

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*.

EXPECTED RESPONSES: 3. going to / driving to / flying to 4. washing / sweeping / vacuuming / mopping / cleaning 5. doing / finishing / studying 6. snowing 7. reading / buying 8. taking / signing up for / registering for 9. looking for / changing to 10. watching / playing / taking part in / reading about 11. visiting / moving to / moving out of / traveling to 12. talking 13. working / painting / playing 14. closing / shutting / opening 15. attending / going to

□ 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

□ **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*)

CHART 13-3: VERB + INFINITIVE

- In this text, an infinitive is defined as a verb form that consists of *to* + *the simple form*; “*to*-less infinitives” such as those used following modal auxiliaries (*must go*) are simply called “the simple form” in this text.
- *To* is simply a marker; it has no meaning in and of itself in an infinitive structure.
- The *to* in an infinitive is normally unstressed in speech. It is usually pronounced /tə/ instead of /tu/.
- The text presents just a few of the common verbs followed by infinitives. See *Understanding and Using English Grammar, Third Edition*, Chart 14-7, for a more complete reference list.
- *Forget* and *try* are listed in this text as being followed by infinitives, for that is how they are most commonly used. They can, however, be followed by gerunds—with a change of meaning. See *Understanding and Using English Grammar, Third Edition*, Chart 14-8. As mentioned in an earlier chapter in this Teacher’s Guide, the text is planting acorns from which the tree will grow, not presenting the whole tree—but that means teachers might get asked questions about branches the text does not cover. Hence, these notes and references to a higher level textbook.

□ 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.
9. I enjoy playing cards for money.
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 | 11. to be | 18. to hire/hiring . . . coming |
| 5. eating | 12. moving | 19. to say |
| 6. to meet/meeting | 13. to go/going | 20. to go shopping |
| 7. to help | 14. to lock | 21. to want to go sailing |
| 8. to watch/watching | 15. living | 22. sleeping |
| 9. cracking | 16. to take | 23. trying to grow |
| 10. to feed | 17. to give | 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 | 13. going . . . having |
| 3. to stay . . . relax | 14. to be/being |
| 4. to stay . . . relax . . . go | 15. going |
| 5. getting | 16. to stop making |
| 6. watching | 17. quitting . . . going |
| 7. getting . . . watching | 18. to leave . . . return |
| 8. getting . . . watching . . . listening | 19. washing |
| 9. selling . . . buying | 20. to unplug . . . turn off . . . lock |
| 10. to move . . . find . . . start | 21. to understand |
| 11. painting | 22. to stop driving |
| 12. to go . . . buy | 23. to reach . . . to keep trying |

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

ANSWERS:

- | | |
|----------------------------------|--|
| 1. plan to go | 16. promise to come |
| 2. consider going | 17. finish studying |
| 3. offer to lend | 18. would mind helping |
| 4. like to visit / like visiting | 19. hope to go |
| 5. enjoy reading | 20. think about going |
| 6. intend to get | 21. quit trying |
| 7. decide to get | 22. expect to stay |
| 8. seem to be | 23. stop eating (OR: stop in order to eat) |
| 9. put off writing | 24. refuse to lend |
| 10. forget to go | 25. agree to lend |
| 11. can't afford to buy | 26. postpone going |
| 12. try to learn | 27. begin to study / begin studying |
| 13. need to learn | 28. continue to walk / continue walking |
| 14. would love to take | 29. talk about going |
| 15. would like to go swimming | 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 | 15. to visit/visiting | 28. to find |
| 3. to compromise | 16. to do/doing | 29. to go |
| 4. to find | 17. seeing | 30. to hear |
| 5. to go | 18. to visit | 31. to call |
| 6. going | 19. to go | 32. skiing |
| 7. fishing | 20. camping | 33. waterskiing |
| 8. taking | 21. camping/to camp | 34. hiking |
| 9. renting | 22. to go | 35. swimming |
| 10. going | 23. to spend/spending | 36. exploring |
| 11. sailing | 24. to say | 37. to climb |
| 12. staying | 25. to like | 38. look |
| 13. relaxing | 26. thinking | |
| 14. doing | 27. thinking | |

