

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 *-ing* forms are presented. Finally, a set of exercises provides a comprehensive review of both 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.

PRETEST. What do I already know? Page 334.
Time: 10 minutes

Because this is the second of two chapters devoted to gerunds and infinitives, students may be more primed for this pretest than for the previous one. In addition, and as is true throughout the text, students will have a familiarity with these forms that they may not even be aware of.

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

► **EXERCISE 1.** Warm-up. Page 334.
Time: 10 minutes

- Have students take turns reading each of the items aloud.

Optional Vocabulary

clown nose
cheer up
relax

CHART 15-1. Infinitive of Purpose: *In Order To*. Page 335. Time: 10–15 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 the airport this past weekend?*
You: *What did you go to the airport in order to do?*
- Explain that this question can be asked and answered without stating *in order*. 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 and some sunscreen for her vacation.
Yu-Ting took the train to New York to spend time with his uncle, who has been sick.
Somaiya and her children went to the beach to relax and enjoy themselves.
- Explain that the preposition *for* is used before a noun, but it also expresses purpose.
- Give students repeated examples showing the differences between how *for* and *to* are used to show purpose.

► **EXERCISE 2.** Looking at grammar.
Page 335. Time: 10 minutes

This exercise is basic, but students often struggle with expressing purpose and may simply use a translation of *for* + verb. Remind students that *for* must be followed by a noun object because it is a preposition.

- Have students read each item aloud.
- Put the correct completions on the board.

Optional Vocabulary

executives long-term

► **EXERCISE 3.** Looking at grammar.
Page 335. Time: 10 minutes

- Remind students that *for* precedes a gerund and *to* precedes verb forms.
- Give students time to complete the exercise on their own.
- Correct as a class.

► **EXERCISE 4.** Looking at grammar.
Page 336. Time: 10 minutes

- Remind students that *in order to* can only be used to show purpose and that they need to distinguish the purpose from the preposition *to* that may precede a noun phrase.
- Give students time to complete the exercise.
- Review and correct as a class.

Optional Vocabulary

relief allergic impress
toothache Novocain pastry
checkups decorated

► **EXERCISE 5.** Let's talk: interview. Page 336.
Time: 15 minutes

- Lead this exercise without giving students time to prepare responses ahead of time.
- Students should take turns giving two purpose statements in response to the six prompts.
- Write the most unusual responses on the board for further discussion.

Expansion

Create "Top Ten Reason" lists for all six items in Exercise 5 after students have completed the initial exercises. Students who have been exposed to American pop culture may have some familiarity with this format, but help students present the top ten reasons for each prompt, counting down with number 10 being the least common and number 1 being the

most common. Remind students that they can use both *in order to* and *for* phrases.

Sample Top Ten Reasons List:

Why People Go to Hawaii for Vacation

10. Some people go to Hawaii in order to attend a luau.
9. Some people go to Hawaii in order to wear a grass skirt.
8. Some people go to Hawaii for the amazing food.
7. Many people go to Hawaii in order to see a volcano.
6. Lots of people go to Hawaii for an exotic vacation.
5. Many people go for the sun and beach.
4. Lots of serious surfers go to Hawaii to surf the big waves.
3. Many people go to Hawaii to celebrate their honeymoon or anniversary.
2. Lots of people go to Hawaii to learn about the native Hawaiian culture.
1. People go to Hawaii to visit Diamond Head, Pearl Harbor, and Waikiki Beach.

To give students extra practice with these structures, give them additional topics. You can write each one on an index card beforehand and invite students to work in pairs.

What are two reasons why some people ____ ?

