

Intervention 4: Infinitives, Gerunds, and Participles

Information for teachers

- An **infinitive** is a verb form that is not inflected for person, number, or tense.
- Infinitives in English are often accompanied by *to*:
 - *I wanted **to swim***
- However, infinitives can also occur without *to*:
 - *I saw them **swim***
- Like a noun, the infinitive can function as the subject or object of a verb:
 - ***To err** is human*
- Another type of verbal noun is the **gerund**, which ends in *-ing*.
 - ***Swimming** is fun*
- Not all forms ending in *-ing* are gerunds. Some forms in *-ing* are **participles**.
- While gerunds are nouns, participles are adjectives:
 - *a **smiling** face*
- These distinctions are very confusing for most learners of English
- Some languages have none of these categories at all:
 - *~~I saw them swim~~ → I saw that they swam*
 - *~~a smiling face~~ → a face that smiles*
- Very few languages have the English distinctions between infinitives and gerunds
- Learners may also be confused by how a single *-ing* form can have multiple functions
- Children who speak some of the languages most commonly found in NI schools, such as Polish, Portuguese, Arabic, and Chinese, will benefit from this intervention
- However, this intervention is not just for specific languages
 - It may be of use to any Newcomer pupil
 - It can also help English-speaking pupils to understand English better

How to use this resource

- This resource contains stories with deliberate mistakes in them
- Children can go through the stories looking for mistakes
- There are also questions for children to answer, based on the stories
- A teacher or assistant should be present to explain these tasks to children, make sure they understand the questions, and help with any areas where they may be struggling
- You can use the stories and questions included here as a template, and create your own resources based on other stories
- These resources are intended for children in Key Stage 2, but similar methods may be useful for older or younger children.

Answer key for teachers

Story 1

- **Highlighted** text has been replaced by deliberate mistakes in the classroom version
- **Coloured** text is key to answering the questions correctly
- If you need to help children with recognising the mistakes, the following points may be useful:
 - **Infinitives** have no ending. They may or may not occur with *to*. They cannot occur with any other *prepositions*.
 - **Gerunds** end in *-ing*. They are nouns. They can be used after *prepositions*.
 - **Participles** end in *-ing*. They are adjectives.

Goldilocks and the Three Bears

Once upon a time there was a little girl who had golden yellow hair. Her name was Goldilocks. One day she decided to go for a walk in a forest. She saw lots of beautiful flowers **growing** and birds **flying** about.

‘It’s beautiful **walking** in the forest,’ thought Goldilocks.

In the middle of the forest, she saw a little house.

She went into the house, where she saw a table with three bowls and three spoons on it. Goldilocks looked at the table. She saw that the bowls were full of porridge.

‘Is this porridge **for me to eat**?’ Goldilocks wondered.

She ate a bowl of porridge and then decided to **sit** down for a rest.

She thought, ‘This chair is too hard to sit in. That chair is just right.’

Goldilocks was still tired. She went upstairs and found a bedroom with three beds.

She thought, ‘I’d like **to** sleep for a while. That bed is just right. I can **sleep** there.’

She got into the bed that was just right and fell asleep.

While Goldilocks was sleeping, the three bears arrived: a big bear, a medium bear, and a little bear. It was their house.

‘Someone’s been eating our porridge!’ they said.

They went upstairs.

‘There’s someone **sleeping** in my bed!’ said the little bear.

Goldilocks woke up and heard the three bears **growl** at her. She was so frightened that she jumped out of the bed and ran all the way home.

Answers

2. After
3. flying, walking, to eat
4. B, A, B
5. Either

Story 2

- **Highlighted** text has been replaced by deliberate mistakes in the classroom version
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 - **Gerunds** end in *-ing*. They are nouns. They can be used after *prepositions*.
 - **Participles** end in *-ing*. They are adjectives.

Jack and the Beanstalk

Jack and his mother lived on a farm. They were very poor. To get some money, they decided **to sell** their cow.

Jack took the cow to market. On the way, he met a man who asked Jack **to** sell him the cow. The man offered Jack five magic beans for the cow.

