Gerunds and Infinitives

12.1 PREPOSITION COMBINATIONS
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• Relays

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• Match Game

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• Which One Do I Use?
• Go + Gerund

12.6 REVIEW
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• Relays
• Board Game
• Storytime
1. CONCENTRATION

Materials: Board and chalk or markers
Dynamic: Groups
Time: 20 minutes

Procedure:
1. Draw a blank grid on the board with just the numbers in the spaces. Prepare a concentration grid with all words filled in for your use. Below is a possible example. Some prepositions will have to be repeated.

```
<table>
<thead>
<tr>
<th>1</th>
<th>interested</th>
<th>2</th>
<th>on</th>
<th>3</th>
<th>apologized</th>
<th>4</th>
<th>insist</th>
<th>5</th>
<th>for</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>to</td>
<td>7</td>
<td>afraid</td>
<td>8</td>
<td>thank you</td>
<td>9</td>
<td>instead</td>
<td>10</td>
<td>about</td>
</tr>
<tr>
<td>11</td>
<td>for</td>
<td>12</td>
<td>excited</td>
<td>13</td>
<td>in</td>
<td>14</td>
<td>start</td>
<td>15</td>
<td>in</td>
</tr>
<tr>
<td>16</td>
<td>of</td>
<td>17</td>
<td>to</td>
<td>18</td>
<td>accustomed</td>
<td>19</td>
<td>fool</td>
<td>20</td>
<td>of</td>
</tr>
</tbody>
</table>
```

2. Divide the class into groups of four or five. The groups take turns calling out two numbers as they try to make a match. As they call out the numbers, write the corresponding word in the appropriate square on the board. If they make a match, give the group a point and cross out the two words, but leave them on the board. If the words are not a match, erase the words and go to the next group. When a group makes a match, it gets an extra turn.

3. When all matches have been made, the group with the most points wins.

**NOTE:** The groups can discuss among themselves the numbers they want to call out, but cannot write down any numbers and words. Although they can talk together, you will accept an answer only from the student in the group you call upon.

2. TIC TAC TOE

Materials: Board and chalk or markers
Dynamic: Teams
Time: 10 minutes

Procedure:
1. Draw a tic tac toe grid on the board and fill in verbs or expressions that take prepositions, as indicated on the next page. Divide the class into two teams.
2. The object is to fill in the preposition that follows each verb. A player on the first team goes to the board and fills in the word in the square of his/her choice, then sits down. The first player from the opposing team goes to the board. He/she has the choice of either completing another word or correcting what he/she thinks is someone else’s incorrect completion. The first team with three correct answers in a row, any direction, is the winner.

**Variation:** Divide the class into groups of three. You can become the third person in a group of two, or, if one student is left over, make one team of four. Two students are the players in a group of three, and the third student is the judge, who may have his/her grammar book open to the list of preposition combinations. He/she decides if a player has filled in the correct word. (In a group of four there are two judges.) Distribute one worksheet to each group.

After the first game, the students change roles so the judge becomes a player. Continue until all students have had a chance to be the judge.

### 3. RELAYS

**Materials:** Board and chalk or markers

**Dynamic:** Teams

**Time:** 10 minutes

**Procedure:**

1. On the board, make lists of verbs and/or expressions that require a preposition. The two lists include the same words, but are arranged in different order.

   **Example:**
   
   | interested   | responsible |
   | dream       | insist      |
   | apologize   | apologize   |
   | believe     | interested  |
   | crazy       | worry       |
   | responsible | dream      |
   | worry       | believe     |
   | insist      | crazy       |

2. Divide the students into two teams and have them line up on either side of the board. One member from each team comes to the board and adds the correct preposition to one of the words on the board. The students then quickly pass their chalk to the next
student in line. Succeeding players can either choose another word to add a preposition to or correct any incorrect answer written by one of his/her teammates.

3. The first team to finish the list with all answers correct is the winner.

# 12.2  INFINITIVES WITH too/enough

## 1. FIND OUT ABOUT A CLASSMATE

**Materials:** Worksheet 72 or similar 3” x 5” cards

**Dynamic:** Whole class

**Time:** 20 minutes

**Procedure:**

1. Cut Worksheet 72 into cards and fill in the name of a student from the class in each blank, or make similar cards. Distribute a card to each student, making sure that he/she does not receive the card with his/her own name on it.

