–10 minutes

Chapter 11 presents the passive. You may wish to review the notions of “passive verb” and “by-phrase” with your students.

Students may need to review the reference lists of verbs followed by infinitives or gerunds.

- Write the chart title on the board.
- Using what you know of your students’ lives, create an example of a passive infinitive and write it on the board. For example:

Yuval was surprised to be given such a big present.

- Now, with students’ help, come up with an example of the passive gerund.

Annika was worried about being asked to give a speech at the wedding.

- Go over the chart with your students.

EXERCISE 18. Looking at grammar. Page 338
Time: 10 minutes

This exercise requires students to think about the meanings and forms of tenses, verbs that require infinitives or gerunds, and relationships in time. Be sure to allow plenty of time for them to prepare their answers.

Sometimes a simple gerund can be used with a past tense main verb even though the gerund’s action occurred earlier in time. This shows that the English language is changing — not everyone always uses these forms in the same way. But both forms are still in common use, so students need to learn their normal functions.

CHART 15-5. Using Gerunds or Passive Infinitives Following *Need*. Page 339
Time: 5–10 minutes

British English can also use *want* in examples (c) and (d), but American English can only use *need* in those cases. For example:

The house wants painting = BrE but not AmE.

There are regional, dialectal differences in native-speaker preferences for using gerund vs. passive infinitive after *need*.

- Write the chart title on the board.
- Explain that using the passive infinitive after *need* is more widely accepted than using the gerund form.

- Present students with an example of the passive infinitive following *need* and write this on the board. For example:

Those clothes need to be washed.

- Explain that in some parts of the world, it is quite common to use a gerund form after *need*. Illustrate this with the same sentence. For example:

Those clothes need washing.

- Go over the chart.

EXERCISE 22. Let’s talk. Page 340
Time: 10 minutes

- You can discuss this as a class or in small groups. You can also assign this as a written exercise, requiring at least five sentences.

Expansion: If working in small groups, assign a time limit (10 minutes or so) for each group to write as many sentences as possible. After 10 minutes, have one student from each group write his/her group’s sentences up on the board. As a class, review all the sentences for both meaning and grammar. The group with the most correct sentences wins.

CHART 15-6. Using Verbs of Perception. Page 341
Time: 10 minutes

The five physical senses are sight, hearing, touch, smell, and taste. This chart deals with the patterns of complementary verb use with the list of “verbs of perception” that express four of the five senses — all but taste.

Since both the simple form and the *-ing* form are correct and often interchangeable, it is sometimes difficult to explain that there can be a difference in meaning. The chart attempts to make the difference easier to grasp, but for some students the distinction may seem unnecessarily subtle.

New users of English can’t really make any sort of substantial communication error by using one form rather than another, so the grammar points in this chart are not crucial. However, for those interested in the subtleties of how form affects meaning and how choice of form can make meaning more precise, the information in this chart will be of interest.

In the terminology used in this text, the “simple form” of a verb is the form that is usually listed in the dictionary, the form with no tense or endings, i.e. the uninflected form.

SIMPLE FORM: *go, accept*

SIMPLE INFINITIVE: *to go, to accept*

- Write the chart title on the board.
- Explain to students that you are going to present two ways of using verbs of perception.

- With your students' help, create sentences using verbs of perception followed by the simple form of the verb based on what they can actually observe in class at the moment. For example:

Paulo is listening to his teacher explain the grammar.

Susana sees Miguel take notes in class every day.

- Explain that it is also possible for these same verbs to be followed by the *-ing* form of the verb.
- Write the same observations from above but this time with the *-ing* form.

Paulo is listening to his teacher explaining the grammar.

Susana sees Miguel taking notes.

- Explain that the *-ing* use shows a subtle emphasis on duration.
- Illustrate this point by writing an example in which the *-ing* form is similar to a reduction of a *while*-clause. Write the following example on the board:

Susana sees Miguel (while he is) taking notes.

- Explain that in some cases, given the actual context, it makes more sense to use either a simple or an *-ing* form.
- Explain that if an action is already in progress when the subject observes it, it may make sense to use the *-ing* form. Write an example of this on the board.

When I arrived in my English class late, I saw my teacher handing out our final exam.

- Explain that if the emphasis is on perception of a complete action or performance, it makes most sense to use the simple form. Write an example of this on the board.

Keiko saw the Rolling Stones perform last night.

- Go over the chart.

EXERCISE 25. Let's talk. Page 341

Time: 5–10 minutes

This item demonstrates a common use of verbs of perception in everyday life.

- Do item 1 with your class as a whole. Have individual students give you their descriptions orally.
- You can also have a student go to the board and write what he / she heard and saw for item 1.
- Break students into pairs or small groups for items 2 and 3, and circulate as they describe their classmates' actions to one another.

