



Unit 92 Infinitive with/without to

LESSON

At a glance

- This lesson clarifies and gives practice in different **verb patterns** including the **infinitive with and without to**. These include:
 - verb + **to** infinitive (e.g. *I want to buy something*.)
 - verb + object + **to** infinitive (e.g. *I want you to help me*.)
 - modal verb + infinitive (e.g. *He can speak Spanish*.)
 - and **make/let** someone do something (e.g. *She made me cry*.)
- Exercise A** in the book is used for a quick 'recognition race' activity.
- Worksheet 1 'Test your partner'** is an adaptation of **Exercise B** in the book and gives the students productive controlled practice of all the verb patterns in an interactive pair-work format.
- Worksheet 2 'Is it true?'** gives the students freer written and spoken practice of the language point in a personalized and communicative context.
- The lesson ends with a **game** to review the verb patterns.

Lesson length

45 minutes

Preparation

- Copy the words for the sentences in Demonstration 1 and Demonstration 2 on to large pieces of card.
- You'll need Blu-tack or similar adhesive to stick the words to the board.
- Photocopy one Worksheet 1 for each pair of students in the class. Cut each worksheet in half.
- Photocopy one Worksheet 2 for every three students in the class. Cut the worksheets into three sections.

Demonstration 1

- Stick these cards to the board in the wrong order:

I want to visit Dan but Dan doesn't want me to go.

Invite some of the students up to the board to put them in the correct order. Encourage the rest of the class to help the students at the board.

Clarification 1

Subject + verb + to do something (1)

- Write *I want to visit Dan ...* on the board. Ask the students: *How many verbs are in this sentence?* Underline the verbs:

I want to visit Dan ...

and ask: *What kind of verb is 'to visit'?* [The infinitive with **to**.]

- Explain that when there are two main verbs together in a sentence, the second verb is sometimes in the 'infinitive with **to**' form.

* **STUDENT SUPPORT** After other verbs, the verb takes the **-ing** form. Direct students to Units 93 and 94 for more information on the verb + **-ing** pattern.

- Ask the students if they can name any more verbs which are followed by the infinitive with **to**, e.g. **agree, forget, arrange, plan**.

Subject + verb + someone + to do something (2)

- Write on the board:

... but Dan doesn't want me to go.

Underline the verbs and circle 'me'.

- Give examples of other verbs which follow this pattern, e.g. **invite**: *I invited Claire to sit with us*. and **ask**: *They asked her to talk to them*.

Demonstration 2

- Repeat the procedure from Demonstration 1 with these cards:

I can talk to you and you can talk to me!

Subject + verb + do something (3)

- Write 'I can talk to you' on the board. Ask: *Which is the main verb in this sentence?* [Talk.] Underline 'talk'. Ask: *What kind of verb is 'can'?* [A modal verb.] Underline 'can'.

I can talk to you ...

- Ask: *What kind of word is 'to' in this sentence?* [A preposition.] Remind students that after a modal verb they need to use the infinitive without **to**.
- Ask the class to give other examples of modal verbs (**will, should, may**, etc.).

Make and let (4)

- Write on the board:

The film was funny. It made me ...

See if the students can finish the second sentence correctly. Write the sentence on the board and underline the two verbs:

It made me cry.

- Ask the class if they know which other verb is used in this pattern. [**let**] Write this example sentence on the board:

She let me stay.

- Ask: *Which verb means 'allow' – 'make' or 'let'?* [**let**]

Practice

Exercise A (teams)

RECOGNITION RACE

- Divide the class into teams and direct them to Exercise A. Tell them that only four of the sentences need the infinitive with **to**. They must look through the sentences quickly and find those four sentences. When they are ready, the team should stand up.
- When a team stands up, stop the race. Ask the standing team to read out the four sentences with the **to** infinitive. If they are correct, the race is over. If not, they should sit down and the race continues until the four sentences have been identified.
- When the race is over, invite different students to read out the complete sentences, to be absolutely sure that everyone has the right answer.

Exercise B Worksheet 1 (pairs)

TEST YOUR PARTNER

- Show the worksheets to the students and explain that they will be working on different versions of the same worksheet. Divide the class into two halves. Give Student A worksheets to half the class and Student B worksheets to the other half.
- Give the students ten minutes to finish the exercise by completing each sentence so that it has the same meaning as the sentence in brackets. Student As can work with other Student As at this point, and Student Bs can work together.
- They should then get their partner to test them and tell them if they are right.
- At the end of the exercise, go through the sheet with the whole class, to make sure that they all have a correct set of answers.

