Lesson Plan 12

School: Colegiul Național "Petru Rares", Suceava
Subject: English
Level: A2+
Teacher: Norocel Ancuta
Unit: Hobbies
Topic: Gerunds and infinitives
Duration: 45 min
Lesson type: Grammar/online/face to face

General skills:
GS1-talk about hobbies
GS2- develop speaking skills
Specific skills:
SS1 -.To identify gerunds
SS2• To talk about free time
SS3• To practice speaking in a discussion about hobbies
SS4• To review rules related to present continuous

Objectives:
In this lesson, students will:

- O1-be able to identify gerunds
- O2- be able to talk about free time activities,
- O3-review the use of present continuous
- O4- talk about hobbies and interests

SKILLS INVOLVED: integrated skills (reading, writing, listening, speaking)

TEACHING METHOD: the communicative approach, Student-centred learning, blended learning, cooperative and active learning

TEACHING AIDS: blackboard, notebooks, laptops

TEACHING PLATFORMS: Google classroom, Google PowerPoint/slides, Genially, LearningApps.org, |Adservio

LEARNING PLAN

Stage of the lesson	**Objectives**	**Activities**		**Strategies**			**Assessment**
		Teacher's activity	**Students' activity**	**Skills**	**Aids**	**Methods**	**Evaluation**
WARM UP/ INTRODUCTION 5 minutes		Review unit goal/culminating project. Review key learnings from previous lesson(s)/Activate prior knowledge. Introduce the learning target statements.	Ss review the previous knowledge	Speaking Reading	**Google Classroom, Adservio**		Work on laptops Vocabulary focus
Lead in (10-15 minutes)	O1,O2 O3	To start the lesson, the first thing to do is to review the present progressive tense. Using the PowerPoint presentation about hobbies, show students the slides and ask them what he/she is doing. https://docs.google.com/presentation/d/1ziHzuIYubpJh	ESL students are usually taught the present progressive tense early on, so they should be familiar with this verb form.	Speaking Writing Reading	https://docs.google.com/presentation/d/1ziHzuIYubpJhJDwzDL59kcTFcDzznO8YXTO6sN3bBVg/edit?pli=1#slide=id.g2e2a6f93b67_0_831	**cooperative and active learning**	After reviewing the present progressive tense, write some present progressive tense sentences on the board For example, 'She is playing the guitar.'

		JDwzDL59kcTFcDzznO8YXTO6sN3bBVg/edit?pli=1#slide=id.g2e2a6f93b67_0_831 Ask students to identify the verb in the sentence (playing). Do this with a few different sentences until students can confidently identify the present progressive verb.					

Vocabulary focus (5-10 minutes)	O1,2,	Next, it's time to show students the difference between present progressive verbs and gerunds. T writes another example sentence on the board, this time including a gerund. For example, 'I like reading.'. T asks students to try to identify the verb in this sentence (like). At this point, many students might incorrectly identify 'reading' as the verb, when in fact it is a gerund. This creates a great opportunity to introduce what gerunds are to students. Explain to students that the verb in the sentence 'I like reading.' is 'like' and that 'reading' functions as a noun. Explain that 'reading' is the name of the activity that you like.	Now that students have a basic grasp of gerunds, it's time for students to make their own sentences using gerunds. Talking about hobbies and what students like and don't like to do is a great way to get students used to using gerunds. Using the Genially presentation, practice making sentences using gerunds.	Speaking Writing Reading	https://view.genial.ly/64c8c261b414db0011d3001b/presentation-hobbies-and-gerunds	**the communicative approach, Student-centred learning, blended learning, cooperative and active learning**	The teacher will provide constant evaluation and guidance Ss will constantly evaluate each other First, start with sentences with simple, one-word gerunds. For example, 'I like reading', 'he likes cooking', etc. Then, introduce some gerund phrases. For example, 'She likes **playing the guitar**.' Explain to students that in this example, 'playing the guitar' functions as the noun and is the

