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| Listening  Speaking Reading ☑Grammar Writing |
| **Topic: Gerunds** |

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| Instructor:  **Debbie** | Level:  **Pre-Intermediate (Adult)** | Students:  **7** | Length:  **45~50 Minutes** |

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| **Materials:**   * Visual aids (youtube video) (computer, Internet) * 35 Cards for Icebreakers. * Worksheets * White board, board markers * Paper & pen |

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| **Aims:**   * Main Aim: To help and give students to use gerunds and involve in the class. * Secondary Aim: STT. * Personal Aim: I want to improve my teaching skills in grammar and time management. |

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| **Language Skills:**   * Reading: Ss will read worksheets. * Listening: Students will watch video clip and teacher’s instruction and other students ’speaking. * Speaking: Students will have time to speak during activities.. * Writing: Students will complete worksheets.. |

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| **Language Systems:**   * Phonology: sound from video, vocabulary. * Lexis: from worksheets. * Function: answering and discussing. * Grammar: gerunds. * Discourse: Group discussing, Presenting. |

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| **Assumptions:**   * Ss have good communication skills; therefore they would be able to interact with each other for pair work. * Ss have an adequate ability to understand T’s instructions in English and to perform the productive skill activities. |

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| **Anticipated Problems and Solutions:**   * Ss may not understand the teacher’s instructions clearly.   → Give instructions as simple as possible. Check their understanding by asking specific concept questions.   * Ss may run into problems completing their pair work because of their proficiency in English.   → During the pair work, monitor the students progress and give them a helpful feedback (word, sentence, structure).   * When time is not enough,   → Shorten activity with volunteer group only.   * When there is still time to run,   → Review & Do another activities (SOS)   * Ss may not understand the teacher’s instructions clearly.   → Give instructions as simple as possible. Check their understanding by asking specific concept questions. |

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| **References:**  Pre-task : Singing in the rain : <http://www.youtube.com/watch?v=-wI4jJq98tU>  Worksheets: YSG Grammar wonder (books from times tesol)  SOS : http://www.puzzles.ca/wordsearch.html |

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| **Pre-task** | | | |
| Materials:  **For Ice breakers: Card 35eas**  **Computer, internet for visual aid (youtube)** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | Whole class | Do activity  Watch and answer teacher’s  Questions  (If no volunteer, ask specific Ss to answer) | Greeting  [Ice breakers]  “Me too” game  Everyone in the group gets 5 poker chips/pennies/paper clips etc. Start the game by saying something that you have done. For example: I have gone skating. Everyone who has gone skating throws one poker chip in the middle of the table. Go around the circle until everyone has had a chance to say something. Continue the game until someone runs out of poker chips.  -Show video clip from youtube (singing in the rain) to student and ask questions.(Eliciting) |

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| **Task Preparation** | | | |
| Materials: **Worksheet 1~2**  **Board and Board markers** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | Whole  group  As a group  (2-2-3) | Do worksheet individually  Answer.  Discuss as a group  Explain grammar point to the class as a group | [Distribute worksheet]  Give them 5 mins to complete worksheet 1~2..    Write below in board  “Point A, Gerunds as S\_\_\_\_\_\_ or Complements.  Point B, Gerunds after V\_\_\_\_\_\_.  Point C, Gerunds after P\_\_\_\_\_\_\_\_.  Check the answer randomly.  Instructions  In worksheet 1, there are 3 points of gerunds type. (A,B,C)  Make a 3 group and have them discuss about grammar point on the worksheets. Each group will choose each point and explain about what they learned to the class.  Monitoring  Monitor discreetly. |

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| **Task-Realization** | | | |
| Materials: **Worksheet3 / Paper & pen** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | Whole class  (2-2-3) | Do individually  Work as a group | Worksheet3  Let them complete worksheet3.  [Activity]  After finishing, they will make their own chart by referencing worksheet 3 as a group.  Give them paper and chart. |

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| **Post Task** | | | |
| Materials: **Board and a board marker** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole class | Listen to teacher  And answer. | **Feedback & Error corrections.**  What did you learn?  **Elicit below from students.**  **[Grammar point]**  We form a gerund by adding –ing to the base verb.  Gerunds can be used as nouns.  Gerunds can be used as subjects or complements and as objects of some verbs or prepositions. |
| **SOS Activities** | | | |
| Materials: **Word search Worksheet** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Whole class  Individually | Listen to teacher  Do worksheets | Distribute SOS worksheet |

Worksheets 1

**Point A. Gerunds as S\_\_\_\_\_\_\_ or Complements.**

=> Choose the correct words.

1. My plan is (prepare / preparing) a Halloween party for students.

2. (Take / Taking) a walk is a good exercise.

