

Chapter 15: GERUNDS AND INFINITIVES, PART 2

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
Infinitive of purpose: <i>in order to</i>	15-1	Ex. 1 → 3	Pr. 1
Adjectives followed by infinitives	15-2	Ex. 4 → 6	Pr. 2
Using infinitives with <i>too</i> and <i>enough</i>	15-3	Ex. 7 → 8	Pr. 3 → 4
Passive and past forms of infinitives and gerunds	15-4	Ex. 9	Pr. 5 → 9
Using gerunds or passive infinitives following <i>need</i>	15-5	Ex. 10 → 11	
Using a possessive to modify a gerund	15-6	Ex. 12 → 13	Pr. 10
<i>Cumulative review</i>		Ex. 14	Pr. 11
Using verbs of perception	15-7	Ex. 15 → 16	Pr. 12
Using the simple form after <i>let</i> and <i>help</i>	15-8	Ex. 17	
Using causative verbs: <i>make, have, get</i>	15-9	Ex. 18 → 20	Pr. 13
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General Notes on Chapter 15

- **OBJECTIVE:** Students will learn some special uses of gerunds, infinitives, and the simple form.
- **APPROACH:** The chapter begins with the infinitive of purpose and common structures that require infinitives. Then passive and past forms are presented. Next, some classes of verbs that are accompanied by other simple or *-ing* verb forms are presented. Finally, an extensive set of exercises provides a review of Chapters 14 and 15.
- **TERMINOLOGY:** The traditional term “infinitive” is used for *to + a verb* in its simple (i.e., non-finite or uninflected) form. A “gerund” is defined as “a word that ends in *-ing* and functions as a noun.”

CHART 15-1: INFINITIVE OF PURPOSE: *IN ORDER TO*

- Additional examples for the footnote:
General: *An encyclopedia is used for locating facts and information.*
Specific: *I used the encyclopedia to locate facts about India.*

General: *Knives are used for cutting or slicing.*
Specific: *My brother used a knife to cut his birthday cake.*

□ EXERCISE 1, p. 326. Error analysis: *IN ORDER TO*. (Chart 15-1)

Allow students some time to find errors in the sentences, then lead the class in a discussion of their corrections. Perhaps introduce some items by asking a *why*-question, e.g., in item 1. “Why did you go out last night?”

ANSWERS:

2. Helen borrowed my dictionary ~~for~~ to look up the spelling of “occurred.”
3. The teacher opened the window ~~to let~~ some fresh air in the room.
4. I came to this school ~~to~~ learn English.
5. I traveled to Osaka ~~for~~ to visit my sister.

□ EXERCISE 2, p. 327. *IN ORDER TO* vs. *FOR*. (Chart 15-1)

This exercise contrasts the infinitive of purpose (*in order to*) with a prepositional phrase of purpose (*for* + *noun*).

ERRATUM: In item 4, the word after *market* should be “to,” not “for.” This is corrected in subsequent printings.

SAMPLE COMPLETIONS: 3. (some) bread and coffee. 4. buy (some) groceries. 5. have my annual checkup. 6. a checkup. 7. stay in (good physical) shape. 8. exercise and recreation. 9. get (some) gas/petrol. 10. (some) gas/petrol.

□ EXERCISE 3, p. 327. *IN ORDER TO*. (Chart 15-1)

Students can try asking *why*-questions to determine whether *in order* is possible.

ANSWERS: 3. Ø 4. in order 5. in order 6. in order 7. Ø 8. in order
9. Ø 10. in order 11. in order 12. in order 13. Ø 14. in order
15. Ø

CHART 15-2: ADJECTIVES FOLLOWED BY INFINITIVES

- This list is not complete; other examples can be found in reference books on grammar. However, many of the most frequently used adjectives are included here.
- Many of these adjectives can be followed by other structures. For example:
I was *happy about going* to the circus. (preposition + gerund)
I was *happy watching* the clouds float by. (present participle)
It is not necessary to mention these structures to the learners at this point. Their focus should remain on *adjective + infinitive*.
- If students wonder why these particular adjectives, unlike others, are followed by infinitives, tell them that it’s a traditional pattern developed during the long history of the English language.

