

CHAPTER 14

Gerunds and Infinitives, Part 1

CHAPTER SUMMARY

OBJECTIVE: Gerunds and infinitives are very common forms of verbs that function as nouns and are used in speaking and writing, as the following underlines demonstrate. A person who tries to to speak English without using gerunds and infinitives will produce very unnatural-sounding sentences. Learning to understand and use these structures fluently is very important for all students of English.

APPROACH: This chapter begins with gerunds and their functions, before moving on to infinitives. The text then tackles special groups of verbs that are followed by infinitives, gerunds, or both. The chapter emphasizes the importance of becoming comfortable with using both gerunds and infinitives through practice rather than rote memorization. Reference lists are included, but rote memorization is not recommended.

TERMINOLOGY: Like many traditional terms in grammar, “gerund” and “infinitive” were borrowed from analyses of the Latin language. These terms are useful, but they do not fit English grammar nearly as well as they do Latin grammar. In this text, the combination *to* + simple form of the verb includes no indication of tense or number. A gerund is the base form of the verb + *-ing*. Gerunds function like nouns and are quite frequently the subjects of sentences. Focus students’ attention on recognizing gerunds and infinitives rather than the form names and/or the meaning of the terms

PRETEST. What do I already know? Page 302.
Time: 10 minutes

Students have been hearing gerunds and infinitives correctly combined with verbs since they began studying English and therefore, they may be quite good at identifying which of these items are correct and which need to be amended.

- Give students a few minutes to identify which items are already correct.
- Discuss how students would correct the items that have errors in them.

Optional Vocabulary

clearing walkways fluently

► **EXERCISE 1.** Warm-up. Page 302.

Time: 10 minutes

- Have students complete the three items according to their own preferences.

- Explain to students that when a subject of the sentence is needed (as in sentence 3), a gerund is more commonly used.

CHART 14-1. Gerunds and Infinitives: Introduction. Page 303. Time: 10–15 minutes

Students should learn that “gerund” is the name of a noun form derived from a verb. Like a noun, a gerund can function either as a subject or an object (or it can be the object of a preposition). In Chapter 1, students learned that certain verbs (for example, *know*, *need*, *want*) are very rarely used in the progressive form. Because students understand that these verbs don’t have an *-ing* form, they may be reluctant to use the gerund form for them. Point out that though these verbs are rarely used in the progressive, they can be used as gerunds. For example:

INCORRECT: *I am knowing John.* (progressive form of *know* not possible)

CORRECT: *Knowing John is a pleasure.* (gerund as the subject of the sentence)

CORRECT: *I insist on knowing the truth.* (gerund as the object of the preposition)

Because a gerund is based on a verb form, it can have an object and can be modified by an adverbial phrase. For example:

I play games. (verb + object)

Playing games is fun. (gerund + object)

We play in the park. (verb + prepositional phrase)

Playing in the park is fun. (gerund + prepositional phrase)

Playing games in the park is fun.

(gerund + object + prepositional phrase)

These structures are sometimes called “nominals.”

- Write the chart title on the board.
- Ask several students what they plan to do this coming weekend and/or after class. Ask students to also tell you why they want to do those activities.
- Write students’ responses on the board in the following way, by underlining the activity:

What?

Tariq is going to play soccer this weekend with other students from his dorm.

Why?

Tariq likes sports.

- Now explain that we can talk about Tariq's activities and preferences by using gerunds (from *play soccer*).
- Explain that every gerund is a noun form based on a verb and that gerunds can have the same functions as nouns.
- Write an explanatory note on the board. For example:
gerund = verb form but noun function
- Ask students what other functions nouns can have, and help students articulate that a noun can be the subject of a verb, object of a verb, or object of a preposition.
- Return to the above information, as provided by a student (or in the above case, Tariq), and write three new sentences on the board:

Playing soccer is Tariq's plan.

Tariq likes playing soccer.

Tariq talked about playing soccer.

- Ask a student to go to the board and underline the new gerund form used as a subject.
Playing soccer is Tariq's plan.
- Ask another student to go to the board and underline the new gerund form used as the object of the verb.
Tariq likes playing soccer.
- Ask a third student to go to the board and underline the new gerund form used as the object of a preposition.
Tariq talked about playing soccer.
- One student may be able to do all three underlining tasks above if you prefer. The point is to demonstrate the three distinct functions or uses of the gerund *playing*.
- Have other students take turns reading the chart examples (a)–(e), and discuss the explanatory notes.

► **EXERCISE 2.** Looking at grammar.
Page 303. Time: 10 minutes

- Read the direction line to your students, and make sure they understand that gerunds are not part of the progressive tense.
- Ask a student to read the examples aloud.
- As a class, identify the function of all the *-ing* words.

Optional Vocabulary

scheduling

electrolytes

► **EXERCISE 3.** Looking at grammar.
Page 303. Time: 10 minutes

- Read the direction line aloud.
- Review the examples, and distinguish subject and object infinitives from the preposition *to*.
- Ask students to complete the exercise on their own as seatwork and review together.

