



Chapter 13

Gerunds and Infinitives

CHAPTER SUMMARY

OBJECTIVE: To this point in the text, the learners have focused on the forms of the verbs used as the main verb of a sentence or clause. In this chapter, students will learn other forms and uses of verbs, specifically, 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, dislikes, hopes, plans, attitudes, and activities.

APPROACH: Gerunds and infinitives are often a source of errors for English language learners. Because which verbs take gerunds and which take infinitives is not a matter of logic, per se, students should be encouraged to increase their familiarity with the material. To that end, the text first presents a chart of *verb + gerund* combinations, in order to provide students a manageable starting point. The text goes on to present additional charts that reflect other common uses of gerunds, including those verbs that can be followed by both gerunds and infinitives. Infinitive combinations are also presented, along with special expressions such as infinitives used with *too* and *enough*.

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 term “*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 (Chapter 2).

□ EXERCISE 1. Warm-up. Page 342

Time: 5 minutes

- Ask students to both check those completions that they enjoy and to add other gerund activities that they also enjoy.
- Ask those students who say they don’t enjoy certain activities to explain their preferences.

CHART 13-1. Verb + Gerund. Page 342 Time: 10–15 minutes

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, students will encounter other verbs followed by gerunds, such as *risk, deny, and delay*. (See *Understanding and Using English Grammar*, Chapter 14, 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 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)

Note on some of the verbs listed in this chapter:

- **Stop** can also be followed by an infinitive of purpose:

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*).

- Write a couple of sentences using *enjoy* on the board. Follow the verb with simple nouns as objects. Label the subjects, verbs, and objects. For example:

S V O

Martha enjoys ice cream.

S V O

Javier enjoys movies.

- Ask students to tell you additional activities that they enjoy or don't enjoy. Write a few of their preferences on the board.
- In order to involve students maximally, use students' names and specific likes. For example:

Mieko doesn't enjoy spending money stupidly.
Francisco enjoys watching American football on TV.
Wang enjoys hearing techno music.

- Ask students to come to the board to label the subjects and verbs respectively. For example:

S V
Mieko doesn't enjoy spending money stupidly.
S V
Francisco enjoys watching American football on TV.
S V
Wang enjoys hearing techno music.

- Explain that in the above sentences regarding activities, the *-ing* gerund form is the object of the verb *enjoy*.
- Ask students to label the gerunds as objects. For example:

S V O
Mieko doesn't enjoy spending money stupidly.
S V O
Francisco enjoys watching American football on TV.
S V O
Wang enjoys hearing techno music.

- Ask students to take turns reading example sentences (a)–(m). Discuss the notes included on the right-hand side of the chart.

EXERCISE 3. Looking at grammar.

Page 343

Time: 10 minutes

This exercise can be done without the students preparing it. Just ask students to call out possible completions. The intention of the exercise is to get across the idea that one verb can immediately follow another verb.

You might also note for 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 5. Warm-up. Page 344

Time: 5 minutes

- Put students into pairs to discuss the illustrations, asking if they do / don't like to *go _____-ing* when they are on vacation.
- Ask students to contribute other activities they know that are expressed with *go + _____-ing*.

CHART 13-2. *Go + -ing*. Page 344

Time: 10 minutes

Definitions of some vocabulary items in the chart:

bowling = a game in which a heavy ball is rolled down a wooden alley

camping = vacationing outdoors in a tent or trailer

hiking = walking a great distance through rural areas, up mountains and along trails

sailing = traveling on water in a boat with sails

window shopping = looking at articles in store windows without making a purchase

sightseeing = looking at the sights and visiting local places of interest when traveling

ice skating = gliding (moving or sliding smoothly) on ice, wearing special shoes with blades to slide on ice

skiing = the sport of gliding on skis (Note: Double "i" is rare in English spelling.)

water-skiing = gliding on water on special skis while pulled by a motorboat

skydiving = jumping from an airplane and opening a parachute

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?