3. Stanley's job is ( make / making) cookies and cakes.

4. (Eat / Eating) junk food is bad for your health.

5. The problem is (get / getting) there on time.

6. (Go / Going) hiking is my favorite hobby.

7. Debbie's dream is (travel / travelling ) around the world.

**Point B. Gerunds after V\_\_\_\_\_**

=> Fill in the blanks using the given words.

1.(fight) Brian and I stopped \_\_\_\_\_\_\_\_\_\_\_\_with each other.

2.(read) June enjoys \_\_\_\_\_\_\_\_\_ science fiction.

3.(play) He suggested \_\_\_\_\_\_\_\_\_\_soccer after school.

4.(write) You have to finish \_\_\_\_\_\_\_\_\_\_\_the book review.

5.(open) I don't mind \_\_\_\_\_\_\_\_\_\_ the window.

**Point C. Gerunds after P\_\_\_\_\_\_\_\_\_\_**

=> Correct the underlined parts and rewrite the sentences.

1.How about take a walk? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.I'm interested in write stories. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.Bob is good at play the violin. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.Thank you for cheer me up. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.We are sorry for be late. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Worksheet2)

A. Choose the correct words.

1. (Eat/ Eating) breakfast is a good habit.

2. My goal is (travel/travelling) all around the world.

3. Let's go (swim/swimming/ to swim) in the sea.

4. I'm tired of (take/taking/to take) piano lessons.

5. The old lady thanked me for (help/ helping/ to help) her.

B. Complete the sentences with the words in the box. Change the forms if necessary.

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| eat tell go gain clean |

1. Don't worry about \_\_\_\_\_\_\_\_\_\_\_\_ weight.

2. Lora loves \_\_\_\_\_\_\_\_\_\_\_\_vegetables.

3. I was sorry for \_\_\_\_\_\_\_\_\_\_\_\_ a lie for her.

4. We finished \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the house.

5. I'm thinking of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Canada next year.

C. Complete the sentences using the correct forms of the given words.

1. A: Is your dream\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a singer? (be)

B: Yes. I love \_\_\_\_\_\_\_\_\_\_\_\_\_ in front of people. (sing)

2. A: How about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_basketball after school? (play)

B: Sorry. I just enjoy \_\_\_\_\_\_\_\_\_\_\_\_\_\_basketball on TV. (watch)

3. A: Mary finished \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_cookies (bake)

B: Oh, I'm looking forward to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_her cookies. (try)

4. A: I'm interested in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_foreign languages. (learn)

B: Really? I'm poor at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_foreign languages. (speak)

worksheet3

Writing practice

1. Find the errors. Then rewrite the dialog.

A: Let's go shopped in Insadong.

I enjoy to look around in the shops.

B: How about visit the palaces of Korea?

A: Good idea. I'm interested in see Korean traditional buildings.

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2. Look at the chart and complete the sentences. Then read the passage aloud.

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|  | ☆ love | ★ hate | ○ good | ● bad | ♡ interested | ♥ not interested |
|  | Write stories | Ride a bike | Draw pictures | sing songs | Play the guitar | Play computer games |
| Mark | ★ | ♡ | ♥ | ○ | ● | ☆ |
| Sue | ☆ | ★ | ♡ | ♥ | ○ | ● |
| Jason | ♥ | ○ | ★ | ☆ | ● | ♡ |

Mark loves (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but he hates (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Sue is interested in (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , but she isn't interested in singing songs.

Jason is good at (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but he is bad at (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

SOS Activity. – Word search puzzles.

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| **Free Printable Word Search Puzzles** |
| spacer |
| **Weather** |
| spacer |
| Find and circle all of the words that are hidden in the grid. The remaining letters spell an additional weather word. |
| spacer |
| word search puzzle |
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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | BAROMETER BLIZZARD CELSIUS CLOUDS COLD CYCLONE DOWNPOUR DRIZZLE DROUGHT FAHRENHEIT | spacer | FLOOD FLURRIES FOG FORECAST FREEZE FROST HAIL HOT HUMIDITY HURRICANE | spacer | ICE LIGHTNING MIST MONSOON OVERCAST RAIN SHOWER SLEET SNOW SQUALL | spacer | STORM SUNNY TEMPERATURE THERMOMETER THUNDER TORNADO TSUNAMI TYPHOON VISIBILITY WINDY | |
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| [**Free Printable Word Search Puzzles**](http://www.puzzles.ca/wordsearch.html) |
| spacer |
| **Weather** |
| spacer |
| This is the solution to the puzzle located [here](http://www.puzzles.ca/wordsearch/weather.html). |
| spacer |
| word search puzzle solution |

**http://www.puzzles.ca/wordsearch.html**