2. Each student finds the classmate whose name is in the question on his/her card. The students ask and receive an answer to their questions and respond to the question being asked of them by the classmate who has the card with their name on it. (This will most likely not be the same person. Carlos may have the card with Rosa’s name on it, while Rosa has the card with Young’s name on it. This means Rosa will have to answer Carlos’ question and ask Young a question.)

   Example card: What is Keiko too short to do?

   Student A asks Keiko: What are you too short to do?

   Keiko’s answer: I am too short to play basketball.

3. If they question another student but no one has asked a question of them, they should sit down and wait for a classmate to approach them with a question. This will avoid too much congestion in the classroom. If you have a large room, however, you may want the students to continue standing until they have both asked and answered a question.

4. When all students have finished, call on each student to read his/her question and provide the answer in a complete sentence.

   **Student A’s response to instructor:**

   What is Keiko too short to do?

   She is too short to play basketball.
1. MATCH GAME

**Materials:** Worksheet 73 (two pages)

**Dynamic:** Groups

**Time:** 20 minutes

**Procedure:**

1. Cut Worksheet 73 into cards, or make similar cards. Divide the class into groups of four. Distribute an even number of cards to each group. (If you have a large class, you will want to make up more cards.) Each group should receive at least eight. This may mean giving one or two groups one pair more than another (some groups may receive six cards while others receive eight) or eliminating extra cards from play.

2. Each group makes as many matches as possible. The matches must be grammatically correct and logical. (It is sometimes possible for a group not to make any matches initially, although that is rare.)

3. When a group can make no more matches, it goes to other groups to look for a trade. Important: Students cannot just take a card from a group; they must trade. A group does not have to trade a card just because another group wants it. Usually, two students stay with the matches to make trades, while the other two go to different groups to see if they can make trades. Usually the students split up the unmatched cards: the students staying to make trades keep some, and the students looking for matches take others.

4. When one group has made all its matches and the students think they are correct, the game stops. One group member (or members taking turns) reads out the matches. The other groups vote to accept or reject each match. A match can be rejected because it is not grammatical or not logical.

5. If all matches are accepted, the game is over and that team wins. If some matches were rejected, the play continues until another group feels it has made all its matches and they are accepted.
**12.4 VERB + INFINITIVE OR GERUND**
*(Difference in meaning)*

**1. EXAMPLES**

**Materials:**
Worksheets 74A and B

**Dynamic:**
Pairs

**Time:**
30 minutes

**Procedure:**
1. Give each student a copy of both worksheets.
2. Have the students work with a partner to match the meanings to the sentences in Worksheet 74A. When everyone has finished, go over the worksheet. See which pair has the most correct answers. Ask the students at random to explain why they chose the answers they did.
3. Have the pairs do Worksheet 74B. Call on several pairs for each question. This way, there will be a variety of answers and, in case one pair uses the incorrect form, several correct versions will have been provided.

**2. WHICH IS IT?**

**Materials:**
Worksheet 75

**Dynamic:**
Small groups

**Time:**
15 minutes

**Procedure:**
1. Arrange students in groups of three or four and give each group one copy of the worksheet.
2. Read the following questions to the class one at a time. The students should decide together in their groups which choice on the worksheet to circle.
   1. In which case have gas prices risen too high for John?
   2. In which case is Mary thinking back about what she did earlier that day?
   3. In which case have I already told you something before I began the sentence?
   4. In which case was the air conditioner only one of the options Thu tried?
   5. In which case did Kim have a responsibility to do something?
3. Go over the correct answers by assigning one set of sentences to each group. Have the group act out the two sentences so that the answer to the question is obvious to all.

12.5 GERUND OR INFINITIVE?

1. COCKTAIL PARTY

Materials: Worksheet 76
Dynamic: Groups
Time: 15 minutes
Procedure: 1. Arrange students in groups of 6 to 8 and have each group stand together. Give each group a situation card from the worksheet.
2. As in a party setting (but with a time limit), students mingle by asking questions or making statements and suggestions about the situation. They must use verbs followed by infinitives or gerunds whenever possible.
3. A different situation may be given to the group after a few minutes of talking.
4. As a follow-up activity on the same day, students can write the questions or statements on the board that they remember from the party interaction.

