

CHAPTER

12

Gerunds and Infinitives

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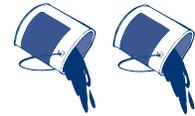
PREPOSITION COMBINATIONS

1. CONCENTRATION

Materials: Board and chalk or markers

Dynamic: Groups

Time: 20 minutes



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Procedure: 1. Draw a blank grid on the board with just the numbers in the spaces. Prepare a concentration grid with all words filled in for your use. Below is a possible example. Some prepositions will have to be repeated.

1 interested	2 on	3 apologized	4 insist	5 for
6 to	7 afraid	8 thank you	9 instead	10 about
11 for	12 excited	13 in	14 start	15 in
16 of	17 to	18 accustomed	19 fool	20 of

2. Divide the class into groups of four or five. The groups take turns calling out two numbers as they try to make a match. As they call out the numbers, write the corresponding word in the appropriate square on the board. If they make a match, give the group a point and cross out the two words, but leave them on the board. If the words are not a match, erase the words and go to the next group. When a group makes a match, it gets an extra turn.
3. When all matches have been made, the group with the most points wins.

NOTE: *The groups can discuss among themselves the numbers they want to call out, but cannot write down any numbers and words. Although they can talk together, you will accept an answer only from the student in the group you call upon.*

2. TIC TAC TOE

Materials: Board and chalk or markers
Worksheet 71 for variation game

Dynamic: Teams

Time: 10 minutes



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Procedure: 1. Draw a tic tac toe grid on the board and fill in verbs or expressions that take prepositions, as indicated on the next page. Divide the class into two teams.

be used	stop me	be responsible
insist	be capable	look forward
object	talk	be remembered

- The object is to fill in the preposition that follows each verb. A player on the first team goes to the board and fills in the word in the square of his/her choice, then sits down. The first player from the opposing team goes to the board. He/she has the choice of either completing another word or correcting what he/she thinks is someone else's incorrect completion. The first team with three correct answers in a row, any direction, is the winner.

Variation: Divide the class into groups of three. You can become the third person in a group of two, or, if one student is left over, make one team of four. Two students are the players in a group of three, and the third student is the judge, who may have his/her grammar book open to the list of preposition combinations. He/she decides if a player has filled in the correct word. (In a group of four there are two judges.) Distribute one worksheet to each group.

After the first game, the students change roles so the judge becomes a player. Continue until all students have had a chance to be the judge.

3. RELAYS

Materials: Board and chalk or markers

Dynamic: Teams

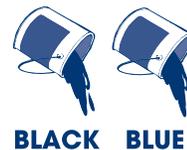
Time: 10 minutes

- Procedure:**
- On the board, make lists of verbs and/or expressions that require a preposition. The two lists include the same words, but are arranged in different order.

Example:

interested	responsible
dream	insist
apologize	apologize
believe	interested
crazy	worry
responsible	dream
worry	believe
insist	crazy

- Divide the students into two teams and have them line up on either side of the board. One member from each team comes to the board and adds the correct preposition to one of the words on the board. The students then quickly pass their chalk to the next



student in line. Succeeding players can either choose another word to add a preposition to or correct any incorrect answer written by one of his/her teammates.

3. The first team to finish the list with all answers correct is the winner.

12.2

INFINITIVES WITH *TOO/ENOUGH*

1. FIND OUT ABOUT A CLASSMATE

Materials: Worksheet 72 or similar 3" x 5" cards

Dynamic: Whole class

Time: 20 minutes

- Procedure:**
1. Cut Worksheet 72 into cards and fill in the name of a student from the class in each blank, or make similar cards. Distribute a card to each student, making sure that he/she does not receive the card with his/her own name on it.
 2. Each student finds the classmate whose name is in the question on his/her card. The students ask and receive an answer to their questions and respond to the question being asked of them by the classmate who has the card with their name on it. (This will most likely not be the same person. Carlos may have the card with Rosa's name on it, while Rosa has the card with Young's name on it. This means Rosa will have to answer Carlos' question and ask Young a question.)

Example card: What is *Keiko* too short to do?

Student A asks Keiko: What are you too short to do?

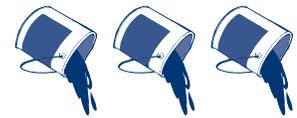
Keiko's answer: I am too short to play basketball.

3. If they question another student but no one has asked a question of them, they should sit down and wait for a classmate to approach them with a question. This will avoid too much congestion in the classroom. If you have a large room, however, you may want the students to continue standing until they have both asked and answered a question.
4. When all students have finished, call on each student to read his/her question and provide the answer in a complete sentence.

