Chapter 13: GERUNDS AND INFINITIVES

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General Notes on Chapter 13

- To this point in the text, the learners have focused on the forms of verbs used as the main verb of a sentence or clause. In this chapter, students will learn other forms and uses of verbs: gerunds and infinitives. The ability to use these verbals and their associated verbs is indispensable; they are exceedingly common and very useful for students in expressing their wants, needs, likes, dislikes, hopes, plans, attitudes, and activities.

- TERMINOLOGY: A gerund is sometimes called a “verbal noun.” Calling it merely “the -ing form of a verb” invites confusion with the present participle, which has different grammatical functions.

  In this text, an infinitive is defined as to + the simple form of a verb. The text does not use the terms “to-less infinitive” or “base infinitive” or “the infinitive form without to” to describe the verb form that follows, for example, modal auxiliaries (as in must go) or let’s (as in let’s go). Rather, the text simply calls those the simple form of a verb. For students’ purposes, the simple form of the verb is defined as the form found in a dictionary listing (Chart 2-6, p. 32).
CHART 13-1: VERB + GERUND

- The verb + gerund phrase is a source of errors for many students. Although relatively few verbs are followed by gerunds, those phrases occur with some frequency in both spoken and written English. It is easy for learners to confuse verb + gerund phrases with verb + infinitive phrases. For example: *I want to watch TV. I enjoy watching TV.* Learners commonly mix these elements and make errors such as the following:

  INCORRECT: *I enjoy to watch TV.*

- The text presents a few common verbs and verb phrases followed by gerunds that students might find useful. As their vocabularies grow, they will encounter other verbs followed by gerunds, such as *risk, resist, deny, delay.* (See *Understanding and Using English Grammar, Third Edition*, Chart 14-9, for a longer list of verbs followed by gerunds.) Here, however, the focus is on only a few phrases as a starting point.

- You might want to note for the class that not all *-ing* verbs are gerunds; some are present participles.

  * I enjoy working = gerund, used as a noun, in this case as the object of the verb.  
  (I = subject; enjoy = verb; working = object)

  * I am working = present participle.  
  (I = subject; am working = verb)

- Notes on the verbs listed in this chapter:

  - *stop* can also be followed by an infinitive of purpose (see footnote p. 370 in the text):

    *Jane was walking home. When she saw a coin on the sidewalk, she stopped (in order) to pick it up.*

  - *keep* and *keep on* have the same meaning when followed by a gerund.

  - *consider* is followed by a gerund when it means “think about,” as in the example in the text; it is followed by a (pro)noun object + infinitive when it means “believe” (*We consider him to be our closest friend.*).

□ EXERCISE 1, p. 369. Verb + gerund. (Chart 13-1)

This exercise can be done without the students preparing it. Just ask them to call out possible completions. Its intention is to get across the idea that one verb can immediately follow another verb: i.e., that an *-ing* verb (a gerund) can follow a main verb.

You might also note for the students that gerunds, as verb forms, can be followed by objects. In *We postponed visiting the zoo, zoo is the object of the gerund visiting.*


□ EXERCISE 2, p. 370. Verb + gerund. (Chart 13-1)

You might ask the students to do both: complete the dialogues by choosing from the given phrases and also by using their own words.

ANSWERS: 2. buying a new car . . . getting a Toyota 3. reading a good book 4. smoking 5. trying 6. doing things . . . doing my homework 7. helping him 8. tapping your fingernails on the table 9. going to the zoo on Saturday 10. repeating that

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□ EXERCISE 3, p. 371. Verb + gerund. (Chart 13-1)

Students can prepare their completions as homework or in groups or pairs. Elicit two or three completions in class discussion: e.g., I enjoy buying clothes. I enjoy doing homework. I enjoy eating chocolate. I enjoy exercising at the gym. Etc.

CHART 13-2: GO + -ING

- Definitions of some vocabulary items in the chart:
  - bowling = a game in which a heavy ball is rolled down a wooden alley at wooden pins
  - camping = living outdoors in a tent or trailer
  - hiking = walking a great distance through rural areas
  - sailing = a voyage on water in a vessel with sails
  - window shopping = looking at articles in store windows without making a purchase
  - sightseeing = looking at the sights when visiting places of interest
  - ice skating = gliding (moving or sliding smoothly) on ice, wearing special shoes with blades on the bottom
  - skiing = the sport of gliding on skis (NOTE: Double “i” is rare in English spelling. Indeed, skiing may be the only word spelled with a double “i.”)
  - water-skiing = gliding on water wearing water skis
  - skydiving = jumping from an airplane and opening a parachute

- The illustrations below the chart show, starting in the upper left and going clockwise: hiking, bowling, sailing, skiing, ice skating, and in the center, jogging/running. This might be a good opportunity for you to teach your students “clockwise” and “counterclockwise.”

