

To-infinitive clauses

I'm glad to be friends with you. You've shown me how to settle in. I can't thank you enough.

It's nice of you to say so. Do you find it hard to eat with chopsticks?



Grammar in Context

Theme: Individuals and society

Words by Theme



Read the following blog entry and answer the questions.

Nepali Girl in Hong Kong

by Binsa on January 27

I am Binsa. I come from Nepal¹. My mum took this photo of me when I was small. I have lived in Hong Kong for five years. Hong Kong is very different from my home country². Nevertheless, ① I find it **delightful**³ to live here.



My parents work all day. Fortunately, we have good neighbours⁴, the Cheng family. ② It is very **kind of** them to look after my little brother when I am at school. ③ When my parents are **too busy to cook**, ④ Mrs Cheng is **generous**⁵ enough to prepare dinner for me and my brother.

I mostly speak English in my daily life. Yet, I hope I can speak fluent Cantonese one day. ⑤ My goal is to learn ten Cantonese expressions each day. When I talk to the locals⁶, ⑥ I make use of those expressions to practise. ⑦ Many people find it **difficult to learn Cantonese**. I couldn't agree more! ⑧ I am thankful that my friends speak **slowly to help me learn more easily**.

I am a dog lover. Every Saturday, I volunteer⁷ at City Dog Rescue. Sometimes, ⑨ I train the dogs **how to obey commands**. ⑩ I find it **incredible**⁸ to give dogs a sense of structure and order. This also helps them adjust to⁹ their future homes when they are adopted.

1. What are the functions of the *to*-infinitive clauses? Complete the table by writing the ① – ⑩.

(i) to state goals and purposes	
(ii) to explain and give details	

2. What do the *to*-infinitive clauses usually follow? Blacken the correct circles.

	Clause	Adjective	Adverb	Verb to be	wh-word
(i) to state goals and purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii) to explain and give details	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



To-infinitive clauses

A **to-infinitive clause** usually expresses purposes, plans, orders and so on.

Ann was too busy **to visit the dentist**.
Mr Pang walks to work **to stay healthy**.

PART 1 Using to-infinitive clauses with clauses or verbs to be

We can use a **to-infinitive clause** to state goals and purposes.

Function	Positions	Examples
To state goals and purposes	Before or after a clause	<ul style="list-style-type: none"> ▪ <i>To calm down, George takes a deep breath.</i> ▪ <i>The girls bought a cake to celebrate.</i>
	After a verb <i>to be</i> (as a subject complement)	<ul style="list-style-type: none"> ▪ <i>The posters are to promote healthy living.</i> ▪ <i>The signal is to notify users that there is an incoming call.</i>

Reminder!

To state goals and purposes, we can also use **in order to** and **so as to**.

<i>in order to</i>	<i>so as to</i>
<i>In order to learn about Christianity, I started reading the Bible.</i>	<i>This restaurant included halal food in its menu so as to cater to the Muslims' needs.</i>
<i>in order not to</i>	<i>so as not to</i>
<i>He lied about his depression in order not to worry his old mother.</i>	<i>The guest kept his speech brief so as not to put the audience to sleep.</i>

Exercise 1.1

DRILL

Rearrange the words and write the sentences.

- Elaine / arm / draw / her / to / attention / is / waiter's / the / waving / .
Elaine is waving her arm to draw the waiter's attention.
- The / to / is / encourage / express / children / feelings / game / their / to / .
- The / create / the / guests / a / jokes / for / cheerful / atmosphere / are / to / .
- To / funds / earthquake / for / co-wrote / song / raise / victims / singers / of / the / the / the / a / , / .
- Some foreigners / a Chinese name / Chinese society / themselves / fit into / get / so as to / .
- In order not to / my / tanned / her / applies / get / to / mother / sunscreen / body / , / .



Exercise 1.2

Rick is writing some notes about his logo design. Complete the notes using the given words and to-infinitive clauses.

● Idea:	(1) Promoting respect for diversity	
● Colours:	(2) Representing majority and minority groups	
● Shape:	(3) The letter <i>U</i> ; standing for <i>united</i> (4) <i>U</i> looks like a smile; serving as a symbol of happiness	
● Design:	(5) The shapes overlap; showing connection among the groups	
● Font:	(6) Bold font is used; making the logo more eye-catching	

- I created this logo to promote respect for diversity.
- The logo colours _____.
- I chose _____.
- The letter *U* _____ because _____.
- I used _____.
- I selected _____.

PART 2 Using to-infinitive clauses with adjectives or adverbs

We can use the to-infinitive clauses with the following patterns to explain and give details.