Optional Vocabulary

committed to

mentor

► **EXERCISE 4.** Warm-up. Page 304.
Time: 10 minutes.

- Ask students to expand on the list of gerund phrases to include other things they like or don't like doing.
- Write some student-generated combinations on the board.

Sasha enjoys surfing the Internet and posting on social media.

Po-Hsin avoids watching TV news and talking about politics.

CHART 14-2. Common Verbs Followed by Gerunds. Page 304. Time: 10 minutes

This chart and the following exercises present just a few of the many verbs that are always followed by gerunds. Some students, depending on their learning style, may want to memorize this list or those that follow. Explain to students that learning all the lists they will encounter will be more effective if they use them to practice the verbs orally and in writing, while working on recognizing the gerund combinations that “sound right.”

- Write the chart title on the board.
- Explain that gerunds are the objects of certain verbs, and tell students that they will already know or be familiar with many of these combinations.
- Ask students to put checkmarks next to the verb + gerund combinations they already know well.
- Using the verbs students are most familiar with, ask them to describe their own likes, dislikes, and/or other actions.
- Write sentences produced by students on the board:

Samaya enjoys reading fiction in English.

Seek-Min appreciates making Mexican food at home from fresh ingredients.

Alejandro keeps working out at his Cross Fit gym.

Francois postponed leaving for the train station until the weather improved.

- Now ask students to go to the board and identify the subject, verb, and object in each sentence.

S V O

Samaya enjoys reading fiction in English.

- Have students take turns reading through the chart example sentences (a)–(c).
- Spend adequate time explaining that *stop doing* something means “quit an activity altogether; for example: *stop smoking* means “quit smoking.”

Optional Vocabulary

avoid

postpone

► **EXERCISE 5.** Looking at grammar.
Page 305. Time: 10 minutes

- Engage students in the topic by asking them about the process of applying to colleges and universities in their countries and how college and university education is funded.
- Possible discussion questions include:
 - What do you know about applying for colleges or universities in your country?*
 - Who is responsible for funding higher education in your country?*
 - How is the application process different from the process in the U.S.?*
- Depending on students' level of interest, discuss the fact that the application process itself is known to be a challenging one for students.
- Have students take turns completing each item.
- Provide immediate and overt correction.

Optional Vocabulary

college application essay convinced
appreciated

► **EXERCISE 6.** Looking at grammar.
Page 305. Time: 10 minutes

- Give students time to work through the exercise as seatwork.
- Correct as a class, and write any challenging items on the board for further analysis.

► **EXERCISE 7.** Let's talk. Page 306.
Time: 10 minutes

- Have students work with a partner.
- Ask students to make sentences using any tense and subject.
- Circulate around the room and assist students in producing sentences. Correct students as necessary.
- Have students take turns reading their sentences aloud.

► **EXERCISE 8.** Listening. Page 306.
Time: 10-15 minutes

- Be provisioned for the listening activity by having the audio ready and the script handy.
- Play the audio while students complete the sentences.
- Provide immediate and overt correction.

► **EXERCISE 9.** Warm-up. Page 306.
Time: 10 minutes

- Ask students to take turns reading all the sentences aloud; the incorrect forms should jump out at students because they sound so wrong.
- Correct immediately and overtly.

CHART 14-3. Common Verbs Followed by Infinitives. Page 306. Time: 15–20 minutes

Remind students that, as with gerunds, they have probably encountered the infinitive form many times before. (The infinitive form is usually introduced with the base form, when students first begin learning regular verbs. Many students first use infinitives to explain what they want or like to do.)

Spend ample time demonstrating that the negative form cannot be contracted, so students need to get used to the following form: *I promise not to + base form.*

- Write the chart title on the board.
- Write *verb + infinitive* on the board, and explain to students that they will help you create example sentences for this structure.
- Choose six of the more common infinitives, and write on the board the beginnings of sentences using your students' names as subjects. For example:

Valeria hopes to _____

Mattheus promised to _____

Ah-Ram plans to _____

Victor agreed to _____

Lei-Wen offered to _____

Our teacher pretended to _____

- Ask six students to go to the board and complete a sentence with specific information about their classmates.
- Ask another six students to identify the parts of each sentence. For example:

S V + Infinitive

Valeria hopes to travel this weekend.

- Ask students to take turns reading chart examples (a)–(c) aloud.
- Discuss the explanatory notes.

► **EXERCISE 10.** Let's talk: interview. Page 307.
Time: 10 minutes

- Because this exercise follows a pattern of production that students have seen before in this text, ask them to personalize their sentences as much as possible.
- Stress that by using their own ideas, students will be gaining meaningful practice of the structures presented in this chart.
- Have students read their completed sentences aloud, and provide immediate and clear correction.
- Write students' examples on the board.

