Grammar Booster

Note about the Grammar Booster
Many will elect to do the Grammar Booster as self-study. If you choose to use the Grammar Booster as a classroom activity instead, included in these pages are teaching notes for the grammar presentations and exercises. Before students begin an exercise, you may want to review with the class.

Unit 1
Gerunds and infinitives: summary

Gerunds
• Have volunteers read the explanation and examples out loud.
• To check comprehension, have pairs create three sentences using gerunds as different grammatical functions and write them on a slip of paper. Circulate as students write to offer help as needed. Then have each pair join another pair, exchange slips of paper, and identify the grammatical functions of the gerunds in their classmates’ sentences.

Infinitives
• Have volunteers read the first explanation and examples out loud.
• Emphasize that although infinitives can be used as subjects, impersonal it and gerund phrases are more common.
• On the board, write:
  To spend time with friends is important.
To check comprehension, have students rephrase the sentence twice, using it and a gerund as the subject. Review as a class. (It is important to spend time with friends. Spending time with friends is important.)
• Have a volunteer read the second explanation and examples out loud.
• Point out that infinitives can never be the object of a preposition.
• On the board, write:
  I plan . . .
To check comprehension, call on students to complete the sentence with their own ideas.

• Have a volunteer read the last explanation and examples out loud.
• On the board, write:
  I got up early . . .
  She called me . . .
To check comprehension, have pairs complete the sentences with an infinitive or an infinitive phrase. To review, call on volunteers to share their sentences with the class.
• Have volunteers read the Remember box out loud.
• On the board, write:
  1. He advised us not to swim in the river.
  2. They just started playing / to play the second half.
  3. I was shocked to hear the news.
  4. She plans to go on vacation soon.
  5. They don’t mind working late.
To check comprehension, have students identify verbs and adjectives followed by gerunds, infinitives, or objects and infinitives. To review as a class, label the examples on the board as students provide the answers. (1. verb + object + inf.; 2. verb + ger./inf.; 3. adj. + inf.; 4. verb + inf.; 5. verb + ger.) In pairs, have students match each sentence with the category it falls under in the Remember box. (1. 4th, 2. 3rd, 3. 5th, 4. 2nd, 5. 1st)
• To provide practice, have pairs write five sentences of their own, using verbs or adjectives from pages A3–A4 in the Appendices. To review, call on various students to share their sentences with the class.

A Complete each sentence . . .
• Have students complete the sentences and then refer to page A3 in the Appendices to confirm their answers.
• Review as a class.

B On a separate sheet of paper . . .
• Model the first item with the class.
• Have students compare sentences with a partner and review as a class.
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The Grammar Booster is optional. It provides more explanation and practice as well as additional grammar concepts.

Unit 1

Gerunds and infinitives: summary

Gerunds
A gerund functions as a noun. A gerund or gerund phrase can be the subject of a sentence, a direct or indirect object, a subject complement, or the object of a preposition.
- Living a balanced life is about integrating all parts of it. [subject]
- I love spending time with my family. [direct object]
- The best part of life is learning new things. [subject complement]
- Here are some tips for getting a healthy perspective on life. [object of a preposition]

Infinitives
An infinitive also functions as a noun. An infinitive or infinitive phrase can be the subject of a sentence, but infinitives as subjects are often considered awkward. It is more common to use an impersonal it as the subject.
- To be honest isn’t always easy. [subject]
- OR It isn’t always easy to be honest.

An infinitive or infinitive phrase can be a direct object or a subject complement.
- I want to feel less stressed. [direct object]
- My favorite thing is to spend time with friends. [subject complement]

An infinitive or infinitive phrase can express a purpose.
- Make time to relax.
- We stopped to buy some gas.

A
Complete each sentence with a gerund or infinitive form of the verb. Refer to page A3 in the Appendices if necessary.

1. We were delighted _______ to find _______ out that we had won the contest.
   (find)
2. Be sure to thank your father for _______ helping _______ me get that interview.
   (help)
3. She goes to the gym five times a week _______ to stay _______ in shape.
   (stay)
4. Don’t be surprised if he refuses _______ to cooperate _______ with them.
   (cooperate)
5. _______ Asking _______ other people for help is sometimes hard to do.
   (ask)
6. They definitely won’t permit you _______ to carry _______ that on board.
   (carry)

B
On a separate sheet of paper, rewrite the following sentences, using an impersonal it as the subject of the sentence.

