

GERUNDS AND INFINITIVES

UNIT GOALS

- Identify the functions of gerunds and infinitives in a sentence
- Use a variety of gerund and infinitive structures correctly
- Distinguish gerunds from infinitives
- Use *for* with infinitives and *'s* with gerunds
- Use gerunds as objects of prepositions and phrasal verbs

OPENING TASK

Skills and Qualifications

You and a partner have been asked to consider the strengths and weaknesses of the following ten applicants described on the next page for “Altacreat,” an artistic community in the northwestern United States designed to provide artistic space for ten artists in residence for periods of up to three months. Specially designed studios inspire “cutting-edge” artistic creations and common eating, and conversation spaces provide contexts for global intellectual exchange after the day’s work is done.

Altacreat has individual apartments and studios for each artist, all room and board paid for by scholarships, a library, a computer center, and communications facilities for all artists, the capability to receive international newspapers, mail, and television broadcasts, 24-hour computer access, and interactions with the public through on-site visits by local schools and businesses.



■ STEP 1

In pairs, jot down ideas about why you think each person in the chart that follows might like to be a candidate. Think about why he or she would want to be part of the center and what positive skills or characteristics he or she could bring. The first one has been done as an example.

CANDIDATE	RATIONALE
<p>Composer: Female, wife of architect, Korean, 25 years old Specialization: classical piano</p>	<p><i>Playing the piano could entertain and inspire the other artists to design better creations. She might also want to co-design with her husband (if he is also selected) modern piano studios for home and commercial use.</i></p>
<p>Architect: Male, husband of piano composer, Japanese, 35 years old Specialization: modern styles mixed with very traditional</p>	
<p>Novelist: Female, Hungarian, 40 years old, married, expects to have a baby in one month Specialization: novels about gypsies in Europe</p>	
<p>Opera Singer: Female, Russian, 32 years old, single Specialization: dramatic, passionate roles in Italian operas</p>	
<p>Screenplay Writer: Female, wife of filmmaker, 39 years old, American (U.S.) Specialization: detective mysteries</p>	
<p>Filmmaker: Male, husband of screenplay writer, 60 years old, Mexican Specialization: love stories</p>	
<p>Poet: Male, 28 years old, Vietnamese, widowed Specialization: effects of technology on everyday life</p>	
<p>Landscape Architect: Female, 23 years old, Brazilian, single Specialization: sunken gardens</p>	
<p>Artist: Female, 36 years old, Turkish, married Specialization: geometric mosaics</p>	
<p>Digital Artist: Female, 28 years old, Chinese, single Specialization: collecting photos from Webcams and arranging them in displays</p>	

■ STEP 2

Share the results of your brainstorming with your classmates.



EXAMPLES	EXPLANATIONS																																	
<p>(a) Speaking English is fun.</p> <p>(b) To compose a sonata would take months.</p> <p>(c) It would take months to compose a sonata.</p>	<p>Infinitives (<i>to</i> + verb) or gerunds (verb + <i>-ing</i>) can have various functions in a sentence:</p> <p>Subject: Gerunds and infinitives can function as subjects. However, it is more common for infinitives that are subjects to move to the end of the sentence with <i>it</i> as the new subject.</p>																																	
<p>(d) His dream was to direct the ultimate Mexican love story.</p> <p>(e) Her hobby is weaving baskets.</p>	<p>Subject Complement: A subject complement follows <i>be</i> and refers back to the subject of the sentence.</p>																																	
<p>(f) I don't understand the need to take a ten-minute break.</p> <p>(g) The instruction to wear safety goggles has saved many people's eyes.</p>	<p>Noun Complement: Noun complements explain the nouns that they refer to. The infinitive can be a complement to certain abstract nouns (for example, <i>advice, decision, desire, fact, opportunity, order, plan, possibility, proposal, request, refusal, requirement, suggestion, way, wish</i>). (See Unit 21, Focus 1, for a more extensive list of abstract nouns.)</p>																																	
<p>(h) I am sorry to inform you of the delay.</p> <p>(i) They were pleased to meet you.</p>	<p>Adjective Complement: Certain adjectives can be followed by infinitives. These include:</p> <table border="0" style="width: 100%;"> <tr> <td><i>afraid</i></td> <td><i>disappointed</i></td> <td><i>pleased</i></td> </tr> <tr> <td><i>amazed</i></td> <td><i>eager</i></td> <td><i>proud</i></td> </tr> <tr> <td><i>anxious</i></td> <td><i>eligible</i></td> <td><i>ready</i></td> </tr> <tr> <td><i>apt</i></td> <td><i>(un)fit</i></td> <td><i>reluctant</i></td> </tr> <tr> <td><i>ashamed</i></td> <td><i>fortunate</i></td> <td><i>sad</i></td> </tr> <tr> <td><i>bound</i></td> <td><i>glad</i></td> <td><i>shocked</i></td> </tr> <tr> <td><i>careful</i></td> <td><i>happy</i></td> <td><i>sorry</i></td> </tr> <tr> <td><i>certain</i></td> <td><i>hesitant</i></td> <td><i>sure</i></td> </tr> <tr> <td><i>content</i></td> <td><i>liable</i></td> <td><i>surprised</i></td> </tr> <tr> <td><i>delighted</i></td> <td><i>likely</i></td> <td><i>upset</i></td> </tr> <tr> <td><i>determined</i></td> <td></td> <td></td> </tr> </table>	<i>afraid</i>	<i>disappointed</i>	<i>pleased</i>	<i>amazed</i>	<i>eager</i>	<i>proud</i>	<i>anxious</i>	<i>eligible</i>	<i>ready</i>	<i>apt</i>	<i>(un)fit</i>	<i>reluctant</i>	<i>ashamed</i>	<i>fortunate</i>	<i>sad</i>	<i>bound</i>	<i>glad</i>	<i>shocked</i>	<i>careful</i>	<i>happy</i>	<i>sorry</i>	<i>certain</i>	<i>hesitant</i>	<i>sure</i>	<i>content</i>	<i>liable</i>	<i>surprised</i>	<i>delighted</i>	<i>likely</i>	<i>upset</i>	<i>determined</i>		
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<p>(j) Paco hopes to see the play.</p> <p>(k) Carol remembered mailing the package.</p>	<p>Direct Object: A direct object follows a verb. Depending upon the verb and accompanying meaning, the object may be an infinitive or a gerund.</p>																																	
<p>(l) By studying hard, you can enter a good school.</p> <p>(m) Thank you for helping me.</p> <p>(n) NOT: He lost the deal because of wait too long.</p>	<p>Object of Preposition: Gerunds, not infinitives, are objects of prepositions.</p>																																	