► **EXERCISE 11.** Looking at grammar.
Page 307. Time: 10 minutes

- Introduce the exercise by saying that you want to learn students' opinions on what makes a good employee in a number of common professions.

- Have students complete each sentence on their own as seatwork.
- Review as a class, compare responses, and confirm grammatical form.

► **EXERCISE 12.** Looking at grammar.

Page 307. Time: 10 minutes

- First, introduce the concept of “small talk” and ask students to discuss what small talk consists of.
- Have students take turns reading sentences and completing the dialogue with either gerunds or infinitives.

Optional Vocabulary

electronic devices broke
usher

► **EXERCISE 13.** Warm-up. Page 308.

Time: 10 minutes

- Have students add *you* in the right place in each sentence.

CHART 14-4. Infinitives with Objects.

Page 308. Time: 15 minutes

- Write the chart title on the board.
- Explain that this construction is usually used when giving instructions or asking / telling someone to do something.
- Write the chart section heading *Verb + Object + Infinitive* on the board.
- Write an example sentence taken from the context of your class on the board.

Martha told us to open our books.

- Identify the parts of speech, and write them on the board as students tell you which word is which part of speech.

S V O + Infinitive

Martha told us to open our books.

- If there is time, ask a student to come up with a new example, and write it on the board, identifying parts of speech as you do so.

S V O + Infinitive

Pablo asked me to repeat the answers.

- Next, write the heading *Verb + Infinitive / Verb + Object + Infinitive* on the board.
- Explain that verbs in this category can have both the patterns described above. They can be followed by an infinitive, or they can be followed by an object, and then an infinitive.
- Write two examples of both combinations (using the same verb) on the board. For example:

Chen-Wu asked to leave class early.

Chen-Wu asked the professor to leave class early.

- Have a student go to the board to identify and contrast the differences. For example:

S V + Infinitive

Chen-Wu asked to leave class early.

S V O + Infinitive

Chen-Wu asked the professor to leave class early.

- Remind students that, as with most grammatical patterns and certainly with gerunds, students will benefit most from reading and hearing infinitive combinations in actual speech.
- Have students take turns reading Chart 14-4 examples (a)–(f) aloud, and review the explanatory notes.

► **EXERCISE 14.** Looking at grammar.

Page 309. Time: 10 minutes

- Remind students that both forms (*to leave* or *me to leave*) are possible with many of the verbs.
- Correct students immediately as needed, and write correct forms on the board to emphasize the order of words / parts of speech.
- Because students should have a good understanding of the various verbs included, ask them to provide synonyms or explanations as you go. For example:

You: *What is a synonym for “permit” in this exercise?*

Students: *Allow.*

► **EXERCISE 15.** Looking at grammar.

Page 309. Time: 10–15 minutes

- Explain the direction line to students.
- Give students ample time to complete the exercise as seatwork.
- Have students read their completions aloud, and correct immediately and clearly.

► **EXERCISE 16.** Looking at grammar.

Page 310. Time: 10 minutes

The correct answers to these items are in the form of reported (or indirect) speech. The cues are in quoted (or direct) speech. Stress 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. Or you may not wish to discuss the concept of quoted versus reported speech, depending on your students’ level and preparedness.

- Show students how item 1 was produced by changing the quote into a different *reporting verb + infinitive*.
- Give students time to write their answers while you circulate, helping as needed.
- Review students’ answers orally as a class, having students read their answers aloud.
- Write any particularly difficult items on the board for further discussion.

► **EXERCISE 17.** Let's talk: interview. Page 310.

Time: 15–20 minutes

- Have students get up and move around to interview one another.
- Tell students to take notes and be ready to ask for further details when their classmates respond to questions.
- After students have spent at least 15 minutes gathering information, come together again as a class and work through all nine questions.
- Write students' contributions on the board and review grammar along with content.

► **EXERCISE 18.** Warm-up. Page 310.

Time: 10 minutes

- Have students read the pairs of sentences aloud.
- Ask students immediately after one pair is read whether the meaning is essentially the same or not.
- Students may say that they think the first and fourth pair do have differences in meaning. Rather than telling them they are wrong, simply say that native speakers use both gerund and infinitives with *begin* and *love* interchangeably.
- Students may not be able to articulate the difference between the following pairs, but they are likely to have a sense that there is a difference.

remember to do and remember doing

forget to do and forget doing

stop to do and stop doing

- Before moving to the chart, ask students to give you real-life examples of whatever differences they sense.

CHART 14-5. Common Verbs Followed by Either Infinitives or Gerunds. Page 311.

Time: 15 minutes

The complex history of the English language, which has elements from German, French, Norse, etc., has produced the parallel forms that are included in Group A. Learners should be confident that using either the infinitive or the gerund with these verbs causes no substantial change in meaning that would in any way interfere with effective communication. However, mention that native speakers don't always agree on their uses of the forms listed in Group A. The differences are mainly the result of regional or social variations, and even personal preferences.