- A typical error in using this structure is the addition of to after go:
  - INCORRECT: Did you go to shopping?
  - CORRECT: Did you go shopping?

- The list in the chart presents only some of the more common expressions with go + -ing. See Understanding and Using English Grammar, Third Edition, Chart 14-5, for additional items.

□ EXERCISE 4, p. 372. GO + -ING. (Chart 13-2)

The purpose here is to discuss the meaning of the go + -ing expressions listed in Chart 13-2.

ANSWERS:
2. Nancy and Frank like to go fishing.
3. Adam went camping.
4. Tim likes to go shopping.
5. Laura goes jogging/running.
6. Fred and Jean like to go skiing.
7. Joe likes to go hiking.
8. Sara often goes bowling.
9. Liz and Greg probably go dancing a lot.
10. The Taylors are going to go (ice) skating.
11. Alex and Barbara like to go sailing/boating.
12. Tourists go sightseeing on buses.
13. Colette and Ben like to go skydiving.
14. (free response)
EXERCISE 5, p. 373. Verb + infinitive. (Chart 13-3)

Some items have only one possible completion. For others, elicit a variety of completions in class discussion.

EXPECTED ANSWERS:

2. to find / to rent
3. to be
4. to buy / to get
5. to visit / to go to / to see
6. to go to / to visit / to live in
7. to do / to finish
8. to get to / to arrive in
9. to watch
10. to be
11. to be
12. to be . . . to hear
13. to buy
14. to become / to be
15. to lend / to loan / to give
16. to eat
17. to go to . . . to attend
18. to pass
19. to get to / to be in
20. to see / to be with
21. to hurt / to offend / to ignore / to interrupt / to embarrass
22. to swim / to read / to answer the phone / to tell time

CHART 13-4: VERB + GERUND OR INFINITIVE

In using the main verbs listed in this chart, native speakers may have a preference for either a gerund or an infinitive in certain instances, or there may be a difference in preferences in AmE and BrE. However, the learners will be grammatically correct if they use either form following the common verbs listed here.

There is usually no substantial difference in meaning between one form or the other following these verbs, but there may be some subtle differences that learners at this stage would have trouble discerning. (A common example used to illustrate this is I hate singing vs. I hate to sing. I hate singing can mean the speaker hates it when other people sing or hates it when he sings. I hate to sing means the speaker hates it when he sings. In other instances, however, there is only a very small and very subtle difference between a gerund or an infinitive following hate: I hate being late for appointments and I hate to be late for appointments. This is generally too much information for students at this level.)

This might be a good opportunity to discuss the difference between like and would like: Do you like to dance? (Do you enjoy this?) vs. Would you like to dance? (an invitation)

Can’t stand (meaning “hate”) may be new for your students. It is used principally in informal spoken English. It isn’t quite as strong as the word hate, but is stronger than do not like.
EXERCISE 6, p. 375. Verb + gerund or infinitive. (Chart 13-4)

This exercise seeks to make clear that either form is correct after certain verbs.

EXERCISE 7, p. 375. Verb + gerund or infinitive. (Chart 13-4)

This practice encourages students to discuss their likes and dislikes. The class can work in small groups. The goal is meaningful communication in direct conversation that employs the target structures.

SAMPLE RESPONSES:
2. I don’t like to live/living in this city.
3. I can’t stand to wash/washing dishes.
4. I love to fly/flying.
5. I don’t mind waiting in airports.
6. I enjoy reading novels in my spare time.
7. I enjoy eating a delicious meal slowly.
8. I don’t mind speaking in front of a large group.
10. I hate to drive/driving on city streets during rush hour.
11. I don’t like to go/going to parties where I don’t know a single person.
12. I like to listen/listening to the sounds of the city while I’m trying to get to sleep.
13. I love to visit/visiting with friends I haven’t seen in a long time.
14. I don’t like to get/getting in between two friends who are having an argument.
15. I enjoy travel(l)ing to strange and exotic places. [spelling: AmE prefers traveling; BrE prefers travelling.]

EXERCISE 8, p. 375. Gerunds vs. infinitives. (Charts 13-1 → 13-4)

Some students may want to try to memorize the lists in the charts, but the intention of the text is to supply plenty of practice to help the students become comfortable and familiar with common verbs followed by gerunds and infinitives.