							name of the activity that she likes.
Feed back (15 mins)	O1,2,3 ,4	Next, to reinforce what students have learned about gerunds, it's time for a fun speaking activity. To begin, give students a few minutes to ask their partners about their hobbies. Be sure to model how to ask about someone's hobbies and how to answer using gerunds. For example, you might ask students to ask their partner, "What do you do in your spare time?" and they might answer with sentences such as "I like playing the guitar.", "I like reading books.", etc. Once students have had plenty of practice making sentences with gerunds while talking about their hobbies, it's time to introduce infinitives. After learning that gerunds function as a noun in a sentence, it is relatively easy to teach students that infinities can also be used to function as a noun.	After a few minutes, stop the class and ask students one by one to share with the class what hobbies their partner has. To make this more fun, T can pass a ball around the class to music, and when the music stops, the person with the ball must tell you about their partner's hobbies. This is only possible in face to face classes. To make it even more fun, test your students' memories by asking them to label the images from LearningApp	Speaking Writing Reading Speaking Writing Reading	https://learningapps.org/display?v=pn3xdb80k23	**the communicative approach, Student-centred learning, blended learning, cooperative and active learning**	The teacher will provide constant evaluation and guidance Ss will constantly evaluate each other T explains and models the target language, or skill T provides clear directions for accomplishing the task T checks for understanding of directions T provides direct

		To demonstrate this to students, ask them again about their hobbies and write their answers on the board using sentences with gerunds. For example, 'I like reading books.'. Next, explain to students that the same sentence can be made by replacing the gerund with the infinitive form. Write the example on the board using the infinitive form and ask students to tell you what the difference is. So, rather than 'I like reading books.' the infinitive form would be 'I like **to read** books.' Explain to students that just as a gerund can function as a noun, so can an infinitive in certain circumstances.	https://learningapps.org/display?v=pn3xdb80k23 Once students understand, ask students again to talk with their partners and ask them about their hobbies. This time, instruct students to answer using the infinitive form	Speaking Writing Reading		**Student-centred learning, blended learning, cooperative and active learning**	instruction as needed T considers opportunities for learners to access and discover the new content independently (i.e., deductively vs. inductively)

			rather than the gerund form.				
Review(10-15 mins)	O1,2,3,4	To play, simply show the video in class. There are 10 questions. Each question asks students in a different way about their hobbies. Then students will see some pictures of a hobby hidden behind some colored shapes. As the shapes slowly disappear, students should try to guess what hobby it is. When students guess, encourage them to answer using the gerund or the infinitive form.	Again, students are put into breakout rooms (you can change groups so that students are working with different people). Ask them to discuss the questions and encourage them to give reasons for their answers. Monitor the discussions in the breakout rooms and make a note of any errors or good language to focus on at the end of the discussion. You can either regroup students to report back on what they discussed with different students or do some	Writing Reading Speaking	https://view.genial.ly/5fbe98e4a5becd0d00488bea/presentation-hobbies-game	**Student-centred learning, blended learning, cooperative and active learning**	T explains and models the target language, or skill T provides clear directions for accomplishing the task T checks for understanding of directions T provides direct instruction as needed T considers opportunities for learners to access and discover the new content independently (i.e.,

			whole class feedback in the main room.				deductively vs. inductively)
Optional homework / extra activity	O1,O2, O3, O4	As an optional extension or homework activity, the teacher could ask students to read a full description of hobbies of a family.	They could report back the following class or make an online poster detailing their interests and hobbies as well as their families.		https://view.genial.ly/5ea3d8ed075c7c0dc003dacc/presentation-hobbies-and-interests	**cooperative and active learning**	Project

Bibliograpghy:

https://view.genial.ly/5ea3d8ed075c7c0dc003dacc/presentation-hobbies-and-interests
https://games4esl.com/
https://learningapps.org/display?v=pn3xdb80k23
https://view.genial.ly/5fbe98e4a5becd0d00488bea/presentation-hobbies-game