In contrast, the differences in meaning with Group B verbs are substantial. Students need practice in order to understand and use these verbs appropriately. Using an infinitive instead of a gerund with one of these causes a significant change in meaning, and students should be taught what these changes are.

Plan to spend plenty of time on this chart. These distinctions are important, and students can find them challenging. Before class, create many real-life examples for Group B that very clearly illustrate the differences when using the verbs with an infinitive versus when using them with a gerund.

- Write the chart title on the board.
- Present the Group A verbs by writing on the board:
Gerund OR Infinitive: NO DIFFERENCE in meaning
- Illustrate the fact that there is no difference by providing examples on the board, using your students' names and lives as content. Use an infinitive with the first example and then the same verb but with a gerund. For example:

Hye Won loves to ski.

Hye Won loves skiing.

- Explain to students that they will undoubtedly meet native speakers who argue that there is a difference in meaning. However, most native speakers couldn't explain what that subtle difference is and therefore, any difference is too minimal to worry about. Stress that for students' purposes, the usage and meaning is exactly the same with Group A verbs.
- Ask students to read through chart examples (a)–(c) aloud, and read through the explanatory notes with students.
- Now introduce the Group B verbs by writing on the board: *Gerund OR Infinitive: BIG DIFFERENCE in meaning.*
- An effective way to introduce Group B is by asking one student to volunteer to help you. Ask the volunteer to stand up, jump up and down, walk around, or do a particular physical action.

You: *Max, can you stand up and jump up and down, please?*

Max: *OK. (does what is asked)*

- Next, ask the volunteer to stop the previous action.
- Ask the rest of the class to help you write what they just observed.

Max stopped jumping up and down.

- Now ask another student to stand up and walk around the room.

You: *Takuya, could you please stand up and walk around the room?*

Takuya: *OK. (does what is asked)*

- Tell the student to stop walking. After he stops, ask him to pick up a book.
- With your students' help, write on the board what they have just observed in this second demonstration. For example:

Takuya was walking around the room.

Takuya stopped walking.

Takuya stopped walking (in order) to pick up a book.

- Explain that *stop to do something* means stop doing one action in order to do a second action.
- Have students take turns reading examples (d)–(m) aloud, and ask various students to make their own examples with various common verbs as they go along.
- Review the explanatory notes.
- Take plenty of time, even at the risk of being repetitive, to have students create example sentences, and write these on the board. Go over examples thoroughly, and ask students questions that push them to demonstrate their understanding.

► **EXERCISE 19.** Looking at grammar.

Page 311. Time: 10 minutes

- Lead this exercise, having students complete each sentence while reading them aloud.
- In order to break up the exercise, frequently ask students to provide synonyms for words that arise in the sentences. Also ask students to provide alternatives to the response they provided.
- Spend ample time on item 5 to explain the patterns with *prefer*.
- Correct grammatical form, pronunciation, and usage. Be very definitive and prompt with corrections.

Optional Vocabulary

| | | |
|------------|----------|-------|
| freshwater | runway | exact |
| suffer | loan | burp |
| homeless | approved | |

► **EXERCISE 20.** Looking at grammar.

Page 313. Time: 10 minutes

- Explain the direction line, and let students know that they are explaining the meaning of the sentences on the left. The exercise is not concerned with what action verbs were used but whether the subject stopped, started, forgot, etc., doing an action.
- Give students time to read through the sentences and find the appropriate explanation on the left to match.
- Correct and discuss as a class.
- When students disagree, write the original sentences on the board and discuss.

► **EXERCISE 21.** Listening. Page 313.

Time: 10 minutes

- Be fully provisioned with the audio cued and the listening script handy.
- Remind students they will be choosing the sentence that has the same meaning (but may sound different from what they have heard).
- Play the audio.
- Correct as a class.
- Refer to the script for clarification as needed.

► **EXERCISE 22.** Looking at grammar.

Page 313. Time: 10 minutes

- Have students work through this as seatwork.
- Correct by having students read their completed sentences aloud.

► **EXERCISE 23.** Let's talk. Page 314.

Time: 10–15 minutes

- Set the scene for the picture by reading the direction line aloud.
- Put students in groups of 3–4.

- Ask students to use their imagination and come up with five sentences to describe the picture using the verbs in the box.
- Circulate around the room, helping groups create sentences.
- Have each group read their sentences aloud and compare the stories the sentences tell.

► **EXERCISE 24.** Looking at grammar.

Page 314. Time: 10–15 minutes

- Remind students that by readily completing sentences from prompts, they will better train their ear for which verb + gerund or infinitive combinations sound correct.

Optional Vocabulary

| | |
|-------------|---------------------|
| volunteered | anniversary present |
|-------------|---------------------|

► **EXERCISE 25.** Warm-up. Page 315.