□ **EXERCISE 4, p. 328. Adjectives followed by infinitives. (Chart 15-2)**

Students can call out completions. Encourage a variety of completions using the adjectives listed in Chart 15-2.

POSSIBLE COMPLETIONS: 2. careful to lock my doors. 3. ready to go home.
4. eager to see my relatives again. 5. fortunate to have my family. 6. ashamed to ask anyone for a loan. 7. determined to succeed. 8. hesitant to accept it without the support of his wife and children. 9. delighted to accept the invitation.
10. shocked to learn that he had actually gotten a job! [*wayward* = going in undesirable directions; *be up to* = be doing something secretive or naughty]

□ **EXERCISE 5, p. 329. Adjectives followed by infinitives. (Chart 15-2)**

Tell Speaker A to listen carefully for an infinitive phrase in B's response and make sure it is correctly used. This is an "easy" exercise—except for that fact that often students have developed incorrect usages of this pattern, for example: *I'm eager for going on vacation.*

Another common problem with this pattern has nothing to do with infinitives. Some students even at this level still drop *be*. INCORRECT: *I happy to see my friend.* Tell Student A to be alert for that possible problem also.

It is also possible that this exercise is simply too easy for your class and can be skipped.

POSSIBLE ANSWERS: 1. Yes. (Maria) is fortunate to have a lot of good friends. 2. Yes. I'm eager to go on vacation. 3. Yes. I was delighted to meet Yoko's husband.
4. Yes. I went to (Iceland) last summer. I was surprised to see Omar there too. 5. Yes. I am prepared to take the test tomorrow. 6. Yes. I am hesitant to ask (Yoko) a personal question. 7. Yes. I was relieved to find out that (Kim) was okay. 8. Yes. I was sorry to hear about (Jamal)'s accident.

□ **EXERCISE 6, p. 329. Adjectives followed by infinitives. (Chart 15-2)**

This is an expansion of Exercise 5, giving students more opportunity to communicate their own ideas. Some answers could be written.

You, the teacher, can choose to be Speaker A and lead a general discussion, pursuing interesting responses and encouraging students to expand on their answers. The exercise can also be used for group conversation. Although pairwork is also a possibility, a larger number of conversants might produce more interesting discussion. Item 1 is, as usual, a "starter item" that basically illustrates the exercise format. Item 2 is impersonal and allows students to concentrate on the pattern they're supposed to be using. Others that follow are more open-ended and personal, and are designed to stimulate discussion. For example, item 5 could serve as an opening for a fairly detailed discussion in which the students could share their personal difficulties and frustrations in using English—if they're not too reluctant to try to express that in English!

ANSWERS: [These depend on students' creativity.]

CHART 15-3: USING INFINITIVES WITH *TOO* AND *ENOUGH*

- Learners of English often fail to understand that the word "too" before an adjective has a negative meaning, usually that something is excessive and that this causes a negative result. The speaker gives completely different information when using *very* or *too* followed by an infinitive.

□ **EXERCISE 7, p. 330. Using infinitives with TOO and ENOUGH. (Chart 15-3)**

Students must understand what a “negative result” is. In item 1, for example, the speaker obviously wants to buy a ring. But, because the ring is too expensive, the result is negative: he/she is not able to buy the ring.

POSSIBLE COMPLETIONS: 3. I don’t want to watch a video. It’s too late to start watching a video. 4. I don’t want to take a walk. It’s too cold to take a walk. 5. I don’t understand nuclear physics. Nuclear physics is too difficult to understand. 6. I can’t meet my friend for lunch. I’m too busy to meet my friend for lunch. 7. My son can’t stay home alone. My son is too young to stay home alone. 8. People can’t climb the mountain. The mountain cliff is too steep to climb. 10. I can finish my homework. I’m very tired, but I’m not too tired to finish my homework. 11. I can carry my suitcase. My suitcase is very heavy, but it’s not too heavy for me to carry. 12. I can talk to you for a few minutes. I’m very busy, but I’m not too busy to talk to you for a few minutes.

□ **EXERCISE 8, p. 330. Activity: using infinitives with TOO and ENOUGH. (Chart 15-3)**

Students’ books should be closed. Therefore, you may need to repeat a cue or add some brief contextual information to help them understand the cue. This exercise intends to touch upon typical student misunderstandings in the use of *too* instead of *very* (e.g., INCORRECT: *My country is too beautiful*).

