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|  Grammar Lesson Plan |
| Title: The usage of Gerund |
| Teacher | Student Level& Age | No of Students | Length |
| [96WD SUE] | Intermediate Low (20)  | 20 | 50 mins |
| Materials:Board, Board marker, worksheet, hat, paper |
| Aims:To help and give SS to use gerunds and involve in the class  |
| Language Skills:Listening: SS will listen teacher’s instruction and other students’ speakingSpeaking: SS will have a time to speak the class and during activitiesReading : Reference, reading the worksheet’s question.Writing : Completing their worksheets and writing gerund sentence, they will be improving their skills. |
| Language Systems:Phonology: Practicing new vocabulary and pronunciation.Lexis : New vocabulary Grammar : Let the SS use their own sentences based on the rules of Gerund.Discourse: talking discussions about gerunds and making a sentence.Functions: Questioning the SS about the rules of gerund and their usage.  |
| Assumptions:SS have a abundant ability to understand about teacher’s explanation and perform the activites.SS will know about Gerund.SS will know the teacher’s style of teaching and the pace of the course. |
| Anticipated Errors and Solutions:SS may not understand the teacher’s instructions clearly.=> I will give instructions again as simple as possible. During the activity, monitor them and give them a helpful feedback. |
| References:www.edufind.com/english/grammar/gerund.php. |
| Notes: |

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| Pre Task  |
| Title:To warm up about today’s topic | Aims:To become interested in Gerund | Materials: Hat, instructional paper |
| Time | Set Up | Students | Teacher  |
| 10 mins | Whole class3 Students | They will listen and answer teacher’s questions.Do the activity  | <Greeting><Ice breaker><Merry-go-round game>Decide one group and pick 3 peopleHave them go round a circle 2 times and then answer the question in 5 seconds. |
| Notes: |
| Task Preparation  |
| Title:The rules of Gerund | Aims:To know when Gerund is used and rules by explanation of teacher | Materials: Worksheet #1 |
| Time | Set Up | Students | Teacher  |
| 20 mins | Whole classIndividually | Do individually the worksheetHave them explain grammar point to the class | <Model> “Gerund”<Pass out worksheet #1><Explanation about Gerund><CCQ><ICQ><Monitoring><Check the answer>Explain about the rules of Gerund. |
| Notes: |

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| Task Realization  |
| Title:Drill repetition of Gerund  | Aims:Let them solve the problem to practice about gerund for helping SS’ understanding To improve SS’ writing  | Materials: Worksheet #2,#3 |
| Time | Set Up | Students | Teacher  |
| 20 mins | Whole classSolve individuallyWhole class | Have them read and solve the problemHave them make a sentence of each group | <Pass out worksheet #2>Introduction similar to drill repitition of Gerund.<Have them solve the problem><Check the answer together><Activity from worksheet #3>Make 3 sentences of each group on the worksheet. |
| Notes: |

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| Post Task |
| Title:Review of today’s lesson | Aims:To let SS review what they learned | Materials: White board, board marker |
| Time | Set Up | Students | Teacher  |
| 10 mins | Whole class | SS will hear to the teacher’s summary.Answering and questioning | Check the answer together.Feedback & Error corrections.Eliciting again about grammar point<Ending Greeting> |
| Notes:??? |

# Worksheets, handouts and lesson materials

Worksheet #1

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 favourite hobby.
7. Jack’s dream is ( travel / travelling) around the world.

Fill the blanks

1.(fight) Brian and 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.

1. **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.**

**B . 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)