Time: 10 minutes

- Ask three students to read the items aloud.
- Have students describe the forms that follow prepositions (*always gerunds*).
- Ask students what verb + preposition combinations they already know. At this point, students should know many such combinations.

CHART 14-6. Using Gerunds as the Objects of Prepositions. Page 316. Time: 15 minutes

A gerund can immediately follow a preposition but an infinitive cannot. Demonstrate this by simply using a verb + preposition combination followed by an infinitive — it is too cumbersome (and incorrect) to say:

He is worried about to travel to France.

The exception that proves the rule is *be about to*. This is the one idiom in which a preposition is followed by an infinitive and not by a gerund. It means “ready for an immediate action.” For example:

I am about to open my book.

You may want to have students check off the phrases they already know in the list of common preposition combinations followed by gerunds. Doing so will remind them that they are already familiar with many of these combinations and will help them concentrate on expressions they haven't heard and don't know.

Remind students that their mastery of gerunds and infinitives will increase with actual use. Some students may be tempted to memorize lists and combinations, but reassure your students that they will learn these and other lists by using and hearing their contents frequently. For this reason, Chapters 14 and 15 contain numerous speaking exercises.

- Write the chart title on the board.
- Elicit from students a sentence containing a preposition, and write this on the board. For example:

Ibrahim is tired of discussing politics.

- Choose a few common phrases that have prepositions and that precede a gerund from the list in Chart 14-6, and write them on the board. For example:

be interested in

be passionate about

be looking forward to

Ask three students to go to the board and create sample sentences, using the above phrases and three gerunds.

We are interested in meeting the new students.

They are excited about traveling to a different country.

They are looking forward to practicing their language as much as possible.

- Explain to students that it can be challenging to learn the idiomatic and prepositional phrases that precede gerunds and that they should not attempt to memorize the list included in the chart.
- Have students refer to this list as often as they like.
- Go over the remainder of the chart, reading items (a)–(g) aloud and reviewing explanatory notes.
- Have students pay special attention to the negative form.

► **EXERCISE 26.** Looking at grammar. Page 316. Time: 10–15 minutes

- Give students time to complete the items as seatwork.
- After students have completed the items, have students read their responses aloud.
- Provide complete and prompt correction.

► **EXERCISE 27.** Looking at grammar. Page 317. Time: 10 minutes

- Read the direction line aloud.
- Call on students to complete each item with an appropriate preposition and the verb in parentheses.
- Correct and write any challenging items on the board.

Optional Vocabulary

stormy

version

excuse

innocence

► **EXERCISE 28.** Let's talk. Page 317. Time: 10–15 minutes

- Have students work with partners.
- Read the direction line, and determine who will be Partners A and B in each pair.
- Each partner will need to use the verbs included in the question in combination with prepositions to respond to the question.

- Circulate and ask each pair specific questions to prompt them and help them maintain a flow in this oral exercise.

► **EXERCISE 29.** Looking at grammar. Page 318. Time: 10 minutes

- Ask students to take turns reading aloud and filling in the blank with a preposition and gerund form.
- Put any challenging items on the board.
- Remind students that this repeated practice assists them in becoming familiar and comfortable with using prepositions and verbs together.

Optional Vocabulary

promotion

participated

capable

administrative assistant

expert

prohibited

► **EXERCISE 30.** Listening. Page 319. Time: 10 minutes

- Have the audio cued and listening script handy.
- Read the direction line.
- Play the audio and have students complete the summary sentences.
- Correct by having students read the completions aloud.

► **EXERCISE 31.** Let's talk. Page 319. Time: 10–15 minutes

This is a great exercise to get students speaking as freely as possible. You can also prepare more index cards with a variety of phrases around one theme as an expansion activity.

- Read the direction line to students.
- Have students work in pairs or small groups.
- Walk among the pairs or groups, encouraging students to speak by prompting with questions and vocabulary.
- Correct immediately to enhance accuracy, and also collect common mistakes to discuss as a class.

Optional Vocabulary

quench

satisfy

stain

Expansion

Prepare index cards before class. Each index card should contain 3–4 unusual tasks. After students receive their index cards, they should get up and walk around the room, interacting with other students. Students need to form *How can you ____?* or *How would you ____?* questions from the prompts listed on each index card. These questions will be answered with the *by + ____-ing* form as targeted in this exercise. Then, as each student prepares questions from the card prompts, he/she interviews other students and records their answers. At the end of the exercise, each student should share one interesting response that they learned from their classmates.