POSSIBLE ANSWERS:

1. She’s very young. [Also possible: *She’s old enough/not too young to begin walking and talking.*]
2. A child is too young to read a novel, but an adult is old enough to appreciate good literature. [Have the students come up with various ideas, then compare *too young* with *very young* in item 1.]
3. very [Note: In the negative, *too* and *very* can express the same idea: *It wasn’t too good* and *It wasn’t very good* = *I didn’t like it much*. But here the cue says it was a good dinner.]
4. very [*It’s too difficult* = It’s impossible to learn, which is not true. Maybe give your students a pep talk and praise their progress.]
5. very [Ask your students if something can be “too clean.”]
6. very OR too [depending on student’s idea, with *too* implying negative result]
7. [demonstrate *enough* and *too*]
8. very
9. very [The highest mountain in the world is Mt. Everest: 5.5 miles, 8.9 kilometers above sea level; approximately 29,000 feet or 8,800 meters high.]
10. [Discuss placement of *enough*: when it follows a noun, it may seem somewhat formal or literary. In everyday English, it usually comes in front of a noun.]
11. a. We need more envelopes. [*enough* modifies the noun “envelopes.”]
b. We need larger envelopes. [*enough* modifies the adjective “big.”]
[Note for the learners how the difference in structure (i.e., the difference in word order here) conveys the difference in meaning.]
12. very
13. The sun is too bright to look at directly without special sunglasses.
14. You can’t read if a room is too dark.
15. A cup is too full (to drink) if you can’t lift it to your lips without spilling it.

CHART 15-4: PASSIVE AND PAST FORMS OF INFINITIVES AND GERUNDS

- Chapter 11 presents the passive. You may wish to review the notions of “passive verb” and “by-phrase” with your students.
- Students may need to review the reference lists of verbs followed by infinitives or gerunds, pp. 318–319.
- ERRATUM: In the first printing, the labels are incorrect for (c) and (d): (c) is a PASSIVE INFINITIVE and (d) is a PASSIVE GERUND. This is corrected in later printings.

□ EXERCISE 9, p. 332. Passive and past forms of infinitives and gerunds. (Chart 15-4)

This exercise requires students to think about the meanings and forms of tenses, verbs that require infinitives or gerunds, and relationships in time. Allow plenty of time for them to prepare their answer to an item, then discuss any misunderstanding.

As the footnote on page 332 explains, sometimes a simple gerund can be used with a past tense main verb even though the gerund’s action occurred earlier in time. This shows that the English language is changing—not everyone always uses these forms in the same way. But both forms are still in common use, so students need to learn their normal functions.

ANSWERS: 4. to be invited 5. being understood 6. to be written 7. being hit 8. to be called 9. being elected 10. to have lost [also possible: *to be losing*] 11. being told 12. to be loved . . . needed 13. not having written / not writing [*swamped* = overwhelmed, flooded] 14. having met / meeting 15. having been injured / being injured 16. to have escaped 17. having gone / going 18. to have been invited

CHART 15-5: USING GERUNDS OR PASSIVE INFINITIVES FOLLOWING NEED

- British English can also use *want* in (c) and (d), but American English can use only *need* in those cases. For example: *The house wants painting* = BrE, but not AmE.
- There are dialectal differences in native-speaker preferences for using gerund vs. passive infinitive after *need*.

□ EXERCISE 10, p. 333. Using gerunds or passive infinitives following NEED. (Chart 15-5)

ANSWERS: 2. to be changed/changing [AmE = *diaper*; BrE = *nappy*] 3. to be cleaned/cleaning . . . to clean 4. to be ironed/ironing 5. to be repaired/repairing 6. to take . . . to be straightened/straightening 7. to be picked/picking 8. to be washed/washing

□ **EXERCISE 11, p. 334. Gerunds vs. infinitives following NEED. (Chart 15-5)**

Small groups could suggest answers, or you could assign this as a written exercise, requiring at least five sentences.

POSSIBLE ANSWERS:

The fence needs to be repaired/fixed/mended.

The grass needs to be mowed/mowing.

Trash needs to be picked up/picking up.

