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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’ speaking  Speaking: SS will have a time to speak the class and during activities  Reading : 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 class  3 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 people  Have 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 class  Individually | Do individually the worksheet  Have 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’ understandingTo improve SS’ writing | Materials: Worksheet #2,#3 |
| Time | Set Up | Students | Teacher |
| 20 mins | Whole class  Solve individually  Whole class | Have them read and solve the problem  Have 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)