Possible prompts and answers include:

How ... ?

get elected to public office

By joining local committees, by attending community events, by campaigning tirelessly, by caring about people's concerns

improve your health

By eating less fat, by cutting down on alcohol, by getting more sleep, by learning to meditate, by having regular checkups

save an unhappy marriage

By going for marriage counseling, by taking vacations together, by learning to enjoy one another's hobbies, by taking classes together

ensure you have a pleasant retirement

By saving money and working hard now, by investing wisely, by not spending money on unimportant things, by ensuring you have good health when older, by not getting into debt

expand your understanding of the global economy

By taking a course, by reading the Wall Street Journal and the Economist, by learning economic theories, by studying global business trends, by watching the news and following the stock market

keep your mind sharp

By doing crossword puzzles, by learning a new language, by practicing a musical instrument, by trying to do projects around the home yourself

build upper body strength

By doing yoga daily, by lifting weights, by carrying groceries, by doing pull-ups

break a bad habit

By replacing it with a good habit, by rewarding yourself if you manage to stop your bad habit, by distracting yourself with a good book, by spending more time out with friends

► **EXERCISE 32.** Let's talk: interview. Page 320. Time: 10–15 minutes

- Engage students in the topic by asking them how they express emotions. Read the direction line aloud.
- Ask students what differences may exist when people express emotions and which of the following can impact the way people express emotions:

age

personality

gender

*economic situation /
social position*

language

mood

nationality

details of specific incident

culture

- Have students work in pairs or groups while you promote active discussion.
- Review as a class.

► **EXERCISE 33.** Reading and speaking. Page 320. Time: 10–15 minutes

Part I

- Read the direction line.
- Have students take turns reading the sentences that comprise the passage.
- Discuss the phrases in bold.
- Review the responses the giver might provide.

Part II

- Model the conversation with a student who will take the role of Speaker B.
- Have students continue to work in pairs and respond to the gifts they have received appropriately.

Optional Vocabulary

awkward

generic

exchange

loss for words

discomfort

enthusiastically

souvenir

design

gracefully

knick-knack

► **EXERCISE 34.** Warm-up. Page 321. Time: 10 minutes

Students will probably be somewhat familiar with phrases like *go skiing*. Be ready to remind them that in such cases, there is never a *to* after *go*.

- Have students take turns reading the sentences and making them true for themselves by circling the gerunds that apply to them.

CHART 14-7. Go + Gerund. Page 321. Time: 10–15 minutes

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,” but you can remind students that the name is not so critical.

Definitions of some vocabulary items in the chart:

birdwatching = the activity of identifying birds in their natural habitats

bowling = a sport in which a heavy ball is rolled toward nine or ten wooden pins in order to knock them down

camping = going somewhere in the countryside or near a mountain, lake, ocean, or river and living in a tent, cooking over a fire, and enjoying nature

canoeing = floating or paddling on a river or lake in a small simple boat called a *canoe*

hiking = walking vigorously in the mountains or countryside, possibly while carrying equipment for camping in a backpack; also called *backpacking*

jogging = running for exercise

sailing = traveling on a lake, river, or ocean in a boat with a sail (and sometimes a motor); moving by catching wind in the sail

sightseeing = touring or traveling to look at beautiful buildings, natural wonders, or other sights

sledding = in winter, going down a snowy hill using a sled (which is a wooden or plastic device that slides down the snow)

snorkeling = swimming with a face mask and breathing tube in order to watch fish and marine life

window shopping = looking into shop windows but perhaps not intending to buy anything

A phrase similar in structure is *to go missing*, which means “to disappear.” This is not an activity but a misfortune, and it is more often used in British English. However, your students might find it of interest.

- Ask students to look through the list of activities and check off the activities they enjoy and/or have tried.
- Ask a few students to write sentences on the board about activities they have done. For example:
Mariella and I went sailing on the Charles River.
- Have another student come to the board and correctly label the parts of speech presented in this sentence. For example:

S V O

Mariella and I went sailing on the Charles River.
- Remind students that by using these *go + gerund* combinations frequently, they will become used to the pattern.

► **EXERCISE 35.** Let’s talk. Page 322.
Time: 10–15 minutes

- Have students get into groups and ask one another the questions.
- Students should respond with complete sentences.
- Encourage students to ask for more details about why they wanted or didn’t want to try certain activities by doing so yourself.
- Compare responses as a class.

► **EXERCISE 36.** Reading. Page 322.
Time: 10–15 minutes

- Ask students to read the passage and respond to the questions on their own as seatwork first.
- Correct and review by having students complete the questions and point out where they found the information.

Optional Vocabulary

active relaxing invite
calm fishing rod

► **EXERCISE 37.** Let’s talk. Page 322.
Time: 10–15 minutes

- Read the direction line and model the example item.
- Instruct students to first make complete statements from the prompts and then discuss them.
- Ask students to report on their partners’ preferences.

► **EXERCISE 38.** Warm-up. Page 323.
Time: 10 minutes

- Have students take turns responding to the statements and offering an explanation of why they chose *yes* or *no*.
- Have students articulate the commonality among the verbs in blue.

Optional Vocabulary

waste (money) unnecessary

CHART 14-8. Special Expressions Followed by *-ing*. Page 323. Time: 15 minutes

In examples (a) and (b), the verb *have* means “to experience something.”