- get married*
- have children*
- travel very far from home*
- never leave their hometown*
- volunteer to help others*
- climb Mount Everest*
- take risks*
- email (instead of making a phone call)*
- make a phone call (when they could have emailed)*
- run a marathon*
- use alternative health-care practices (acupuncture, herbal medicine, chiropractic)*
- eat frozen or fast food*
- become vegetarian*
- wear expensive labels and designer clothing*

► **EXERCISE 6.** Warm-up. Page 336.
Time: 5–10 minutes

- Ask students to take turns reading the sentences.
- Ask students if they have an image of a car dealer in their minds, whether the image is positive or not, and why or why not.
- Have students discuss what comes before the adjectives in blue (forms of the verb *be*) and also what comes directly after (infinitives).
- Ask students to discuss what buying a car is like in their countries, and make sure they can understand the following phrases:

be certain to *be unlikely to*

CHART 15-2. Adjectives Followed by Infinitives. Page 337. Time: 5–10 minutes

This list is not complete; other examples can be found in reference books on grammar, but these are among the most common combinations. Many of these adjectives can be followed by other structures. For example:

I was *happy about visiting* my friends.
(preposition + gerund)

I was *happy watching* TV with Rolf. (present participle)

It is not necessary or useful to mention these other structures following adjectives at this point because students' focus should remain on just the adjective + infinitive combinations.

If students wonder why these particular adjectives, unlike others, are followed by infinitives, explain that it is simply a traditional pattern. There are many structures that do not have a grammatical justification but rather developed over time and are accepted in the English language.

- Tell students they have already heard many of the adjectives followed by infinitives that are included in the chart's list.
- Ask students to scan the list to see which of the phrases they already know well. Some of the more common phrases follow:

glad to *lucky to* *sorry to*
happy to *ready to* *surprised to*

- Write one example on the board, using a student's name. For example:
Han Na was surprised to meet her neighbor from Seoul here.
- Following this model, give each of five students one of the most common expressions above and ask them to create sentences using the adjective expression. They should write their sentences on the board.
- Those who haven't gone to the board should correct their peers' work.
- Involve students who didn't go to the board by having them read items (a) and (b) from the chart aloud.
- Pick some of the more unusual adjective phrases included, and invite students to make up a related sentence on the spot. For example:

You: *eager to*

Panut: *I am eager to finish this chapter.*

► **EXERCISE 7.** Let's talk. Page 337. Time: 5–10 minutes

- Have students work in groups of 3–4.
- In groups, students should first read the description of each situation and discuss the meaning.
- Have students complete both situations in groups, and then ask students to read their completions aloud.
- Correct immediately and overtly, and encourage peers to explain how to correct individual errors.

► **EXERCISE 8.** Writing or speaking. Page 338. Time: 10–15 minutes

- Have students work on this exercise autonomously as seatwork.
- Encourage students to complete each item using adjective + infinitive patterns and to be imaginative in doing so.
- Remind students to check their completions carefully.
- Correct as a class, and write students' completions on the board to compare content.

Optional Vocabulary

family reunion is up to (be up to)
supportive not believe my ears
desperately

► **EXERCISE 9.** Let's talk: interview. Page 338. Time: 10–15 minutes

- Instruct students to first create complete questions with the words in parentheses.
- Tell them to then ask two classmates each question and write down their classmates' responses.
- After ample time, have students share their responses.

► **EXERCISE 10.** Warm-up. Page 338. Time: 10–15 minutes

- Have students think specifically about food and the fact that different people have preferences that are unique to them.
- Ask students what kinds of foods they find *too hot*, etc., and list them on the board. For example:

too hot *too bland* *too sour*
too cold *too bitter* *too rich*
too spicy *too sweet*

- Let students know that in all these cases, when people say that a food or drink is *too sour*, e.g., *to eat* or *to drink* is implied. For example:
A lemon is too sour to eat.
- Point out the infinitive form used with *too* + adjective.
- Now have students take turns reading through the conversation in Exercise 10.
- Ask students to complete the sentences that follow, and discuss the meaning of these.

CHART 15-3. Using Infinitives with *Too* and *Enough*. Page 339. Time: 15–20 minutes

Learners of English may fail to understand that *too* before an adjective has a negative meaning. This form means that some quality is excessive and brings about a negative result. The speaker gives very different information when he uses *too* and when he uses *very*. It is important to make this distinction clear by having students produce lots of examples.