EXERCISE 1

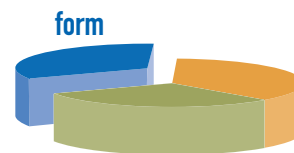
Read the following text and underline all gerunds and infinitives. Then identify the function of each one (subject, subject complement, noun complement, adjective complement, direct object, or object of preposition).

(1) Alan Loy McGinnis in his book *Bringing Out the Best in People* (Augsburg Publishing House, Minneapolis, 1985) describes 12 important principles or rules for helping people to perform to the best of their ability. (2) The first rule is to expect the best from the people you lead. (3) A true leader needs to drop the role of “watch-dog” and to display a positive attitude toward everyone who works under him or her. (4) The second principle is to make a thorough study of the other person’s needs. (5) Walking a mile in another person’s shoes will allow a leader to truly understand someone he or she is working with. (6) The third rule is to establish high standards of excellence. (7) Many people have never learned the pleasure of setting high standards and living up to them. (8) The fourth rule is to create an environment where failure is not fatal. (9) People who expect to succeed all of the time often cannot rise from a failure. (10) An effective motivator needs to know how to help people deal with their failure. (11) “Climbing on other people’s bandwagons” is the fifth principle that McGinnis suggests. (12) A good leader needs to identify the beliefs and causes of the people that he or she works with. (13) By using these good ideas, he or she can encourage them to pursue as many of these goals as possible. (14) Employing models to encourage success is the sixth rule. (15) Everyone loves hearing about true success stories of others to build confidence and motivation. Recognizing and applauding achievement is the seventh rule. (16) A good leader tries to look for strengths in people and catch them “doing something right” so that he or she can compliment them. (17) The eighth rule is to employ a mixture of positive and negative reinforcement. (18) Using praise is only one of many methods used to motivate. (19) Sometimes a person does his or her best because he or she is afraid to be punished. (20) The ninth and tenth rules relate to appealing sparingly to the competitive urge and placing a premium on collaboration. (21) Some competition is good; however, the decision to work with other people creates good morale and allows the job to be completed more efficiently. (22) The eleventh principle is to learn how to deal with troublemakers in a group. (23) A leader who does not learn how to handle a problematic person will never learn how to stay in difficult situations and solve them. (24) Finally, the twelfth rule is to find ways to keep the motivation of the leader, himself or herself, high. (25) Renewing oneself through sports, reading, going to a restful spot, etc. are all necessary for the good leader to become energized and to successfully perform the other eleven principles.

Which functions of gerunds and infinitives are most common in this selection? Is the “*to-verb*” structure always a complement? What other meaning can it have? (Hint: Review sentences 15 and 18.)

