



Chapter 14

Gerunds and Infinitives, Part 1

CHAPTER SUMMARY

OBJECTIVE: Gerunds and infinitives are common features of both spoken and written English (as the following underlines demonstrate). A person who tries to speak English without using gerunds and infinitives will produce very unnatural-sounding sentences. Learning to understand and use these structures fluently is important for students.

APPROACH: The chapter begins with gerunds and their functions, then introduces infinitives, then special groups of verbs followed by either a gerund or an infinitive. Throughout, the emphasis is on becoming comfortable with these structures through practice, not memorization. Reference lists are also included.

TERMINOLOGY: Like most traditional terms in grammar, “gerund” and “infinitive” were borrowed from analyses of the Latin language; they do not fit the description of the English language equally as well as they do the Latin one. In this text, the combination **to** + *simple form of a verb* is no indication of tense or number (for example, *be, fly*). A “gerund” is *verb* + **-ing** which functions like a noun (for example, *being, flying*).

CHART 14-1. Gerunds: Introduction.

Page 301

Time: 10–15 minutes

Students should learn that “gerund” is the name of a form based on a verb. A gerund may have the function of a subject or an object in a sentence.

In Chapter 1, students learned that some verbs (for example, *know, need, want*) usually have no progressive use and therefore, they may hesitate to use the *-ing* form of these verbs. Point out that these verbs can be used as gerunds:

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

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

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

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

I play games. = verb + object → *Playing games is fun.*
= gerund + object

We play in the park. = verb + prepositional phrase →
Playing in the park is fun. = gerund + prepositional phrase →
Playing games in the park is fun. = gerund + object + prepositional phrase

A gerund with its associated object or modifier is called a “gerund phrase.” In the above examples, *Playing games*, *Playing in the park*, and *Playing games in the park* are gerund phrases. (These are called “nominals” in some grammars.)

- Write the chart title on the board.
- Ask several students what they plan to do this coming weekend and/or after class and why they want to do those activities.
- Write the answers on the board in the following way:

What?

This weekend Tariq is going to play soccer with the students from his dorm.

Why?

Tariq likes sports.

- Now explain that we can talk about Tariq’s information by making a gerund from *play soccer*. Tell students that every gerund is a form based on a verb but can have the same function as any noun. Write a corresponding note on the board, such as:

gerund = verb form but noun function

- Ask students what functions nouns can have, and help them articulate that a noun can be either a subject or an object (of either a verb or a preposition).
- Returning to the above information provided by a student (for example, Tariq), write three new sentences on the board.

Playing soccer is Tariq’s plan.

Tariq likes playing soccer.

Tariq talked about playing soccer.

- Ask a student to go to the board to underline the new gerund form as subject.

Playing soccer is Tariq’s plan.

- Ask another student to go to the board, but this time ask the student to underline the gerund used as the object of a verb.

Tariq likes playing soccer.

- Ask a final student to identify the gerund used as the object of a preposition.

Tariq talked about playing soccer.

- One student may well be able to do all three of the above identifications, so adjust this presentation as needed.
- Go over the rest of the chart with your students.

CHART 14-2. Using Gerunds as the Objects of Prepositions. Page 302
Time: 10–15 minutes

A gerund can immediately follow a preposition, but an infinitive cannot.

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

I am about to open my book.

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

As you work through the many charts and lists in this chapter and the next, remind your students frequently that mastery of gerunds and infinitives will increase with actual use. Some students may be tempted to memorize lists and combinations, but reassure your students that they will learn these and other lists by using and hearing their contents frequently. For this reason, Chapters 14 and 15 contain numerous speaking exercises.

- Write the chart title on the board.
- Elicit from students a sentence containing a preposition preceding a gerund, and write this on the board. (You can use the last example sentence from your presentation of Chart 14-1, if appropriate.)
Tariq talked about playing soccer.
- Choose a few common phrases that have prepositions and that precede a gerund from the list in Chart 14-1, and write these on the board. For example:
be excited about
be tired of
be interested in
- Ask three students to go to the board and create a sample sentence using the above three phrases and three gerunds. For example:
We are excited about going to the party.
Some students are tired of studying grammar.
My friends and I are interested in hearing the latest news from Wall Street.
- Explain to students that it can be challenging to learn the idiomatic and prepositional phrases that precede gerunds and that they should not attempt to memorize the list included in the chart.
- Tell students to refer to this list as often as they like.
- Go over the remainder of the chart, paying special attention to the negative form.

