GRAMMAR TOPIC: GERUNDS AND INFINITIVES · C1 (Advanced) · 60 minutes

Complex Verb Patterns (object + -ing, possessive + gerund, sense verbs, it's no use / worth -ing)

Lesson theme: Workplace Culture

Lesson overview

Grammar topic	Gerunds and Infinitives
Grammar point	Complex Verb Patterns (object + -ing, possessive + gerund, sense verbs, it's no use / worth -ing)
Level	C1 (Advanced)
Duration	60 minutes
Class profile	Advanced students who use common verb patterns accurately. In complex sentences they make errors such as I can't imagine him to leave, I object to work late, It's no use to complain, It's worth to visit, and they don't distinguish I saw him cross / crossing.
Main aim	To develop students' accurate use of complex gerund and infinitive patterns: verb + object + -ing (imagine, mind, resent), possessive + gerund (his leaving), to as a preposition (object to, be committed to, in addition to + -ing), sense verbs + object + base verb / -ing, and fixed expressions (it's no use, there's no point (in), it's worth, have difficulty / trouble).
Subsidiary aims	To develop fluency in discussing workplace issues; to write a formal email expressing a view.

Learning outcome	By the end of the lesson, students can discuss workplace culture and write a short formal email using at least six complex patterns, e.g. I object to being asked to work late without notice. There's no point in holding meetings that could be emails. I can't imagine the manager agreeing.
Materials	Handout 1 (staff survey comments), Handout 2 (language analysis), Handout 3 (practice), Handout 4 (discussion scenarios and email task).

Language analysis

Key patterns

Pattern	**Example**
verb + object + -ing (imagine, mind, resent, can't stand, risk, prevent ... from)	I can't imagine him leaving. Do you mind me asking?
possessive + gerund (more formal)	I resent his taking the credit. Their arriving late caused problems.
to as a preposition + -ing	I object to working late. She's committed to improving conditions. In addition to managing the team, ... · look forward to hearing
sense verbs + object + base verb (complete action)	I saw him cross the road. (I saw the whole action.)
sense verbs + object + -ing (action in progress)	I saw him crossing the road. (I saw part of it.)
fixed expressions + -ing	It's no use complaining. There's no point (in) waiting. It's (not) worth asking. I had difficulty / trouble finding it. I can't help laughing.

Meaning and use

- Object + *-ing* is common in speech; possessive + gerund is more formal.

- Sense verbs (*see, hear, watch, notice, feel*): base verb = the whole event; *-ing* = an action in progress or repeated.
- *to* is a preposition in many expressions; test: can you put a noun after it? (*I object to the decision → I object to working*.)

Pronunciation

- Linking in *no use complaining* /nəʊ ˈjuːs kəmˈpleɪnɪŋ/; *There's no point* /ðeəz nəʊ ˈpɔɪnt/.

Concept checking questions

I object to working late.

1. Is *to* part of an infinitive here? (No, it's a preposition.)
2. Can you put a noun after it? (Yes: *I object to the new rule.*)

I saw him cross the road. / *I saw him crossing the road.*

1. In which sentence did I see the complete action? (The first.)
2. In which one did I see the action in progress? (The second.)

Anticipated problems and solutions

Problem	**Solution**
to + infinitive after prepositional to (object to work).	Noun test: if a noun can follow, use -ing.
It's no use to complain / It's worth to visit.	Board fixed expressions + -ing as chunks.
Object + infinitive after imagine / mind (imagine him to leave).	Board imagine / mind + object + -ing.
Overusing the possessive in speech.	Note register: object pronoun is natural in speech.
Sense verbs + to (I saw him to cross).	Board: no to after sense verbs (active).

Board plan

Left: workplace vocabulary	**Centre: patterns**	**Right: test / register**
overtime · deadline · flexible hours · micromanage · credit	imagine / mind / resent + him / his + -ing · object to /	Noun test: to + noun possible → to + -ing · his leaving

Left: workplace vocabulary	Centre: patterns	Right: test / register
· notice · morale · remote work	committed to / look forward to + -ing · see / hear / notice + sb + verb (whole) / -ing (in progress) · It's no use -ing · There's no point (in) -ing · It's (not) worth -ing · have difficulty / trouble -ing · can't help -ing	(formal) / him leaving (neutral)

Procedure

Stage 1: Warm-up (5 minutes)

Stage aim: To introduce the topic and personalise it. **Interaction:** Pairs, then whole class

1. Ask: *"What makes a workplace (or a school) a good place to be? What annoys people most?"*
2. Pairs list three ideas (2 minutes). Take ideas; board one sentence exactly as a student says it.