- Using your students' lives as contexts, create examples and write them on the board.
- Ask your students clear questions about the results or consequences of *too* versus *very*. For example:

Pablo enjoys extreme sports very much.

Pablo enjoys extreme sports too much.

- Explain that we can use the adverb *very* to strengthen an adjective or adverb.
- Contrast *very* with *too*. Explain that when we use *too* in front of an adjective or adverb it does more than strengthen the meaning; by contrast, it makes the meaning of the adjective or adverb negative by making the meaning excessive.
- Now add to the above examples.

Pablo enjoys extreme sports very much. He spends much of his winter extreme-skiing.

Pablo enjoys extreme sports too much. He went extreme-skiing in poor conditions and had a terrible accident last year.

- Write the following reminders on the board:

Mr. Nagy is very excited to go to Paris.

very = a lot, positive

Mei is too tired to come with us.

too = an excessive amount, a negative consequence

- Ask students to take turns reading through items (a) and (b) while also discussing explanatory notes.
- Introduce the concept of *enough* by asking students what they have enough strength or intelligence to do.

You: *Maki, what do you have enough intelligence to do?*

Maki: *I have enough intelligence to use advanced English grammar.*

You: *Rose, what do you have enough strength to do?*

Rose: *I have strength enough to run a marathon.*

- Stress that *enough* can be positioned either before or after the adjective.
- Ask students to read items (c)–(e) aloud, and discuss the explanatory notes.
- It is important to stress that what follows is a common error and that students should not be repeating *it* after using this expression.

INCORRECT: *That car is too expensive to buy it.*

CORRECT: *That car is too expensive to buy.*

► **EXERCISE 11.** Looking at grammar. Page 339. Time: 10–15 minutes

- Explain the direction line to students.
- Have students complete the exercise on their own as seatwork.
- Correct by having students read each completion aloud; require accurate pronunciation.

Optional Vocabulary

severe

contagious

expose

injure

► **EXERCISE 12.** Let's talk. Page 339.

Time: 10–15 minutes

- Put students into pairs or small groups.
- Be ready to explain *big enough to hold*.
- Ask students to be as detailed and specific as possible while discussing the questions with one another.
- Move around the room, correcting and encouraging students.
- Review questions as a group and encourage any spontaneous conversation that arises.

► **EXERCISE 13.** Listening. Page 340.

Time: 10–15 minutes

- Be provisioned with the audio and listening script.
- Explain to students that they will hear a sentence and be asked to pick the option that has the same meaning as the sentence they have heard.
- Correct as a class and refer to the listening script as needed.

Expansion

Prepare a set of index cards before you come to class.

These index cards should have been divided into two groups, one containing phrases with *too* + adjective and a corresponding amount containing *to* + infinitive. You will give adjective cards to half the group and infinitive cards to the other students. Students have to talk with one another until they find a natural-sounding match and can create a sentence using both cards. Creative and justifiable sentences will be accepted but ridiculous sentences will not be.

Index card combinations can include:

The weather is too uncertain to go to the beach.

The currency is too unstable to cash our traveler's checks this week.

Some Indian food is too spicy to eat.

The concert started too late to attend.

I got up too late to run before work.

Anna was too exhausted to respond immediately.

The news is too sensational to take seriously.

Politicians are too self-interested to trust.

Olympic athletes are too committed to ruin their bodies with drugs.

The Internet is too insecure to put important personal information on.

Cake is too sweet to eat for breakfast.

► **EXERCISE 14.** Warm-up. Page 340.

Time: 10 minutes

This warm-up may prove challenging for students because passive infinitives and gerunds are rare. Give students time to try out both completions before deciding which one sounds right, and remind them that they are not expected to already be familiar with these forms.

- Have students take turns reading the items out loud, and decide on the completion as a class.
- Discuss what each item means and why passive voice is used.

