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| **Grammar Lesson Plan** |
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| **Title: Gerund & infinitive** |
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| **Instructors** | **Taeryong Kim** |  | **Level** | **Intermidiate** |  | **# of Ss:** | **14** |  | **Length:** | **30 min** |
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| **Materials** |
| 14 copies of the worksheets Textbook Grammar in FocusMaterials from the internetWhiteboard & markersPictures A sheet of wall paper CD and CD player or laptop to play CD |
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| **Aims** |
| Students will acknowledge the meaning of Gerund and infinitive.To learn Vocabulary for helping students understand the task.To learn grammar (gerund and infinitive) through activities and participationTeacher instructs students using drilling and as many examples as he could to make sure student understand the task well  |
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| **Language Skills** |
| **Reading**: reading copies of worksheet and dialogue. **Listening**: student might listen to teacher’s instruction and they might have discussion with classmates.**Speaking**: Student will speak in class by doing activities and discussion ( sharing idea and experience).drilling and repeating after teacher**Writing**: Ss will fill in the blanks and check the answer with classmates and teacher. |
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| **Language Systems** |
| **Lexis**: Students will learn terminology of gerund and infinitive **Function**: using gerund and make some sentences through announcement and group activity.**Grammar**: grammar Gerund and infinitive( playing, fishing, moving, etc)  |
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| **Assumptions** |
| Students might be able to get involved with their class mate and teacher. Students will be aware of the meaning of gerund and infinitive.Student will make appropriate sentences with using gerund and infinitive |
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| **Anticipated Errors and Solutions** |
| ErrorStudent might not understand the meaning wellStudents may have a hard time drilling Students are afraid of making mistakes. SolutionTeacher’s instruction and demonstration will help their misunderstanding.Teacher will give them as many examples as he could so they can learn through their mistakes.Teacher motivates and encourages making students feel comfortable with speaking and announcement.  |
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| **References** |
| Mia Miller, Grammar in Focus, Neungyule Education, Build & Grow, page86,87,89, Work Book page 38,39http://www. englishclub.com/grammar/verb-gerundshttp://www.eslgalaxy.com  |
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|  **Leads in** |
| **Materials** | White board and Board marker, pictures,  |
| **Time** | **Set up** | **Procedure** |
| 3 minutes | Set Up Whole class | GreetingTeacher:“ Hello Everyone how are you doing today? Students: “Good thanks and youTeacher: “I am very well”Check every single student how they are doing and ready for the class.Teacher shows students bunch of pictures and asks them what pictures they are. (skiing, swimming, playing piano )Teacher: what is it?Students: skiing Teacher: that’s right what about this?Student: swimming Teacher: excellent.Teacher keeps checking whether they are ready for the lesson or notTeacher also needs to get people to think and get involved with student closely. Teacher: “Today we will be studying about Gerund and infinitive” |
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| **Pre-Activity** |
| **Materials** |  worksheet, wall paper and board marker |
| **Time** | **Set up** | **Procedure** |
| 10 minutes | Whole ClassIndividual | Teacher: Ok Let’s get started. Teacher briefly provides students the meanings of gerund and infinitive. It does not have to be long and boring but simple and easy to understand.( Teacher can presents grammar directly or indirectly)This time teacher present it directly by showing students wall paper that teacher has prepared.Teacher gives them many examples for drilling and making them understand.Ok let’s have a little time to check what we have just studied brieflyDemonstrationTeacher write a sentence and make students to answer it firstInstructionOk I will give you a work sheet and you might have to fill in the blanks with your correct answer. you have 3 options you can use with or without to and the other option is ing form as gerund. I will give you 3 minutes and you will work on your own this timeCCQWhat are you going to do?How much time do you have?Are you working alone? Teacher is walking around the class and check students see if they have any problem. Teacher might be able to interact with their studentsTeacher give them a short instruction again if students do not understand the task(activity)Teacher: Ok are you ready? Does anyone need more time? If there are some students who need to more time then teacher should set the time againTeacher: Ok I’ll give you 1 more minute then I want you to complete it.Once every student gets their work done then Teacher and students find out the correct answers together. |
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| **Main Activity** |
| **Materials** | Worksheet,  |
| **Time** | **Set up** | **Procedure** |
| 10 minutes | Whole class( minutes)2minutes2minutes7minutesSet up whole class | **Grammar Practice one**There is a worksheet for a pair works  **Demonstration**Michelle what hobbies do you have?How about you Paul do you like skiing?Teacher pick someone to share his or her hobbiesAnd make the rest of students think what is going onWhat is easy for you to do? Skating? What is difficult for you to do? Cooking?**Instruction**Teacher explains to students that the class will have grammar practice through worksheet.Teacher: Ok I want you to work with your partner so we will have a pair works. First of all, you will complete this worksheet. After you get this worksheet done then you will share with your partner what you have just got. And your partner will talk to the rest of the studentsWhat’s easy for you to do, what’s difficult for you to do Ok? I will give you 5 minutes. **CCQ**Are you working together?Are you working alone then?How much time you have?What do you have to do when you complete your worksheet?Teacher: does anyone need more time?(if yes, then teacher add extra time for students who have not finished yet)Teacher picks one of students and let him or her talk to the class.  |
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| **Post-Activity** |
| **Materials** | Realia, CD |
| **Time** | **Set up** | **Procedure** |
| 8minutes | Whole class 1minutes2 minutes3minutes3minutes | **Grammar Practice Two**The class will have a dictation very shortly to check what the students have learned through the lesson.**Demonstration**Teacher shows students realia(CD) and make them guess what we are going to do for post activity.Teacher: Do you know what it is (show them CD) Students: Yes we will have dictation or something. **Instruction**Teacher explains what the class will do for post activityTeacher: OK I‘d like to have dictation. You listen and complete the dialogs with the correct words. after we get dictation done, we will check the correct words together and you might have to repeat after me. You are working alone this time **CCQ**What are we going to do?Are you working alone?The whole class needs to be very quite so we could listen to CD carefully. If students want to listen to it one more time then Teacher might play CD once again. Teacher selects students to answer the question Finally Teacher read the dialogs out loud and students repeat after teacher.**Outline****Conclude & review**Today we have studied basic forms of Gerund and infinitive. We have learned what Gerunds and infinitives are and how we use them. We also had a good time to practice through the worksheet. We have also learned gerund and infinitive through our group activity. Finally we also had a dictation which helps you to understand the task better. **Homework**Teacher gives them worksheets (filling in the blanks) and informs them how to get this done.The due date will be the next class time. **CCQ** When is due date for Homework?What do you have to do?**Closing and Feedback**Teacher: So how did it go today? Did you guys have fun?I hope today’s lesson helps you understating the difference between Gerund and infinitive. I want you to recognize them correctlyOk do not forget to get your homework done by next class. We will be discussing about present perfect and it should be little difficult but don’t worry because I am an excellent teacher.Ok well done people. I will see you next time.  |

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