Make the following distinctions for students:

go = travel to a place

go + _____-ing = take part in an activity or sport

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

- Ask students what kind of outdoor activities are popular in their countries.
- Write a selection of the following questions on the board and encourage discussion among students. For example:

Do people from _____

go dancing?

go bowling

go clubbing?

How often / When do people from _____

go hiking?

go camping?

Where / Why / How do people from _____

go skiing or snowboarding?

go hunting or fishing?

go skating?

- Ask students what they want to try and have them form sentences using the targeted structure.
- Write student-generated sentences on the board. For example:

Juan and Anita want to go bungee jumping, but they are afraid to try it.

Miguel wants to go clubbing and dancing, but he is too young to enter nightclubs in the U.S.

*If Meiko had more money, she would go shopping.
These days, she just wants to go window shopping.*

- Ask students to take turns reading the example sentences (a)–(c).
- Discuss common expressions with students.

□ **EXERCISE 6.** Let's talk: pairwork.

Page 345

Time: 10–15 minutes

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

- Put students into pairs.
- Ask students to read the cues aloud and discuss which of the activities from Chart 13-2 the description refers to.
- Encourage students to discuss if more than one expression is possible.

□ **EXERCISE 7.** Let's talk: interview.

Page 345

Time: 10 minutes

You may want to write the following questions on the board to give students additional questions to ask:

When did you go + -ing?

How often did you go + -ing?

Where did you go + -ing?

Was it expensive to go + -ing?

I know you haven't been + -ing, but do you want to go + -ing?

Why do or don't you want to go + -ing?

□ **EXERCISE 8.** Warm-up. Page 346

Time: 5 minutes

- First, ask students to check the sentences that are true for them.
- Then ask students to expand on the four sentences by providing an additional plan, intention, desire, etc., using the grammar presented.

CHART 13-3. Verb + Infinitive. Page 346

Time: 10–15 minutes

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 the 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*, Chapter 14, for a more complete reference list.

Forget and *try* are listed in this text as being followed by infinitives because that is how they are most commonly used. They can, however, be followed by gerunds but with a change of meaning. (See *Understanding and Using English Grammar*, Chapter 14.) As mentioned in an earlier chapter in this Teacher's Guide, the text is planting acorns from which the tree will grow. The text does not present the entire tree—this means that teachers may be asked questions about branches this text does not cover. It is for this reason that there are notes and references to a higher-level textbook.

- Using the student-generated sentences from the Warm-up, ask students to tell you about plans, hopes, and desires they have for the future. Put these on the board, in sentence form.
- Underline the infinitive structure in the sentences. For example:

Min plans to attend at least one concert while he is studying in the United States.

Rebekkah intends to return to work after she has her baby.

Lucas and Jana hope to travel to California for the school break.

- Ask students to read the example sentences (a)–(c) aloud from Chart 13-3.
- Review the verbs followed by infinitives that are included in Chart 13-3 and answer any questions students may have about them.
- Stress that the verbs included in the chart are followed by infinitives and the verbs listed in the next exercise (Exercise 9) follow infinitives.

CHART 13-4. Verb + Gerund or Infinitive.

Page 347

Time: 10–15 minutes

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 American English and British English. 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. (One 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 / she sings. *I hate to sing* means the speaker hates it

when the speaker 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*. 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 it is stronger than *do not like*.

- Distribute index cards or have students take a half-sheet of paper to write on.
- Explain to students that you want them to write two words or phrases on the paper.
- Write the requirements for these words or phrases on the board:

Write the name of:

one activity that you love to do / doing

one activity that you hate to do / doing

- Tell students to choose specific activities. Explain that their preferences for or against these activities should help identify them among their classmates.
- Collect the papers and either keep them to read aloud yourself or redistribute them so that each student has someone else's paper.
- As a class, read the activities and discuss whose likes and dislikes each paper describes.
- Create sentences using this target structure to put on the board.
- Alternate between *love / hate to do* and *love / hate doing*. For example:
Ming-Hsu loves to clean her house, even if it is very dirty.
Emiliano hates cooking. He even hates putting frozen food in the microwave!
- Ask students to read the example sentences from the chart. Discuss the notes.
- If students raise questions regarding this use with other verbs such as *stop*, where there is a difference, answer them briefly. However, if possible, avoid discussion of the few cases in which there is a difference in meaning.

