

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

<u>Stage of the lesson</u>	Objectives	Activities		Strategies			Assessment
		<u>Teacher's activity</u>	<u>Students' activity</u>	<u>Skills</u>	<u>Aids</u>	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/1ziHzuIYubpJhDwzDL59kcTFcDzznO8YXTO6sN3bBVg/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.'

[JDwzDL59kcTFcDzznO8
YXTO6sN3bBVg/edit?pli=
1#slide=id.g2e2a6f93b67_
0_831](https://www.gdpe.com/lesson-plans/grammar/verb-tenses/verb-tenses-lesson-plans/verb-tenses-lesson-plans-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,	<p>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).</p> <p>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.</p>	<p>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.</p>	Speaking Writing Reading	https://view.genial.ly/64c8c261b414db0011d3001b/presentation-hobbies-and-gerunds	the communicative approach, Student-centred learning, blended learning, cooperative and active learning	<p>The teacher will provide constant evaluation and guidance</p> <p>Ss will constantly evaluate each other</p> <p>First, start with sentences with simple, one-word gerunds. For example, 'I like reading', 'he likes cooking', etc.</p> <p>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</p>
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		<p>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.’.</p> <p>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.’</p> <p>Explain to students that just as a gerund can function as a noun, so can an infinitive in certain circumstances.</p>	<p>https://learningaps.org/display?v=pn3xdb80k23</p> <p>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</p>	<p>Speaking</p> <p>Writing</p> <p>Reading</p>		<p>Student-centred learning, blended learning, cooperative and active learning</p>	<p>instruction as needed</p> <p>T considers opportunities for learners to access and discover the new content independently (i.e., deductively vs. inductively)</p>
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			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

Bibliography:

<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>