2. WHICH ONE DO I USE?

Materials: Three different colors of 4” x 6” cards (red, blue, yellow, for example)
Dynamic: Large groups
Time: 30 minutes
Procedure: 1. Review charts and rules for gerunds and infinitives as needed. Divide students into three groups, ideally of three or four students. (A larger class will have larger groups.) Give each group one of the sets of cards.
2. The red-card holders write down verbs followed by gerunds. The blue-card holders write down verbs followed by infinitives. The yellow-card holders write down verbs followed by a (pro)noun and infinitive. Each group writes a sentence for each verb on its cards, then quizzes each other orally, using the cards.
3. Switch the colored cards from group to group. Each group reads the cards and corrects each other’s sentences.

4. After each group has practiced with all the cards, divide the class into pairs. Give each pair six cards (two red, two blue, two yellow) and have the pair write a dialog, using all six cards.

5. Put two pairs together and have one pair read its dialog to the other pair.

6. Put the students into new groups of approximately four. Have them write a story (on the writing paper) using at least five gerunds/infinitives. Every time they use a gerund or infinitive, they write both forms down and let the reader choose.

   **Example:** Once upon a time, there was a student who admitted to steal/stealing a book. He stole it because he couldn’t afford to buy/buying it. The . . .

7. Last, the groups exchange papers so that each group reads another group’s story and circles the correct form each time there is a choice.

### 3. GO + GERUND

**Materials:** 3” x 5” cards or Worksheet 77

**Dynamic:** Whole class

**Time:** 20 minutes

**Procedure:**

1. Pantomime several familiar go + gerund activities (for example, go fishing, go surfing, etc.). Have students guess the activity being pantomimed.

2. Give each student a card with a common go + gerund activity written on it (Worksheet 77, cut up, or your own). Whisper explanations or give alternative cards to students who are unsure of reluctant to perform their assigned activity.

3. One by one, students pantomime their activities for the class. A student volunteer writes the activity on the board as it is guessed.

**Variation:** Have pairs of students make up short lists of related vocabulary for each go + gerund activity (tent, sleeping bag, grizzly bear, etc., for go camping).
1. **LINE-UPS**

**Materials:** Worksheet 78

**Dynamic:** Whole class

**Time:** 20 minutes

**Procedure:**
1. Copy one page of Worksheet 78 on one color paper and use a different color for the second page, or make your own questions on two different colors of 3” x 5” cards. Give one card to each student. Have all the students with the same color card come to the front of the class and form a line; have the other students come up and stand before one of the students in the question line.

2. Explain that the students in the question line are going to ask their question of the students in the answer line, using either doing or to do in the blanks in their questions (You may want to write these two forms on the board as a reminder.)

3. When everyone has answered the person in front of them, the answer line moves down one person and answers those questions, continuing until they have answered all the questions. Then the students change positions so that the students in the answer line are now asking the questions, using their cards. Everyone in the question line should have the same color card.

4. Students should be able to check each other. For example, if a student asks, “What do you want me to do?” he/she is expecting the answer to contain the infinitive. Circulate among the lines to settle any disagreements and make sure the students are proceeding properly.

5. After everyone has finished, you might ask for a sampling of answers from each student.

2. **RELAYS**

**Materials:** Board

**Dynamic:** Teams

**Time:** 5 minutes

**Procedure:**
1. On the board, make lists of verbs and/or expressions that are followed by either a gerund or an infinitive. The lists contain the same words, but vary the order of the words in the lists.
Examples:  permit me    instead of 
        quit           need
        go +          permit me
        miss          hope
        hope          go +
        instead of   avoid
        avoid         miss
        need          quit

2. Divide the students into two teams and have the teams line up on either side of the board. The game is a relay race between the teams, who must identify whether the words are followed by a gerund (G) or an infinitive (I) (alternative designations: doing for a gerund, to do for an infinitive). At your signal, the first student from each team rushes to the board and writes G or I after one of the expressions on his list, then quickly passes his/her chalk or marker to the next team member. Succeeding players can either identify another word or can choose to correct an incorrect answer left by one of his/her teammates. The first team to finish the list with all answers correct is the winner.

3. BOARD GAME

Materials:  Worksheet 79
            Markers for each student, a die for each group

Dynamic:  Groups

Time:  20 minutes

Procedure:  1. Arrange the students in groups of four. Give each group a die and a copy of the worksheet, and give a marker to each student.

2. When a student lands on a space with a sentence, he/she must provide the correct form (gerund, infinitive, or base form) of the underlined verb. The other players are judges. If the space is blank, the student stops and waits for his/her next turn.

3. The first player to reach the end wins.
4. STORYTIME

**Materials:** Worksheet 80

**Dynamic:** Small groups

**Time:** 15 minutes

**Procedure:**

1. Arrange students in groups of three or four and give each student a worksheet.

2. Have the students read the summaries and discuss the questions, then write answers, using either a gerund, an infinitive, or a simple form. Make sure students write answers on only one worksheet, working together.

