

Ask and answer: Gerunds and infinitives

by Jill Hadfield

Level: Pre-intermediate

Target age: Secondary / Adult

Time needed: 20 minutes

Grammar objective: to practise constructions with the gerund and the infinitive

Materials: one copy of the questionnaire per student (NB. there are two versions of the questionnaire - one for groups of three, and one for groups of four; use whichever works with your class numbers)

Summary: a small-group ask-and-answer activity to practise constructions with the gerund and the infinitive

Before the lesson

Cut up the questionnaires along the dotted lines.

Procedure

1. Write the following sentence stems on the board and collect answers from the whole class. Answers must include a gerund or an infinitive.

I like ...

I really want ... one day.

Example answers: *I like **swimming** (gerund)* and *I really want **to go to South America one day** (infinitive).*

2. Put the students in groups of three or four, depending on the size of the class. Give out the questionnaires and ask students to complete the sentence stems to make true statements about themselves. Ensure that they know they must use gerunds and infinitives.
3. When they have completed the sentence stems, get the students to ask each other questions, as detailed on their section of the questionnaire. For example:

Student A asks student B: What do you remember doing when you were a child?

Student B asks student C: What would you like to do one day?

The activity is designed so that the correct structures are given in the question prompts so that students can self-correct. Encourage students to ask follow-up questions to make the discussion more natural and to provide more speaking practice.

4. When they have finished asking each other questions, ask the groups to feed back to the class on the most interesting things they found out about their classmates. Ensure that students use the gerund or infinitive correctly during the feedback session.

Extension

Students choose some of their statements and write a more detailed account of the preference, experience and so on. This could be done for homework and students could then read out and discuss accounts in the next lesson.

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FUN WITH GRAMMAR QUESTIONNAIRE

STUDENT A

Complete the sentences so they are true for you.

- I can't decide whether ...
- I mustn't forget ...
- I hate ...
- I'm afraid of ...
- I've always wanted ...
- I'm used ...

Now, find out what ...

- B** likes doing.
- B** remembers doing when he/she was a child.
- C** intends to do this weekend.
- C** doesn't mind doing.
- D** loves doing.
- D** tries to avoid doing.

STUDENT B

Complete the sentences so they are true for you.

- I like ...
- I remember ... when I was a child.
- I've made up my mind ...
- I'm good at ...
- I can't be bothered ...
- I'm interested in ...

Now, find out what ...

- A** can't decide to do.
- A** mustn't forget to do.
- C** would like to do one day.
- C** can't live without doing.
- D** has given up doing.
- D** deserves to do.

STUDENT C

Complete the sentences so they are true for you.

- I intend ... this weekend.
- I don't mind ...
- I'd like ... one day.
- I can't live without ...
- I used ...
- I should ...

Now, find out what ...

- A** hates doing.
- A** is afraid of doing.
- B** has made up his/her mind to do.
- B** is good at doing.
- D** hopes to do.
- D** can't afford to do.

STUDENT D

Complete the sentences so they are true for you.

- I love ...
- I try to avoid ...
- I have given up ...
- I deserve ...
- I hope ...
- I can't afford ...

Now, find out what ...

- A** has always wanted to do.
- A** is used to doing.
- B** is interested in doing.
- B** can't be bothered to do.
- C** used to do.
- C** should do.

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STUDENT A

Complete the sentences so they are true for you.

I can't decide whether ...
 I mustn't forget ...
 I hate ...
 I'm afraid of ...
 I've always wanted ...
 I'm used ...
 I have given up ...
 I deserve ...

Now, find out what ...

B likes doing.
B remembers doing when he/she was a child.
B can't be bothered to do.
B is interested in doing.
C intends to do this weekend.
C doesn't mind doing.
C loves doing.
C tries to avoid doing.

STUDENT B

Complete the sentences so they are true for you.

I like ...
 I remember ... when I was a child.
 I've made up my mind ...
 I'm good at ...
 I can't be bothered ...
 I'm interested in ...
 I hope ...
 I can't afford ...

Now, find out what ...

A can't decide to do.
A mustn't forget to do.
A has given up doing.
A deserves to do.
C would like to do one day.
C can't live without doing.
C used to do.
C should do.

STUDENT C

Complete the sentences so they are true for you.

I intend ... this weekend.
 I don't mind ...
 I'd like ... one day.
 I can't live without ...
 I used ...
 I should ...
 I love ...
 I try to avoid ...

Now, find out what ...

A hates doing.
A is afraid of doing.
A has always wanted to do.
A is used to doing.
B has made up his/her mind to do.
B is good at doing.
B hopes to do.
B can't afford to do.