The *-ing* verbs are labeled “gerunds” in some grammar texts. The argument, however, for labeling them “present participles” is strong. This text chooses to simply call them *-ing* forms.

Certain verb phrases are followed by the *-ing* form. The verbs and expressions in this chart share this characteristic.

- Write the chart title on the board.
- Explain to students that some of these *-ing* expressions originally come from clauses containing present participles. For example, *We had a good time while we were playing soccer* can also be reduced to *We had a good time playing soccer*. There is no difference in meaning.
- Remind students that the name or classification of these expressions does not matter nearly as much as the end goal of being able to easily use them.
- Ask students to go through the list and check off those expressions that they are already familiar with.
- Write some of the common expressions on the board, and then have students come to the board to complete each sentence with information that is true for them. For example:

I had a good time going out with my friends.

I had difficulty getting all my work done in time, before my vacation.

I had some trouble phoning my parents in Saudi Arabia last night.

I spend a lot of time reading books in English and writing emails to my English-speaking friends.

I wasted a lot of time watching cat videos on YouTube.

- Review the remainder of the chart by asking students to read items (a)–(i) aloud. Review the explanatory notes.
- Stress that students can learn these patterns best by actively speaking and listening as much as possible.

► **EXERCISE 39.** Looking at grammar.

Page 324. Time: 10–15 minutes

- Have students complete the sentences without prior preparation. They should just start in with each student reading an item and completing it on the spot.
- Correct immediately, and put items on the board to correct overtly and definitively.

Optional Vocabulary

| | |
|----------|----------|
| to offer | release |
| quite | rowboats |
| shade | for rent |
| catch | |

► **EXERCISE 40.** Grammar and speaking.

Page 324. Time: 10 minutes

- Give students time to complete the sentences on their own, giving thought to their responses.
- Put students in pairs or groups to discuss their responses with one another.
- Walk around the room, helping students as they discuss the sentences and encouraging them by asking further questions.
- Reassemble as a group, and invite students to share their completions with the group.

► **EXERCISE 41.** Listening. Page 325.

Time: 10 minutes

- Be completely provisioned for this exercise by having the audio and listening script ready.
- Read through the example item with students.
- Review and correct with your class and discuss.

► **EXERCISE 42.** Warm-up. Page 325.

Time: 10 minutes

- First, engage students in the content of the sentences by asking them about their own accents and how they have or have not changed during their study of English.
- Ask students whether they know English language learners who speak without an accent, and discuss the ages of those people.
- Ask three students to take turns reading each of the three sentences.
- Discuss the content of the sentences and whether students agree with the statements.
- Ask students to decide which sentence sounds best and/or most natural to them.

CHART 14-9. *It* + Infinitive; Gerunds and Infinitives as Subjects. Page 325.

Time: 15 minutes

You may need to point out that a gerund subject is singular and requires a singular form (for example, *Playing games is fun.*).

The emphasis in Chart 14-9 and the exercises that follow is on the *it* + infinitive structure, a frequent pattern in both speech and writing.

Of course, *it* + gerund is also possible, and 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 or a gerund as subject patterns in this lesson.

- Write the chart title on the board, and tell your students that you will be looking at *it* + infinitive first.
- Students will probably be quite familiar with common expressions that have this *it* + infinitive structure. To get them started, write the following common expressions on the board, and prompt students to respond as naturally as possible, calling on their opinions and experiences to complete these.

It is important to ____.

It is easy to ____.

It is almost always fun to ____.

It is important to ____.

- Write student-generated sentences on the board.

It is easy for Mei-Wen to play soccer; she has been playing since she was six years old.

It is exciting to meet people from other countries.

- Read example (a) aloud and discuss the explanatory notes.
- Now explain that using gerunds as subjects is very common, and call students' attention to (b) and the notes in the chart.
- Give students other examples of gerunds as subjects, and write a few on the board. For example:

Eating ice cream is great, especially on hot days.

Sleeping late is one of the pleasures of the weekend.

- Write a number of common gerunds on the board, and ask students to expand them into sentences.

studying

driving

doing yoga

reading English before falling asleep

cooking

calling your parents

- Then have a student read example (c), and discuss the explanatory note.
- Finally, read the example sentences in (d) aloud. Discuss at length, as this syntax can be quite challenging.

► **EXERCISE 43.** Grammar and speaking.
Page 326. Time: 10 minutes

- Have students work in pairs, and ask what advice they have either given or received, depending on their ages.
- Ask students to come up with several sentences for each cue.
- Ask students to write some of their sentences on the board, and discuss whether other students agree or disagree with the advice. For example:

It is important for teens to have a job to learn the value of money.

versus

It is important for teens to have enough time to study.

► **EXERCISE 44.** Looking at grammar.
Page 326. Time: 10 minutes

This exercise has two purposes. One is to emphasize the correct location of the *for (someone)* phrase between the adjective and the infinitive. (It is highly unusual to say *For me, it is important to _____*.)