EXERCISE 3. Looking at grammar.
Page 302
Time: 5 minutes

Explain to students that they should pay attention to whether certain combinations sound correct or not because chances are they have heard the correct prepositional combinations many times prior to this formal study.

EXERCISE 4. Looking at grammar.
Page 303
Time: 5–10 minutes

- Have students complete the first situation individually and then have them take turns reading their completed sentences aloud.
- Correct any errors right away and check for comprehension of meaning.
- Complete Situation 2 as a class and increase the pace a bit, giving students a greater challenge.

Optional Vocabulary

blaming	prohibiting
excuse	accused
aisle	elderly
personnel	

EXERCISE 6. Listening. Page 305
Time: 5–10 minutes

- Explain to students that in summarizing each dialogue, they are not reporting what they heard precisely but rather restating it.
- Prior to listening to the audio, give students a few minutes to guess which preposition will follow each verb.
- Play the audio through once without stopping. Then replay and stop after each item.
- Review answers as a class.

EXERCISE 7. Let’s talk: interview.
Page 305
Time: 5–10 minutes

- Tell students that they will be reporting on what they learned and that they should be prepared to expand on their answers if asked further questions.
- Have students get up and move around the room to conduct the interviews.
- Review as a class, having each student give information about the responses of at least one classmate. Correct any mistakes in target or non-target grammar as they arise.
- Ask further questions of either the student reporting or the student who gave the original information.

EXERCISE 9. Let's talk. Page 306

Time: 5 minutes

Expansion: Prepare index cards before class. Each should have the question *How can you . . . ?* and list four or five different phrases describing various actions / tasks. Give one index card to each student. Have students stand up and move around the class, asking each other how they would perform the action or task described. When answering a question, they should use a **by** + *-ing* (**by** + *gerund phrase*) to explain how they would perform the action or task described. Each student should collect the variety of answers he/she receives. Then have students return to their seats and ask a student to read aloud five to ten **by** + *gerund* responses that one of his/her actions prompted. Students then use this information to guess what the original task was. Possible index card tasks (and possible responses in italics) follow:

How can you . . .

get elected to public office?

By joining many committees, by attending community events, by meeting people and discussing their concerns, by campaigning energetically.

improve your health?

By limiting calories, by eating healthy foods, by getting enough sleep, by exercising.

have the career of your choice?

By being studious at the right time of life, by being open-minded to new opportunities, by working hard, by networking.

ensure you have a pleasant retirement?

By investing money wisely, by not getting deeply into debt, by keeping busy and in good health.

How can you . . .

expand your understanding of the global economy?

By reading international newspapers, by taking an Economics course, by traveling.

build upper body strength?

By lifting weights, by doing yoga, by carrying groceries.

keep your mind sharp?

By doing crossword puzzles, by taking up a challenging new hobby or language, by practicing a musical instrument.

EXERCISE 10. Let's talk: interview.

Page 306

Time: 10–15 minutes

- First, ask students to model how certain emotions are shown in their cultures. You may want to begin this activity by modeling a few expressions yourself.
- As a class, write a list of specific facial movements on the board. For example:

raise your eyebrow

furrow your brow

scowl

frown

clench your teeth

set your jaw

blink

sneer

smirk

- If students would like to share their drawings of faces expressing different emotions, they may do so or draw their faces on the board.

CHART 14-3. Common Verbs Followed by Gerunds. Page 307

Time: 10 minutes

This chart and the following exercises present just a few of the verbs that are followed by gerunds. Some students, depending on their learning style, may want to memorize the list, but remind them that it is far more effective to practice using the verbs orally and in writing until they begin to “sound right.”