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:

- | | | |
|-----------------|---------------------|------------------------|
| 2. for opening | 8. about going | 14. in being |
| 3. about being | 9. on paying | 15. on meeting/to meet |
| 4. in going | 10. of/about being | 16. for cleaning |
| 5. for being | 11. like eating | 17. from entering |
| 6. of flying | 12. for not calling | 18. at cutting |
| 7. about taking | 13. of living | |

□ 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 . . .*

CLASS: **of**

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

ANSWERS:

- | | | |
|-------------------|--------------------|-----------------------|
| 3. of drowning | 9. to taking | 15. about/of quitting |
| 4. about meeting | 10. like telling | 16. from doing |
| 5. for helping | 11. for lying | 17. on eating |
| 6. in going | 12. on paying | 18. for spilling |
| 7. about visiting | 13. for causing | 19. of losing |
| 8. about pleasing | 14. at remembering | |

□ **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:

- | | |
|---|--|
| 2. Making friends isn't hard. | 6. Cheating during a test is wrong. |
| 3. Cooking rice is easy. | 7. Is living in an apartment expensive? |
| 4. Taking a long walk is relaxing. | 8. Living in a foreign country isn't easy. |
| 5. Is learning a second language difficult? | 9. Making new friends takes time. |

□ **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.

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/important. 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 learn how to swim. 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's 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 anyone to spend time with friends. It's enjoyable for most people to visit new places. It's enjoyable for children to learn how to swim. 7. It's interesting for most people to observe animals in their wild habitat. It's interesting for most people to visit new places. 8. 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 for cutting 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 | 10. . . . TV in order to improve |
| 4. (<i>no change</i>) | 11. (<i>no change</i>) |
| 5. . . . today in order to deposit | 12. . . . university in order to ask |
| 6. . . . drugstore in order to buy | 13. . . . shoulder in order to get |
| 7. . . . dictionary in order to find | 14. (<i>no change</i>) |
| 8. . . . cafeteria in order to eat | 15. . . . bookstore in order to buy |
| 9. (<i>no change</i>) | |

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

ANSWERS:

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

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

ANSWERS:

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

7. I borrowed some money from (. . .) for gas [BrE: petrol] for my car / to buy gas for my car. 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? Who is 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.

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

ANSWERS:

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

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

ANSWERS:

- | | |
|-------------------|-------------------|
| 3. Ø . . . enough | 7. Ø . . . enough |
| 4. too . . . Ø | 8. Ø . . . enough |
| 5. too . . . Ø | 9. too . . . Ø |
| 6. 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 | 15. to get . . . sleep |
| 4. to go/going swimming | 16. staring . . . thinking . . . to be |
| 5. (in order) to invite | 17. to work . . . going/to go . . . looking . . . doing |
| 6. going | 18. Asking . . . getting . . . to make . . . keep . . .
to be |
| 7. listening | 19. forgetting to call |
| 8. drawing | 20. to travel/traveling . . . to go/going |
| 9. to understand . . . to improve
. . . to be . . . Lecturing | 21. (in order) to make |
| 10. to feed | 22. taking |
| 11. to feed . . . getting | 23. cracking . . . to be |
| 12. feeding | 24. to shake . . . looking (<i>also possible</i> : to look) |
| 13. (in order) to earn . . . to take | 25. to stand/standing . . . to move/moving |
| 14. to take | 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 ~~to~~ shopping yesterday? 4. I usually go to the cafeteria ~~for~~ to get a cup of coffee in the morning. (OR: . . . to the cafeteria for ~~to get~~ 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** ~~to~~ 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 ~~to~~ sailing, but I would like to. 17. Reading ~~is~~ 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 ~~to~~ 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.