FOCUS 2

Infinitives and Gerunds in Perfective, Progressive, and Passive



EXAMPLES	EXPLANATIONS
(a) Eva's plan has always been to return to her homeland.	simple infinitive (<i>to</i> + verb)
(b) She hoped to have earned an Olympic gold medal by the time she was 20.	perfective infinitive (<i>to</i> + <i>have</i> + past participle)
(c) Their goal is to be working by March.	progressive infinitive (<i>to</i> + <i>be</i> + present participle)
(d) We wanted to have been swimming by now.	perfective progressive infinitive (<i>to</i> + <i>have</i> + <i>been</i> + present participle)
(e) The suggestion to be seen by a surgeon was never followed.	passive infinitive (<i>to</i> + <i>be</i> + past participle)
(f) They were happy to have been chosen for the award.	perfective passive infinitive (<i>to</i> + <i>have</i> + <i>been</i> + past participle)
(g) Part of the problem is not knowing enough.	simple gerund (verb + <i>-ing</i>)
(h) She was excited about having watched the race from start to finish.	perfective gerund (<i>having</i> + past participle)
(i) Being appointed to the board of directors is a great responsibility.	passive gerund (<i>being</i> + past participle)
(j) Having been selected for the experiment gave her career a boost.	perfective passive gerund (<i>having been</i> + past participle)

EXERCISE 2

With a partner, discuss the following topics using infinitives and gerunds. Use the appropriate simple, perfective, progressive, or passive form and give reasons for your response for each item.

Example: a movie you enjoyed seeing

I enjoyed seeing "Star Wars I" because I like science fiction.

1. a holiday food you like to eat
2. a present you would like to be surprised with

3. a sport you enjoy playing
4. a place you are excited about having seen
5. another name you would like to have been named
6. a job you would like to be doing right now
7. a famous person in history you would like to have met
8. a topic you would like to have been studying by now
9. a story you liked being told as a child
10. a feeling you had after having been recognized for something

EXERCISE 3

A woman received a \$1000 prize for winning a short-story writing contest. Her acceptance speech appears below. Fill in the appropriate gerund or infinitive. In some cases, more than one answer may be correct.

It is a great honor (award) to be awarded this generous prize tonight.

(1) _____ (present) an award for something that I enjoy doing anyway thrills me. (2) _____ (say) that I am indebted to my parents would be an understatement. (3) _____ (have) parents who were trained as teachers gave me an important start. From the time I was very young, (4) _____ (study) four hours every day after school was required. It was a frequent sight (5) _____ (see) my siblings discussing main points and rehearsing the answers to problems. (6) _____ (scold) by our parents for not paying enough attention to our work would have been the greatest shame.

Besides doing my homework for school, (7) _____ (read) fiction and nonfiction books took up much of my leisure time. (8) _____ (read) so many types of books by the time I got to college proved to be a marvelous advantage. (9) _____ (see) so many good written models allowed me to creatively and effortlessly produce my own work for my university English classes.

Today, it requires more discipline for me (10) _____ (be) a good writer. (11) _____ (marry) with three children leaves less time to write. It requires initiative (12) _____ (arise) every day at 5:00 A.M. to write. (13) _____ (write) in this manner is the only way that I have been able to produce several short stories and a few poems. (14) _____ (not receive) very good marks on my essay pieces in college, I have left essay writing to some other writer! Well, I can see that my time is up. It has been an honor (15) _____ (select) as the winner of this contest and I thank my parents, family, and all of you for your recognition today.

EXERCISE 4

Fill in the following blanks with appropriate infinitives. More than one answer may be possible.

Example: The requirement to wear a spacesuit is an essential rule for the astronaut to follow.

1. Few people have made the decision _____ an astronaut.
2. The proposal _____ expendable rockets with rockets that could return to Earth saved a great deal of money for the taxpayer.
3. The space program strictly heeded the advice _____ the astronauts for 18 days after their flight to the Moon in order to assure their good health.
4. The suggestion _____ a “moon base” would allow much useful scientific research.
5. A precaution _____ after every spaceflight includes isolating lunar samples until the scientific team is satisfied that no risk of contamination remains.
6. The decision _____ space-walks occurred in 1964 with Project Mercury.
7. The first words _____ by Neil Armstrong as he stepped on to the surface of the moon were “That’s one small step for a man; a giant leap for mankind.”
8. The next challenge _____ is a mission to Mars.

EXERCISE 5

With a partner, take turns asking and answering the following questions. Use an adjective complement in each of your responses.

Example: What are you bound to do after you finish your schooling?

I am bound to get a job as a computer technician.

1. What type of food are you hesitant to eat?
2. What are you apt to do in the next few weeks?
3. Which clubs here or in your native country are you eligible to join?
4. What sport are you reluctant to try?
5. What movie are you likely to see in the next few weeks?
6. Which country would you be delighted to visit?
7. Which student in your class is most liable to be successful?
8. What are you sure to do after your class today?
9. Which friend are you most happy to know?
10. What movie star or musical star would you be ready to meet?

FOCUS 3

Gerunds versus Infinitives



Certain types of verbs (verbs of emotion, verbs of completion/incompletion, and verbs of remembering) can be affected by the choice of infinitive or gerund.

