

# UNIT 43

## Gerunds and Infinitives

### Illustration

#### Background Note

The United Nations estimates that in 2000, there were 180,000 centenarians throughout the world. By 2050, this number is projected to number 3.2 million, an increase of about eighteen times.

Source:

<http://www.seniorjournal.com/NEWS/SeniorStats/3-06-02centenarians.htm>

#### Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are these three people? (*A grandmother and her grandchildren.*)

What are they doing? (*Hiking.*)

Who looks strong and energetic? (*The grandmother.*)

Who looks tired? (*The grandchildren.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

#### Grammar Point Focus

Have students look at the words in bold type in the speech bubbles. Ask:

What is the form of the word after keep? (*Verb + ing; gerund.*)

Which words come directly after need? (*To rest; infinitive.*)

Is it possible to change the form of the words after keep and need? (*No.*)

### Charts

(See General Procedures and Suggestions)

### Notes

(See General Procedures and Suggestions)

### Exercises

(See General Procedures and Suggestions)

### Optional Communication Activity

Play a game using the lists of verbs on page 191. Divide the class into two teams. Within each team students should take turns speaking. To play, say one of the verbs. Students should respond by making a sentence using the verb followed by the infinitive or gerund. Alternate teams, and give a team one point for each correct sentence.

EXAMPLE:

Teacher: Practice.

Student: I practice playing my guitar every day.

### **Optional Writing Activity**

Have students write about a grandparent or another old person they know. They should describe the person using the verbs on page 191.

EXAMPLE:

The oldest person I know is my mother's grandmother. Her name is Lina, and she is 93 years old. Lina's body is old, but her attitude is very young. She enjoys learning new things. For example, last year she decided to start studying French . . .

# UNIT 44

## Infinitives of Purpose

### Illustration

#### Pre-reading Questions

Have the students look at the photo. Ask these questions:

Where are the people? (*At an Internet café.*)

Why do people go there? (*To check e-mail, play computer games, play the piano, use the Internet, get information.*)

Have students read the speech bubbles and do the **Check Point**. Check their answers.

#### Grammar Point Focus

Have students look at the words in bold type in the speech bubbles. Ask:

Which words tell the speakers' purpose in coming to the Internet café?  
(*To check, to play.*)

### Charts

(See General Procedures and Suggestions)

### Notes

(See General Procedures and Suggestions)

### Exercises

(See General Procedures and Suggestions)

### Optional Communication Activity

Have students play the following game: Students take turns describing a tool or instrument and telling what it is used for. Listeners guess what the object it.

EXAMPLE:

A: It's made of steel. People use it to cut paper.

B: Scissors!

### Optional Writing Activity

Ask students to describe the last three to five items they bought and explain their purpose in buying each one.

EXAMPLE:

Last week I bought a new black skirt and new shoes. The skirt is long and it is made of velvet. I bought it to wear to my office Christmas party. I bought the shoes to match the skirt. They are flat in order not to hurt my feet.