The other purpose is to demonstrate the meaning and use of the *for (someone)* phrase. It limits the meaning of the general statement. *It is easy to speak Spanish* indicates that it is easy for everyone to speak Spanish. In order to limit this statement, and render it accurate, the *for (someone)* phrase is used. For example:

It's easy for Roberto to speak Spanish because he already speaks Portuguese fluently. It is not easy for Ahmad to speak Spanish because he is not yet familiar with the alphabet.

- Read the direction line aloud.
- Have students take a few minutes to complete the sentences on their own.
- Ask students to share their true statements.

Expansion

Before class, write pieces of advice for particular situations on index cards. Ask students to work in pairs. Students have to expand the cues into full sentences and then, in pairs, they must guess what situation the advice applies to. If it works for your group, have students write the expanded sentences on the board, while other students correct the grammar of each sentence and determine what the situation is. For example:

save money for a down payment

To do this, it is important to save money for a down payment.

create a good credit history

To do this, it is also critical to create a good credit history.

watch interests rates

To do this, it is helpful to watch interest rates.

This is advice for _____.

Buying a house.

Possible situations and advice include:

Getting healthy

eat nutritiously

sleep enough

exercise regularly

Learning a second language

speak only the second language

watch movies in the second language

read fiction in the second language

Getting your dream job

write cover letters

send résumés

prepare for the interview

Traveling around the world

save enough money

decide what part of the world to visit

research flights

Cooking a gourmet meal

choose a recipe

buy required ingredients

invite friends for dinner

► **EXERCISE 45.** Let's talk: pairwork. Page 326.
Time: 10 minutes

- Have students work in pairs.
- Explain the directions.
- Walk around the room and assist in keeping the conversation exchange going.

CHART 14-10. Reference List of Verbs
Followed by Infinitives. Page 327.
Time: 10 minutes

CHART 14-11. Reference List of Verbs
Followed by Gerunds. Page 328.
Time: 10 minutes

CHART 14-12. Reference List of Preposition
Combinations Followed by Gerunds.
Page 329. Time: 10 minutes

These lists are for students to refer to, not for them to memorize. The exercises that follow, and the Workbook provide a lot of practice, but learners don't need to learn the lists by heart. Some students, however, will want to sit down and try to memorize every word of the lists, despite your reminders.

These lists are not exhaustive, but they do represent many of the most frequently used words that fall into patterns.

- Write the chart headings on the board, and tell students that they will gain most from these lists by referring to them.
- Tell students that familiarity with these reference lists can help them incorporate new vocabulary and the gerund or infinitive forms into everyday speech.
- Ask and answer any questions about vocabulary. When you do, give your students sentences with meaningful contexts.

Expansion

Create oral exercises 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:

You: (choosing item 9 from Chart 14-10): Many students can't stand _____.

Students: Many students can't stand taking tests, though some like them.

You: (choosing item 11 from Chart 14-11): We finally completed _____.

Students: We finally completed studying this chapter today.

► EXERCISE 46. Let's talk: pairwork. Page 330. Time: 10 minutes

- Have students work in pairs.
- Explain the directions.
- Walk around the room and assist in keeping the conversation exchange going.

► EXERCISE 47. Game. Page 330. Time: 10–15 minutes

- Arrange students in teams.
- Choose verbs from Charts 14-10 to 14-12. Have students work as teams to complete the sentences with *to do it* or *doing it*, or with their own words.
- Reward one point for each correct answer. The team with the most points wins.

► EXERCISE 48. Looking at grammar. Page 331. Time: 10 minutes

- Ask students to work in pairs.
- Have students choose all the correct sentences.
- To review, have students share which sentences are incorrect, which part of the incorrect sentences is wrong, and how each incorrect sentence could be changed.

Optional Vocabulary

convince fur commute

► EXERCISE 49. Check your knowledge. Page 331. Time: 10 minutes

- Give students time to correct the errors on their own as seatwork.
- Correct by having students tell you what the particular error was and how it can be corrected.

Optional Vocabulary

tutor thrill fiancé

► EXERCISE 50. Reading, grammar, and writing. Page 332. Time: 15–20 minutes

Part I

- Ask students to take turns reading both the thank-you note and the passage about writing thank-you notes aloud.
- As students read aloud, ask students to define vocabulary words and/or paraphrase sentences after they are read.

Part II

- Have students respond to whether a gerund or infinitive should follow the phrases given.
- Discuss why a gerund or infinitive is needed (e.g., a gerund must follow a preposition).

Part III

- Students can respond to either of the two prompts in writing. Before students choose a prompt, have a student read aloud the thank-you key phrases that are included in the writing tip.

Part IV

- Have students edit their writing by using the checklist.

Optional Vocabulary

| | |
|-----------------------|------------------------|
| opportunity | culture of the company |
| skills | rule of thumb |
| associate's degree | previously |
| automotive technology | nice touch |
| work ethic | specific |