EXAMPLES	EXPLANATIONS
(a) To eat too much sugar is not healthy. (b) Eating too much sugar is not healthy.	Infinitive and gerunds as objects and subjects sometimes have equivalent meanings.
(c) ACTUAL: For the time being, I prefer being a housewife. (d) POTENTIAL: When my children are grown, I would prefer <i>to get</i> a job outside the home. (e) ACTUAL: Playing golf every day is boring. (f) POTENTIAL: To play golf every day would be my idea of a happy retirement.	In other cases, we choose an infinitive or gerund by the meaning of an action. We often use gerunds to describe an actual, vivid, or fulfilled action. We often use infinitives to describe potential, hypothetical, or future events.

(Continued on next page)

Verbs of Emotion

ACTUAL EVENT	POTENTIAL EVENT
(g) Did you like <i>dancing</i> that night? You seemed to be having a good time.	(h) Do you like to dance ? I know a good nightclub.
(i) Tim hates <i>quarreling</i> with his wife over every little thing.	(j) Tim hates to quarrel with his wife. It would be the last thing he would want to do.
(k) I preferred <i>studying</i> astronomy over physics.	(l) I prefer to study physics next year.

Verbs of Completion/Incompletion

ACTUAL EVENT	POTENTIAL EVENT
(m) I started <i>doing</i> my homework. Question #1 is especially hard.	(n) Did you start to do your homework?
(o) Did you continue <i>watching</i> the program yesterday after I left?	(p) Will you continue to watch the program after I leave?
(q) He began <i>speaking</i> with a hoarse voice that no one could understand.	(r) He began to speak , but was interrupted by the lawyer.
(s) She stopped <i>listening</i> whenever she was bored.	(t) She stopped to listen to the bird that was singing. (Note: <i>to</i> means “in order to.”)
(u) They finished <i>reading</i> the book.	(v) I will finish <i>reading</i> this book before I go shopping. (Note: <i>Finish</i> always requires a gerund.)
	(w) NOT: I will finish to read the book.

Verbs of Remembering

EXAMPLES	TIME SEQUENCE	EXPLANATION
(x) Tom remembered <i>closing</i> the door.	First: Tom closed the door. Then: Tom remembered that he did so.	Besides the real event and potential event meanings, <i>remember</i> , <i>forget</i> , and <i>regret</i> signal different time sequence meanings when we use a gerund or an infinitive.
(y) Tom remembered to close the door.	First: Tom remembered that he needed to close the door. Then: Tom closed the door.	

EXERCISE 6

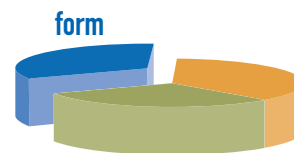
In the Opening Task on pages 330 and 331, you and your classmates considered the candidates for Altcreat. At the last minute, the media released new information about the candidates based on several confidential interviews. Read and select the correct verb in each of the quotes that follow. In some cases, both verbs may be correct. Explain why one verb or both verbs are correct.

Example: **Composer:** I would like (to go/going) only if my husband could go.
(*To go is preferred because the situation is hypothetical.*)

1. **Composer:** (To work/working) at Altcreat without my husband would be dreadful.
2. **Poet:** I love (to smoke/smoking). As a matter of fact, I smoke three packs of cigarettes a day.
3. **Artist:** (To paint/painting) in silence is impossible. I cannot get anything done unless two or three people are talking around me.
4. **Novelist:** I mean (to stay/staying) at Altcreat only until my baby is born.
5. **Landscape Architect:** I hated (to work/working) in cold weather when I went to school in Wisconsin. That's why I transferred to another university where the climate was warmer.
6. **Architect:** (To pass/passing) the Architectural Boards Exam this fall is my intention. Unfortunately, I have already failed it twice.
7. **Opera Singer:** I would not like (to fly/flying) to Altcreat in the United States because I have acrophobia.
8. **Digital Artist:** I regret (to inform/informing) the committee in my application that I was a digital artist because I actually have limited knowledge of computers.
9. **Filmmaker:** I will continue (to benefit/benefiting) from this experience even after I return to Mexico.
10. **Screenplay Writer:** Did I remember (to tell/telling) you that funding for future Altcreat projects will be one of my major publicity campaigns once my three-month project is finished?