1. To pass the examination is not the easiest thing in the world.
   It is not the easiest thing in the world to pass the examination.
2. To speak English fluently is my greatest wish.
   It is my greatest wish to speak English fluently.
3. To live in an English-speaking country might be an exciting experience.
   It might be an exciting experience to live in an English-speaking country.
4. To know when to use an infinitive and when to use a gerund is pretty confusing.
   It is pretty confusing to know when to use an infinitive and when to use a gerund.
Grammar for Writing: parallelism with gerunds and infinitives

A common error in formal written English is mixing gerunds and infinitives when listing items in a series. A list of items should either be all gerunds or all infinitives.

When I take time off from work, I prefer relaxing at home, spending time with my family, and getting things done around the house.
NOT I prefer relaxing at home, spending time with my family, and to-get things done around the house.
I can’t stand getting up late and missing the bus.
NOT I can’t stand getting up late and to-miss the bus.

In a series, either use to with all the infinitives or only with the first one.

When I take time off from work, I prefer to relax at home, spend time with my family, and get things done around the house.
NOT When I take time off from work, I prefer to relax at home, spend time with my family, and to get things done around the house.

C On a separate sheet of paper, correct the errors in parallelism in the following sentences.

1. After she arrived in London, she began to write long letters home and calling her parents at all hours of the night.
2. There are two things I really can’t stand doing: speaking in front of large audiences and chat with people I don’t know at parties.
3. Right before midnight, everyone began to sing, dance, and to welcome in the new year.
4. There’s no question I prefer using all my vacation time and take a long vacation.

D Complete the following sentences, using appropriate gerund or infinitive forms. Refer to page A3 in the Appendices if necessary.

1. I would suggest filling out the form immediately and making a copy for your records.
2. Did you remember to turn off the stove, close the windows, and lock the door before you left?
3. It’s obvious from her e-mails that she really loves experiencing the culture, meeting new people, and just being there.
4. I don’t think they permit taking photographs or using a recorder.
5. I really wouldn’t mind taking them out to dinner or showing them around if you’d like me to.
6. He promised to take the report home, read it carefully, and respond to any questions by the next day.
Grammar for Writing: parallelism with gerunds and infinitives

- Have a volunteer read the first explanation and correct and incorrect examples out loud.
- Point out that in the first example, prefer refers to the three activities: relaxing at home, spending time with family, and getting things done around the house.
- Have a volunteer read the second explanation and correct and incorrect examples out loud.
- You may want to write two correct, contrasting examples on the board:
  
  I managed to catch the train to get there on time, and to buy the tickets.
  
  I managed to catch the train, get there on time, and buy the tickets.

C On a separate sheet of paper ... 

- Model the first item with the class. Call on a student to identify the items in a series. (to write long letters; calling her parents)
- Encourage students to first identify the items listed in a series in each sentence as they complete the exercise.
- Have students compare answers with a partner and review as a class.

D Complete the following sentences ... 

- Remind students that when the infinitive and gerund are both grammatically possible, they should pay attention to the meaning of the sentence. You may want to refer them to the Grammar box on page 5.
- Have students review answers in pairs, using page A3 in the Appendices to confirm or correct their answers. Then review as a class.

Option: On the board, write:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>On weekends, I enjoy ...</td>
<td>Next year I’m planning to ...</td>
</tr>
<tr>
<td>Right now I feel like ...</td>
<td>Last year I managed to ...</td>
</tr>
<tr>
<td>Sometimes I can’t help ...</td>
<td>I can’t wait to ...</td>
</tr>
</tbody>
</table>

To provide more practice with parallelism with gerunds and infinitives, have pairs choose two phrases from each column and take turns completing them. Encourage them to respond with two or more ideas for each phrase. (Possible responses: On the weekends I enjoy getting up late, doing sports, and eating out with friends; Next year I’m planning to take up a sport and get a new job.)