3. Go around the groups and share some of the answers. You may want to have the groups write some of their answers on the board for critiquing.

**NOTE:** You may want to use summaries of soap operas (as in the worksheet), TV shows, movies, fairy tales, fables, or a personal story.
### Worksheet 71: TIC TAC TOE

<table>
<thead>
<tr>
<th>be interested</th>
<th>accuse</th>
<th>be capable</th>
</tr>
</thead>
<tbody>
<tr>
<td>be dedicated</td>
<td>forgive</td>
<td>be known</td>
</tr>
<tr>
<td>approve</td>
<td>be worried</td>
<td>be innocent</td>
</tr>
<tr>
<td>insist</td>
<td>be fond</td>
<td>object</td>
</tr>
<tr>
<td>forget</td>
<td>prevent</td>
<td>be prepared</td>
</tr>
<tr>
<td>be tired</td>
<td>complain</td>
<td>be concerned</td>
</tr>
<tr>
<td>count</td>
<td>be addicted</td>
<td>be excited</td>
</tr>
<tr>
<td>feel</td>
<td>dream</td>
<td>excuse</td>
</tr>
<tr>
<td>be proud</td>
<td>prohibit</td>
<td>be done</td>
</tr>
<tr>
<td><strong>What is _________ strong enough to carry?</strong></td>
<td><strong>What is _________ old enough to do?</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>What is _________ young enough to do?</strong></td>
<td><strong>What is _________ too young to do?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What is _________ too old to do?</strong></td>
<td><strong>What is _________ tall enough to do?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What is _________ too short to do?</strong></td>
<td><strong>What is _________ crazy enough to do?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What is _________ too shy to do?</strong></td>
<td><strong>What is _________ too smart to do?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What is _________ too tired to do?</strong></td>
<td><strong>What is _________ too nervous to do?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What is _________ hungry enough to eat?</strong></td>
<td><strong>What does _________ have enough money to buy?</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Worksheet 73: MATCH GAME**

<table>
<thead>
<tr>
<th>it's disappointing</th>
<th>not to receive any mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>not receiving any mail</td>
<td>is disappointing</td>
</tr>
<tr>
<td>it's crazy</td>
<td>to wear a heavy coat in August</td>
</tr>
<tr>
<td>wearing a heavy coat in August</td>
<td>is crazy</td>
</tr>
<tr>
<td>it is polite</td>
<td>to listen to your teacher</td>
</tr>
<tr>
<td>listening to your teacher</td>
<td>is polite</td>
</tr>
<tr>
<td>it is frightening</td>
<td>to walk in downtown Los Angeles at night</td>
</tr>
<tr>
<td>walking in downtown Los Angeles at night</td>
<td>is frightening</td>
</tr>
<tr>
<td>it’s unusual</td>
<td>to wear pink shoes</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>wearing pink shoes</td>
<td>is unusual</td>
</tr>
<tr>
<td>it is dangerous</td>
<td>to drink and drive</td>
</tr>
<tr>
<td>drinking and driving</td>
<td>is dangerous</td>
</tr>
<tr>
<td>it is impolite</td>
<td>to speak your native language in English class</td>
</tr>
<tr>
<td>speaking your native language in English class</td>
<td>is impolite</td>
</tr>
<tr>
<td>it is easy</td>
<td>to ride a bicycle</td>
</tr>
<tr>
<td>riding a bicycle</td>
<td>is easy</td>
</tr>
</tbody>
</table>
With your partner, decide which of the meanings at the bottom of the page best matches the meaning in each sentence.

1. I remembered to pay my bills this past weekend.  
2. I often forget to put money in the parking meter.  
3. I remember watering my garden when I lived in England. It took three hours because the garden was so big.  
4. How can you forget visiting Thailand?  
5. I’ll never forget buying my first car.  
6. I regret to tell you that Arthur Ashe has died. I know how much you admired him.  
7. She regrets to tell us that she can’t come to our party.  
8. I regret starting to smoke when I was 13 years old.  
9. We regret moving to New York City.  
10. I have tried to learn Spanish, but I’m not a good student.  
11. He tries to exercise every day.  
12. Andrea tried sleeping on the floor, but her backache continued.  
13. If you burn yourself, try putting ice on the burn immediately.

a. duty or responsibility  
b. to recall or not recall the past  
c. wishing you had not done something in the past  
d. telling bad news  
e. experiment with new approaches or solutions  
f. make an effort
1. What must you remember to do before you leave home?