Function	Positions (After ...)	Examples
To explain and give details	adjective	<i>Jim finds it necessary to stay away from toxic friends.</i>
	adjective + <i>of / for</i> ...	<ul style="list-style-type: none"> It is smart of the kittens <i>to use the cat door.</i> It was better for you <i>to save some money for a rainy day.</i>
	<i>too</i> + adjective / adverb	<ul style="list-style-type: none"> The children are too tired <i>to go home on foot.</i> The athlete ran too slowly <i>to become the champion.</i>
	adjective / adverb + <i>enough</i>	<ul style="list-style-type: none"> The screws are not strong enough <i>to fix the shelves.</i> Leo wrote fast enough <i>to complete the exam paper.</i>

Let's compare

We use *too* and *enough* to indicate if something is excessive or sufficient.

too (= excessive, more than enough)

*I am **too weak** to become a firefighter.*

enough (= sufficient, just the right amount)

*I am not **fit enough** to become a firefighter.*

Reminder!

Some verbs (e.g. *believe* and *think*) are commonly used with adjectives (e.g. *appropriate* and *best*) and then followed by a to-infinitive clause.

- Cheung believes it **best** to book a table first.*
- I thought it **inappropriate** to jump the queue.*



Exercise 2.1

Complete the sentences with the given phrases. Write the letters (A–J) in the brackets.

- The game centre is too crowded (D)
- It is illegal for people ()
- Kate is talking too softly ()
- Joe jumped high enough ()
- Jack thought it more eco-friendly ()
- The soup is too hot ()
- The child is not tall enough ()
- Jenna finds it calming and pleasing ()
- It is hostile of you ()
- I believe it impossible ()



- for humans to live on other planets.
- to qualify for the final.
- to loiter on MTR premises.
- to allow more customers to enter.
- to drink.
- to spread rumours about him.
- to go on the amusement rides.
- for her grandma to hear.
- to rub her cat's belly.
- to use reusable bags.



Exercise 2.2

Dave is drafting a leaflet for a children's charity. Complete the leaflet using the correct adjectives and the correct form of the given verbs. Add *too* or *enough* to the adjectives when necessary.

unhealthy help consider demanding difficult enjoy expect long play get

Children's Right to Play

More and more young children (aged 3 to 6) in Hong Kong find it hard (1) _____ to enjoy _____ their childhood. After school, they spend most of their time doing homework or attending tutorial classes. Also, their parents (2) _____ it necessary (3) _____ their children to participate in extracurricular activities. Very often, the activities are (4) _____ for children to learn. They usually do not enjoy these activities. It is (5) _____ of the parents (6) _____ their children to acquire these skills at such a young age. These children are simply too busy (7) _____. They usually do not play with friends (8) _____ to develop their social and communication skills. They do not have time to go to the park either. It is (9) _____ to stay indoors without moving all day. Our group believes children have the right to play every day. Join us (10) _____ improve the situation.



More to take away

loiter (v.) = to stay in a public place without an obvious reason to be there
premises (n.) = areas owned or used by a company or an organisation

PART 3 Using *to*-infinitive clauses with *wh*-words

We can use the *to*-infinitive clauses with *wh*-words to give explanations and elaborations.

Subject	Verb	Object	<i>wh</i> -word	<i>to</i> -infinitive clause
<i>I</i>	<i>forget</i>	–	<i>which bus</i>	<i>to take to Yuen Long.</i>
<i>The tour guide</i>	<i>is showing</i>	<i>us</i>	<i>where</i>	<i>to buy souvenirs.</i>

When the subject in the question is the subject or object in the introductory phrase of the *wh*-clause, we take away the repeating subject and the helping verb, and change the main verb to a *to*-infinitive.

Which bus can I take to Yuen Long? → *I forget **which bus** ^{to take} ~~I can take~~ to Yuen Long.*

repeating subjects

Where can we buy souvenirs? → *Can you tell **us where** ^{to buy} ~~we can buy~~ souvenirs?*

wh-word + *to*-infinitive clause

<i>how</i>	<i>what</i>	<i>when</i>
<i>where</i>	<i>whether</i>	<i>which</i>
<i>who</i>	<i>whom</i>	<i>whose</i>

Verb + *wh*-word + *to*-infinitive clause

<i>decide when to tell</i>	<i>determine who to trust</i>	<i>explain when to quit</i>
<i>find out where to see</i>	<i>know how to make</i>	<i>learn how to spell</i>
<i>notice where to get</i>	<i>plan what to do</i>	<i>remember where to go</i>
<i>see how to sustain</i>	<i>understand how to use</i>	<i>wonder whether to take</i>

Verb + Object + *wh*-word + *to*-infinitive clause

<i>advise me how to join</i>	<i>ask him which to try</i>	<i>inform us where to meet</i>
<i>instruct you how to cook</i>	<i>remind her when to finish</i>	<i>show them what to do</i>
<i>teach her how to dress</i>	<i>tell me whom to contact</i>	<i>warn him what to expect</i>



Exercise 3.1

Complete the sentences using *wh*-words and *to*-infinitive clauses.