Extra activity Worksheet 2 (small groups)

IS IT TRUE?

- Demonstrate the activity by saying to the class: *I can't dance*, and asking: *What do you think, is it true?* Once they've had a chance to guess, tell them the truth.
- Divide the class into groups of three. Hand out the A, B, C worksheets so that each student in each group of three has a different worksheet.
- Give the students two to three minutes to read Questions 1 to 3 and decide whether they are true or false for them. They should write T or F, without letting the others in their group see their worksheet.
- Tell students to read their sentences to each other and guess whether they are true or false.
- For Sentences 4 to 6, the students need to complete the sentences with their own ideas and once again write T or F. This time you'll need to go around the class and monitor the students' work carefully to check that they are using the correct patterns. Allow about five minutes for this stage.
- If you have enough classroom space, get the students to walk around the classroom reading their sentences to each other and guessing whether they are true or false. If you do not have enough space to do this, the students can work in the same groups of three.
- Invite students to report anything interesting they learned about each other. Make sure students are using the verb patterns correctly.

Review activity (two teams)

GAME

- Draw the following noughts and crosses grid on the board:

her	him	might
offer	them	hope
let	should	me

- Arrange students in two teams, O and X. Teams take turns to choose a word and make a sentence using a verb pattern from the lesson. If the sentence is correct, put an X or O in the appropriate square. Teams compete to make a line of Os or Xs to fill the square.

Exercise C

- Exercise C could be set for homework.

Lesson 18 Worksheet 1

Test your partner

Student A

Complete each sentence so that it has the same meaning as the sentence in brackets ().

- ▶ (I don't think it's a good idea to argue with him.)
I don't think you should argue with him.
- 1 (I won't be able to come to the meeting on Friday.) I can't
- 2 (I'm meeting some friends tonight.) I've arranged
- 3 (Listen to what I'm telling you.) I want you
- 4 (It's important that you lock the door when you go out.)
Don't forget
- 5 (Perhaps we'll go out for a meal this evening.) We may
- 6 (Allow me to pay for the meal.) Let

Answers for Student B:

- 7 to do a course in Art History.
- 8 to pay the bill.
- 9 me to sit in this chair?
- 10 me laugh a lot.
- 11 be angry with you.
- 12 me drive her new car.



Lesson 18 Worksheet 1

Test your partner

Student B

Complete each sentence so that it has the same meaning as the sentence in brackets ().

- ▶ (I don't think it's a good idea to argue with him.)
I don't think you should argue with him.
- 7 (I'd like to do a course in Art History.) I want
- 8 (He said, 'I'll pay the bill.') He offered
- 9 (Should I sit in this chair?) Do you want
- 10 (His stories were very funny, and I laughed a lot.)
His funny stories made
- 11 (It's possible that Tom won't be angry with you.)
Tom might not
- 12 (Jane allowed me to drive her new car.) Jane let

Answers for Student A:

- 1 come to the meeting.
- 2 to meet some friends tonight.
- 3 to listen to me.
- 4 to lock the door when you go out.
- 5 go out for a meal this evening.
- 6 me pay for the meal.

Lesson 18 Worksheet 2

Is it true?

Student A

- 1 Read Sentences 1 to 3. Are they true or false about you? Write T or F.
 - 1 I must do some work this evening.
 - 2 I'd like to be famous.
 - 3 I couldn't speak English two years ago.
 - 2 Now complete Sentences 4 to 6. Are they true or false about you?
 - 4 I can
 - 5 I've decided next year.
 - 6 My teachers let us at school.
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Lesson 18 Worksheet 2

Is it true?

Student B

- 1 Read Sentences 1 to 3. Are they true or false about you? Write T or F.
 - 1 I can't cook.
 - 2 I'd like to be on television.
 - 3 I want my teacher to correct all my mistakes.
 - 2 Now complete Sentences 4 to 6. Are they true or false about you?
 - 4 I'm hoping soon.
 - 5 I might this evening.
 - 6 My teacher made me at school.
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Lesson 18 Worksheet 2

Is it true?

Student C

- 1 Read Sentences 1 to 3. Are they true or false about you? Write T or F.
 - 1 I'll go shopping after the lesson.
 - 2 I'd like to live in another country.
 - 3 Sad films make me cry.
- 2 Now complete Sentences 4 to 6. Are they true or false about you?
 - 4 I can't
 - 5 I've arranged next week.
 - 6 I want next year.