- Write the chart title on the board and explain that gerunds are the objects of certain verbs, many of which may already be familiar to your students.
- Have students put checks next to those verbs they already know. From those verbs, have students come up with a sentence describing their lives, likes, dislikes or other actions.
- Write two or three of the student-generated sentences on the board. For example:
Lola doesn't mind taking care of her sister's children.
François postponed leaving for the train station until the weather improved.
Michiko mentioned having a Halloween party with her classmates.
- Now send three students to the board and have them identify the subject, verb, and object of each sentence. For example:
S **V** **O**
Lola doesn't mind taking care of her sister's children.
- Go over the rest of the chart with the class.

EXERCISE 14. Looking at grammar.

Page 308

Time: 5–10 minutes

- Remind students that more than one gerund is possible as a completion for each sentence.
- Have students try this as seatwork first and then review as a class, discussing the appropriateness of various gerunds.
- Correct pronunciation and target grammar immediately and overtly.

CHART 14-4. Go + Gerund. Page 309

Time: 10 minutes

Some grammarians disagree about the nature of these *-ing* words; are they gerunds or participles? For your students, terminology is much less important than idiomatic use. We will call these structures “gerunds.”

Definitions of some vocabulary items in the chart:

birdwatching = a hobby for people who enjoy identifying birds in natural habitats

bowling = a sport in which a heavy ball is rolled toward nine or ten wooden pins in order to knock them down (in as few rolls as possible)

camping = living in a tent or trailer/caravan for fun; “getting back to nature”

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

hiking = walking vigorously in the mountains or countryside (possibly while also carrying equipment in a pack on one’s back = *to go backpacking*)

jogging = running somewhat slowly for exercise

sailing = traveling on a lake or sea in a boat that has a sail or perhaps a motor for power

sightseeing = touring; traveling to see a famous or beautiful place

sledding = in winter, going down a snowy hill using a sled, which is a wooden seat on metal bars or a plastic surface that can slide quickly over the snow

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

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

A phrase similar in structure is *to go missing*, meaning “to disappear.” For example: *In the mystery novel, a rich widow went missing, and Sherlock Holmes has to use all his powers of deduction to find her. Go missing* is principally British, but is also sometimes used in American English. Students may find it of interest.

- Have students look through the list and check off a few activities that they enjoy.
- Ask a few students to write sentences on the board about the activities they have done already or want to do in the near future.
- Ask a few other students to go to the board and identify the subjects, verbs, and objects. For example:

S V O

Dario and I went sailing on the Charles River last weekend.

- Remind students that by using these **go + gerund** combinations frequently, they will become more confident using them.

EXERCISE 16. Let’s talk. Page 309

Time: 5–10

- Ask these questions in a natural, conversational way while students are looking at Chart 14-4.
- Encourage students to respond with complete sentences.
- Encourage other students to ask for specific details by doing so yourself.

CHART 14-5. Special Expressions Followed by *-ing*. Page 310

Time: 10 minutes

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

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

Frankly, the grammar in this chart doesn’t fit in neatly anywhere in this text. This chart is included in the unit on gerunds because this seems a logical place: certain verbs are typically followed by *-ing* forms, and the verbs and expressions in this chart share this characteristic.

- Write the chart title on the board.
- Explain to students that these *-ing* expressions originally come from clauses containing present participles. For example, *We had a good time while we were playing soccer* can be expressed in a reduced way as *We had a good time playing soccer*.
- Tell students that the name or classification of these expressions doesn’t matter so much as the goal that students can use them easily.
- Ask students to go through the list and check off those expressions they are already familiar with.
- Write some of the most common expressions on the board, and then have students come to the board to complete each sentence with information that is true for them. For example:

I had a good time going out with my friends last night.

I had trouble getting all my homework done before class today.

I had difficulty phoning my parents in Turkey last night.

I spend a lot of time reading books in English and writing emails to my English-speaking friends from all over the world.

I waste a lot of time watching video clips on YouTube when I should be studying.

- Go over the remainder of the chart and remind students again that, as with the other parts of the chapter, they will learn these expressions best by simply hearing and speaking them repeatedly.