□ EXERCISE 12. Let's talk: pairwork.

Page 348

Time: 10–15 minutes

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

Point out that *enjoy*, which is included in the list, is always used with a gerund.

- Put students into pairs.
- Instruct them to combine the words in the list above with each numbered item and to take turns, ensuring that both partners have equal talk time.
- Walk around the room, asking and answering students' questions and facilitating their discussions.
- Model questions that students can ask one another to further the conversation and find out more about one another's preferences.
- For example, you may want to write the following questions on the board.

Why do you love cooking? I like to eat, but I hate cooking!

I'm surprised. Most people can't stand washing dishes. Why do you enjoy doing it?

Really? I also don't mind flying, but I know lots of people who don't like to do it.

□ EXERCISE 13. Grammar and speaking.

Page 348

Time: 10 minutes

This exercise should be of real interest to your students. Take ample time to discuss and compare the content of their answers, and talk about the pros and cons of some of these strategies.

- Give students time to complete each item and then determine whether they engage in it, personally.
- After students have completed the items, have them take turns reading each one aloud and explaining whether they do or do not do it.
- Encourage lively discussion and if appropriate, ask for a show of hands to determine which among these coping strategies is most commonly used.
- Compare the merits and problems of each one.

Expansion: Using this exercise, have students come up with other, alternative behaviors that they may or may not engage in when they don't understand a native speaker's English. Have students recreate the list of items from the exercise above and add additional items to it, also in interview or question form. Instruct students to take an informal poll of others in the school or program, and report back with their findings on which strategies are employed most frequently and which are most successful in increasing non-native speaker comfort. If there is time, the class can create a report describing their findings in terms of percentages to share with the other learners they polled.

□ EXERCISE 14. Looking at grammar.

Page 349

Time: 10 minutes

Some students 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. Remind students that it is more useful for them to simply continue practicing with gerunds and infinitives, and develop an ear for what sounds right, than it is for them to memorize entire lists. To that end, you may want to lead students through this exercise and give them only minimal time to complete each item. This will help them develop their sense of what sounds correct.

□ EXERCISE 15. Let's talk: pairwork.

Page 350

Time: 10–15 minutes

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

Student A needs to monitor Student B's responses for correct usage of gerunds and infinitives. Student A can look at the charts, if necessary, to ascertain whether B's response is correct.

- Ask students to stand up and move into pairs.
- Encourage students to work with partners they have not yet been assigned.
- Walk around the room, correcting and encouraging students as necessary, and gathering information.
- When most students have gotten through the majority of the items, ask students to return to their seats and do a rapid-fire review as a class.
- While going through the exercise, ask each partner to repeat one sentence his / her partner said.

□ EXERCISE 16. Looking at grammar.

Page 350

Time: 10 minutes

The purpose of this exercise is to illustrate parallel usage of gerunds and infinitives. Lack of parallelism is a common problem. For example:

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.

- Explain that when you are using two phrases, both must either be gerunds or infinitives.
- Put the following incorrect examples on the board:

I love dancing and to sing.

I hate cleaning and to do the laundry.

- Ask students to read the incorrect sentences aloud and discuss whether they sound correct.
- Some students will say they don't sound correct, while others may not be able to hear that the above combinations are wrong. Tell students that with time, they will be able to hear when verbal forms are not parallel and don't "match" as they should.
- Ask students to correct the above sentences. Leave the corrections on the board while they complete Exercise 16 as seatwork. For example:
INCORRECT: I love dancing and to sing.
CORRECT: I love dancing and ~~to~~ singing.
INCORRECT: I hate to clean and doing the laundry.
CORRECT: I hate to clean and ~~doing~~ do the laundry.
- Explain to students that when infinitives are connected by **and**, it is not necessary to repeat the **to**.
- Review all the completions with students by having them take turns reading items aloud.

CHART 13-5. Preposition + Gerund.