ANSWERS:
4. to get
5. eating
6. to meet/meeting
7. to help
8. to watch/watching
9. cracking
10. to feed
11. to be
12. moving
13. to go/going
14. to lock
15. living
16. to take
17. to give
18. to hire/hiring... coming
19. to say
20. to go shopping
21. to want to go sailing
22. sleeping
23. trying to grow
24. being

EXERCISE 9, p. 377. Gerunds vs. infinitives. (Charts 13-1 → 13-4)

Encourage the students to use a variety of place names by telling them they can say a place name only one time.

Student A needs to monitor B’s responses for correct usage of gerunds and infinitives. Student A can look in the charts, if necessary, to ascertain whether B’s response is correct, or ask the teacher.

EXERCISE 10, p. 377. Gerunds vs. infinitives. (Charts 13-1 → 13-4)

The purpose of this exercise is to illustrate parallel usage of gerunds and infinitives. Lack of parallelism is a common problem; e.g., INCORRECT: I enjoy getting up early and watch the sunrise. (NOTE: Without and, the sentence I enjoy getting up early (in order) to watch the sunrise is also possible.)
ANSWERS:
2. to relax
3. to stay . . . relax
4. to stay . . . relax . . . go
5. getting
6. watching
7. getting . . . watching
8. getting . . . watching . . . listening
9. selling . . . buying
10. to move . . . find . . . start
11. painting
12. to go . . . buy
13. going . . . having
14. to be/being
15. going
16. to stop making
17. quitting . . . going
18. to leave . . . return
19. washing
20. to unplug . . . turn off . . . lock
21. to understand
22. to stop driving
23. to reach . . . to keep trying

EXERCISE 11, p. 379. Gerunds vs. infinitives. (Charts 13-1 → 13-4)

ANSWERS:
1. plan to go
2. consider going
3. offer to lend
4. like to visit / like visiting
5. enjoy reading
6. intend to get
7. decide to get
8. seem to be
9. put off writing
10. forget to go
11. can’t afford to buy
12. try to learn
13. need to learn
14. would love to take
15. would like to go swimming
16. promise to come
17. finish studying
18. would mind helping
19. hope to go
20. think about going
21. quit trying
22. expect to stay
23. stop eating (OR: stop in order to eat)
24. refuse to lend
25. agree to lend
26. postpone going
27. begin to study / begin studying
28. continue to walk / continue walking
29. talk about going
30. keep trying to improve

EXERCISE 12, p. 379. Gerunds vs. infinitives. (Charts 13-1 → 13-4)

This passage was written specifically to include a number of gerunds and infinitives, but it nonetheless illustrates how useful and common these verbals are.

ANSWERS:
2. to drive
3. to compromise
4. to find
5. to go
6. going
7. fishing
8. taking
9. renting
10. going
11. sailing
12. staying
13. relaxing
14. doing
15. to visit/visiting
16. to do/doing
17. seeing
18. to visit
19. to go
20. camping
21. camping/to camp
22. to go
23. to spend/spending
24. to say
25. to like
26. thinking
27. thinking
28. to find
29. to go
30. to hear
31. to call
32. skiing
33. waterskiing
34. hiking
35. swimming
36. exploring
37. to climb
38. look
## Chart 13-5: Preposition + Gerund

- A gerund, not an infinitive, immediately follows a preposition. (In the idiomatic expression *to be about to do something*, *about* functions as an adjective, not a preposition. It means “just ready.” See Chart 3-9.)
- The text does not introduce gerunds that have their own “subjects” that can occur between a preposition and the gerund: *Kate insisted on Jake(’s) coming with us.* (See *Understanding and Using English Grammar, Third Edition*, Chart 15-6.)

### Exercise 13, p. 381. Preposition + gerund. (Chart 13-5 and Appendix 2)

Students can look up the correct prepositions by referring to Appendix 2, Chart A2-2, p. 463. More efficiently, the teacher can supply the correct prepositions when there is a question.