□ **EXERCISE 20.** Looking at grammar.

Page 311

Time: 10 minutes

There may be more than one possible completion for these items, especially if one stretches one's imagination, but the items are constructed to produce one logical, typical completion.

Optional Vocabulary

indecisive
spoil

□ **EXERCISE 21.** Let's talk: pairwork.

Page 311

Time: 10–15 minutes

Expansion: This activity can readily be turned into an impromptu game. Tell students that before they begin, they can either choose to tell the truth or lie, depending on their preference. If they lie successfully (and their partner does not challenge the response), they gain a point. If they lie unsuccessfully and their partner does question the truth of what the student is saying, the partner gains a point. Possible exchange between two students:

Speaker A: *In my free time, I have fun riding and taming horses.*

Speaker B: *I don't think you are telling the truth.*

Speaker A: *I am. My parents have a ranch and horse farm in Argentina.*

CHART 14-6. Common Verbs Followed by Infinitives. Page 313

Time: 20–25 minutes

Remind students that, as with gerunds, they have probably encountered the infinitive form many times before. (It is usually introduced with the base form, and most students use it to describe what they want or like to do.)

The passive examples (f) and (g) assume that students are familiar with the basic passive forms in Chapter 11. If they aren't or they need to have their memories refreshed, you may need to review passive forms because they are used in Exercises 25 through 29.

The alternative structures in the notes below this chart are important for the following exercise, and you should call your students' attention to these sentences.

- Write the chart title on the board.
- Write *verb + infinitive* on the board and tell your students that they will help you create example sentences for this structure.

- Choose six of the more common infinitives and write the beginnings of sentences about your students on the board. Use the verbs included in the chart. For example:

Valeria hopes to _____

Matteus promised to _____

Ah-Ram plans to _____

Viktor agreed to _____

Lei-wen offered to _____

Our teacher pretended to _____

- Ask six students to complete the sentences with particular information about their peers.
- Ask another six students to identify the parts of each sentence. For example:

S V + Infinitive

Valeria hopes to travel this weekend.

- Go over the first part of Chart 14-6, (a)–(c), especially noting the placement of *not*.
- Now write *Verb + Object + Infinitive* on the board and explain that most verbs that follow this pattern have to do with instructing or telling someone to do something.
- Write an example on the board and review (d)–(g) with your class. For example:

Martha asked us to open our books.

- Identify the parts of speech (you can have your students say them while you mark them).

S V O + Infinitive

Martha asked us to open our books.

- If there is time, write more than one example, and have students identify parts of speech.
- Finally, write the heading *Verb + Infinitive / Verb + Object + Infinitive*
- Explain that verbs in this category can either be followed by an infinitive or can be followed by an object and then an infinitive. Explain that these verbs can have both the patterns described above.
- Write an example of both possibilities with the same verb on the board. For example:

She asked to leave early.

She asked John to leave early.

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

S V + Infinitive

She asked to leave early.

S V O + Infinitive

She asked John to leave early.

- Remind students that, as with gerunds, they will benefit most from using and hearing infinitives in real speech and that the exercises that follow the chart will help them to hear what sounds right.

□ EXERCISE 26. Looking at grammar.

Page 314

Time: 10 minutes

The answers are in the form of reported (or indirect) speech. The cues are in quoted (or direct) speech. Chapter 12 contains charts on quoted and reported speech, but students probably don't need that lesson in order to complete this exercise. Students can understand that *verb + infinitive* is a way of reporting what someone has said. You may wish to point out the equivalency between modals / imperatives in quoted speech and *verb + infinitive* in reported speech. Or you may not wish to discuss the concept of quoted vs. reported speech at all.

- Show students how item 1 was produced by transforming the quote into a different *reporting verb + an infinitive*.
- Give students time to write their answers while you circulate, helping as needed.
- Review all your students' answers orally, as a class, with each student reading one answer aloud.
- Discuss those items that cause any difficulty right away and correct these target items overtly and immediately.

