

Gerunds and infinitives – C1/C2

Before the lesson:

Copy the worksheets separately. Make your mind up about the 5 areas on Worksheet C2 concerning the activities.

Stage 1 – 12 minutes

1. Put the class in groups of three or four and hand out worksheet C1.
 2. Now get the class to look through the pictures and make sure that they can explain what they represent. They can do this individually and then compare their responses in pairs. Get and give feedback about the ones they are unsure of. What you decide exactly doesn't really matter.
 3. Now we have a guessing game. Direct the class to the first part of Worksheet C2. In pairs, the class should guess your answers.
 4. The class has to question you to find out if they are right or not. For example, they could ask, "Did you used to meet friends in the park?", "Do you enjoy shopping?" etc. Don't overcorrect the grammar at this stage. Make sure everyone asks a question or two and give straight (if not truthful) answers. When you answer, **give reasons for your view** – this is important.
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Stage 2 – their views – 10 minutes

1. Direct them to the 2nd part of the worksheet. Can they see the words in the small picture?
 2. Now, individually, they fill in the numbers of the pictures that apply to them. They put the numbers in the boxes and give at least one reason why they feel the way they do.
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Stage 2 – 12 minutes – verbs and adverbs

1. Get the students to identify the opinion verbs in the exercises they have done – *enjoy, like, love, dislike, hate, loathe, can't bear*.
 2. Put a line on the board with a smiley at one end and a glum face at the other:
 ☺ ----- ☹
 and ask the students to do the same on a piece of paper. Get them to put the opinion verbs in the right place along the line. Do this individually and then get them to compare in pairs. At the end, you should have a cline from *love* at one end to *can't stand / loathe* at the other.
 3. Get the calls to identify which verbs take a gerund and which the infinitive.
 4. Direct them to the adverbs at the bottom of the worksheet. Focus on which adverbs you can insert. Get them to decide individually and then compare in pairs / threes. At the end get some feedback and check they have it mostly right.
 5. Get them to think about what inserting the adverbs does to the meaning – intensifies, softens, makes more precise. *Really* make things stronger and can be used with **all** the verbs; *quite* makes verbs weaker and can **only** be used with *enjoy* and *like*. *Truly* can only be used with all the verbs except *used to*. *Always* can be used with *hate, love, like, dislike* **only**.
 6. Give and get examples to make it clear.
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Stage 3 – 15 minutes

1. They now have to stand up and circulate to 'find someone who ...'
 2. You **must** demonstrate this and provide the language of "Do you like ...?", "What do you really hate?" etc. They need to find someone who likes the same things that they do and dislikes the same things etc. For example, they ask, "Do you like cooking" and if the answer is yes (including *really love* cooking) for both of them, they can tick that sentence and move on. Demonstrate the activity with a couple of students, **making sure they include the adverbs**, and then let them run.
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Stage 4 – the miming game – 15 minutes

1. Divide the class into two teams and demonstrate miming one of the activities.
 2. The class need to call out in a whole sentence when they get the activity, e.g., you mime 'horse riding' and they call out 'She/he quite/really likes horse riding!' The teams get no points for simply shouting 'horse riding', no matter how loudly. Insist on this.
 3. Do two or three with the verb 'like'.
 4. Now put some other verbs on the board – *hate, can't stand, dislike, enjoy* – and get people to mime the remaining activities. Rules as above.
 5. When they have done all 15 activities, see if anyone can mime something not on the list, e.g., skiing, roller skating or playing baseball.
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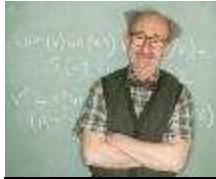
Worksheet C1

Match what you hear to the pictures:



Worksheet C2

About your teacher:



things the teacher enjoys / likes / loves doing	
things the teacher dislikes / hates / loathes / can't bear doing	
things the teacher used to do	
things the teacher wants to try doing	
things the teacher hopes to do one day	

About you:



one thing you enjoy / like / love doing	<input type="checkbox"/> because ...
one thing you dislike / hate / loathe / can't bear doing	<input type="checkbox"/> because ...
one thing you used to do	<input type="checkbox"/> because ...
one thing you want to try doing	<input type="checkbox"/> because ...
one thing you hope to do one day	<input type="checkbox"/> because ...

Worksheet C3

Which words can you use with which sentences?

truly, always, quite, really

- I _____ hate fishing.
- I _____ love shopping.
- I _____ like / dislike cooking.
- I _____ used to play board games.
- I _____ want to try horse riding.
- I _____ hope to go sailing one day.