Student A's response to instructor:

What is Keiko too short to do?

She is too short to play basketball.



RED BLACK BLUE

1. MATCH GAME

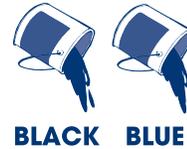
Materials: Worksheet 73 (two pages)

Dynamic: Groups

Time: 20 minutes

Procedure:

1. Cut Worksheet 73 into cards, or make similar cards. Divide the class into groups of four. Distribute an even number of cards to each group. (If you have a large class, you will want to make up more cards.) Each group should receive at least eight. This may mean giving one or two groups one pair more than another (some groups may receive six cards while others receive eight) or eliminating extra cards from play.
2. Each group makes as many matches as possible. The matches must be grammatically correct and logical. (It is sometimes possible for a group not to make any matches initially, although that is rare.)
3. When a group can make no more matches, it goes to other groups to look for a trade. Important: Students cannot just take a card from a group; they must trade. A group does not have to trade a card just because another group wants it. Usually, two students stay with the matches to make trades, while the other two go to different groups to see if they can make trades. Usually the students split up the unmatched cards: the students staying to make trades keep some, and the students looking for matches take others.
4. When one group has made all its matches and the students think they are correct, the game stops. One group member (or members taking turns) reads out the matches. The other groups vote to accept or reject each match. A match can be rejected because it is not grammatical or not logical.
5. If all matches are accepted, the game is over and that team wins. If some matches were rejected, the play continues until another group feels it has made all its matches and they are accepted.



BLACK BLUE

12.4

VERB + INFINITIVE OR GERUND (Difference in meaning)

1. EXAMPLES

Materials: Worksheets 74A and B

Dynamic: Pairs

Time: 30 minutes

- Procedure:**
1. Give each student a copy of both worksheets.
 2. Have the students work with a partner to match the meanings to the sentences in Worksheet 74A. When everyone has finished, go over the worksheet. See which pair has the most correct answers. Ask the students at random to explain why they chose the answers they did.
 3. Have the pairs do Worksheet 74B. Call on several pairs for each question. This way, there will be a variety of answers and, in case one pair uses the incorrect form, several correct versions will have been provided.



BLUE

2. WHICH IS IT?

Materials: Worksheet 75

Dynamic: Small groups

Time: 15 minutes

- Procedure:**
1. Arrange students in groups of three or four and give each group one copy of the worksheet.
 2. Read the following questions to the class one at a time. The students should decide together in their groups which choice on the worksheet to circle.
 1. In which case have gas prices risen too high for John?
 2. In which case is Mary thinking back about what she did earlier that day?
 3. In which case have I already told you something before I began the sentence?
 4. In which case was the air conditioner only one of the options Thu tried?
 5. In which case did Kim have a responsibility to do something?



BLUE

3. Go over the correct answers by assigning one set of sentences to each group. Have the group act out the two sentences so that the answer to the question is obvious to all.

12.5

GERUND OR INFINITIVE?

1. COCKTAIL PARTY

Materials: Worksheet 76

Dynamic: Groups

Time: 15 minutes

- Procedure:**
1. Arrange students in groups of 6 to 8 and have each group stand together. Give each group a situation card from the worksheet.
 2. As in a party setting (but with a time limit), students mingle by asking questions or making statements and suggestions about the situation. They must use verbs followed by infinitives or gerunds whenever possible.
 3. A different situation may be given to the group after a few minutes of talking.
 4. As a follow-up activity on the same day, students can write the questions or statements on the board that they remember from the party interaction.



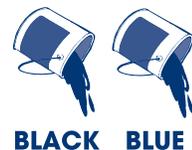
2. WHICH ONE DO I USE?

Materials: Three different colors of 4" x 6" cards
(red, blue, yellow, for example)
Writing paper

Dynamic: Large groups

Time: 30 minutes

- Procedure:**
1. Review charts and rules for gerunds and infinitives as needed. Divide students into three groups, ideally of three or four students. (A larger class will have larger groups.) Give each group one of the sets of cards.
 2. The red-card holders write down verbs followed by gerunds. The blue-card holders write down verbs followed by infinitives. The yellow-card holders write down verbs followed by a (pro)noun and infinitive. Each group writes a sentence for each verb on its cards, then quizzes each other orally, using the cards.



3. Switch the colored cards from group to group. Each group reads the cards and corrects each other's sentences.
4. After each group has practiced with all the cards, divide the class into pairs. Give each pair six cards (two red, two blue, two yellow) and have the pair write a dialog, using all six cards.
5. Put two pairs together and have one pair read its dialog to the other pair.
6. Put the students into new groups of approximately four. Have them write a story (on the writing paper) using at least five gerunds/infinitives. Every time they use a gerund or infinitive, they write both forms down and let the reader choose.