**Answers:**

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<td>2.</td>
<td>for opening</td>
<td>8.</td>
<td>about going</td>
<td>14.</td>
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<tr>
<td>3.</td>
<td>about being</td>
<td>9.</td>
<td>on paying</td>
<td>15.</td>
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<tr>
<td>4.</td>
<td>in going</td>
<td>10.</td>
<td>of/about being</td>
<td>16.</td>
</tr>
<tr>
<td>5.</td>
<td>for being</td>
<td>11.</td>
<td>like eating</td>
<td>17.</td>
</tr>
<tr>
<td>6.</td>
<td>of flying</td>
<td>12.</td>
<td>for not calling</td>
<td>18.</td>
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<tr>
<td>7.</td>
<td>about taking</td>
<td>13.</td>
<td>of living</td>
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### Exercise 14, p. 382. Preposition + gerund. (Chart 13-5 and Appendix 2)

Item 9 might cause confusion. *Plan* can be followed immediately by an infinitive, or by a preposition and gerund: *I’m planning to go to a movie tonight.* OR *I’m planning on going to a movie tonight.*

**Sample Answers:**

1. I’m interested in going swimming.
2. I’m worried about failing my exams.
3. I thanked my friend for watering my plants.
4. I apologized for interrupting the teacher.
5. I’m afraid of walking home alone at night.
6. I’m nervous about taking final exams.
7. I’m excited about going to the opera.
8. I feel like cutting class today.
9. I’m planning on visiting my relatives in Miami.
10. I’m tired of doing grammar exercises.

### Exercise 15, p. 382. Preposition + gerund. (Chart 13-5)

You could make up a quick oral exercise to help the students learn the preposition combinations in this exercise: start a sentence and have the students call out the correct preposition. For example:

**Teacher:** *I don’t like big dogs. I’m afraid of them.*

**Class:** *of*

**Teacher:** *Right! . . . afraid of them.*

**Answers:**

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<td>3.</td>
<td>of drowning</td>
<td>9.</td>
<td>to taking</td>
<td>15.</td>
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<tr>
<td>4.</td>
<td>about meeting</td>
<td>10.</td>
<td>like telling</td>
<td>16.</td>
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<tr>
<td>5.</td>
<td>for helping</td>
<td>11.</td>
<td>for lying</td>
<td>17.</td>
</tr>
<tr>
<td>6.</td>
<td>in going</td>
<td>12.</td>
<td>on paying</td>
<td>18.</td>
</tr>
<tr>
<td>7.</td>
<td>about visiting</td>
<td>13.</td>
<td>for causing</td>
<td>19.</td>
</tr>
<tr>
<td>8.</td>
<td>about pleasing</td>
<td>14.</td>
<td>at remembering</td>
<td></td>
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</table>
EXERCISE 16, p. 384. Preposition + gerund. (Chart 13-5)

Having students make up quizzes for each other is a good technique for reviewing grammar. Students who teach other students learn a lot themselves.

This is the only example of this type of exercise in the text, but you can use this technique in almost every chapter. One suggestion is to have students make up preposition quizzes for each other based on the groups of phrasal verbs and preposition combinations in the appendices.

SAMPLE ITEMS:
1. I thanked Mustafa _________ (open) __________________ the door.
2. I feel _________ (take) __________________ a trip.
3. Ana is worried _________ (not have) __________________ a valid passport.
4. Jack insisted _________ (drive) __________________ the car.
5. I don’t believe _________ (trust) __________________ other people with my money.
6. Sam is nervous _________ (speak) __________________ in front of the class.
7. I look forward _________ (do) __________________ my workout at the gym.
8. Nadia apologized to her roommate _________ (sell) __________________ her radio.
9. Please forgive me _________ (lie) __________________ to you.
10. Are you excited _________ (move) __________________ to Los Angeles?

CHART 13-6: USING BY AND WITH TO EXPRESS HOW SOMETHING IS DONE

- In general, by is used with means of transportation or communication, and with is used with tools or parts of the body. (EXCEPTION: by hand)

EXERCISE 17, p. 385. BY + gerund. (Chart 13-6)

Some of the vocabulary might require explanation and discussion.

POSSIBLE ANSWERS: 2. by washing 3. by watching 4. by smiling 5. by eating 6. by drinking 7. by guessing 8. by waving 9. by wagging 10. by staying . . . taking 11. by cooking / by freezing 12. by frying . . . boiling . . . poaching 13. by reading a lot / speaking only English / etc. 14. by recycling glass (newspapers, aluminum, etc.) / by not wasting water (oil, electricity, etc.) / by turning off the electricity when we leave a room / etc. 15. by asking knowledgeable questions 16. by exercising 17. by reading aloud to them from a very young age 18. by conserving the earth's resources / by working for peace / etc.

