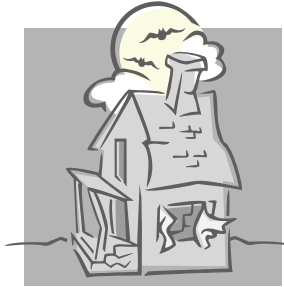




**Expansion Activities**  
Understanding and Using English Grammar, 3rd Edition  
**Chapter 15: Gerunds and Infinitives, Part II**

**Activity: Getting Things Done**

**Materials needed:** A copy of the Yellow Pages phone book for each group of students, or Yellow Pages online.



**Description:** Students use the Yellow Pages to identify companies and services to “get things done.”

Tell the students that their Great-Great-Uncle Joe recently died. Uncle Joe was a world traveler and didn’t spend too much time at home. Because he had no children, he left them his old mansion. Since he never spent much time in it, the old place is in bad shape. (There are links to photos of ruined houses at the end of this activity.) Obviously, before the students move in, there is a lot of work that needs to be done!

In their groups, students brainstorm what kind of professional help they would like to have with their fixer-upper project. They may include jobs like landscaping/gardening, building a new roof, a paint job, new flooring, updated bathroom or kitchen, new furniture, cleaning the fireplace/chimney, fumigation, animal trapping, and squatter removal, junk removal, and whatever they imagine. Encourage students to use other verbs besides *fix*, for example, *planted*, *cut*, *repaired*, *installed*, *modernized*, *updated*, *replaced*, *put in*, *delivered*, *washed*, etc.

After this point, there are many things that can be done.

1. Students can make a list of jobs that need to be done using the infinitive with need: *The grass needs to be cut. The roof needs to be replaced. The broken windows need to be taken out.*
2. Students can use the Yellow Pages to identify a person or company they can hire to do the job, creating sentences like *I’m having Rick’s Plumbing install a new bathtub. I’m getting Ace Lawn Mowing to cut the grass.* This is a very useful and practical activity because it isn’t the alphabetical order of the Yellow Pages that’s a problem for students; it’s knowing which index words things are categorized under in a real phone book.
3. Students can create questions to ask other groups: *What are you having done? Who are you getting to paint the outside of the house?*



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4. Students can create dialogues where they ask advice from a neighboring group, and then “visit” their neighbors to ask about work they had done.

Example:

A: I **need to get** my chimney rebuilt. Who should I **get to do** that?

B: Why don't you call A<sup>+</sup> Safety to rebuild your chimney?

A: Are they good?

B: Sure. I **had them fix** my chimney after a storm last year.

A: What's their number?

B: I don't remember, but it's in the Yellow Pages under *chimney repair*.

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