The wash(ing)/laundry needs to be hung up to dry. OR The clothes need to be hung up to dry. [The use of a gerund is not probable here; the sentence doesn't involve repairing or improving something, but rather, simply completing a task.] The chair and tricycle /traɪsɪkəl/ need to be repaired/need repairing.

CHART 15-6: USING A POSSESSIVE TO MODIFY A GERUND

- This is another example of change in the English language. Formal usage keeps the traditional possessive form of the noun or pronoun before a gerund. Less formal usage permits the objective form.
- This chart does not present significantly important information to second language learners. It's not a point they typically have difficulty with, since both forms are correct. The chart is included because sometimes students (and sometimes teachers) have questions about this point; in addition, sometimes standardized tests have an item on this point and may deem the formal possessive form to be the only "correct" usage. This chart and subsequent exercise can be covered quickly.

□ **EXERCISE 12, p. 334. Using a possessive to modify a gerund. (Chart 15-6)**

This exercise could be done in small groups, but it's probably more beneficial for the whole class to discuss the notion of differences between formal and informal usage.

Note the very informal use of *them* in item 5. It can be heard in native-speaker conversations, but some stylists and prescriptive grammarians would consider this usage to be unacceptable. If asked about it, advise your students according to your own standards of appropriate language use, or simply tell them, "When in doubt, use formal English and you can't go wrong."

ERRATUM: The last line on page 334 is missing. Item 8 should include a second sentence: "We should take advantage of *that fact*." This is corrected in subsequent printings.

ANSWERS: 3. We greatly appreciate your/you taking the time to help us. 4. The boy resented our/us talking about him behind his back. 5. Their [very informal: *Them*] running away to get married shocked everyone. 6. I will no longer tolerate your/you being late to work every morning. 7. Sally complained about Ann's/Ann borrowing her clothes without asking her first. 8. We should take advantage of Helen's/Helen being here to answer our questions about the company's new insurance plan.

□ **EXERCISE 13, p. 335. Review: verb forms. (Charts 14-1 → 15-6)**

This exercise is quite long, so you might want to lead the class through it quickly. It takes about 10 minutes if the students have prepared it out of class.

ANSWERS: 1. to be asked 2. drinking [*to* is a preposition] 3. washing 4. to relax 5. to answer 6. telling 7. beating 8. not being/not having been 9. to be awarded 10. to accept 11. getting . . . (in order) to help 12. to travel . . . (to) leave 13. Helping 14. to be liked . . . trusted 15. wondering 16. to be chosen / to have been chosen 17. Living 18. doing . . . to interrupt [*keep on* = continue (same as *keep*)] 19. to take/to have taken 20. (in order) to let 21. to cooperate 22. hanging [*hang out* = be together, socialize] 23. to turn 24. hearing/having heard 25. leaving . . . going . . . (in order) to study 26. asking/having asked 27. driving . . . to drive 28. falling 29. (in order) to get 30. not being/not having been

□ **EXERCISE 14, p. 336. Review: gerunds and infinitives. (Charts 14-1 → 15-6)**

This is a cumulative review exercise of material from the first page of Chapter 14 to this point in the text's unit on gerunds and infinitives and related structures. The intention of this exercise is for you to elicit several oral completions of each item from the class and for you to reiterate the pertinent grammar point the item illustrates.

Alternatively, if you and your class are in a serious mood, responses could be written and exchanged with classmates for correction, or handed in. If handed in, errors could be compiled for an error-analysis review exercise of your own devising. It is sincerely to be hoped, however, that at this point in their study of this unit there will be minimal usage errors of the target structures.

Alternatively, if you and your class are in a more playful mood, you could present a special challenge by limiting the number of words in each response; for example, not fewer than eight words nor more than twelve—or exactly ten words if you want to make the task even more challenging.

Another possibility is for the students to draw a card from a stack you have prepared on which a number is written, or perhaps roll three dice, and then add that exact number of words to the sentence. You could divide the class into teams, somehow come up with a number for the length of a sentence, and see which group can respond first with a correct sentence with the correct number of words.

Making the exercise into a game can be fun and involving for the students. Another benefit is that students understand that they can shorten (by eliminating nonessential words), lengthen (by combining ideas into compound and complex structures), and otherwise manipulate sentences as needed when revising their own writing.