FOCUS 4

Gerunds and Infinitives as Direct Objects



EXAMPLES	EXPLANATIONS
<p>(a) Scientists appear to be getting close to an explanation.</p> <p>(b) NOT: Scientists appear being getting close to an explanation.</p>	<p>Another way to predict the form of a direct object complement (either gerund or infinitive) is by the choice of verb in the base sentence.</p> <ul style="list-style-type: none"> • An infinitive must follow <i>want</i>, <i>need</i>, <i>hope</i>, <i>promise</i>, and <i>appear</i> (and other verbs in List A on page A-8). Notice here that many of these verbs (although not all) signal potential events, a meaning of infinitives discussed in Focus 3.
<p>(c) Juan hates (for) Grace to worry.</p>	<ul style="list-style-type: none"> • Some verbs from List A (<i>desire</i>, <i>bate</i>, <i>like</i>, <i>love</i>, and <i>prefer</i>) may optionally include <i>for</i> with the infinitive complement when the infinitive has an explicit subject.
<p>(d) Einstein convinced other scientists to reject Newtonian physics.</p> <p>(e) NOT: Einstein convinced to reject Newtonian physics.</p> <p>(f) NOT: Einstein convinced other scientists rejecting Newtonian physics.</p>	<ul style="list-style-type: none"> • <i>Advise</i>, <i>convince</i>, <i>invite</i>, and <i>warn</i> (and other verbs in List B on page A-9) are followed by infinitive complements with explicit subjects.
<p>(g) Einstein risked introducing a new theory to the world.</p> <p>(h) NOT: Einstein risked to introduce a new theory to the world.</p>	<ul style="list-style-type: none"> • <i>Appreciate</i>, <i>enjoy</i>, <i>postpone</i>, <i>risk</i>, and <i>quit</i> (and other verbs in List C on pages A-9 and A-10) take only gerunds. Notice that many of these verbs (although not all) signal actual events, a meaning of gerunds discussed in Focus 3.

EXERCISE 7

Read the following text. Underline all direct object infinitives, and circle all direct object gerunds. (Not every sentence may have one.)

Then, make a list of the verb + infinitive or gerund combinations that you find.

Example: Verb + Infinitive Verb + Gerund
learn *to speak* *prefer* *saying*

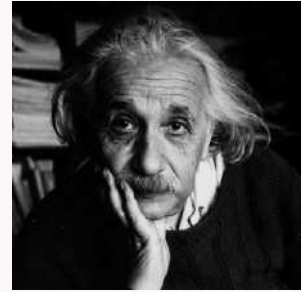
Einstein's Early Education

(1) Albert Einstein was born in Ulm, Germany, in 1879. (2) Because he learned to speak at a late age, his parents feared that he was retarded.

(3) Modern observers prefer saying that he was a daydreamer.

(4) When he was 5 years old, Einstein began to attend a Catholic school.

(5) One instructor was especially critical of his abilities and told his parents that it did not matter what field young Albert chose because he would not succeed in it. (6) In 1889, Einstein transferred to a very strict German school called the Luitpold Gymnasium. (7) The rigid structure forced Einstein to distrust authority and become skeptical.



(8) At age 12, Einstein picked up a mathematics textbook and began teaching himself geometry.

(9) By 1894, Einstein's father's business had failed to prosper, and the family moved to Italy.

(10) Einstein, however, remained behind and began feeling lonely and unhappy. (11) Consequently, he paid less attention to his studies and was finally asked by one of the teachers to leave. (12) He joined his family in Italy but was not able to matriculate at a university because he did not have a diploma.

(13) When he heard that a diploma was not necessary to enter at the Swiss Polytechnique Institute in Zurich, he decided to apply.

(14) Einstein traveled to Switzerland but did not pass the entrance examination. (15) He was not prepared well enough in biology and languages, so he enrolled in the Gymnasium at Aarau to prepare himself in his weaker subjects. (16) Albert enjoyed studying in Aarau more than at the Luitpold Gymnasium because the teachers wanted to teach students how to think. (17) He took the exam again and was finally permitted to matriculate into a four-year program. (18) Einstein did not excel during these years at the Institute. (19) In fact, he rarely attended the lectures. (20) He read his books at home and borrowed his classmates' notes to pass tests.

(21) When Einstein graduated in 1900, he failed to obtain a position at the Institute. (22) His professors did not intend to reward Einstein's lackadaisical attitude toward classes with a position. (23) Because he did not get an academic appointment, he worked at the Swiss Patent Office. (24) He worked there for several years until he was offered an appointment as Associate Professor of Physics at the University of Zurich.

(25) It was there that Einstein's revolutionary theories of space-time began to take hold and threatened to destroy the reputations of other colleagues who had built their careers on Newton's ideas of a clockwork universe.

What meaning does the "to-verb" structure have in sentences 15 and 20?

EXERCISE 8

Complete the following sentences based on the passage in Exercise 7. Use an infinitive or gerund. The first one has been done for you.

Example: As a baby, Einstein appeared to be retarded.

1. As a young child, he failed _____ his teachers.
2. At age twelve, Einstein decided _____ himself geometry.
3. Einstein neglected _____ his homework.
4. When Einstein's family left for Italy, he quit _____.
5. Because of this, one teacher advised him _____ school.
6. Without his family, he couldn't help _____ lonely.
7. He didn't mind _____ his family in Italy.
8. Unfortunately, he couldn't begin _____ at a university without a diploma.
9. He tried _____ the Swiss Polytechnique but could not pass the entrance exam.
10. He regretted _____ the entrance exam the first time.
11. Professors at the Polytechnique declined _____ Einstein a position because of his lackadaisical academic performance.
12. As a clerk at the Swiss Patent Office, he continued _____ about physics.
13. The University of Zurich invited Einstein _____ a faculty member.
14. Many professors couldn't help _____ Einstein's unusual ideas.
15. Soon he began _____ well-established professors with his revolutionary theories.