Expansion: Take the students to another place (outside the facilities, perhaps, or to another area of the class building) and ask them to describe their perceptions, encouraging them to observe closely and describe carefully what they see and hear.

You could also assign this extension as written homework. Have students describe their observations of any setting they choose. The more action they observe the better, so a crowded area (café, university library, gym, etc.) may work best. They can read their

observations aloud without stating the venue and have others guess what the venue is. Students can write their assignment in the present tense and finish with "Where am I?"

For example (sample homework assignment):

I hear weights being lifted onto machines. I see people stretching and lifting things repeatedly. I see other people running. I can smell sweat and Gatorade.

Where am I? (The gym.)

EXERCISE 26. Looking at grammar.

Page 341

Time: 10 minutes

This exercise asks that students identify the verbs of perception in each item.

Because the difference in usage of the simple or *-ing* form with verbs of perception is quite subtle in Part I, do your best to explain it clearly, but don't belabor it.

In Part II, where the difference is more significant, this difference depends heavily on context, and it can be quite difficult for students to actually grasp it. Even in these cases, the line between the use of the two forms can still be too thin to easily discern. Don't let students dwell on this challenge. Do your best to reassure them that they will eventually grasp the differences by using the forms in particular situations.

- Explain that the items in Part I illustrate the fact that in many situations either form of the complementary verb is both correct and possible.
- Have students complete the sentences in Part I, bearing the above in mind and referring to the chart when reviewing as a class.
- Now explain that Part II presents situations where there is clearly a difference in meaning between the two forms.
- Have students complete Part II, and review as a class.

Expansion: Students can have fun demonstrating some of the situations in the entries, as if performing in a theater. Other students can describe the situation while you correct the target structures included in their observations. For example, for item 4, Carlos acts out being in an earthquake. Another student reports *Carlos could feel the ground shake / shaking.*

Optional Vocabulary

suspicious-looking
slammed
softball
auditorium
glanced
swatted

CHART 15-7. Using the Simple Form after *Let* and *Help*. Page 343
Time: 10 minutes

The American English preference is (d), the simple form of a verb rather than an infinitive after *help*. The British English preference is (e), the infinitive after *help*.

In the contraction *Let's* (c), the apostrophe indicates omission of the letter "u" in *Let us*. (See Chart 9-11). There is no other instance in English in which an apostrophe plus -s represents a contraction of *us*.

- Explain that *let* has the meaning "allow," and it is followed by first an object (usually a pronoun or proper noun) and then the simple form of the verb.
- Write the following pattern on the board:
subject + let/help + pronoun + simple verb
- Ask students to help you think of a sentence about their classroom structure using *let*, and write this sentence on the board. For example:
Our teacher lets us use our dictionaries.
Our teacher lets us drink coffee in class.
- Explain to students that this pattern can also be used with the verb *help*. Refer to the pattern on the board.
- With students, come up with an example to illustrate *help* followed by the simple form. Write this example on the board:
Jung Woo helped his mother wash her car.
- Briefly explain that example (e) is more commonly used in British English but that students will sometimes hear it in American English.

□ **EXERCISE 28.** In your own words.
Page 343
Time: 5-10 minutes

The purpose of this exercise is to accustom students to using simple forms after *let* and *help*.

- Ask students to complete the sentences on their own first.
- Have them take turns reading their completions aloud.
- Correct their production of the target structures as well as usage and vocabulary.

Expansion: For additional practice, you and your students can think of new sentences. One way to do so is to give students pieces of paper or index cards. Have students count off in groups of 3 (1, 2, 3 . . . 1, 2, 3). Ask all the 1's to write the name of a person or pronoun on their card or slip of paper. Ask the 2's to write the simple form of any verb. Now ask each 1 and 2 to give their cards to the number 3 person to their immediate right. This person should use the subject and verb he/she has been given to come up with a sentence using all the words and *let* or *help*. That student then must write his / her sentence on the

board, and the rest of the class will correct it. For example:

Index Card from #1 *Index Card from #2*
My mother *clean*

Possible sentence to be created and written on the board by #3:

My mother helps my married sister clean her house every Saturday.

CHART 15-8. Using Causative Verbs: *Make*, *Have*, *Get*. Page 344
Time: 20-25 minutes

A "causative" verb carries the meaning that something/someone produces (causes) a result. This may be a difficult concept in some cultures, and languages express the notion of causation in very different ways. Therefore, you may need to discuss the notion of causation with your students.

The method of causation is expressed by choosing one of the three verbs:

make = use force; *have* = request or order; *get* = use persuasion or perhaps trickery.