Example: Once upon a time, there was a student who admitted to *to steal/stealing* a book. He stole it because he couldn't afford *to buy/buying* it. The . . .

7. Last, the groups exchange papers so that each group reads another group's story and circles the correct form each time there is a choice.

3. GO + GERUND

Materials: 3" x 5" cards or Worksheet 77

Dynamic: Whole class

Time: 20 minutes

- Procedure:**
1. Pantomime several familiar *go* + gerund activities (for example, go fishing, go surfing, etc.). Have students guess the activity being pantomimed.
 2. Give each student a card with a common *go* + gerund activity written on it (Worksheet 77, cut up, or your own). Whisper explanations or give alternative cards to students who are unsure of/reluctant to perform their assigned activity.
 3. One by one, students pantomime their activities for the class. A student volunteer writes the activity on the board as it is guessed.

Variation: Have pairs of students make up short lists of related vocabulary for each *go* + gerund activity (*tent, sleeping bag, grizzly bear, etc., for go camping*).



1. LINE-UPS

Materials: Worksheet 78

Dynamic: Whole class

Time: 20 minutes

- Procedure:**
1. Copy one page of Worksheet 78 on one color paper and use a different color for the second page, or make your own questions on two different colors of 3" x 5" cards. Give one card to each student. Have all the students with the same color card come to the front of the class and form a line; have the other students come up and stand before one of the students in the question line.
 2. Explain that the students in the question line are going to ask their question of the students in the answer line, using either *doing* or *to do* in the blanks in their questions (You may want to write these two forms on the board as a reminder.)
 3. When everyone has answered the person in front of them, the answer line moves down one person and answers those questions, continuing until they have answered all the questions. Then the students change positions so that the students in the answer line are now asking the questions, using their cards. Everyone in the question line should have the same color card.
 4. Students should be able to check each other. For example, if a student asks, "What do you want me **to do**?" he/she is expecting the answer to contain the infinitive. Circulate among the lines to settle any disagreements and make sure the students are proceeding properly.
 5. After everyone has finished, you might ask for a sampling of answers from each student.



BLUE

2. RELAYS

Materials: Board

Dynamic: Teams

Time: 5 minutes

- Procedure:**
1. On the board, make lists of verbs and/or expressions that are followed by either a gerund or an infinitive. The lists contain the same words, but vary the order of the words in the lists.



BLACK BLUE

Examples:	permit me	instead of
	quit	need
	go +	permit me
	miss	hope
	hope	go +
	instead of	avoid
	avoid	miss
	need	quit

2. Divide the students into two teams and have the teams line up on either side of the board. The game is a relay race between the teams, who must identify whether the words are followed by a gerund (G) or an infinitive (I) (alternative designations: *doing* for a gerund, *to do* for an infinitive). At your signal, the first student from each team rushes to the board and writes *G* or *I* after one of the expressions on his list, then quickly passes his/her chalk or marker to the next team member. Succeeding players can either identify another word or can choose to correct an incorrect answer left by one of his/her teammates. The first team to finish the list with all answers correct is the winner.

3. BOARD GAME

Materials: Worksheet 79
Markers for each student, a die for each group

Dynamic: Groups

Time: 20 minutes

- Procedure:**
1. Arrange the students in groups of four. Give each group a die and a copy of the worksheet, and give a marker to each student.
 2. When a student lands on a space with a sentence, he/she must provide the correct form (gerund, infinitive, or base form) of the underlined verb. The other players are judges. If the space is blank, the student stops and waits for his/her next turn.
 3. The first player to reach the end wins.



BLUE

4. STORYTIME

Materials: Worksheet 80

Dynamic: Small groups

Time: 15 minutes

- Procedure:**
1. Arrange students in groups of three or four and give each student a worksheet.
 2. Have the students read the summaries and discuss the questions, then write answers, using either a gerund, an infinitive, or a simple form. Make sure students write answers on only one worksheet, working together.
 3. Go around the groups and share some of the answers. You may want to have the groups write some of their answers on the board for critiquing.