EXERCISE 9

Look back at the notes you made for the Opening Task on page 331 and additional information you learned in Exercise 6. Assume that only five of the applicants can be chosen for the three-month project at Altacreat.

STEP 1 In pairs, rank order the applicants from 1 (= most desirable) to 10 (= least desirable). Consider what might be the appropriate mix of males and females, whether married couples or singles are preferable, what skills and abilities are most essential for global exchange, what compatibility factors should be considered, etc.

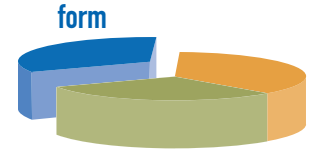
STEP 2 As a class, come to a consensus about which five applicants would be most desirable.

STEP 3 After this discussion, answer the following questions.

1. Who has the class chosen to be the top five finalists?
2. Was there any candidate that you personally regretted eliminating?
3. Did any of your classmates persuade you to select someone that you had not originally selected?

FOCUS 5

***For with Infinitives and
's with Gerunds***



EXAMPLES	EXPLANATIONS
<p>(a) (For people) to see is a wonderful gift.</p> <p>(b) (Your) neglecting your teeth will cause an earlier return to your dentist.</p>	<p>The subject of an infinitive or a gerund is often not stated but can be implied from context. It will either have a general reference or a specific one that can be determined from other references in the sentence or paragraph.</p>
<p>(c) For a Russian to be the first man in space was commendable.</p> <p>(d) Her desire was for them to take a trip around the world.</p>	<p>When an infinitive functions as a subject or a subject complement, any stated subject of the infinitive should be preceded by <i>for</i>. If a pronoun follows <i>for</i>, it must be in object form.</p>
<p>(e) They hoped for her to be able to attend the concert.</p> <p>(f) I expected (for) him to be there when I finished.</p> <p>(g) We advised the couple to postpone their marriage.</p>	<p>When the infinitive functions as a direct object, its stated subject should take object form if it is a pronoun and may or may not be preceded by <i>for</i>. Three options are possible depending on the verb. (See Focus 4.)</p>
<p>(h) Their denying the allegation was understandable.</p> <p>(i) I didn't like the dog's barking all night.</p>	<p>When the subject of a gerund is stated, it takes the possessive form.</p>

EXERCISE 10

Read the descriptions of problem situations. Following each description is a statement about the problem. Fill in the blank with *for + noun/pronoun* or a possessive construction to complete each sentence.

Example: Sue went to a party. Ralph did not speak to her all evening. Sue disliked Ralph's ignoring her at the party.

1. Burt did not get enough sleep last night. He ended up yelling at Mrs. Gonzalez, his boss. _____ yelling at his boss was a big mistake.
2. Mrs. Sutherland warned students to do their own work during the test. Sue got caught cheating. _____ to get caught cheating was shameful.
3. Tony did not watch where he was going and ran into the rear end of the car in front of him. The driver of the car resented _____ hitting her car.
4. Nina always goes to bed at 9:00 P.M. Her friend, Nathan, forgot and called her house at 11:00 P.M. Nina was very angry. Nina expected _____ to call at an earlier hour the next time.
5. Bill's grandmother mailed him a birthday package, which arrived a week before his birthday. Bill couldn't wait and opened the package early. Bill's mother was upset about _____ opening the present before his birthday.
6. Ursula left the house when it was still dark. When she got to school, she noticed that she was wearing one black shoe and one brown shoe. _____ to leave the house without checking her shoes was very silly.
7. Mrs. Lu has several children who make a lot of noise everywhere they go. All of her neighbors are very upset. _____ to let her children run wild angers the neighbors.
8. Michelle has asked Than to go to the movies several times. Than always tells her that he can't because he has to watch a TV show, do his homework, call his mother, etc. Michelle is tired of _____ making excuses.

EXERCISE 11

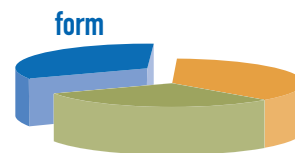
Read the following sentences. Write *C* beside correct sentences and *I* beside the incorrect sentences and make all necessary corrections. Be sure to refer to Focuses 3, 4, and 5 to review the rules.

Example: ⊥ He agrees speak at the convention.