2. What have you forgotten to bring to class?

3. What do you remember doing on your last vacation?

4. What can you never forget eating?

5. What do you regret not doing in the past?

6. What news would you have for your parents that might start out “I regret to tell . . .”?

7. If you have a sunburn, what could you try doing?

8. What have you tried to do but were not successful at?
Choose the best answer to each of your teacher’s five questions. Then discuss your choices with your group. Your teacher will repeat a question if there is disagreement within your group.

1. a. John stopped to buy premium gas last week.
   b. John stopped buying premium gas last week.

2. a. Mary remembered to lock the door before she left.
   b. Mary remembered putting the cat out before she left.

3. a. I regret telling you the secret about Jennifer.
   b. I regret to tell you that I wrecked your car.

4. a. Thu was very hot, so she tried to turn on the air conditioner.
   b. Thu was very hot, so she tried turning on the air conditioner.

5. a. Kim did not forget to tell you about the test.
   b. Kim did not forget receiving your letter.
### Worksheet 76: COCTAIL PARTY

#### Situation #1
Plan a birthday party, complete with entertainment and food, for a classmate.

**Verb suggestions:** advise, stop, consider, recommend, enjoy, ask, plan, prepare, remember, want, (don’t) forget, promise

#### Situation #2
A classmate wants to be accepted at a prestigious university, but he/she is nervous about the oral interview. Give advice.

**Verb suggestions:** advise, avoid, finish, (don’t) delay, mention, practice, remember, dislike, (don’t) quit, decide, need, want, wait

#### Situation #3
Complain about the rising cost of living such as health care, car insurance, etc. Try to end the conversation on a positive note.

**Verb suggestions:** admit, deny, anticipate, dislike, can’t help, regret, tolerate, claim, afford, hesitate, pretend, understand, learn, want, appreciate, wish

#### Situation #4
Give advice on (a) losing weight and (b) gaining confidence to make a good impression on people (boss, spouse, girlfriend/boyfriend, etc.).

**Verb suggestions:** advise, avoid, keep, (don’t) miss, postpone, suggest, expect, hope, seem, need, struggle, learn, offer, want, plan
### Worksheet 77: GO + GERUND

<table>
<thead>
<tr>
<th>Go boating</th>
<th>Go bowling</th>
<th>Go camping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go dancing</td>
<td>Go fishing</td>
<td>Go hiking</td>
</tr>
<tr>
<td>Go jogging</td>
<td>Go running</td>
<td>Go sailing</td>
</tr>
<tr>
<td>Go window shopping</td>
<td>Go shopping</td>
<td>Go sightseeing</td>
</tr>
<tr>
<td>Go skating</td>
<td>Go water-skiing</td>
<td>Go skiing</td>
</tr>
<tr>
<td>Go skydiving</td>
<td>Go swimming</td>
<td>Go birdwatching</td>
</tr>
<tr>
<td>Go canoeing</td>
<td>Go hunting</td>
<td>Go mountain climbing</td>
</tr>
<tr>
<td>What is something you can’t stand?</td>
<td>What have you asked a friend?</td>
<td></td>
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<tr>
<td>-----------------------------------</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would you be happy_________ for me?</td>
<td>What did you promise your parents not_________ when you left home?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are you afraid of my_________?</td>
<td>A person can lose weight by_________ what?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are you interested in_________ while you’re in the U.S.?</td>
<td>What is something your parents told you not_________?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are you too embarrassed_________?</td>
<td>What are you thinking about_________ this weekend?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are you worried about your family’s_________?</td>
<td>What have you seen children_________?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Question</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>What did you hear a family member/roommate __________________________ last night?</td>
<td>What do you prefer __________________________ in the evenings?</td>
<td></td>
</tr>
<tr>
<td>What have you noticed me __________________________?</td>
<td>What do you think I should begin __________________________?</td>
<td></td>
</tr>
<tr>
<td>What would you keep __________________________ even if your parents asked you to stop?</td>
<td>What do you often postpone __________________________?</td>
<td></td>
</tr>
<tr>
<td>What do you recommend __________________________ tonight?</td>
<td>What have you agreed __________________________ for a friend?</td>
<td></td>
</tr>
<tr>
<td>What would you like to quit __________________________?</td>
<td>What do you enjoy __________________________ on vacations?</td>
<td></td>
</tr>
<tr>
<td>What do you suggest __________________________ after class?</td>
<td>What are you considering __________________________ when you return home?</td>
<td></td>
</tr>
<tr>
<td>What have you been angry enough __________________________?</td>
<td>What are you too young __________________________?</td>
<td></td>
</tr>
</tbody>
</table>