Page 352

Time: 10–15 minutes

A gerund, not an infinitive, immediately follows a preposition. (In the idiomatic expression *to be **about to do something***, *about* functions as an adjective [meaning "ready"], not a preposition. The whole phrase means "just ready, just prepared.")

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*, Chapter 15.)

- Clearly explain that a gerund follows a preposition and that an infinitive does not.
- Ask students if they can imagine why this is the case and elicit responses.
- Students may have no idea; if this is the case, ask if they know the meaning of *look forward to* and ask them to try to use it with an infinitive.
- They will try to say something along the lines of:
I look forward to to go away for the weekend.
- Write the above incorrect sentence on the board and invite students to try to say it fast.
- Students will stumble in attempting this awkward and incorrect sentence. This will show them that using a gerund with a preposition works far better.
- Ask students to take turns reading the example sentences from Chart 13-5 aloud (a)–(c).
- Review the notes with students before reading through the list of common expressions with prepositions followed by gerunds.
- Go through the list of common expressions and be ready to explain phrases that are new to students by coming up with examples.

□ **EXERCISE 19.** Looking at grammar.
Page 352
Time: 10 minutes

Students can refer to the chart to find the correct prepositions. They can also test themselves by trying not to look at the chart, and relying on what sounds right. Let students know that *verb + preposition* combinations and idiomatic phrasal verbs are challenging even for very advanced students and that there are simply too many such combinations to commit to memory. Reassure them that they will acquire familiarity with and mastery of these over time and through use.

Optional Vocabulary

appointment insisted
veterinarian responsible

□ **EXERCISE 20.** Let's talk: pairwork.
Page 352
Time: 10 minutes

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

- Assign students to pairs.
- Encourage students to come up with more than one sentence for each phrase listed.
- Walk around the room, interacting with, correcting, and encouraging students.
- Review by asking each student to tell you one piece of information he / she learned about his / her partner, using correct *gerund + preposition* structure.

□ **EXERCISE 21.** Looking at grammar.
Page 353
Time: 10 minutes

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.*

- Lead students through this exercise, on sight.
- Encourage students to call out prepositions and complete the items.
- Provide immediate and clear correction.

□ **EXERCISE 22.** Listening. Page 354
Time: 5–10 minutes

This listening includes a number of gerunds and infinitives, and illustrates how useful and common these verbals are.

CHART 13-6. Using *By* and *With* to Express How Something is Done. Page 355
Time: 10–15 minutes

In general, *by* is used with means of transportation or communication, and *with* is used with tools and parts of the body. Note that *by hand* is an exception to this.

- Tell students that **by** + *gerund* is used to show how something is done or achieved.
- Ask students how they make themselves feel better if they are down or feeling sad. Encourage a variety of answers and write these answers on the board. For example:

I make myself feel better *by calling a friend.*
 by eating something sweet.
 by taking a nap.
 by watching a funny movie.

- Discuss the relative merits of these approaches and include as much student information as possible.
- Ask a student to read sentence (a) aloud.
- Now explain that **by and with** are used with nouns to express how something is done (by what means, with what object, etc.).
- Ask students to take turns reading example sentences (b) and (c) aloud.
- Review the remainder of the chart beneath and answer any questions regarding certain phrases.

□ **EXERCISE 26.** Looking at grammar.
Page 356
Time: 10 minutes

- Lead this exercise on sight.
- Correct students on their choice of *by* or *with*.
- Correct students' pronunciation and ask follow-up questions to engage students in spontaneous conversation. For example:

How else could you travel from Frankfurt to Vienna?
If you don't have a ruler handy, how can you draw a straight line?

□ **EXERCISE 27.** Warm-up. Page 357

Time: 10 minutes

- Ask one student to read the passage aloud.
- Then give students time to read it silently.
- When discussing the questions, ask students what kind of subjects people from their cultural / language background are likely to lie about and compare these with similar topics in the U.S.

CHART 13-7. Using Gerunds as Subjects;

Using *It* + Infinitive. Page 357

Time: 10–15 minutes

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 "auxiliaries."**

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.**

- Ask students to give you a sentence with a simple subject. Write this on the board. For example:
Pizza is enjoyable.
- Ask students to label the parts of speech. Then ask how they could add a gerund without changing the essential meaning of the sentence.