CHART 15-4. Passive Infinitives and Gerunds:
Present. Page 340. Time: 10–15 minutes

You may wish to briefly review passive in general before presenting this chart. Remind students that there are many passive sentences that do not use the *by* phrase.

Students may want to refer to the lists of verbs followed by infinitives or gerunds as they are concentrating on these structures.

- 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:
Masashi was delighted to be given a present by the class.
- Now with your students' help, come up with an example of the passive gerund. Remind students they will need to use the correct preposition to go with the gerund.
Anton was nervous about being asked to compete against the top chess player.
- Ask students to take turns reading each item in the chart aloud, and review the explanatory notes.

► **EXERCISE 15.** Looking at grammar.
Page 340. Time: 10 minutes

- Lead this exercise, helping students get used to these somewhat complex structures. Let students know that because of the number of auxiliary verbs needed, they would be wise to work very slowly.
- Help students take turns completing each item, and write the completions on the board if helpful.

► **EXERCISE 16.** Looking at grammar.
Page 341. Time: 10 minutes

- Give students time to work through each item on their own.
- Remind them to proceed slowly so that they can be sure to include each auxiliary needed.
- After students have completed all items, correct as a class by having each student take a turn reading a completion aloud.
- Correct immediately and overtly so that students can hear the auxiliaries required.

Optional Vocabulary

insist helicopter
compositions

► **EXERCISE 17.** Reading and listening.
Page 342. Time: 10 minutes

- Be fully provisioned with the audio and listening script ready to go.
- Give students plenty of time to first read the passage and complete the blanks with the words in the box.
- Play the audio through once, and if students prefer, play it a second time before correcting.

Optional Vocabulary

functionally illiterate appropriately

► **EXERCISE 18.** Let's talk. Page 342.
Time: 10–15 minutes

- Stress with students that this exercise is intended to give them an opportunity to practice passive infinitives and gerunds in a natural way. Tell them that though these structures are rare in themselves, they do come up in hypothetical situations such as listed here.
- Have students work in pairs, and remind them to form this structure slowly. The challenge is to get the auxiliary verbs in the right position without missing any.
- After students have spent time discussing in groups, reassemble as a class and give ample time for each statement.
- Write challenging phrases on the board, and encourage students to disagree with one another.

Expansion

Prepare these questions on index cards to hand out. Students have to use passive infinitives and passive gerunds in order to state preferences.

Sample cards include:

Would you rather be given a certain amount of time to live, or would you rather not be told when you will die?
Do you prefer being told bad news immediately?
Would you prefer being left a large sum of money all at once, or would you prefer being left an annual inheritance?
Do you expect to be invited to the weddings of all your friends?
Would you prefer being given a handmade gift to any other kind of gift?
Do you like being complimented by strangers?
Do you prefer driving to being driven?

► **EXERCISE 19.** Warm-up. Page 342.
Time: 10 minutes

- Engage students in the topic by asking them what they consider to be cheating and how it is dealt with in their countries.
- Ask students whether plagiarism (not citing sources and/or claiming these as your own) is similar to cheating.
- Have students read through all items and discuss which are most common.

Next, have students work in pairs to come up with sentences from the prompts provided. Walk around the room, encouraging pairs to come up with appropriate sentences and correcting the sentences produced.

After students have practiced the forms with partners, write some of the examples generated on the board and compare students' memories.

► **EXERCISE 22.** Looking at grammar. Page 344. Time: 10 minutes

- Before beginning this exercise, assure students that for the most part, they will need to be able to recognize such correct forms rather than generate them.
- Give students time to complete each item on their own.
- Review the completed items as a class.

► **EXERCISE 23.** Warm-up. Page 344. Time: 10 minutes

- Start by engaging students around what they consider "clean."
- In order to get this conversation going, write some basic questions on the board (or prepare them on a handout and distribute).
- Another way to prompt discussion is to provide students with photos of very clean rooms or homes, cluttered rooms or homes, and/or extremely messy or unclean homes or rooms.
- By passing around photos of different standards of clean, students can be readily prompted to discuss what they consider clean as opposed to what others might.