- Write the chart title on the board.
- Explain *causative* as a combination of active and passive. You can even say one half passive and one half active.
- Remind students that in a typical active sentence the subject both causes the verb to happen and also does, or performs, the action of the verb.
- Tell students that a causative-verb sentence is similar to an active sentence because the subject causes the verb to happen. Further explain that like a passive verb, the subject of a causative verb does not actually do/perform the action.
- Ask the class the following question:
When you were a child, what was something your parents caused you to do?
- Write a list of their answers on the board. You may need to prompt them by supplying some examples such as:
clean my room
finish my chores
do my homework
- Explain that we have three verbs we use for causative and that they have slight but important differences in meaning. Write the following on the board:
make + simple form → no choice
have + simple form → request
get + infinitive → persuade
- Have students look at the list of tasks on the board again, and ask them:
What was something your parents made you do that you had no choice about?
What was something they requested you do?
What was something they persuaded you to do?

- While students are thinking of their answers, model some correct forms by writing sentences about you on the board. For example:

When I was a child, my parents . . .

made me go to bed at 8 P.M. every night.

got me to eat my vegetables by promising me ice cream later.

- Elicit sentences from the class and write them on the board.
- These completions may spur some natural discussion of raising children and the different expectations parents have of small children across cultures. Encourage such conversation if it occurs, but reinforce the target grammar by writing the target structure on the board as it arises in discussion.
- Explain passive causatives by asking your students questions about everyday actions that they may cause to happen as subjects but that they may not actually do themselves. For example:

Who decides that you need a haircut?

Who actually cuts your hair?

- Tell students that a haircut is a perfect example of causative as the subject causes the action but (usually) does not do it him or herself.
- Explain that we use *have* and *get* to describe the typical action of going to a hairdresser, and write the following example on the board:

Josefina had / got her hair cut last weekend.

- Go over the chart with students.

□ EXERCISE 32. Let's talk or write. Page 345 Time: 10 minutes

- Though most students will already know most expressions, have them look through the list, and pre-teach any less familiar vocabulary.
- Have students make sentences for each of the items. If some tasks can't be performed at the shopping area nearest their homes, tell them to simply use a negative verb.
- Ask students to choose five items to make into a paragraph and turn in as homework. You can encourage students to expand on this by adding items that are not included in the original exercise.

□ EXERCISES 35–39. Pages 347–350

These exercises are comprehensive reviews of Chapters 14 and 15. There are plenty of items in these exercises for additional practice of all the materials in Chapters 14 and 15. You might want to do the first few items of each as a whole class and then let students do the rest in small groups or as homework. Due to the number of items, you may choose to only discuss those items which caused difficulty.

□ EXERCISE 36. Reading and listening. Page 348 Time: 10 minutes

It is important that students understand the benefit of being able to guess meaning or vocabulary choices as the direction line instructs them to do when they first look at this passage. All autonomous language learners must be able to logically "fill in the blanks" both when they listen and read. Here they have practice with both skills.

- Explain to students the benefit of first trying to complete the cloze items without having listened to the audio: Using context to understand the correct vocabulary choices is something they have to do successfully to become active listeners and readers.
- After students listen to the audio, review and correct as a class.

Expansion: Have students close their texts, and ask them to paraphrase the paragraph as best they can. Ask students comprehension questions, or have them write what they understood in paragraph form. This topic may also lead to a general discussion, so some discussion questions are included below.

Possible comprehension questions:

1. *Roughly how much of the world's population is functionally illiterate?*
2. *What does it mean to be functionally illiterate?*
3. *What particular problem resulting from this illiteracy does the passage discuss?*
4. *What is one solution to this particular problem?*

Related discussion questions:

1. *Do you live in a country with a high or low rate of illiteracy?*
2. *There are many socioeconomic factors that contribute to illiteracy. What do you imagine these are?*
3. *There are many socioeconomic trends that are the result of illiteracy. What might these be?*
4. *The passage discusses the impact of illiteracy on health care. What are some other possible areas of a person's life that would be impacted by their inability to read?*
5. *What support exists in your country for those people who can't read?*

□ EXERCISE 39. Let's talk and listen. Page 350 Time: 10–15 minutes

Part I

- Have students discuss the questions in Part I for a few minutes with their books closed. You can also ask them to discuss other threatening weather they have experienced and to compare the relative violence of the weather they are used to.
- Play the audio.

Part II

- Have students open their books and complete the True / False section independently.

Part III

- Have students listen to the audio again, this time completing the cloze items.
- Discuss the completed passage with students, and encourage them to share personal stories and to ask questions.

- Draw attention to incorrect use of target structures, and encourage students to self-correct.

Optional Vocabulary

shelters	strike
fatal	conduct
bolt	plumbing
depression	
ditch	