S V

Pizza is enjoyable.

Eating pizza is enjoyable.

- Again, have students label the parts of speech and discuss with them the meaning.

S V

Eating pizza is enjoyable.

- Now explain to students that an infinitive can be used in the same way and write the following example:

SV

It is enjoyable to eat pizza.

- Ask students to read aloud the example sentences from the chart. Discuss the notes for each one.

□ **EXERCISE 30.** Warm-up. Page 358

Time: 5–10 minutes

- Give students time to decide for themselves about each item.
- Ask students to share their opinions on each item. Offer other cultural norms for further discussion.

CHART 13-8. *It* + Infinitive: Using *For* (Someone). Page 358

Time: 10 minutes

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

- Remind students of the ***it* + infinitive** pattern that they already know. Ask students to give you spontaneous examples of the pattern. Write these on the board. For example:
It is fun to get gifts.
- Explain to students that by adding ***for* + someone,** this pattern can be made more specific and is very common and useful in English.
- Make the above sentence more specific by asking students, *Who particularly likes to get gifts?* (Children come to mind.)
- Write a new sentence incorporating ***for* + this specific someone.** For example:
It is fun for children to get gifts.
- Ask students to take turns reading each pair of sentences aloud. Reiterate that the meaning between each item in the pair is very similar.

□ **EXERCISE 33.** Reading and grammar.

Page 360

Time: 10–15 minutes

This reading passage provides many topics for discussion and many ways for students to express themselves. Give them clear models to do so by writing patterns on the board that they can readily use when discussing body language in their countries.

Part I

- Give students time to read the passage silently.
- Then ask students to take turns reading the passage aloud.
- Stop their reading frequently to ask students to paraphrase and to check on their comprehension.

Expansion: Use the following additional questions to expand the topic. Encourage students to use target grammar in their responses.

How do you greet someone you know well in your country? Do you shake hands (wave, bow, hug, kiss, etc.)?

How do you greet someone you don't know well? What gestures do you use when leaving someone?

Do you usually make eye contact with strangers? Is it okay to smile at or say a friendly word in passing to strangers?

How far do you stand from someone you are speaking to?

How do you show excitement (disappointment, anger, skepticism, displeasure, nervousness) with your face and body?

How do you indicate that someone should move closer? How do you indicate that you would like to join or even interrupt the flow of conversation?

What percentage of social cues do you think we receive from gestures? Try having a conversation in English with someone and only utilizing your voice (no facial expressions or bodily gestures). Comment on this experience.

What does it mean if you:

-clear your throat?

-raise your eyebrow?

-wave?

-sigh?

-shrug your shoulders?

-put your hand to your ear?

EXERCISE 34. Warm-up. Page 360

Time: 5 minutes

- Ask students to check the items. Then discuss whether all students are in agreement about which are grammatically correct.
- Ask students which item sounds most like what they would say if they needed to go to the store to buy groceries.

CHART 13-9. Expressing Purpose with *In Order To* and *For*. Page 361

Time: 10–20 minutes

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.*

- Ask students what they are going to do this coming weekend and put various student responses on the board. For example:

Juana is going to sleep late.

Michele is going to travel to New Jersey.

Viola is meeting her sister downtown.

- Now ask those same students, *Why?*, *For what purpose?*, and *In order to do what?* with regard to those questions.
- Write their responses on the board and underline the part of the sentence that explains purpose. For example:

Juana is going to sleep late because she has been out until 2 A.M. every night this week.

Michele is going to travel to New York in order to meet his family.

Viola is meeting her sister downtown for dinner.

- Remind students that there are several different ways of expressing purpose and that expressing purpose is similar to using a *because*-clause.
- Ask students to take turns reading (a)–(c) aloud and review the notes with them.
- Ask other students to read (d) and (e) aloud. Review the accompanying notes.

EXERCISE 38. Reading and grammar.