EXERCISE 18, p. 386. Using WITH. (Chart 13-6)

ANSWERS:
2. with a needle and thread
3. with a saw
4. with a thermometer
5. with a spoon
6. with a shovel
7. with a hammer
8. with a pair of scissors
EXERCISE 19, p. 386. Using BY or WITH. (Chart 13-6)

ANSWERS:

3. with 7. by 11. with
4. by 8. with 12. by
5. with 9. by 13. with
6. with 10. by 14. by

CHART 13-7: USING GERUNDS AS SUBJECTS; USING IT + INFINITIVE

- Point out that a gerund phrase as subject is singular and takes a singular verb, even if the gerund is followed by a plural noun: Reading books is fun. In this sentence, reading, not books, determines the verb.
- Confusion may arise in cases where the -ing word is used as an adjective to modify a noun: Reading books (i.e., books that teach reading skills) are usually collections of essays and stories. (Some grammars analyze this use of reading as a gerund used as a noun adjunct; others view it as a present participle used as an adjective.)
- Other examples:
  - Washing (gerund) dishes isn’t much fun. vs. Washing (adjectival) machines are expensive.
  - Helping (gerund) other people is important. vs. Helping (adjectival) verbs are also called auxiliary verbs.

The text does not address these grammar points, but questions may arise.

- Keep the students’ focus on the two patterns presented in examples (a) and (b). Infinitives can, of course, be used as the subject of a sentence: To ride horses is fun. The text chooses to emphasize the more common pattern that uses a gerund as the subject. It is also possible for a gerund to follow it: It is fun riding horses. Again the text chooses to emphasize the more common pattern of it + infinitive.

EXERCISE 20, p. 387. Gerunds as subjects. (Chart 13-7)

ANSWERS:

3. Cooking rice is easy.
4. Taking a long walk is relaxing.
5. Is learning a second language difficult?
6. Cheating during a test is wrong.
7. Is living in an apartment expensive?
8. Living in a foreign country isn’t easy.

EXERCISE 21, p. 387. IT + infinitive. (Chart 13-7)

ANSWERS:

2. It’s fun to play tennis.
3. It’s important to be polite to other people.
4. It’s interesting to learn about other cultures.
5. It’s dangerous to walk alone at night.
6. Is it easy to ride a motorcycle?
7. It isn’t much fun to have a cold.
8. It takes a long time to learn a second language.
9. It takes three minutes to cook.

EXERCISE 22, p. 387. Gerunds as subjects; IT + infinitive. (Chart 13-7)

Responding students may need to leave their books open for this exercise.

SAMPLE ANSWER:

1. B: It’s more fun to go to a movie than (to) study at the library.
   A: I agree. Going to a movie is more fun than studying at the library.
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CHART 13-8: IT + INFINITIVE: USING FOR (SOMEONE)

- This chart expands the it + infinitive pattern by adding for (someone). This is a frequent and productive sentence type, especially in spoken English.

EXERCISE 23, p. 388. Using FOR (SOMEONE). (Chart 13-8)

ANSWERS:

2. for teachers to speak clearly
3. for us to hurry
4. for a fish to live out of water
5. for students to budget their time carefully
6. for a child to sit still for a long time
7. for my family to eat turkey on Thanksgiving Day [Thanksgiving occurs on the fourth Thursday in November in the U.S. and on the second Monday of October in Canada.]
8. for people to take trips to the moon
9. for me to understand Mr. Alvarez
10. for guests to wait until the hostess begins to eat
11. for the bride to feed the groom the first piece of wedding cake
12. for me to understand our teacher

EXERCISE 24, p. 390. Gerunds as subjects; IT + infinitive. (Charts 13-7 and 13-8)

ANSWERS:

2. Reading newspapers is important/fun/educational/relaxing. OR It is important/fun/educational/relaxing to read newspapers.
3. Studying grammar is easy/hard/importan. OR It is easy/hard/important to study grammar.
4. Playing tennis is easy/hard/exciting/fun/relaxing. OR It is easy/hard/exciting/fun/relaxing to play tennis.
5. Stealing cars is against the law/dangerous. OR It is against the law/dangerous to steal cars.
6. Listening to a two-hour speech is boring/hard/impossible/a waste of time. OR It is boring/hard/impossible/a waste of time to listen to a two-hour speech.
7. Predicting the exact time of an earthquake is impossible. OR It is impossible to predict the exact time of an earthquake.
8. Forgetting someone’s name is embarrassing. OR It is embarrassing to forget someone’s name.
9. Walking alone through a dark forest at night is dangerous/frightening. OR It is dangerous/frightening to walk alone through a dark forest at night.
10. Going fishing with your friends is fun/relaxing. OR It is fun/relaxing to go fishing with your friends.
11. Knowing the meaning of every word in a dictionary is impossible. OR It is impossible to know the meaning of every word in a dictionary.
12. Being honest with yourself at all times is hard/important. OR It is hard/important to be honest with yourself at all times.
13. Changing a flat tire is easy/hard. OR It is easy/hard to change a flat tire.
14. Visiting museums is boring/educational/exciting/fun/relaxing. OR It is boring/educational/exciting/fun/relaxing to visit museums.
15. Logging on to the Internet is easy/fun/exciting/educational/relaxing. OR It is boring/a waste of time to log on to the Internet.
EXERCISE 25, p. 390. IT + FOR (SOMEONE) + infinitive. (Charts 13-7 and 13-8)

One of the main points of this exercise is to show how the for (someone) phrase qualifies generalizations, i.e., limits them.