**Fun with Grammar**
<table>
<thead>
<tr>
<th><strong>START</strong></th>
<th>I’m used to studying English.</th>
<th><strong>ROLL AGAIN</strong></th>
<th>I quit smoking a year ago.</th>
<th><strong>LOSE A TURN</strong></th>
<th>She avoids doing laundry.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are you going shopping today?</strong></td>
<td>She opens the jar by twisting the lid.</td>
<td>I resent your answer for me.</td>
<td>She pretends to listen to you.</td>
<td><strong>GO BACK 3 SPACES</strong></td>
<td>I was sorry to hear the news.</td>
</tr>
<tr>
<td><strong>Have you decided to buy a new car?</strong></td>
<td><strong>GO AHEAD 3 SPACES</strong></td>
<td><strong>I forgot to tell you about the test.</strong></td>
<td>She came here to get a good education.</td>
<td>This box is too heavy for me to lift.</td>
<td>His not knowing the answer was unusual.</td>
</tr>
<tr>
<td>I was sad to see you leave.</td>
<td><strong>I was sorry to hear the news.</strong></td>
<td>It is easy to fool by his lies.</td>
<td>She encouraged us to get married.</td>
<td><strong>LOSE A TURN</strong></td>
<td>I am lucky to have you as a friend.</td>
</tr>
<tr>
<td><strong>ROLL AGAIN</strong></td>
<td><strong>GO BACK 2 SPACES</strong></td>
<td>She made me feel sorry for her.</td>
<td><strong>GO AHEAD</strong></td>
<td>She helped us choose a new school.</td>
<td>We looked forward to seeing you next quarter.</td>
</tr>
<tr>
<td>I let her ride my bike.</td>
<td>I warned you to study harder.</td>
<td><strong>I was sorry to hear the news.</strong></td>
<td>He got an A by working hard.</td>
<td>Do you mind not smoking in here?</td>
<td><strong>GO BACK 2 SPACES</strong></td>
</tr>
<tr>
<td>She is still young enough to spank.</td>
<td><strong>I was sorry to hear the news.</strong></td>
<td><strong>I was sorry to hear the news.</strong></td>
<td><strong>GO AHEAD 2 SPACES</strong></td>
<td>I am trying to learn Chinese.</td>
<td>I dared him to jump.</td>
</tr>
<tr>
<td><strong>FINISH!!!</strong></td>
<td>What do you know about skiing?</td>
<td><strong>GO AHEAD 2 SPACES</strong></td>
<td>I am lucky to have you as a friend.</td>
<td><strong>LOSE A TURN</strong></td>
<td>I am lucky to have you as a friend.</td>
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</tbody>
</table>
Answer the questions based on the summaries below. Use either a gerund, an infinitive, or a simple form in your answer.

1. **One Life to Live**
   Maggie, who teaches children at a school for the deaf, meets Max when she comes to Llanview to visit her cousin, Andrew. Max, a friend of Andrew’s, is a widower with one-year-old twins. After Maggie spends some time with the twins, she suspects that one of them, Frankie, is partially deaf. She tells Max that he must take Frankie for testing. Max refuses to believe that his son is deaf and tells Maggie to stay out of his family’s business. Maggie, who grew up with a deaf brother, pursues the matter, even setting up an appointment for Frankie without Max’s knowledge. When Max finds out about the appointment, he is furious at Maggie.
   a. Why did Maggie come to Llanview?
   b. Why is Max angry at Maggie?
   c. What is Maggie determined to do?

2. **General Hospital**
   Jason is in a car accident when the car he is riding in (his brother, A.J., is driving) hits a tree. Jason was not wearing a seat belt and was thrown from the car. He experiences memory loss as a result of the accident. He can’t remember anyone and gets particularly angry at his family and his girlfriend when they tell him what he was like and how he used to act before the accident. Jason is from a wealthy family and had been a premed student. Because he knows he can’t match his family’s expectations, he leaves home, rents a room, and takes a blue-collar job.
   a. What is Jason angry about?
   b. What did Jason decide to do?
   c. What can’t Jason remember?
   d. What did Jason stop doing?