Page 362

Time: 10–15 minutes

Part I

- Ask students to read the passage silently.
- Then ask students to, in their own words, paraphrase each paragraph.

Part II

- Call on different students to read each item aloud, completing the sentence accordingly.
- Provide correction and ask students to refer back to the text to locate particular pieces of information.

Optional Vocabulary

owning	maintenance
sharing	variety
organizations	benefits
reservations	reducing
rate	effective
insurance	alternative

Expansion: Expand on the discussion questions by asking the following.

In the United States, most people prefer to own their own cars. In addition, many people trade their cars in to get new cars whether the old ones are worn out or not. Is this true in your country as well? Do you often see old or outdated cars, or are most models new?

Many American families have as many cars as there are family members. Comment on the number of cars owned in an average family of your cultural background. How many cars are in most families' driveways? How long do people keep the same car before trading it in?

In various countries, cars serve as very visible "status symbols." What is a "status symbol"? Is this also true in your country? What other possessions do people use to show their social status?

What kind of cars do people want to own? Is it important for the car to be high quality? flashy? expensive? environmentally sound?

Why do people prefer to "own" their own cars, homes, etc., rather than sharing them, renting them, or using them temporarily? What advantages does ownership have over renting, and what advantages does renting have over owning?

Would you classify your country as very materialistic? Do you think that the United States is materialistic? What examples can you give?

CHART 13-10. Using Infinitives with *Too* and *Enough*. Page 364

Time: 10–15 minutes

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, brought about by an excess. It indicates that something *can't* happen as in *This ring is too expensive. I can't buy it.* It 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 afford to 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, maybe the top of a window. Ask, *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?*

- Ask students the following questions.

At what age are you considered an "adult" in your country?

How do you know you are considered an "adult"?

What do you know about being considered an "adult" in the United States?

- These questions will be used to introduce *too young to _____* and *old enough to _____*.
- Write students' thoughts on the board. For example:

In my country, you are an adult when you are 18 years old. You can vote in the election then.

The United States is strange. You are too young to drink at age 18 but old enough to vote.

- Expand on this topic by asking more questions about age and abilities or appropriateness of certain actions / situations. Possible questions include:

Is 16 too young to marry?

Is 18 too young to live on your own?

Is 21 old enough to decide what kind of career you want to have?

Is 25 old enough to become a parent?

- Write students' responses on the board.
- Highlight the target grammar and discuss the differences among students' responses.

Miki: Sixteen is too young to marry because you don't really know yourself.

Hye-Won: Eighteen is not too young to live alone. At 18, you are old enough to take care of yourself.

Phillippe: For some people, 21 is old enough to decide what career you want to have, but for me, it was too young to decide.

Lilla: I think 25 is too young to become a parent, but my mother had three children at age 23!

- After you have practiced the structure with student-generated examples, ask students to read the example sentences (a)–(c), (d) and (e), and (f) and (g) aloud.
- Discuss the notes and answer any questions students have.

□ **EXERCISE 45.** Reading and grammar.

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Time: 15–20 minutes

Part I

- Give students time to read the passage themselves.
- If time permits, ask students to take turns reading paragraphs aloud and paraphrasing the story.
- Ask students questions to check on their comprehension of the passage.
- Invite students to share similar embarrassing travel stories as this will prepare them for the following writing exercise.

Optional Vocabulary

manufactures
equipment
products
deep breath
broadly
ground floor
helplessly
figure out
incident

□ **EXERCISE 46.** Let's write. Page 368

Time: 15–25 minutes

- Discuss some embarrassing travel anecdotes with students and invite students to share theirs.
- Discuss with students how adding certain details will make their writing more interesting. Encourage them to help the reader “feel” their embarrassment by choosing descriptive adjectives.

- Walk around the class as students get started on the writing.
- Remind students to include gerunds and infinitives
- Assign a final or finished draft for homework and collect them when students are next in class.

□ **EXERCISE 47.** Check your knowledge.

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Time: 10–15 minutes

As in other error-analysis exercises, almost all 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.

Optional Vocabulary

cash(ing) a check
campfire
settle down