SAMPLE RESPONSES:
2. It's easy for children to learn how to swim. It's easy for some people to change a flat tire.
3. It's fun for most people to visit new places. It's fun for most people to spend time with friends.
4. It's important for students to be on time for class. It's important for children to obey their parents. It is important for anyone to spend time with friends.
5. It is impossible for anyone to live on the planet Mars. It's impossible for some people to learn how to swim. It is impossible for some people to change a flat tire. It's impossible for anyone to predict the exact time of an earthquake.
6. It's enjoyable for most people to visit new places. It's enjoyable for children to learn how to swim. It is interesting for most people to visit new places. It's enjoyable for most people to visit new places. It's possible for most people to change a flat tire. It's possible for most people to learn how to swim.

EXERCISE 26, p. 391. IT + FOR (SOMEONE) + infinitive. (Charts 13-7 and 13-8)

SAMPLE RESPONSES:
1. It is easy for David to build a chair.
2. It's traditional for the man to ask the woman to marry him.
3. It's impossible for me to read your mind. [to read your mind = to guess your thoughts]
4. It takes an hour for Guido to deliver the morning newspapers.
5. It's sensible for people to exercise each day.
6. Is it necessary for you to play the stereo so loudly?
7. It's important for children to go to bed early.
8. It's difficult for me to call you during the day.

EXERCISE 27, p. 391. IT + TAKE + infinitive. (Charts 5-13 and 13-8)

The pattern with it + take + infinitive is introduced in Chapter 5 in connection with questions with how long. The pattern is reviewed and expanded upon here to include take + time (or an expression of time, e.g., days, years, months), money, patience, courage, skill, hard work, stamina, and determination + (for someone) + infinitive phrase. In other words, this exercise presents information not covered in a chart by teaching vocabulary used in the pattern with it + take. You might want to make special note for your students of the common words used in this pattern.

SAMPLE RESPONSES:
1. It takes time for young adults to decide what career to follow.
2. It takes a lot of money to build a house.
3. It takes three minutes to poach an egg.
4. How long does it take to cross the English Channel?
5. It will take many years for nations to learn to live together in peace.
6. It takes patience to learn to knit. It takes courage to live by your principles. It takes skill to ride a horse.
7. It takes hard work for construction workers to erect a building.
8. It takes stamina and determination to compete in the Olympic Games.
CHART 13-9: EXPRESSING PURPOSE WITH IN ORDER TO AND FOR

- Common mistakes are:
  INCORRECT: She came here for studying English.
  INCORRECT: She came here for to study English.
  INCORRECT: She came here for study English.

- There is an exception in which for is followed by a gerund to express purpose. The phrase be used for expresses the typical or general purpose of a thing. In this case, the preposition for is followed by a gerund: A saw is used (in order) to cut wood. Also possible: A saw is used (in order) to cut wood.

- This might be a good place to review the information in the footnote on p. 370 regarding stop gerund compared to stop infinitive of purpose.

  COMPARE: I stopped reading and took a walk.
  I was reading, but around three o’clock I stopped (in order) to take a walk.

EXERCISE 28, p. 392. Using IN ORDER TO. (Chart 13-9)

ANSWERS:
3. . . . hospital in order to visit
4. (no change)
5. . . . today in order to deposit
6. . . . drugstore in order to buy
7. . . . dictionary in order to find
8. . . . cafeteria in order to eat
9. (no change)
10. . . . TV in order to improve
11. (no change)
12. . . . university in order to ask
13. . . . shoulder in order to get
14. (no change)
15. . . . bookstore in order to buy

EXERCISE 29, p. 392. Using (IN ORDER) TO. (Chart 13-9)

ANSWERS:
2. C (in order) to listen
3. D (in order) to find
4. A (in order) to keep
5. I (in order) to see
6. B (in order) to reach
7. J (in order) to look
8. F (in order) to chase
9. H (in order) to get
10. G (in order) to help

EXERCISE 30, p. 393. Expressing purpose with TO and FOR. (Chart 13-9)

ANSWERS:
3. to
4. for
5. for
6. to
7. to
8. for
9. to
10. for
11. to
12. to
13. for
14. for
15. to

EXERCISE 31, p. 393. Expressing purpose with TO and FOR. (Chart 13-9)

Whichever pattern students use is fine: infinitives or for-phrases.