Optional Vocabulary

stern
valid

□ EXERCISE 27. Let's talk. Page 315

Time: 10 minutes

- Because this exercise follows a pattern of production that students have seen before in this text, encourage them to personalize and make their responses as real as possible.
- Remind students that by using their own ideas to complete each sentence, they will be gaining meaningful practice of the structures presented in Chart 14-6.
- You may want to have a student quickly remind the class of changes that need to be made when changing from active to passive voice first.

CHART 14-7. Common Verbs Followed by Either Infinitives or Gerunds. Page 317

Time: 20–25 minutes

The complex history of the English language — elements from German, French, Norse, etc. — has produced the parallel forms in Group A. Learners should be confident that using the infinitive or gerund with these verbs causes no substantial change in meaning that would in any way interfere with communication.

However, you can let students know that native speakers don't always agree on their uses of the forms in Group A. The differences are mainly the result of regional or social variations in use.

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

Plan to spend ample time on this chart. These distinctions are important and not always easy for students to grasp. Before class, create multiple real-life examples for Group B that clearly illustrate the differences in meaning.

- Present the Group A verbs by writing on the board *Gerund or Infinitive: NO Difference*.
- Illustrate this with the verb *to like* by writing two examples on the board: one followed by a gerund and one followed by the same verb but in infinitive form. For example:

Hye Won likes skiing.

Hye Won likes to ski.

- Tell students that they may meet native speakers who argue that there is a difference, but tell them that if there is a subtle difference, it is too minimal for most people to be able to explain exactly what it is. Stress that for students' purposes, the usage and meaning is exactly the same with Group A verbs.
- Now introduce the Group B verbs by writing on the board *Gerund or Infinitive: BIG Difference*.
- An effective way to introduce this is by asking one student to volunteer to help you. Ask the volunteer to stand up, jump up and down, walk around, or do a particular physical action.
- Now ask the student to stop the previous action.
- Ask students to help you write on the board what they just observed. For example:

Seiko stopped jumping up and down.

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

Alvaro was walking.

Alvaro stopped walking.

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

- Work through the other verbs in Group B, giving your students very specific examples for the verbs in Group B.
- Take the time to write sentences to illustrate the differences in meaning. Use key examples to make sure students understand these differences.
- Go over the chart, especially Group B, to reinforce those concepts.

EXERCISE 30. Looking at grammar.

Page 318

Time: 10–15 minutes

The answers to this exercise will probably raise many questions that need to be discussed briefly. Therefore, it is best to discuss the exercise with the whole class.

- Give students ample time to complete the exercise.
- Have students take turns reading answers aloud.
- Be extremely clear when correcting them and make frequent use of the board. You may need to come up with several examples of each new use in order to help students grasp the different uses.

EXERCISE 33. Let's talk. Page 320

Time: 10 minutes

This is a quick review that requires uncomplicated sentences.

- Explain the roles of Speaker A and B, and model the examples orally with a student.
- Give the pairs or small groups plenty of time to practice.
- Walk around the room helping students and participating / taking the role of Speaker A or B, respectively.

Expansion: After the pairwork, you could turn the exercise into a quiz, with the students writing sentences from your spoken cues. You could make up additional items for a quiz.

CHART 14-8. *It + Infinitive; Gerunds and Infinitives as Subjects.* Page 322

Time: 10–15 minutes

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

The emphasis in Chart 14-8 and the exercises that follow is on the **it + infinitive** structure, a frequent pattern in both speech and writing.

Of course, **it + gerund** is also possible, and students may produce some examples. Also, an infinitive can be the subject of a sentence. Commend students if they use these correctly, but return their attention to the more common **it + infinitive** and **gerund as subject** patterns in this lesson.

- Write the chart title on the board and tell students you will be looking at **it + infinitive** first.