1. _____ I expected him to see me from the balcony, but he didn't.
2. _____ They intended interviewing the ambassador the last week in November.
3. _____ I regretted to tell her that she had not been sent an invitation to the party.
4. _____ Patty has chosen attending the University of Michigan in the fall.
5. _____ Have you forgotten to fasten your seat belt again?
6. _____ Terry getting married surprises me.
7. _____ Would you please stop to talk? I cannot hear the presenter.
8. _____ Did he suggest us go to a Japanese restaurant?
9. _____ She can't stand to do her homework with the radio turned on.
10. _____ Mr. and Mrs. Hunter forced their daughter's joining the social club against her will.
11. _____ For they to be traveling in Sweden is a great pleasure.
12. _____ Please remember working harder.
13. _____ Mary tends to exaggerate when she tells a story.
14. _____ I don't mind Tai to arrive a little late to the meeting.
15. _____ Would you care have a drink before we eat dinner?
16. _____ John avoided go to the dentist for three years.
17. _____ They can't afford taking a trip to the Caribbean this year.
18. _____ She coming late to the appointment was a disappointment.
19. _____ Some schools decide participating every year.
20. _____ They ceased to comply with the rules.
21. _____ Has he not offered resign?
22. _____ There complaining about discrimination is understandable.
23. _____ You starting a fight will have a negative end.
24. _____ My hope is for my children earn a good living.
25. _____ I disliked Tom repetitive questions all through the meeting.

FOCUS 6

Gerunds as Objects of Prepositions and Phrasal Verbs



EXAMPLES	EXPLANATIONS
<p>(a) The Altacreat's selection committee could not agree to the poet's being on the list of finalists.</p> <p>(b) The members argued about keeping the novelist and the opera singer as well.</p>	<p>Gerunds generally follow verbs + prepositions, such as <i>agree to</i>, <i>look at</i>, <i>worry about</i>, etc.</p>
<p>(c) The teacher asked for the committee to make a decision within 20 minutes.</p> <p>(d) She hoped for them to make their announcement by 4:00.</p>	<p>An exception to this is when the preposition is <i>for</i> with such prepositional verbs as <i>ask for</i>, <i>ache for</i>, <i>care for</i>, <i>hope for</i>, <i>long for</i>, etc. In this case, use an infinitive with a "subject."</p>
<p>(e) The artists will be able to depend on eating gourmet meals at regular times.</p> <p>(f) They can cut down on disturbing distractions.</p> <p>(g) They will not look forward to returning to their routine lives after they leave Altacreat.</p>	<p>Phrasal verbs and phrasal verbs followed by prepositions (<i>put up with</i>, <i>cut down on</i>, <i>stand up for</i>, etc.) always take the gerund (not the infinitive) form.</p> <p>Note that the first <i>to</i> is not an infinitive marker in (g) but is a part of the phrasal verb + preposition <i>look forward to</i>.</p>
<p>(h) The artists are accustomed to creating things on their own.</p> <p>(i) They are suspicious of relying on others' intuitions.</p>	<p>We also use gerunds following adjective + preposition combinations such as <i>content with</i>, <i>surprised at</i>, <i>annoyed by</i>.</p>

EXERCISE 12

Since the beginning of time, human beings have tried to understand who they were and where they came from through religious beliefs, theories, and rituals. Write general statements about these ideas, using the prompts below. Include a gerund or infinitive in each response.

Example: people believe in _____ (human beings evolved from apes)
Some people believe in human beings' having evolved from apes.

1. religions insist on _____ (God has created living things)

2. cultures call for _____ (people have dietary restrictions)

- | | | |
|--------------|----------------|---|
| 3. cultures | think about | (their ancestors are pleased or displeased with them) |
| 4. people | hope for | (relatives are reunited in an afterlife) |
| 5. members | wait for | (God returns to the chosen people) |
| 6. believers | complain about | (other people don't believe) |
| 7. religions | argue about | (priests have proper authority) |
| 8. members | agree to | (their children are baptized) |

EXERCISE 13

Read the following notes about important figures in scientific history. Write sentences about each person, using one of the following expressions: *celebrated for*, *famous for*, *good at*, *proficient in*, *renowned for*, *skillful in*, or *successful in*.

Examples: Aristotle, Greek philosopher, laws of motion

Aristotle was a Greek philosopher who was famous for developing theories about motion.

1. Ptolemy, Egyptian philosopher and astronomer, made charts and tables from an observatory near Alexandria, Egypt
2. Descartes, French philosopher, developed a theory of knowledge by doubting, believed intuition was the key to understanding
3. Copernicus, Polish astronomer, concluded that the sun was at the center of the universe
4. Kepler, German astronomer and mathematician, realized that planets travel in ellipses rather than circles
5. Galileo, Italian astronomer and physicist, improved the telescope; wrote *The Starry Messenger*, which refuted the prevailing theory of an earth-centered universe
6. Newton, English mathematician, determined general laws of motion and the laws of gravity
7. Einstein, German physicist, published the Special Theory of Relativity and the General Theory of Relativity, introduced the concepts of gravitational fields and curved space

EXERCISE 14

Fill in the following blanks with a gerund or infinitive.

After taking off on the last Mercury mission, Gordon Cooper settled in for a good night's sleep halfway through his journey. Compared with most of the duties of spaceflight, it seemed (1) _____ (be) an easy enough undertaking. But Cooper ended up (2) _____ (have to wedge) his hands beneath his safety harness to keep his arms from (3) _____ (float around) and (4) _____ (strike) switches on the instrument panel.