SAMPLE ANSWERS:
1. I went to the supermarket for some bread / to get some bread.
2. I need to go to the bookstore for some notebook paper / to get some notebook paper.
3. I went to the post office for some stamps / to get some stamps.
4. I went to the health clinic for an appointment with a dermatologist / to see a dermatologist.
5. I reached into my pocket/purse for some change / to get some change for the candy machine.
6. I came to this school to study English / for the Intensive English Program.
8. I stopped at the service station for gas / to get gas.
9. I play tennis for exercise / to get exercise.
10. I had to go out last night for a meeting / to go to a meeting.

CHART 13-10: USING INFINITIVES WITH TOO AND ENOUGH

• Review the meanings and spellings of to, too, and two, all of which have the same pronunciation.
  to = a preposition or part of an infinitive.
  too = (1) an adverb meaning “also” that comes at the end of a sentence; or
       (2) as in this chart, a modifier that means “excessive.”
  two = the number 2.

• Note that too is not used before adjectives immediately followed by nouns:
  CORRECT: We didn’t go swimming because the water was too cold.
  INCORRECT: We didn’t go swimming because of the too cold water.

There is another possible but infrequent pattern with too and a singular count noun:
  too + adjective + a + noun.
  Example: It was too hot a day for hard work in the sun.

• A common problem results from learners attempting to use too as an intensifier meaning “very, very.”
  INCORRECT: We all enjoyed the scenery a lot. It was too beautiful!

Explain that the use of too implies a negative result (i.e., something can’t happen, as in This ring is too expensive. I can’t buy it.) and does not mean “very, very.” (In a negative sentence, of course, the opposite is true and too implies a positive result: The ring wasn’t too expensive. I could buy it.)

• Enough means “sufficient or sufficiently.” It conveys the presence of the necessary extent, amount, or degree of something to produce a certain result. The result is expressed in the infinitive phrase: I’m tall enough to touch the ceiling. = My being able to touch the ceiling is the result of the fact that I have the necessary height.

  Explaining the meaning of enough by using synonyms or definitions is not easy. Usually students can understand its meaning simply from the examples in the charts and exercises.

• Perhaps you can think of a way to illustrate too and enough in the classroom. One idea would be to pick a high spot in the room, maybe the top of a window. Who is tall enough to touch it? Who isn’t tall enough? Is anyone too short? Is anyone too short to touch the top of the window?

□ EXERCISE 32, p. 394. TOO and ENOUGH + infinitive. (Chart 13-10)

Note the instructions to use too in items 1–6 and enough in 7–10.

PART I. ANSWERS: 2. I was too sleepy to finish my homework last night.
3. This jacket is too small for me to wear.
4. Mike was too busy to go to his aunt’s housewarming party.
5. I live too far from school to walk there.
6. Some movies are too violent for children to watch.

PART II. ANSWERS: 8. I’m not strong enough to lift a horse.
9. It’s not warm enough today for us to go outside in shorts and sandals.
10. I wasn’t sick enough to stay home and miss work, but I didn’t feel good all day.

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EXERCISE 33, p. 394. TOO and ENOUGH + infinitive. (Chart 13-10)

ANSWERS:
3. too busy to answer 
4. early enough to get 
5. too full to hold 
6. large enough to hold 
7. too big to get 
8. big enough to hold

EXERCISE 34, p. 395. TOO and ENOUGH + infinitive. (Chart 13-10)

ANSWERS:
3. Ø . . . enough 
4. too . . . Ø 
5. too . . . Ø 
6. too . . . Ø 
7. Ø . . . enough 
8. Ø . . . enough 
9. too . . . Ø 
10. too . . . Ø

EXERCISE 35, p. 396. TOO and ENOUGH + infinitive. (Chart 13-10)

POSSIBLE COMPLETIONS:
1. . . . to touch the ceiling.
2. . . . to touch the ceiling.
3. . . . to lift a horse.
4. . . . to do my homework.
5. . . . to call my mother.
6. . . . for me to buy.
7. . . . to buy a Mercedes.
8. . . . to finish my homework.
9. . . . to stay home alone . . . to have his or her own apartment.
10. . . . to have conversations about the weather . . . to understand everything I hear