ANSWERS: [These depend on students' creativity.]

CHART 15-7: USING VERBS OF PERCEPTION

- The five physical senses are sight, hearing, touch, smell, and taste. This chart deals with the patterns of complementary verb use with the list of “verbs of perception” that express four of the five senses, all but taste.

- Since both the simple form and the *-ing* form are correct and often interchangeable, it is sometimes difficult to explain that there can be a difference in meaning. The chart attempts to make the difference easier to grasp, but for some students the distinction may seem unnecessarily subtle.

New users of English can't really make any sort of substantial communication error by using one form rather than the other, so the grammar points in this chart are not crucial. However, for those interested in the subtleties of how form affects meaning and how choice of form can make meaning more precise, the information in this chart will be of interest.

- In the terminology used in this text, the “simple form” of a verb is the form that is usually listed in a dictionary, the form with no tense or endings, i.e., the uninflected form.

SIMPLE VERB: *go, accept*

SIMPLE INFINITIVE: *to go, to accept*

□ EXERCISE 15, p. 337. Using verbs of perception. (Chart 15-7)

Identify the verb of perception in each item.

Make sure the students understand that the items in Part I illustrate the fact that in many situations either form of the complementary verb is correct and possible. There may be a little difference in meaning, but it is not of great significance. Explain the difference as best you can and let it go.

The items in Part II are intended to make clear the difference in meaning between the choice of the two forms in certain situations. Even so, the line between the two is sometimes very thin. Don't dwell on this.

Students can have fun demonstrating some of the situations in the entries, as if performing in a theater. Other students can describe the situation. For example (item 4), Carlos acts out being in an earthquake. Another student reports: “Carlos could feel the ground shake/shaking.”

PART I POSSIBLE COMPLETIONS: 2. sing/singing 3. walk/walking 4. shake/shaking
5. knock/knocking 6. take off/taking off . . . land/landing

PART II EXPECTED COMPLETIONS: 2. slam [once, not continuously] 3. snoring
4. playing 5. call 6. walking 7. calling 8. play [AmE: *football*; BrE: *soccer*]
9. singing . . . laughing 10. land [*swat* = hit with something in one's hand]
11. burning 12. touch

□ EXERCISE 16, p. 338. Activity: using verbs of perception. (Chart 15-7)

This exercise demonstrates a common use of verbs of perception in everyday life.

As an extension of this exercise, you could take the students to another place (outside perhaps, or to another area of the class building) and ask them to describe their perceptions, encouraging them to observe closely and describe carefully what they hear and see.

ANSWERS: [These depend on students' creativity.]

CHART 15-8: USING THE SIMPLE FORM AFTER *LET* AND *HELP*

- The American English preference is (d), the simple form of a verb rather than an infinitive after *help*. The British English preference is (e), the infinitive after *help*.
- In the contraction “Let’s”(c), the apostrophe indicates omission of the letter “u” in *Let us*. (See Chart 9-10, p. 169.) There is no other instance in English in which an apostrophe plus -s represents a contraction of *us*.

□ EXERCISE 17, p. 338. Using the simple form after *LET* and *HELP*. (Chart 15-8)

The purpose of this exercise is to accustom the students to using simple forms after *let* and *help*. If additional practice is needed, you and the students can think of new sentences.

POSSIBLE COMPLETIONS: 2. correct our own quizzes. [Note that there is no apostrophe in the verb “lets,” and explain the difference between *lets* (simple present, third person singular form) and *let’s* (imperative + contracted *us* = a unique expression).] 3. borrow your sweater? 4. tell you what to do. 5. (to) find her mother in the supermarket. 6. (to) locate the registrar’s office. [Note: omitting *to* is preferable stylistically to avoid repetitiveness of the word “to.”] 7. interrupt you. 8. (to) figure out how to operate this computer?

CHART 15-9: USING CAUSATIVE VERBS: *MAKE*, *HAVE*, *GET*

- A “causative” verb carries the meaning that something/someone produces (causes) a result. This may be a difficult concept in some cultures, and languages express the notion of causation in very different ways. Therefore, you may need to discuss the notion of causation with your students.
- The method of causation is expressed by choosing one of the three verbs: *make* = use force; *have* = request or order; *get* = use persuasion or perhaps trickery.