For example (some basic questions to get the ball rolling):

Do you consider yourself a "clean" or "neat" person, or a messy one?

Have you ever lived with anyone who has a different standard of "clean" than you do?

Would you prefer to clean your house or room yourself, or have it cleaned by others?

- After students have discussed standards of cleanliness, have them think about what in their life "needs" regular cleaning. You can suggest their whole living space, individual rooms, their cars, their backpacks, purses or backpacks, and so on.
- Finally, have students complete the items in the warm-up.
- Ask students to share their responses.

CHART 15-6. Using Gerunds or Passive Infinitives Following *Need*. Page 345. Time: 10–15 minutes

British English also uses *want* in the same way that example item (c) in the chart does.

For example, in British English, the following is possible:

The house wants painting. (BrE but not AmE).

There are regional differences and different dialects that use different structures. There are also simple native speaker preferences for using gerunds versus passive infinitives after *need*.

- Write the chart title on the board.
- Explain that using the passive infinitive after *need* is more common than using the gerund form.
- Present students with an example of the passive infinitive following *need*, and write it on the board. For example:

I need to repair my computer.

My computer needs to be repaired.

- Tell students that a gerund can follow *need*. For example:

My computer needs repairing.

- Ask students to take turns reading the items in the chart aloud, and discuss the explanatory notes.

► **EXERCISE 24.** Looking at grammar. Page 345. Time: 10 minutes

- Read the direction line aloud.
- Give students time to complete the exercise on their own as seatwork.
- Correct as a class. Put challenging items on the board.

Optional Vocabulary

tractor	hens	ripe
stalls	laid	

► **EXERCISE 25.** Let's talk. Page 345. Time: 10 minutes

- Ask a student to read the situation describing the house that Lawrence and Kara want to buy.
- Discuss the term *fixer upper*. Because valuing old houses is not universal, it could be interesting to find out if any students from other countries would ever want to buy an old house such as that shown in the photo.
- Ask students what kinds of homes are valued in their cultures, prompting vocabulary such as *modern, convenient, economical, stylish, contemporary, etc.*
- Ask students about the house-repair vocabulary in the box. They are unlikely to know all the words. Even when students are familiar with the words, asking them for definitions promotes spontaneous opportunities for discussion.
- Have students work in pairs and/or small groups to discuss the changes and repairs that need to be made to the house.
- Ask students to write their sentences on the board to compare content.

► **EXERCISE 26.** Reading and speaking.

Page 346. Time: 10–20 minutes

- Ask students if they know what *multitasking* means, and put synonyms and phrases they respond with on the board in a word web.
- Have students either read the passage to themselves or take turns reading the passage aloud.
- Ask students about some of the Optional Vocabulary included (listed below).
- Ask students to read the discussion questions aloud and facilitate their comments in response to each question.
- Invite students to say whether their own experience matches the content of this Blue Book Blog.
- Because recently targeted grammar can be well utilized in asking students to describe their own experiences, ask students to use the following verbs and structures in sharing their responses:

recall / remember / regret + gerund

recall / remember / regret + having + past participle

Optional Vocabulary

capable	routine	deal with
tasks	deleting	technique
batches		

► **EXERCISE 27.** Warm-up. Page 346.

Time: 10 minutes

- Ask a student to read the description of “verbs of perception” aloud.
- Have students read the correct sentences aloud in each item and compare these to the incorrect ones.

CHART 15-7. Using Verbs of Perception.

Page 347. Time: 10–20 minutes

The five physical senses are sight, hearing, touch, smell, and taste. This chart deals with the patterns of complimentary 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. For example:

Paulo is listening to his teacher explaining the grammar.

Susana sees Miguel taking notes.

