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| **Topic: Travelling exciting places** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Misun Kim/  Junghee Lee | Intermediate | Adult | 12 | 25 minutes |
| **Materials:**   * Picture and songs for eliciting * Posters for timeline and the substitution table * Worksheets for discussion activity and homework | | | | |
| **Aims:**   * SWBAT distinguish vocabulary between ‘Gerunds’ and ‘Infinitives’ by doing chants. * SWBAT identify and use the forms of ‘Gerunds’ and ‘Infinitives’ by a playing ‘Board Race’ game. * SWBAT talk about the exciting places where they want to travel by using ‘Gerunds’ and ‘Infinitives’ through discussion. | | | | |
| **Language Skills:**   * Reading: reading worksheet to answer questions * Listening: listening to the music, teacher’s instructions, explanation and classmates’ ideas * Speaking: drilling, practice activities, and sharing ideas * Writing: worksheet answers and doing homework | | | | |
| **Language Systems:**   * Lexis: vocabulary related to ‘Gerunds’, ‘Infinitive’ and ‘Both’ * Grammar: gerunds and infinitives * Phonology: repeating to the teacher * Discourse: expressing opinions * Function: predicting, giving and receiving opinions | | | | |
| **Assumptions:**   * The teacher’s style of teaching and the pace of the class * Ss are at an intermediate level and may already know the vocabulary to present * Ss are able to express their ideas and opinions in English * They are mostly active. The class will work in groups and pairs | | | | |
| **Anticipated Errors and Solutions:**   * Students may have a hard time drillings by practicing chants * Teacher gives the students more chances to practice * If students need more time to finish their activity (cut-off plan) * Be flexible with the time as giving students more time to finish their activity and cut off the time of post activity * If students finish their activity earlier than anticipated (SOS plan) * Give students more time on final activity | | | | |
| **References:**   1. Gerunds and infinitives with songs (Oct 19, 2015). In Youtube. Retrieved November 30, 2015, from <https://www.youtube.com/watch?v=sGbHSzTpeHc> 2. Hewings, M. (2013). Verb -ing forms and infinitives 1~2. In *Advanced Grammar in Use* (Third ed., p. 60~63). Cambridge university press. 3. Infinitives vs Gerunds Exercises 4 – GrammarBank(n.d.) In GrammarBank.com. Retrieved November 30, 2015, from <http://www.grammarbank.com/infinitives-vs-gerunds.html> | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | |
| **Aims:**   * SWBAT guess what they are going to learn by the use of infinitives and gerunds through songs and describing the picture. | | | **Materials:**   * Songs related to “infinitives” and “gerunds” * Picture for eliciting * Board & markers |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 3minutes | Whole class | Reply “Good”  “Is it a beach?”  “No”  “Swimming and fishing?”  “Yes!”  (No reply for the question)  “I want to break free”  “I don’t feel like doing anything”  “infinitives and gerunds” | **<Greeting>**  (T begins by smiling and making eye contact and may use an attention-getting technique.)  “Hello everyone, how are you today?”  **<Eliciting>**  (Showing Ss a picture to elicit the topic.)  “Look at this picture! What do you see in the picture? Do you know where this place is and the name of the beach?”  -If Yes,  “Right! It is the hidden beach and also known as beach of love. It is located near the coast of Mexico.”  “Have you ever been to this island?  -If No,  “Have you heard of the hidden beach or beach of love in Mexico?”  “This picture you see is the hidden beach of Marieta Islands and located near the coast of Mexico. Nicknamed the "hidden beach" or "beach of love", it is accessible only when the tide is low.”  “What do you think you can do there?”  “Right, you can probably enjoy swimming or fishing”  “Isn’t it quite an exciting place to visit?”  “However, it will take many hours to get there then what would you like to spend time during your flight or transferring?”  (T will give Ss time to think but no answers then will tell them what)  “I think most people like listening to music so I brought 2 songs for you”  **<Guiding question & prediction>**  (Let Ss listen to the music and let them speak what they can hear. T plays songs related to infinitives and gerunds)  “So, I am going to play 2 songs very shortly”  “While listening, try to listen carefully and guess what the grammar point is for today’s lesson”   * What did you hear from the songs?   “Yes! Right, anything else?”  (T writes on the board as Ss answers)  “Very good!”  “Can you guess what grammar point is for today?  “Yes, right!” We are going to learn about infinitives and gerunds today” |
| **Notes:** | | | |
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| **Practice:** | | | |
| **Aims:**   * SWBAT distinguish vocabulary between gerunds (verb + ing) and infinitives (to + verb) and make and speak full sentences using ‘Gerunds’, ‘Infinitive’ and ‘Both’ by playing ‘Board Race’ game and chants | | | **Materials:**   * White board and markers * Flash cards for racing game * Posters for timeline and substitution table |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 3minutes  5minutes  4minutes | Whole class  Whole class/ group work /  individually  Group work | “NO”  “Decide, decide I decide to travel”  “Once everyone has turn and back to the place where we started”  “2 groups”  “On the chair in front of the board”  (Ss plays the game)  “I promise to study hard” | “ Now, let’s look at the substitution table”  **Gerunds**   |  |  |  | | --- | --- | --- | | I | enjoy | travelling | | suggest | | look forward to | | consider | | Think about |   **Infinitives**   |  |  |  | | --- | --- | --- | | I | decide | to travel | | hope | | want | | promise | | plan |   **Both**   |  |  |  | | --- | --- | --- | | I | like | to travel | | love | | hate | travelling | | prefer |   (T explains the form of using gerund and infinitive by **showing timeline**.)  “Verb+ gerund is *often we use the gerund for an action that happens* ***before*** *or* ***at the same time*** *as the action of the main verb”*  “Verb+ infinitive is *often we use the infinitive for actions that* ***follow*** *the action of the main verb”*  “some verbs such as like and prefer and so on can be followed by both gerunds and infinitives with no change in meaning”  “However, there are some cases are not followed with the rules as above. Here is one example of the verb’stop’ for you and let’s look at the timetable”  (T explains the verb\_Stop has different meaning by using the form of gerund and infinitive by **showing timeline**.)  **<CCQs>**  “I enjoy to travel?”  “right, I enjoy travelling”  Okay! Now let’s chant with those sentences in the poster. “1,2,3,4! 1,2,3,4!”  “Enjoy, enjoy, I enjoy travelling!”  “What about you? / x2”  (Chant some of verbs as the same pattern as above with whole class first and then individually if possible, point out one student and do that way to another student)  **<SOS/Filler>**  T divides into 2 groups “Team A” and “Team B” for  Chanting a round  (Two teachers demonstrate how to do it for more understanding.)  **<Instruction>**  “From now on, we are going to play “Board Race” game. To play this game, let’s make two groups.  Please stand up everybody!”  (Get in to group of 6 and make them line up. Named “Team A and Team B)  “Look at the board and you can see two groups ’Team A, and ‘Team B’ so you guys need to categorize the verbs into the right place and a team who finishes first and the team will be the winner”  “Here are 6 flash cards for each team so that everyone has one card and everyone has to come up to the board and put it on the right place. I put them on this chair for Team A and that chair for Team B”  **<Demonstration>**  (T shows how to play this at first)  “Okay, the first student of your team runs to the board, picks one of the cards on the chair and puts it on the right place and then runs back to your next student of your team. Make sure everyone has to take turns for this game.  **<ICQ>**  “When the game can be finished?”  “How many groups do you have for this game?”  “Where are the flash cards”  “Okay, Are you ready?”  “Let’s off you go! Ready set go!”  (T monitors them and sees if any student makes mistakes.)  (Once the game is over, check the answers if they did it correctly and let them know whose team wins.)  **<Feedback>**  (Have a student one by one ask to make their own sentence by using the verb that T is pointing )  “John! Can you make sentence with “promise”? |
| **Notes:** | | | |
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| **Production:** | | | |
| **Aims:**   * SWBAT talk about their exciting places where they want to travel by using ‘Gerunds’ and ‘Infinitives’ through discussion. | | | **Materials:**   * Board & markers * 12 copies of worksheet for the discussion |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 8minutes | Pairwork | “No, work with partners”  “5minutes”  “No”  (Discussing with partners)  (Sharing their stories) | **<Error correction>**  (T shows the common errors when Ss make sentences using “Looking forward to + ~ing”(O) People often get confused with it so mention it do not make an error here “looking forward to + infinitive”(X))  -I am looking forward to see you again (X)  -I am looking forward to seeing you again (O)  (Also, T may find more errors then, let them know the errors and make them correct)  **<Instruction>**  Okay, now we are going to discuss some interesting questions with you partner regarding travel.  Let’s assume that you are very rich so you have enough money to travel everywhere.  Now you are planning to travel to a very exciting place. Here are some worksheets and I am going to hand out to all of you.  (T distributes the worksheets to the students)  “You will work with your partner and I will give you 5 minutes to do”  “Don’t forget to use ‘Gerunds and Infinitives’ that we learned earlier while discussing.  After discussion, we will share your partners’ ideas. You should ask your partner and write down the answers on the worksheet so that you can tell the story about your partners”  (T writes the instruction using simple sentences)  **<ICQ>**  “Are you going to work alone?”  “How much time do you have?”  “Are you going to write and share your own story?”  “Okay let’s get started!”  (T monitors them and see if Ss make any errors while discussing)  (Inform Ss they have 1 min. left)  “You seem to finish! Okay, now let’s hear your interesting stories”  “Who wants to share your partners’ story first?”  (no one volunteers, then pick any student to do it) |
| **Notes:** | | | |
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| **Post Production:** | | | |
| **Aims:**   * Review what they have learned today by asking CCQs and doing error corrections | | | **Materials:**   * White board and markers * 12 copies of worksheet for homework |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 2minutes | Whole class | “F”  I am looking forward to seeing you again.  “T” | **<SOS/Filler>**  If the production activity takes time then, ask few teams to share their answers, not all of the teams.  **<Feedback>**  What was the most difficult for you?  Which activity did you enjoy most?  **<CCQs>**  Please shout out if the sentence is correct ‘T’ and incorrect “F”  *“Are you looking forward to see you agian?”*  Then can you make it correct?  *“Do you prefer to travel by plane or ship?”*  **<Homework>**  “For your homework, I am going to hand out the worksheet regarding Gerunds and Infinitive we learned today so please complete and bring it to the next class.”  (Distribute the worksheet for homework to Ss)  **<Closing>**  “Today we talked about the grammar point”Gerunds and Infinitives and do you have any questions?”  (if no questions, dismiss the class)  “Okay guys! I will see you tomorrow bye!” |
| **Notes:** | | | |