□ EXERCISE 18, p. 340. Causative verbs. (Chart 15-9)

Each response should be discussed so that students understand (1) the verb form and (2) the meaning of the causative verb.

ANSWERS: 3. write 4. wash 5. to clean [*clean out* = remove trash] 6. cashed
7. to go 8. shortened 9. redo [*redo/ridu/* = do again] 10. filled 11. to
lend 12. removed [*a wart* = a raised spot of hard skin] 13. cleaned 14. cry
15. to do 16. take

□ EXERCISE 19, p. 341. Causative verbs. (Chart 15-9)

POSSIBLE COMPLETIONS: 2. go to bed when they don’t want to. 3. bring us a menu. 4. changed. 5. write on the chalkboard. 6. (to) move into a new apartment. [*more than willing* = eager] 7. print out two copies of my itinerary. 8. laugh. 9. go downtown alone. 10. to replace our old refrigerator. [*landlady/landlord* = owner of a rented home]

□ **EXERCISE 20, p. 341. Activity: causative verbs. (Chart 15-9)**

You may ask these questions in any sequence to promote conversational exchanges with students. Substitute more appropriate items for their circumstances, as necessary.

ANSWERS: [These depend on students' experiences.]

□ **EXERCISE 21, p. 341. Error analysis: gerunds, infinitives, causatives. (Chapters 14 and 15)**

ANSWERS:

1. Stop telling me what to do! Let me ~~to~~ make up my own mind.
2. My English is pretty good, but sometimes I have trouble ~~to~~ understanding lectures at school.
3. When I entered the room, I found my wife ~~to~~ crying over the broken vase that had belonged to her great-grandmother.
4. Sara is going to spend (the) next year ~~for~~ studying Chinese at a university in Taiwan.
5. I went to the pharmacy to have my prescription ~~to be~~ filled.
6. You shouldn't let children play with matches.
7. When I got home, Irene was lying in bed thinking about what a wonderful time she'd had.
8. When Shelley needed a passport photo, she had her picture taken by a professional photographer.
9. I've finally assembled enough information to begin writing my thesis.
10. Omar is at the park right now. He is sitting on a park bench watching the ducks swimming in the pond. The sad expression on his face makes me ~~to~~ feel sorry for him.

□ **EXERCISES 22 and 23, pp. 342–343. Review: verb forms. (Chapters 14 and 15)**

There are plenty of items in these exercises for additional practice of all the material in Chapters 14 and 15. You might do a few with the whole class, then let them do the rest in small groups. After enough time, discuss only those items which caused difficulty.

EX. 22 ANSWERS: 2. trickling [*sweat* /*swet*/ = perspiration] 3. to ignore 4. drink [This is a well-known saying, meaning that you can show people what you think they should do, but you can't make them do it.] 5. move 6. play . . . joining 7. being elected 8. to be told 9. have . . . join 10. drive 11. sipping . . . eating 12. (in order) to let . . . run 13. make 14. talking 15. being forced / to be forced to leave . . . (in order) to study . . . having 16. being 17. to have . . . to know . . . to handle 18. Looking . . . realize . . . to be 19. staying . . . getting 20. having . . . adjusting

EX. 23 ANSWERS: 1. being allowed 2. Observing . . . climbing/climb . . . realize (that) 3. (to) being surprised . . . planning 4. to have been performed 5. to be identified 6. to pick 7. having met/meeting . . . to be introduced [*do the honors* = perform the ritual] 8. to have been considered/to be considered 9. to sleep . . . thinking 10. to force . . . to use . . . to feel . . . share 11. being accepted . . . concentrating 12. to persuade . . . to give . . . to cut [*cut down on* = reduce] . . . working . . . to retire . . . take . . . being dedicated 13. to commute . . . moving . . . to give . . . to live . . . (in order) to be . . . doing . . . doing 14. feel . . . to get . . . feeling . . . sneezing . . . coughing . . . to ask . . . to see . . . go 15. chewing . . . grabbing [*grab* = snatch, catch hold of quickly] . . . holding . . . tearing . . . swallow 16. to get . . . running . . . having . . . sprayed 17. being treated . . . threatening to stop working . . . to listen 18. being . . . being . . . to be understood . . . to bridge . . . teaching [*functionally illiterate* = unable to read basic information]