- 'When shall I emigrate to Japan?' Renee is still thinking.
Renee has not determined when to emigrate to Japan.
- 'Whose tennis racket can I borrow?' Carol muttered to herself.
Carol didn't know _____.
- 'What should I buy for my wife's birthday?' Mr Jones cannot make up his mind.
Mr Jones has not decided _____.
- 'How do I bake the cake?' Mandy asked Mrs Wong.
Mrs Wong taught _____.
- 'Where can we set up the camping tents?' the boy scouts ask the leader.
The leader will advise _____.

6. 'Which shoes should I wear for hiking?' Ben asked his father.

Ben's father told _____.



7. 'Should I burn the midnight oil or give in and go to bed?' my little sister was torn.

_____.



Exercise 3.2

Martha, the secretary of Current Affairs Club, is drafting the minutes of a meeting. Complete the sentences using *wh*-words and *to*-infinitive clauses.

Current Affairs Club—Meeting transcript (21 March)

Joey: Which colours will the design team use for the club banner?

Samuel: The team has made the decision. They'll use blue and white.



1. The design team has decided which colours to use for the club banner.

Joey: Nice colours! Yesterday, the chairperson confirmed about the location of the banner. The banner can be hung near the school entrance.

2. Yesterday, the chairperson found out _____.

Samuel: We're lucky to get that busy location! By the way, we need to draft an email to promote our coming quiz competition.

Joey: I can do it. I can write a formal email. Miss Chan has shown me the way to do it.

3. Miss Chan _____.

Samuel: Great! Alan said he could call the district councillor to invite her as the judge. I've reminded him that he can call her at noon tomorrow. She'll be available then.

4. Samuel _____.

Joey: On the coming Wednesday, Mr Tong will give us advice so that we can set the quiz questions properly.

5. Mr Tong _____.

Samuel: That's very good news! What about the introduction speech?

Joey: I haven't determined yet. Perhaps, we can seek help from Mrs Lee or Miss Kwan ...

6. Joey _____.





Grammar Wrap-up

Paul is writing about his dream to start a business. There are some mistakes. Correct the underlined mistakes and write the correct words in the spaces provided.

Equal Opportunities in Employment

I hope I can open an equal opportunity café (1) employing people with disabilities or disadvantages. It is very hard (2) of them to get a job even though they are (3) too competent to handle the tasks in the job requirements. I feel (4) sorrow to hear that many of them have experienced setbacks while looking for jobs. Besides, it is not (5) common to stereotype the disabled as being less worthy. I believe (6) is meaningful to create a disability inclusive workplace for everyone to pursue their dreams.

Many people do not know (7) what to get along with disabled co-workers. Sometimes, people feel (8) not awkward to make small talk. (9) In order not to put all parties at ease, one should always speak openly to their disabled co-workers. To avoid misunderstanding, it is important (10) asking first before offering help.

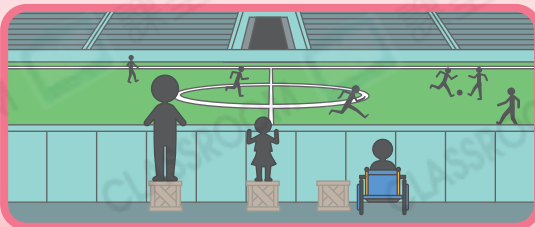
(11) So as to foster empathy and mutual understanding in the workplace, I (12) make it necessary to promote diversity by thinking from a new perspective.

Disabilities should not define a person. I am determined (13) creating a working environment positive enough (14) that enable everyone to feel equally valued.

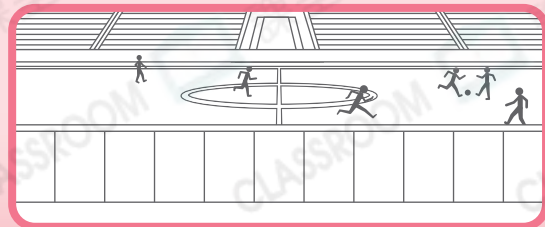
1. _____ to employ _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Brain Breaks

Equal opportunity is a state of fairness in which individuals are not treated with prejudices or preferences. What can be done to help achieve equal opportunity in the situation below?



Draw & Tell



More to take away

stereotype (v.) = to have a set (usually wrong) idea about what a particular type of people is like
 inclusive (adj.) = including many different types of people and treating them all fairly and equally

Grammar in Pre-DSE Text Type

Theme: Individuals and society

You are writing an introduction for your blog. Complete it by circling the best answers.