**<Picture for eliciting>**



**<Worksheet for discussion>**

**Getting to know your partner’s travelling**

**Work in pairs for this activity. Talk about and find out what your partner’s travel type is and tell to the class after discussion. Complete each sentence *using a gerund or infinitive* appropriately.**

1. Favorite places to visit next year,

He/she (your partner) **hopes** ………………………………………………………………………………………………..

1. Activity/Adventure preferences while being there,

He/she **prefers** ………………………………………………………………………………………………………………………

1. Food that your partner want to try there,

He/she **feels like** ………………………………………………………………………………………………………………….…

1. Type of music while travelling,

He/she **enjoys** ………………………………………………………………………………………………………………………..

1. On your partner’s own experience on his/her trip in the past,

He/she **couldn’t stand**…………………………………………………………………………………………………………..

**<Homework>**

**Fill in the blanks with gerund or infinitive form of the given verbs.**

양식의 맨 위

1. Sarah and her grandmother enjoyed ---- (spend) time together.  


2. Those people who are fed up with ---- (wake up) very early in the morning can look for part-time jobs.  


3. Your children are making a lot of noise. Do you mind ---- (warn) them about their behavior?  


4. The man who was moving in with his friends, said that he was tired of ---- (live) alone.  


5. The English national soccer team is looking forward to ---- (play) in USA.  


6. Many parents think that it is exciting ---- (have) twins.  


7. Jack's boss gave him a call ---- (ask) some questions.  


8. Erin told her parents that she would like ---- (study) math at a reputable college.  


9. My 6 year-old cousin likes ---- (surf) on the net.  


10. ---- (be) a teacher is one of the most popular jobs.  


양식의 맨 아래