- Explain that the *-ing* form 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 and how long actual actions take, it makes sense to use either a simple or an *-ing* form.
 - Tell students that if a verb takes very little time to perform (e.g., *slam a door*), it is more appropriate to use the simple form.
 - Explain to students 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 exams.

- 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 Coldplay perform last night.

- Have students read the chart examples aloud.
- Review the explanatory notes.

► **EXERCISE 28.** Let’s talk. Page 347.

Time: 10 minutes

- Have students work in small groups or pairs.
- Give students a chance to carry out the instructions and describe actions to one another using verbs of perception.
- Review as a class.

► **EXERCISE 29.** Looking at grammar.
Page 347. Time: 10 minutes

- Read the direction line.
- Ask students if they know what an earthquake is and if any of them have experienced one.
- Lead the exercise and call on different students to complete each item.

► **EXERCISE 30.** Looking at grammar.
Page 347. Time: 10 minutes

- Have students work through this exercise on their own as seatwork.
- Stress that there is not always a distinction between using the simple versus the *-ing* form.
- Ask each student to explain his/her choices to the class.

Optional Vocabulary

slammed auditorium diploma

Expansion

Take your students to another location (either outside the school itself or another area within the building), and have them observe and describe their perceptions, using the verbs discussed above. Encourage students to observe carefully and then describe in detail.

You could also assign this activity 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) may work best. They can read their observations aloud without stating the venue and then have other students guess what the venue is. Students can write their assignments in the present tense and finish with “Where am I?”
For example:

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

Where am I? (The gym.)

► **EXERCISE 31.** Warm-up. Page 348.
Time: 10 minutes

- Remind students that among their most important grammar “skills” is the ability to recognize what sounds right.
- Ask students to take turns reading each item aloud.
- Decide, as a class, whether each item is grammatical based on the way each one sounds.

CHART 15-8. Using the Simple Form after *Let* and *Help*. Page 348. Time: 10–15 minutes

The American English preference (with reference to the chart) is (d), using the simple form 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*. Note that there is no other instance in English in which an apostrophe + *-s* represents a contraction of *us*.

- Write the chart title on the board.
- Explain that *let* has the meaning of “allow.” It is followed first by an object (usually a proper noun or pronoun) 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 sentences about their classroom practices using *let*, and write them on the board. For example:

Our teacher lets us drink coffee in class.

Our teacher doesn't let us use our cell phones 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 examples to illustrate *help* followed by the simple form.
- Write the examples on the board:

Jung Woo helped his mother wash her car.

Jung Woo didn't help his mother wash her car.

- Go over the chart with students. Reiterate that example (e) is more common in British English, but it is also possible in American English.

► **EXERCISE 32.** Looking at grammar.
Page 348. Time: 10 minutes

- Lead this exercise, giving students time to complete each item.
- As students complete each item, ask them to also provide you with other grammatical options.

Optional Vocabulary

advisor credit card statement
challenge a course

Expansion

For additional practice, lead the following activity, which will allow students to come up with sentences using the target structure and prompts generated by other students.

Hand students blank index cards or pieces of paper and ask them to count off, 1, 2, 3, repeatedly. Ask all the 1's to write the name of a person or a pronoun on their card or slip of paper. Ask the 2's to write the simple form of any verb on their card or slip of paper. Now ask

each 1 and 2 to give their cards to the number 3 person on their right. This person uses the subject and verb he/she has been given to come up with a sentence using all the words given with either *let* or *help*. That student must then write his/her sentence on the board while the rest of the class corrects it.

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

Possible sentence generated by number 3 and written on the board:

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

► **EXERCISE 33.** Warm-up. Page 349.
 Time: 10 minutes

- Have students take turns reading each of the (a)–(c) statements aloud.
- As a class, have students match the statements to the descriptions of the actions below.
- Lead students by asking pointed questions, but make sure they know what *weeding* and *dandelions* are. For example:

You: *In all three scenarios, who weeded the dandelions?*
 Students: *Andy's son.*
 You: *Who caused the weeding to happen? Who initiated it?*
 Students: *Andy.*

CHART 15-9. Using Causative Verbs: *Make, Have, Get.* Page 349. Time: 15–20 minutes

A causative verb sounds like its function. These verbs are used to describe situations in which a subject “causes” an action to take place but does not perform the action. This may be a difficult concept in some cultures, and languages express the notion of causation in very different ways. You can start introducing the chart by discussing the notion of causation with your students.