Jack gave the man the cow and went home with his magic beans. His mother was very angry at Jack **for bringing** home nothing but beans. She threw the beans out of the window.

The next morning, when Jack got up, he found that the beans had grown into a huge beanstalk. The beanstalk reached all the way up to the sky.

After climbing up the beanstalk, Jack arrived at the house of a giant.

Jack heard the giant **shout**.

Jack hid in the giant's house and watched him doing things. The giant had lots of treasures. He had a lot of money, a hen that laid golden eggs, and a magical harp.

When Jack saw the giant **fall** asleep, Jack took his treasures and climbed down the beanstalk with them. The giant woke up and chased Jack. Jack reached the ground and saw the giant **climbing** down the beanstalk. Jack got an axe and chopped the beanstalk down. The giant fell from the sky and was killed.

Jack and his mother now had plenty of money **to live** on. They lived happily ever after.

Answers

2. Before
3. to sell, climbing, climbing
Accept alternative verbs (e.g. 'going' for 'climbing') as long as the form is correct.
4. B, B, A
5. A good thing

Story 3

- **Highlighted** text has been replaced by deliberate mistakes in the classroom version
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 - **Participles** end in *-ing*. They are adjectives.

Sleeping Beauty

Once upon a time there was a princess. When she was a baby, the king and queen invited everyone **to come** to her christening. There was a wicked fairy that they decided not **to** invite, but she came to the christening anyway.

The wicked fairy was angry **at not being** invited. She put a curse on the princess, saying that she was **to prick** her finger on a spindle. When that happened, she would die.

There was also a good fairy at the christening. She made it so that when the princess pricked her finger, she wouldn't die; the spell would just make her **fall** asleep.

One day, when she was sixteen, the princess saw an old woman making thread with a spinning wheel. The princess said that she would like **to make** thread too. When she sat at the wheel, she pricked her finger on the spindle and fell asleep.

Everyone else in the castle fell asleep too. The king and queen fell asleep. All the soldiers and servants fell asleep. An enormous hedge of brambles grew up around the castle.

A hundred years later, a prince was riding by. He had heard about the princess **sleeping** in the castle. He saw the hedge of brambles and hacked his way through with his sword.

Inside the hedge, he found the castle with everyone asleep in it. He went into the castle and saw the princess. He kissed her and she woke up.

Everyone else in the castle woke up too. The prince and princess walked into the throne room. They saw the king and queen **standing** up, welcoming them.

The prince and the princess were married, and lived happily ever after.

Answers

2. Before
3. to come, dying, falling
4. A, A, A
5. False

Story 4

- **Highlighted** text has been replaced by deliberate mistakes in the classroom version
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- If you need to help children with recognising the mistakes, the following points may be useful:
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 - **Gerunds** end in *-ing*. They are nouns. They can be used after *prepositions*.
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King Midas

King Midas was a king in Ancient Greece.

One day he helped one of the Greek gods, who rewarded him by **giving** him a wish. King Midas wished for everything he touched **to** turn to gold.

To see if his wish had been granted, King Midas picked a twig off an apple tree. He saw the twig **turn** to gold.

King Midas picked up a stone. The stone turned to gold.

Then King Midas picked an apple from the tree. The apple turned to gold.

King Midas was very happy. 'I like **turning** things to gold!' he thought.

After coming home, King Midas touched the palace wall and even the wall turned to gold.

But there was a problem. Sitting down to dinner, King Midas found that all his food turned to gold. He picked up some bread, and the bread turned to gold. He tried **to bite** into some meat, and it turned to gold in his mouth. He wasn't able **to** eat anything.

King Midas was very hungry. He knew that he might starve because of his wish.

Then King Midas's son came in. King Midas patted him on the head. His son turned into a golden statue.

King Midas begged the god to undo his wish. He was told **to** bathe in the river.

King Midas jumped into the river. It was very cold. When he got out, though, he was back to normal. He could touch things without turning them to gold.

Answers

2. After
3. Turning, to turn, jumping
4. B, A, B
5. After dinner