Stage 2: Presentation (20 minutes)

Stage aim: To present complex verb patterns in context and clarify their form, meaning and register. **Interaction:** Individual, groups, whole class

Part A: Reading (5 minutes)

1. Give out Handout 1. Say: *"Read the anonymous comments from a staff survey. What are the main complaints? Which comment do you agree with most?"*
2. Pairs compare.

Part B: Analysis (7 minutes)

3. Give out Handout 2. Say: *"In groups, find the patterns in the comments and complete the table. Then answer the questions."*
    - ICQs: *"Where do you find the examples?"* (In the survey comments.)
4. Monitor and help.

Part C: Clarification (8 minutes)

5. Feedback. Build the patterns in the centre of the board.

6. **to as a preposition.** Board *I object to working late.* Ask the CCQs. Teach the noun test.
7. **Object vs possessive + gerund.** Board *I resent him taking the credit* / *I resent his taking the credit.* Discuss register.
8. **Sense verbs.** Board *I saw him cross / crossing the road.* Ask the CCQs.
9. **Fixed expressions.** Board *It's no use complaining. There's no point in waiting. It's worth asking.* Cross out *It's worth to ask*.
10. Return to the student's sentence from Stage 1 and improve it.

Stage 3: Controlled practice (10 minutes)

Stage aim: To practise the patterns accurately. **Interaction:** Individual, then pairs, then whole class

1. Give out Handout 3. Say: *"Exercise A: rewrite each sentence using the word given. Exercise B: correct the errors. Seven minutes."*
2. Pairs check. Check as a class.

Stage 4: Freer practice (18 minutes)

Stage aim: To use the patterns in discussion and formal writing. **Interaction:** Groups of four, then pairs, then whole class

1. Give out Handout 4. **Discussion (8 minutes).** Groups discuss the four workplace scenarios and decide what they would say to the manager in each case, using structures from today.
    - ICQs: *"How many scenarios?"* (Four.) *"What do you decide?"* (What to say to the manager.)
2. **Email (7 minutes).** Pairs choose one scenario and write a short formal email (about 100 words) to the manager, using at least six patterns from today.
3. Two pairs read their emails aloud (3 minutes).
4. Monitor and note language use.

Stage 5: Feedback and wrap-up (7 minutes)

Stage aim: To give feedback and consolidate. **Interaction:** Whole class

1. Board strong sentences and two or three with errors. Students correct the errors.
2. Ask: *"How do you know when to is a preposition?"*
3. Set the homework.

Stage 6: Homework

Set at the end of the lesson.

Write a formal letter (220 words) to a school principal or company director about a change you would like to see. Use at least eight patterns from today.

Differentiation

Support

- Give weaker students a pattern card with examples and the noun test.
- Provide an email frame: *I am writing to express ... · I object to ... · There is no point in ... · I would appreciate your considering ...*

Stretch

- Stronger students use passive gerunds: *I object to being treated like this.*
- They use *would you mind my + -ing* and *I'd appreciate your + -ing* for polite formal requests.

Assessment and success criteria

- The email uses at least six complex patterns accurately.
- No infinitives after prepositional *to* or after *It's no use / worth*.
- 7 out of 8 or better on Handout 3, Exercise A.

Teacher's reflection

- Did the noun test help students with *to* as a preposition?
- Was the possessive gerund used appropriately (formal register)?

Handout 1: Staff Survey Comments

Name: _____ Date: _____

ANNUAL STAFF SURVEY: Selected anonymous comments

1. "I object to being asked to work late without any notice. I have trouble finding transport after 8 pm."

2. "Honestly, there's no point in having a two-hour meeting every Monday. Most of it could be an email."

3. "I resent my manager's taking the credit for my ideas. Last month I heard him present my report to the directors as his own."