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

- make* = use force
- have* = request or order
- get* = use persuasion or perhaps dishonesty

- Write the chart title on the board.
- Explain that *causative* is a combination of both active and passive voice. *Causative* is, in a simple sense, one-half active and one-half passive.
- Remind students that in a typical active sentence the subject also performs, or does, the action. In a causative sentence (like an active sentence), the subject causes the action to take place but does not actually carry it out. Like in a passive sentence, the subject of the verb does not do the action.

- Ask students the following question and write it on the board:
What was something your parents caused you to do when you were younger?
- Write a list of student responses on the board. You may need to prompt the class by offering some suggestions.
go to school
take the trash out
clean my room
finish my household chores or tasks
take care of my little sister or brother
do my homework
go to bed earlier than I wanted
write thank-you notes
- Explain that in English, there are three verbs that are used to express the idea of a subject causing an action to happen (but not also doing the action).
- Each of the three verbs below has slightly different meanings. 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:
 You: *Did your parents make you do something?*
 Student: *Yes, they made me go to school.*
 You: *Did your parents request that you do something?*
 Student: *Yes, they had me take care of my little brother.*
 You: *Did your parents persuade you to do something?*
 Student: *Yes, they got me to write thank-you notes when I got birthday presents.*
- To make sure students get these patterns, write more model sentences on the board, and ask students if they had the same experience you did. For example:
My parents made me go to bed earlier than I wanted.
My parents had me take out the trash every evening.
My parents got me to eat vegetables by promising me ice cream later.
- It is hoped that the use of the causative and this presentation will spur discussion of child-rearing practices across cultures. Ask questions to further an active discussion. By having students immediately use the grammar in a meaningful way (by getting engaged in a topic), they are more likely to understand its usefulness and initiate the form on their own.
- Keep reinforcing the correct form by writing student-generated sentences on the board.
- Explain that causative is also used when the subject initiates an action that another person does to or for him/her.
- Ask students if they generally cut their own hair, prompting the response “no.”
- Ask students who decides when they schedule a haircut or when they need a haircut, prompting the response “I do.”

- Explain that the particular form used for scheduling a haircut, a repair to your car or computer, or another service to be done is *have / get + object + past participle*.
- Write the following example on the board:
Josefina had / got her hair cut last weekend.
- Review the chart by having students read the sets of examples (a)–(k) aloud, and go through the explanatory notes.

► **EXERCISE 34.** Looking at grammar.
Page 350. Time: 10–15 minutes

- Have students take turns reading each of the conversations aloud.
- Ask students to match each one to the appropriate causative form below.
- Have students refer to specific language that informs their decisions.
- Correct and review as a class.

► **EXERCISE 35.** Looking at grammar.
Page 350. Time: 10 minutes

- Give students time to complete this exercise on their own.
- Review as a class and have students explain their responses, referring to specific words and their understanding of the situation.

Optional Vocabulary

composition satisfied

► **EXERCISE 36.** Looking at grammar.
Page 350. Time: 10 minutes

- Have students continue to work on their own.
- Ask students to read their completions aloud, and provide immediate and clear correction.

► **EXERCISE 37.** Let's talk. Page 351.
Time: 10 minutes

- Lead this exercise by asking students to make sentences from the prompts on the spot.
- Have students compare the many tasks that can be done in shopping areas, and also introduce other services that can be provided there. For example:

Can you also get your car washed there?
Can you have clothing altered there?
Can you have small appliances fixed there?
Can you get a guitar restrung there?