Words by Theme



Crafting for a Good Cause¹

The blog is (1) creative handicrafts projects for all ages. I am going to tell you (2) to make different items to give back² to the community³. I will use videos and photos (3).

As many people are (4) to source materials from art and crafts stores, most of the handicrafts are (5) to make with materials that you can find at home.

Here, all craft ideas go under different themes. I have included a series called *DIY for Pets*. I am sure you will (6) fun to create some stuffed toys, costumes and accessories for no-kill animal shelters⁴. I will let you know (7) get pet-friendly fabrics. I will also teach you different knitting stitches. (8) thoughtful⁵ of my aunt to lend me her knitting needles and crochet hooks.

If you are a newbie to handicrafts, you may find it (9) to understand certain steps in the videos. No worries, I will instruct you clearly (10). Just refer to the captions of the photos and I am sure you can do it!

Please tell me in the comments (11) to teach and (12) to better this blog.



- (1) A. sharing
 B. to share
 C. share
 D. shares

- (2) A. when
 B. how
 C. where
 D. what

- (3) A. demonstration
 B. demonstrate
 C. demonstrating
 D. to demonstrate

- (4) A. busy
 B. free
 C. too busy
 D. too free

- (5) A. simple
 B. simple enough
 C. enough
 D. too simple

- (6) A. find
 B. find it
 C. finding
 D. not find

- (7) A. in where to
 B. what to
 C. where
 D. where to

- (8) A. It is
 B. They are
 C. She is
 D. I am

- (9) A. challenge
 B. challenges
 C. challenging
 D. too challenge

- (10) A. how to do
 B. what to do
 C. what to be done
 D. how to be done

- (11) A. what
 B. when
 C. how
 D. why

- (12) A. which way
 B. what way
 C. how
 D. whether

To-infinitive clauses can be used to explain purposes of actions, as well as to give explanations and elaborations.

- Some rich people move to another country **to evade tax**. (to state goals and purposes)
- The worker's salary was too little **to cover his daily expense**. (to explain and give details)

Version 1

Agony Uncle Fred is writing a letter of advice to a reader who has a heart disease and gets publicly shamed for taking a priority seat on the train. Read the letter and pay attention to the underlined parts.

Dear James,

Online humiliation can cause severe damage to the target. **(1)** The situation can be overwhelming and you may not want to handle it for the time being. I understand how you feel. Your condition can cause pain, but to some people **(2)** you may not appear physically weak; they do not expect you to take the priority seat. **(3)** That woman was blatantly insensitive; she failed to observe your need to take the seat. **(4)** Likewise, Internet trolls are inconsiderate so they do not care about the needs of patients with chronic diseases.

(5) 'Trials' on social media are the least constructive way to resolve conflicts. But now, let us focus on you first. You said maybe you should not have taken the seat. **(6)** Taking the priority seat is totally understandable as you were feeling unwell. **(7)** The woman who criticised you for taking the priority seat was judgmental. She did not know you have a heart condition. **(8)** Besides, people spread misinformation about you, which was unwise.

(9) We need to realise haters act out because of their own negativity so that we will not become overwhelmed by their attacks. When we happen to witness any forms of abuse, do not hesitate to speak up and take action. **(10)** Sadly, many people fail to find a way to intervene in a dispute.

I am always here for you. Please write back. Good luck!

Best,
Agony Uncle Fred

The Danger of
Public Shaming



Version 2

Rewrite the underlined parts in Version 1 based on the instructions.

Dear James,

Online humiliation can cause severe damage to the target. **(1)** The situation can be too overwhelming for you to handle for the time being (*too + adjective + for + to-infinitive*). I understand how you feel.

Your condition can cause pain, but to some people **(2)** _____
_____ (*adjective + enough + to-infinitive*).

(3) _____
_____ (*It was + adjective + of + to-infinitive*).

(4) _____
_____ (*too + adjective + to-infinitive*).

(5) _____
_____ (*adjective + enough + to-infinitive*). But now, let us focus on you first.

You said maybe you should not have taken the seat. **(6)** _____

(*find + it + adjective + to-infinitive*). **(7)** _____
_____ (*It was + adjective + of + to-infinitive*).

She did not know you have a heart condition. **(8)** _____
_____ (*it was + adjective + for + to-infinitive*).

(9) _____
_____ (*so as not to*). When we

happen to witness any forms of abuse, do not hesitate to speak up and take action. **(10)** _____

_____ (*not know + wh-word + to-infinitive*).

I am always here for you. Please write back. Good luck!

Best,

Agony Uncle Fred