4. "It's no use complaining to HR; nothing ever changes. I can't imagine them taking our comments seriously."

5. "I'm committed to doing a good job, but I can't help feeling undervalued. A simple 'thank you' is worth trying!"

6. "I saw a colleague crying in the car park last week. In addition to improving salaries, the company should look at stress."

7. "I really appreciate being allowed to work from home on Fridays. I look forward to seeing more flexible options."

Handout 2: Language Analysis

Name: _____ Date: _____

Find an example of each pattern in the comments.

Pattern	**Example**
object to + -ing	
have trouble + -ing	
there's no point in + -ing	
possessive + gerund	
sense verb + object + base verb	
sense verb + object + -ing	
it's no use + -ing	
imagine + object + -ing	
can't help + -ing	
look forward to + -ing	

Discuss.

1. In comment 3, the writer says *my manager's taking*. How would you say this less formally? _____
2. Why is it *heard him present* (comment 3) but *saw a colleague crying* (comment 6)? _____
3. In *I object to being asked*, why is the form *being asked*? _____

Handout 3: Practice

Name: _____ Date: _____

A. Rewrite each sentence using the word given. Keep the meaning the same.

1. Complaining won't help. (no use) → It's _____
2. It's pointless to wait for the bus. It never comes. (point) → There's _____
3. I find it hard to understand his accent. (difficulty) → I have _____
4. I don't think he will resign. I can't believe it. (imagine) → I can't _____
5. Visiting the museum is a good idea. (worth) → The museum _____
6. I don't want to work on Sundays. I'm against it. (object) → I _____
7. I watched the whole match: the team scored twice. (saw) → I saw _____
8. Is it OK if I open the window? (mind) → Do you _____

B. Correct the errors.

1. It's worth to visit Galle. _____
2. I'm looking forward to meet you. _____
3. I can't imagine him to leave the company. _____
4. There's no point to argue with her. _____
5. She's committed to improve conditions for workers. _____

Handout 4: Workplace Scenarios and Email Task

Discuss each scenario. What would you say to the manager?

Scenario	
1	Your manager often asks you to stay late on Fridays with no warning.
2	A colleague presented your project as his own at a meeting.
3	Weekly meetings last two hours and achieve very little.
4	The company is considering cancelling the work-from-home day.

Useful language

- *I object to ... -ing / being ...*
- *There's no point in ... -ing*
- *It's no use ... -ing; it's worth ... -ing*
- *I can't imagine ... -ing*
- *I'd appreciate your ... -ing*
- *I look forward to ... -ing*

Your email (about 100 words):

.....

.....

.....

.....

.....

Answer Key

Handout 2

- object to + -ing: *I object to being asked* · have trouble: *I have trouble finding transport* · no point in: *there's no point in having* · possessive + gerund: *my manager's taking the credit* · sense verb + base: *I heard him present my report* · sense verb + -ing: *I saw a colleague crying* · no use: *It's no use complaining* · imagine + object + -ing: *I can't imagine them taking* · can't help: *I can't help feeling* · look forward to: *I look forward to seeing*
    1. *I resent my manager taking the credit.* · 2. *heard him present* = the whole presentation; *saw ... crying* = an action in progress. · 3. It's a passive gerund: someone asks the writer.

Handout 3, Exercise A

1. It's no use complaining. · 2. There's no point (in) waiting for the bus. · 3. I have difficulty (in) understanding his accent. · 4. I can't imagine him / his resigning. · 5. The museum is worth visiting. · 6. I object to working on Sundays. · 7. I saw the team score twice. · 8. Do you mind me / my opening the window?

Handout 3, Exercise B

1. It's worth visiting Galle. / Galle is worth visiting. · 2. I'm looking forward to meeting you. · 3. I can't imagine him leaving the company. · 4. There's no point (in) arguing with her. · 5. She's committed to improving conditions for workers.

Common errors to watch for

Error	**Correction**
I object to work late.	I object to working late.
It's no use to complain.	It's no use complaining.
I can't imagine him to leave.	I can't imagine him leaving.
I saw him to cross the road.	I saw him cross / crossing the road.
I look forward to hear from you.	I look forward to hearing from you.