Since Cooper's flight, (5) _____ (sleep) in space has become a routine matter—maybe too routine. When carrying out an especially boring or tiring task, some astronauts have nodded off—only they didn't really nod: they simply closed their eyes and stopped (6) _____ (move). There are none of the waking mechanisms that we would expect (7) _____ (have) on earth—one's head (8) _____ (fall) to one side or a pencil (9) _____ (drop) to the floor.

Space crews have also found that they don't need handholds and ladders to get around; they quickly learn (10) _____ (push off) with one hand and float directly to their destinations. (11) _____ (eat), use a computer, or do some other stationary task, astronauts now slip their stockinged feet into loops or wedges attached to the floor. Similarly, a single Velcro head strap suffices (12) _____ (keep) sleeping astronauts from (13) _____ (drift out) toward the ventilation ducts.

A favorite recreation in space is (14) _____ (play) with one's food. Instead of carrying food all the way to their mouths with a utensil, some experienced astronauts like (15) _____ (catapult) food from spoons. Although (16) _____ (drink) coffee seems like the most natural thing on Earth, in space it won't work. If you tried (17) _____ (tip) the cup back to take a drink, the weightless coffee would not roll out. One astronaut offers the following advisory: "Don't let your curiosity tempt you into (18) _____ (explore) a larger clump of liquid than you're prepared (19) _____ (drink) later." If you don't start (20) _____ (drink) your blob with a straw, it eventually attaches itself to the nearest wall or window.

Although spaceflight has its irritations, these are necessary if astronauts are to soar. The whole idea of airborne testing is to make (21) _____ (live) and (22) _____ (work) in weightlessness easy and unremarkable for ordinary folk.

Adapted from: D. Stewart, "The Floating World at Zero G," *Air and Space* (August/September 1991): 38.

Use Your English

ACTIVITY

1

listening



CD Track 25

Listen to the audio, a story about a famous unsolved mystery. Use information from the audio to complete each sentence below. Use a phrase containing an infinitive or a gerund based on what you have heard.

Example: *Cullen was not good at conversing.*

1. _____ describes Priscilla's fashion tastes.
2. Cullen finished _____.
3. _____ was one indication of Cullen's violence.
4. Priscilla and Cullen decided _____.
5. Priscilla allowed various characters _____.
6. Cullen probably resented Priscilla's _____.
7. Beverly Bass and her friend "Bubba" Gavel tried _____.
8. Soon after the crime, the police succeeded in _____.
9. _____ was "Racehorse" Haynes's best talent.
10. "Racehorse" Haynes convinced the jury _____.
11. The prosecutors failed _____.
12. The jurors admitted _____.

ACTIVITY

2

writing

You are a news reporter called to interview a visitor from another planet. Although this creature looks very much like a human being and speaks English, you find that she has some very different characteristics. Describe what you learned from the alien as a result of your interviews. You might include some information about what the alien is accustomed to, annoyed at, capable of, concerned about, desirous of, incapable of, interested in, suited for, susceptible to, sympathetic toward, and weary of. Use at least five gerund complements in your report.

Example: *The alien has a very unusual diet. She is used to eating tree bark and grass.*

ACTIVITY

3

research on the web



Go to the Internet to read facts about the life of one of your favorite artists, musicians, architects, or writers, using a search engine such as Google® or Yahoo®, or another source you may know. Write a short composition in which you use at least two gerund complements and four infinitive complements in your writing.

Example: Leonardo Da Vinci

Leonardo Da Vinci was a famous painter, sculptor, architect, and musician who began displaying his artistic abilities early in life. In Florence, he loved to associate with gifted artists such as Botticelli . . .

ACTIVITY

4

reflection

Review the following learning strategies and indicate with a check (✓) the ones you enjoy doing, don't mind doing, can't stand doing, or simply forget to do. Share your chart with a partner, and discuss ways that you might improve your learning strategies.

	ENJOY DOING	DON'T MIND DOING	CAN'T STAND DOING	FORGET TO DO
Preview main ideas by skimming reading material before actually reading it.				
Check the accuracy of your oral production while you are speaking.				
Judge how well you have done a learning activity after you have completed it.				

	ENJOY DOING	DON'T MIND DOING	CAN'T STAND DOING	FORGET TO DO
Use reference materials such as dictionaries and encyclopedias to assist with learning.				
Write down key words and concepts during a listening or reading activity.				
Make a mental or written summary of information gained through listening or reading.				
Play back in your mind the sound of a word, phrase, or fact in order to assist comprehension.				
Use information in a reading text to guess meanings of new items, predict outcomes, or complete missing parts.				
Elicit from a teacher or peer additional explanations or examples.				
Work together with others to solve a problem.				
Reduce anxiety by using mental techniques to reduce stress.				