□ **EXERCISE 24, p. 345. Error analysis: gerunds, infinitives, causatives. (Chapters 14 and 15)**

ANSWERS:

1. My parents made me ~~to~~ promise to write them once a week.
2. I don't mind ~~to~~ having a roommate. [Note the double letters in *roommate*.]
3. Most students want to return home as soon as possible.
4. When I went ~~to~~ shopping last Saturday, I saw a man ~~to~~ drive his car onto the sidewalk.
OR . . . I saw a man driving his car on the sidewalk.
5. I asked my roommate to let me ~~to~~ use his shoe polish.
6. ~~To~~ Learning about another country ~~it~~ is very interesting. OR It is very interesting to learn about another country.
7. I don't enjoy ~~to~~ playing card games.
8. I heard a car door ~~to~~ open and close. OR I heard a car door ~~to~~ opening and closing.
9. I had my friend ~~to~~ lend me his car.
10. I tried very hard not to make any mistakes. OR I tried very hard to ~~don't~~ make no mistakes.
11. You should visit my country. It is very beautiful.
12. The music director tapped his baton to begin the rehearsal.
13. Some people prefer ~~to~~ saving their money to spending it. OR Some people prefer to save their money than (to) spend it.
14. The task of finding a person who could help us wasn't difficult.
15. All of us needed to go to the cashier's window.
16. I am looking forward to going ~~to~~ swimming in the ocean.
17. When you're planting a garden, it's important to ~~be~~ know about soils.
18. My mother always makes me ~~to-be~~ slow down if she thinks I am driving too fast.
19. One of our fights ended up with my/me having to be sent to the hospital for/to get stitches.
20. Please promise not to tell anybody my secret.
21. I would appreciate ~~having~~ hearing from you soon.
22. Maria has never complained about having a handicap.
23. Lillian deserves to ~~be~~ told the truth about what happened last night.
24. Barbara always makes me laugh. She has a great sense of humor.
25. Ali doesn't speak Spanish, and Juan doesn't know Arabic. But they communicate well by speaking English when they are together.
26. I enjoyed ~~to~~ talking to her on the phone. I look forward to seeing her next week.
27. During a fire drill, everyone is required to leave the building.
28. Skiing in the Alps was a big thrill for me.
29. Don't keep ~~to-be~~ asking me the same questions over and over.
30. When I entered the room, I found my young son standing on the kitchen table.

□ **EXERCISE 25, p. 347. Writing. (Chapters 14 and 15)**

Students should be able to produce several informal paragraphs on a topic. After they finish, they or a partner might underline all the gerunds and infinitives.

All of the topics require use of more than one verb tense. Topic 1 is basically about the past, but might also include the present perfect. Topic 2 combines the present and the past. Topic 3 requires the present and either present perfect or past.

It is not necessary for students to answer each question directly. These questions are designed to stimulate recollections and other ideas for writing material.

□ **EXERCISE 26, p. 347. Writing. (Chapters 14 and 15)**

Examine the example introductory paragraph with your class. Have them find the gerunds, infinitives, and complementary simple forms: *buying, to have, to accompany, to help, had us look*, (“not to mention” is a set, idiomatic phrase), *to think, to go, to share . . . and (to) discuss*. This paragraph was adapted from one written by a student and represents typical use of these verb forms: moderately occasional but essential in a variety of situations in order to communicate one’s meaning.

This exercise is intended for classes that include an introduction to English rhetoric in their goals and curriculum. This exercise deals with exposition of process, a fundamental form of English rhetoric. Instruction in English rhetoric is beyond the scope of this text, but the teaching of grammar and of writing are so closely linked and compatible that the text seeks to provide opportunities such as this for the teacher to exploit if so desired.

Encourage the students to use a personal experience in the introductory paragraph.

You might want to set a limit (350–500 words).

If you want a shorter composition, assign only a personal experience the writer has had that is related to one of the topics.

When marking the papers, focus on verb forms. Point out good usage as well as errors. Perhaps excerpt sentences or passages to be reproduced for class discussion.