EXERCISE 36, p. 396. Review: gerunds vs. infinitives. (Chapter 13)

ANSWERS:
3. (in order) to look
4. to go/going swimming
5. (in order) to invite
6. going
7. listening
8. drawing
9. to understand . . . to improve
   . . . to be . . . Lecturing
10. to feed
11. to feed . . . getting
12. feeding
13. (in order) to earn . . . to take
14. to take
15. to get . . . sleep
16. staring . . . thinking . . . to be
17. to work . . . going/to go . . . looking . . . doing
18. Asking . . . getting . . . to make . . . keep . . .
19. forgetting to call
20. to travel/traveling . . . to go/going
21. (in order) to make
22. taking
23. cracking . . . to be
24. to shake . . . looking (also possible: to look)
25. to stand/standing . . . to move/moving
26. Smiling

EXERCISE 37, p. 398. Error analysis. (Chapter 13)

As in other error-analysis exercises, almost all the entries are adapted from actual student writing. Students might like to know that students before them made the same errors they make but have gone on to successful second-language acquisition. Making errors is just part of the process—you could compare it to learning a musical instrument. No one can sit down and play perfectly from the beginning or just from studying a manual. It takes practice, practice, practice (mistakes and all)—as does language learning.
ANSWERS: 2. I went to the store to get some toothpaste. 3. Did you go shopping yesterday? 4. I usually go to the cafeteria for a cup of coffee in the morning. (OR: ... to the cafeteria for a cup of coffee) 5. Bob needed to go downtown yesterday. 6. I cut the rope with a knife. 7. I thanked him for driving me to the airport. 8. It is difficult to learn a second language. 9. It is important to get an education. 10. Timmy isn’t old enough to get married. 11. Do you want to go swimming tomorrow? 12. I went to the bank to cash a check. 13. I was too sleepy to finish my homework last night. 14. It is easy to do this exercise. / This exercise is easy to do. 15. Last night I was too tired to do my homework. 16. I’ve never gone sailing, but I would like to. 17. Reading is one of my hobbies. 18. The man began to build a wall around his garden. 19. ... you learn a lot about other countries and cultures. 20. Instead of settling down in one place 21. My grandmother likes to fish / likes fishing / likes to go fishing. 22. Mary would like to have a big family.

□ EXERCISE 38, p. 399. Speaking. (Chapter 13)

Brainstorm ideas for topics before dividing the class into groups. In organizing the groups, make one student the time-keeper.

□ EXERCISE 39, p. 399. Writing. (Chapter 13)

As a preliminary to the assignment, ask students what activities they enjoy and discuss what they could write about them. Help the students get started on this assignment by showing a lot of interest in their activities and asking a lot of questions about them.

□ EXERCISE 40, p. 400. Review: verb forms. (Chapters 1 → 13)

This practice contains almost all of the verb forms introduced from the beginning of the text through this chapter.

ANSWERS:
2. went 26. turned
3. is 27. to go
4. manufactures 28. was closed/had closed
5. are made 29. was locked
6. has 30. didn’t have
7. needs 31. wasn’t dressed
8. to meet 32. was wearing
9. travels 33. am I going to do / will I do / should I do / can I do
10. went 34. standing
11. (in order) to meet 35. decided
12. speaks 36. to get
13. knows 37. started
14. doesn’t know 38. walking/to walk
15. was staying 39. knocking
16. had 40. (in order) to ask
17. was staying 41. to ask
18. was getting 42. reached
19. heard 43. pushed
20. walked 44. waited
21. opened 45. came
22. found 46. took
23. took 47. got
24. looked 48. were surprised
25. saw
49. saw 60. walked
50. was wrapped 61. looked
51. thought 62. didn’t have to understand
52. trying 63. (in order) to figure
53. to explain 64. didn’t have to say
54. didn’t know 65. grabbed
55. nodded 66. took
56. didn’t smile / wasn’t smiling 67. led
57. looked 68. is still embarrassed
58. smiled 69. laughs
59. reached 70. tells

**EXERCISE 41, p. 402. Review of verb forms: writing. (Chapters 1 → 13)**

Students can model their composition on the passage in Exercise 40. Discuss embarrassing experiences with your class to help them get started on this assignment. Think of an embarrassing experience you have had and share that. You could also volunteer to write a composition yourself and bring it to class to share with the students. Students often like the idea that the teacher is doing the same writing assignment. It also helps the teacher understand writing assignments from the students’ perspective and how s/he can best help students produce good compositions.