NOTE: *You may want to use summaries of soap operas (as in the worksheet), TV shows, movies, fairy tales, fables, or a personal story.*



BLUE



Worksheet 71: TIC TAC TOE

be interested	accuse	be capable
be dedicated	forgive	be known
approve	be worried	be innocent
insist	be fond	object
forget	prevent	be prepared
be tired	complain	be concerned
count	be addicted	be excited
feel	dream	excuse
be proud	prohibit	be done



Worksheet 72: FIND OUT ABOUT A CLASSMATE



What is _____ strong enough to carry?	What is _____ old enough to do?
What is _____ young enough to do?	What is _____ too young to do?
What is _____ too old to do?	What is _____ tall enough to do?
What is _____ too short to do?	What is _____ crazy enough to do?
What is _____ too shy to do?	What is _____ too smart to do?
What is _____ too tired to do?	What is _____ too nervous to do?
What is _____ hungry enough to eat?	What does _____ have enough money to buy?

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Worksheet 73: MATCH GAME



it's disappointing	not to receive any mail
not receiving any mail	is disappointing
it's crazy	to wear a heavy coat in August
wearing a heavy coat in August	is crazy
it is polite	to listen to your teacher
listening to your teacher	is polite
it is frightening	to walk in downtown Los Angeles at night
walking in downtown Los Angeles at night	is frightening



Worksheet 73: (CONTINUED)



it's unusual	to wear pink shoes
wearing pink shoes	is unusual
it is dangerous	to drink and drive
drinking and driving	is dangerous
it is impolite	to speak your native language in English class
speaking your native language in English class	is impolite
it is easy	to ride a bicycle
riding a bicycle	is easy

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Worksheet 74A: EXAMPLES

With your partner, decide which of the meanings at the bottom of the page best matches the meaning in each sentence.

1. I remembered to pay my bills this past weekend. _____
2. I often forget to put money in the parking meter. _____
3. I remember watering my garden when I lived in England.
It took three hours because the garden was so big. _____
4. How can you forget visiting Thailand? _____
5. I'll never forget buying my first car. _____
6. I regret to tell you that Arthur Ashe has died. I know
how much you admired him. _____
7. She regrets to tell us that she can't come to our party. _____
8. I regret starting to smoke when I was 13 years old. _____
9. We regret moving to New York City. _____
10. I have tried to learn Spanish, but I'm not a good student. _____
11. He tries to exercise every day. _____
12. Andrea tried sleeping on the floor, but her backache
continued. _____
13. If you burn yourself, try putting ice on the burn
immediately. _____

-
- a. duty or responsibility
 - b. to recall or not recall the past
 - c. wishing you had not done something in the past
 - d. telling bad news
 - e. experiment with new approaches or solutions
 - f. make an effort



Worksheet 74B: EXAMPLES

1. What must you remember to do before you leave home?
2. What have you forgotten to bring to class?
3. What do you remember doing on your last vacation?
4. What can you never forget eating?
5. What do you regret not doing in the past?
6. What news would you have for your parents that might start out “I regret to tell . . .”?
7. If you have a sunburn, what could you try doing?
8. What have you tried to do but were not successful at?



Worksheet 75: WHICH IS IT?

Choose the best answer to each of your teacher's five questions. Then discuss your choices with your group. Your teacher will repeat a question if there is disagreement within your group.

1.
 - a. John stopped to buy premium gas last week.
 - b. John stopped buying premium gas last week.

2.
 - a. Mary remembered to lock the door before she left.
 - b. Mary remembered putting the cat out before she left.

3.
 - a. I regret telling you the secret about Jennifer.
 - b. I regret to tell you that I wrecked your car.

4.
 - a. Thu was very hot, so she tried to turn on the air conditioner.
 - b. Thu was very hot, so she tried turning on the air conditioner.

5.
 - a. Kim did not forget to tell you about the test.
 - b. Kim did not forget receiving your letter.



Worksheet 76: COCTAIL PARTY



Situation #1

Plan a birthday party, complete with entertainment and food, for a classmate.

Verb suggestions: advise, stop, consider, recommend, enjoy, ask, plan, prepare, remember, want, (don't) forget, promise

Situation #2

A classmate wants to be accepted at a prestigious university, but he/she is nervous about the oral interview. Give advice.

Verb suggestions: advise, avoid, finish, (don't) delay, mention, practice, remember, dislike, (don't) quit, decide, need, want, wait

Situation #3

Complain about the rising cost of living such as health care, car insurance, etc. Try to end the conversation on a positive note.

Verb suggestions: admit, deny, anticipate, dislike, can't help, regret, tolerate, claim, afford, hesitate, pretend, understand, learn, want, appreciate, wish

Situation #4

Give advice on (a) losing weight and (b) gaining confidence to make a good impression on people (boss, spouse, girlfriend/boyfriend, etc.).