► **EXERCISE 38.** Let's talk. Page 351.
Time: 10–20 minutes

- Have students work in pairs or small groups.
- Walk around the room, helping students respond to questions. Encourage them by correcting / providing form, pronunciation, and vocabulary.
- Review the questions as a group and write student responses on the board, comparing them with others.

► **EXERCISE 39.** Warm-up. Page 352.

Time: 5 minutes

- Ask students which form seems correct and natural and which one seems more formal.

CHART 15-10. Using a Possessive to Modify a Gerund. Page 352. Time: 10 minutes

- Explain that using the possessive adjective to modify a gerund is not common and is formal, but it is worthwhile to become familiar with.
- Ask a student to yawn or stretch their limbs in class. For example:

You: *Ibrahim, could you please yawn.* (Ibrahim yawns.)

You: *Kumiko, did you notice Ibrahim's yawning? How does his yawning make you feel?*

Kumiko: *His yawning makes me feel sleepy, too!*

- Ask students to read (a)–(d) aloud, and review the explanatory notes.

► **EXERCISE 40.** Looking at grammar.
Page 352. Time: 10 minutes

- Have students complete each item with the formal and informal pronouns required on their own as seatwork.
- Review as a class, reiterating which forms are common.

Optional Vocabulary

interfering celebration reception

► **EXERCISE 41.** Looking at grammar.
Page 353. Time: 10 minutes

- Have students complete each item as you call on them.
- Discuss any challenging items by putting them on the board and referring back to the chart used to present each structure.

Optional Vocabulary

revolution fortunate identify

► **EXERCISE 42.** Looking at grammar.
Page 353. Time: 10 minutes

- Give students time to complete as seatwork.
- Ask students to share their responses while also explaining their choices.

Optional Vocabulary

awkward cockroaches
handle pest control

► **EXERCISE 43.** Looking at grammar.
Page 354. Time: 10 minutes

- Ask students to complete each item as you go around the room calling on students.
- Discuss all possible completions and review the forms used.

► **EXERCISE 44.** Check your knowledge.
Page 354. Time: 10 minutes

- Give students time to complete this exercise as seatwork.
- Correct as a class.

► **EXERCISE 45.** Reading and writing.
Page 355. Time: 10 minutes

Part I

- Read the direction line and ask students to take turns reading the passage aloud.
- Discuss vocabulary as students read, giving them an opportunity to describe vocabulary spontaneously.

Optional Vocabulary

sulfur	foolproof
spray	weakens
understatement	safety goggles
remedies	foolish

Part II

- Have students choose a problem from the list included or come up with a problem of their own.
- Ask students to write possible solutions for their problems using infinitives and gerunds. Refer students to the writing tip box for some extra help on using gerunds and infinitives.

Part III

- Have students either use the editing list to edit their own work or exchange with another student and do peer editing.

Expansion

- Prepare index cards with a few “problems” on each one. Put students into groups.
- In groups, students come up with solutions for their problems and write them down. Instruct students

to use as many of the forms targeted in the last two chapters as possible, so a combination of *by*-phrases + gerunds, causatives, and infinitives is ideal.

- A representative of each group presents possible solutions to the class, while the class identifies what the problem is. For example:

You can try to talk to her yourself.

You can ask a mutual friend to explain that you didn't mean to upset her.

You shouldn't start by denying it.

The problem: You were complaining about a friend, and she overheard you and became upset.

Possible problems (3–4 per index card) could include:

You borrowed a car and had an accident in it.

You twisted your ankle.

You dropped your cell phone in water.

You have an upset stomach, but you have to go on a long flight.

You are sick, but you have an important presentation to make at school or work.

You have a friend who is in a terrible situation, and you don't know how to help him/her.

One of your bosses is rude to you in front of other employees.

You are trying to lose weight but having a hard time cutting down on sweets.

You want to look for a new job, but you don't have much time.

You want to give up coffee, but you keep getting headaches.

You have a fever.

You cannot honor an important commitment, and you don't know how to explain this.