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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 activityWatch and answer teacher’sQuestions (If no volunteer, ask specific Ss to answer) | Greeting[Ice breakers] “Me too” gameEveryone 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 groupAs a group(2-2-3) | Do worksheet individually Answer.Discuss as a groupExplain 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. MonitoringMonitor 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 individuallyWork as a group | Worksheet3Let 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 teacherAnd 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 classIndividually | Listen to teacherDo 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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| BAROMETERBLIZZARDCELSIUSCLOUDSCOLDCYCLONEDOWNPOURDRIZZLEDROUGHTFAHRENHEIT  | spacer | FLOODFLURRIESFOGFORECASTFREEZEFROSTHAILHOTHUMIDITYHURRICANE  | spacer | ICELIGHTNINGMISTMONSOONOVERCASTRAINSHOWERSLEETSNOWSQUALL  | spacer | STORMSUNNYTEMPERATURETHERMOMETERTHUNDERTORNADOTSUNAMITYPHOONVISIBILITYWINDY  |

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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**