- Ask students if they can think of any expressions with **it + infinitive** that they have used previously. They will probably be able to offer several. Write the phrases they provide on the board and develop them into sentences. For example:

Carlo: *It is important . . .*

You: *Great. It is important . . . how can you complete this? What is it important to do? It can be anything, in any context.*

Carlo: *It is important to speak English as much as possible, outside of class.*

Yaniv: *It is important to save money for future emergencies.*

Lila: *It is important to tell the truth — most of the time.*

- Now turn to *Gerunds and Infinitives as Subjects*.
- Explain that using gerunds as subjects is a bit more common, but that both are possible. Tell students that using an infinitive as the subject may make their English sound more formal and less ordinary.
- Ask students to give you some infinitives and gerunds for common activities, and write these on the board. For example:

studying to study

eating to eat

sleeping to sleep

- Ask students to go to the board and write sentences for each one.
- Go over the chart and discuss note (d) as this syntax can be quite challenging.

EXERCISE 38. Looking at grammar.

Page 323

Time: 10 minutes

This exercise has two purposes. One is to teach the correct location of the *for (someone)* phrase between the adjective and the infinitive. (For example, it is highly unusual or highly incorrect in English to say *For me it is important to go. / It for me is important to go. / It is for me important to go.*)

The other purpose is to demonstrate the meaning and use of the *for (someone)* phrase. It limits the meaning of the general statement. For example, item 2, (*It's easy to speak Spanish.*) is not true for most people, so it's necessary to limit that statement to some person or group (*It's easy for Roberto to speak Spanish because it's his native language. It isn't easy for Mr. Wu to speak Spanish because his native language is Chinese and he's studied very little Spanish.*)

Expansion: Have students complete this exercise in groups. Then as a class, judge how creatively the groups have adapted the sentences. Give each group a chance to read (or write on the board) their best version of each expanded sentence and award points based on 1) grammatical accuracy, 2) level of vocabulary, and 3) creativity.

CHARTS 14-9 and 14-10. Reference List of Verbs Followed by Gerunds. Reference List of Verbs Followed by Infinitives. Pages 324–325
Time: 10–20 minutes

These lists are for students to refer to, not for them to memorize. The exercises that follow, and the Workbook, provide a lot of practice, but learners don't need to learn the lists by heart. Some students, however, will sit down and try to memorize every word on the lists no matter what you say.

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

- Tell students that they will gain the most from these lists by referring to them, and then trying to incorporate new vocabulary and the gerund or infinitive forms into their everyday speech.
- Ask and answer any questions about vocabulary. When you do so, give your students a whole sentence with a meaningful context rather than just a brief definition.
- Be sensitive to what works best for your students. Many students may need help understanding the words listed, but some may not. Do your best to challenge all of the students in your class by allowing the strongest ones to define vocabulary that not everyone is familiar with.
- Please see the front of this book for further suggestions on strategies for presenting grammar or patterns to a class as a whole. In particular, you will need to focus on keeping the interest of the most experienced students while being equally supportive of the less experienced ones.

Expansion: Create an oral exercise using these charts. Select some of the sentences at random and ask students to put the verbs in their proper gerund or infinitive forms. For example:

You: (choosing item 9 from the first section in Chart 14-10): *I don't care (pause) see that show.*

Student: *I don't care to see that show.*

You: (Perhaps repeat the correct answer. Then choose another item, for example, item 5 from Chart 14-9): *He avoided (pause) answer my question.*

Student: *He avoided answering my/your question.*

□ **EXERCISES 43 and 44.** Looking at grammar. Page 327
Time: 10–15 minutes each

You may want to use these exercises as review quizzes. Students can write their answers on a piece of paper to hand in.

□ **EXERCISE 45.** Let's talk. Page 328
Time: 20–30 minutes

- Once you have clearly explained and modeled the directions, move around the room making sure that the various groups have understood the activity.
- Encourage students to keep the list on the next page (page 329) handy so that they can refer to it as needed.
- If each group chooses a different story beginning, they can retell their stories later to the whole class.

Expansion: As a follow-up activity, have each group hand in a written summary of its story. All the infinitives and gerunds should be underlined. You could make copies for the whole class to read.

Alternatively, ask each student to come up with a new beginning of the story. Have students exchange new story beginnings or collect and redistribute. Each student then writes a new story as a homework assignment and hands it in.