Verb suggestions: advise, avoid, keep, (don't) miss, postpone, suggest, expect, hope, seem, need, struggle, learn, offer, want, plan



Worksheet 77: GO + GERUND



Go boating	Go bowling	Go camping
Go dancing	Go fishing	Go hiking
Go jogging	Go running	Go sailing
Go window shopping	Go shopping	Go sightseeing
Go skating	Go water-skiing	Go skiing
Go skydiving	Go swimming	Go birdwatching
Go canoeing	Go hunting	Go mountain climbing



Worksheet 78: LINE-UPS



What is something you can't stand _____ ?	What have you asked a friend _____ ?
What would you be happy _____ for me?	What did you promise your parents not _____ when you left home?
What are you afraid of my _____ ?	A person can lose weight by _____ what?
What are you interested in _____ while you're in the U.S.?	What is something your parents told you not _____ ?
What are you too embarrassed _____ ?	What are you thinking about _____ this weekend?
What are you worried about your family's _____ ?	What have you seen children _____ ?

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Worksheet 78: (CONTINUED)



What did you hear a family member/roommate _____ last night?

What do you prefer _____ in the evenings?

What have you noticed me _____?

What do you think I should begin _____?

What would you keep _____ even if your parents asked you to stop?

What do you often postpone _____?

What do you recommend _____ tonight?

What have you agreed _____ for a friend?

What would you like to quit _____?

What do you enjoy _____ on vacations?

What do you suggest _____ after class?

What are you considering _____ when you return home?

What have you been angry enough _____?

What are you too young _____?



Worksheet 79: BOARD GAME

START →	I'm used <u>study</u> English.	ROLL AGAIN	I quit <u>smoke</u> a year ago.	LOSE A TURN	She avoids <u>do</u> laundry. ↓
Are you going <u>shop</u> today? ↓		I resent your <u>answer</u> for me.		She pretends <u>listen</u> to you.	←
→	Have you decided <u>buy</u> a new car?	She opened the jar by <u>twist</u> the lid.		GO BACK 3 SPACES	I was sorry <u>hear</u> the news. ↓
I forgot <u>tell</u> you about the test. ↓	I was sad <u>see</u> you leave.		She came here <u>get</u> a good education.	This box is too heavy for me <u>lift</u> .	GO AHEAD 3 SPACES ←
→	It is easy <u>fool</u> by his lies.			She encouraged us <u>get</u> married.	His not <u>know</u> the <u>answer</u> was unusual. ↓
ROLL AGAIN ↓		I let her <u>ride</u> my bike.	He got me <u>go</u> with him.	I am lucky <u>have</u> you as a friend.	←
She made me <u>feel</u> sorry for her. →	GO BACK 2 SPACES	I warned you <u>study</u> harder.	We look forward <u>see</u> you next quarter.	She helped me <u>choose</u> a new school.	LOSE A TURN ↓
↓	I heard it <u>rain</u> last night.		He got an A by <u>work</u> hard.		Do you mind not <u>smoke</u> in here? ←
→	She is still young enough <u>spank</u> .	ROLL AGAIN	We're thinking about <u>go swim</u> next week.	He refused <u>help</u> us with our problem.	GO BACK 2 SPACES ↓
FINISH!!!	What do you know about <u>ski</u> ?		GO AHEAD 2 SPACES	I'm trying <u>learn</u> Chinese.	I dared him <u>jump</u> . ←

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Worksheet 80: STORYTIME

Answer the questions based on the summaries below. Use either a gerund, an infinitive, or a simple form in your answer.

1. *One Life to Live*

Maggie, who teaches children at a school for the deaf, meets Max when she comes to Llanview to visit her cousin, Andrew. Max, a friend of Andrew's, is a widower with one-year-old twins. After Maggie spends some time with the twins, she suspects that one of them, Frankie, is partially deaf. She tells Max that he must take Frankie for testing. Max refuses to believe that his son is deaf and tells Maggie to stay out of his family's business. Maggie, who grew up with a deaf brother, pursues the matter, even setting up an appointment for Frankie without Max's knowledge. When Max finds out about the appointment, he is furious at Maggie.

- a. Why did Maggie come to Llanview?
- b. Why is Max angry at Maggie?
- c. What is Maggie determined to do?

2. *General Hospital*

Jason is in a car accident when the car he is riding in (his brother, A.J., is driving) hits a tree. Jason was not wearing a seat belt and was thrown from the car. He experiences memory loss as a result of the accident. He can't remember anyone and gets particularly angry at his family and his girlfriend when they tell him what he was like and how he used to act before the accident. Jason is from a wealthy family and had been a premed student. Because he knows he can't match his family's expectations, he leaves home, rents a room, and takes a blue-collar job.

- a. What is Jason angry about?
- b. What did Jason decide to do?
- c. What can't Jason remember?
- d. What did Jason stop doing?