

Gerunds & To-infinitives (Secondary)

Lesson Plan

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Lesson Duration: 65 minutes

Lesson Objective(s):

After the lesson, students will be able to:

1. Identify verbs that are followed by gerunds / to-infinitives;
2. Demonstrate an understanding of the different meanings gerunds and to-infinitives make following verbs such as *forget*, *remember*, *regret* and *stop*;
3. Complete a video commentary using appropriate gerunds and to-infinitives;
4. Write a text on “An Unforgettable Moment” using the target structures.

Time	Procedures	Materials
20 mins	<p><u>1. Introduction to the topic</u></p> <p>1.1. T asks Ss what sport they like doing and writes their responses on the blackboard. <i>What sport do you like doing?</i></p> <p>1.2. T shows sentences such as <i>I like <u>swimming</u></i> and <i>I am <u>swimming</u></i> to help Ss distinguish between a gerund (<i>-ing</i> form as a verbal noun) and a verb.</p> <p>1.3. T uses <u>to-infinitives</u> to ask Ss what they hate to do. T writes Ss’ responses on the blackboard. <i>What do you hate to do?</i></p> <p>1.4. T draws Ss’ attention to the gerunds and infinitives used in their responses on the blackboard. T highlights and symbolises gerunds and to-infinitives using “G” and “to-i”, respectively.</p> <p>1.5. T helps Ss to recognise the gerund and infinitive forms. T shows different sentences with the use of ppt and invites Ss to raise the “G” card or the “to-i” card when they find a gerund / to-infinitive used in the</p>	<p>PPT</p> <p>Worksheet (Activity 1)</p>

	<p>sentences.</p> <p>1.6. T draws Ss’ attention to the use of gerunds and to-infinitives after such verbs as “like” and “love”, and the similar meanings they make.</p> <p>1.7. T introduces that there are verbs that can be followed by either gerunds or to-infinitives only. T shows Ss some example sentences and asks Ss to work out whether the verbs (e.g. <i>finish, decide</i>) are followed by gerunds or to-infinitives.</p> <p>1.8. Activity 1 – In groups, Ss use an online dictionary to check the usages of the verbs given and complete the table on the worksheet (part I). [Note: T can prepare a dictionary excerpt if Ss do not have access to computers/smart phones.]</p> <p>1.9. T checks answers with students.</p>	
<p>40 mins</p>	<p><u>2. forget, remember, regret and stop</u></p> <p>2.1. T introduces that there are verbs that can be followed by both gerunds and to-infinitives, but with different meanings (e.g. <i>forget, remember, regret and stop</i>). T shows Ss example sentences of the selected verbs and short animation scenes to show the different meanings.</p> <p>2.2. T discusses the meaning with Ss. Ss complete the matching activity on the WS.</p> <p>2.3. Practice T shows Ss a short video clip (Mr. Bean - The Exam) and Ss complete the fill-in-the-blank exercise based on the video.</p> <p>2.4. Writing 2.4.1. T introduces the context: Your school is organizing a writing competition. Its theme is “That Unforgettable Moment”. You have been invited to participate in this competition and write about your experiences.</p> <p>2.4.2. T tells Ss that they must use any of the four target verbs.</p>	<p>PPT</p> <p>Worksheet</p> <p>YouTube video “Mr. Bean - The Exam” (for 2.7. - 2.8.) (00:00-03:32)</p> <p>Video backup: https://drive.google.com/drive/folders/0BzGserN7sE-jMzJhM043MlN5QWs</p>

	<p>2.4.3. T invites some students to share their work with the whole class. Ss read aloud their work and T asks follow-up questions to make sure that the target language is used appropriately.</p>	
5 mins	<p><u>3. Wrapping up</u></p> <p>3.1. T asks Ss about the meanings the different structures make. Ss have to complete the four MC questions to show their understanding.</p> <p>3.2. T reminds students that there are some verbs that are followed by a gerund, some verbs that are followed by an infinitive, and some verbs that are followed by either a gerund or a to-infinitive with or without change in meaning.</p>	PPT
Extended task (optional)	<p><u>Follow-up writing task</u></p> <ul style="list-style-type: none"> - Students will study some mental illnesses/illnesses in general, and write about them using the target structures. - Alzheimer’s disease is given as an example to show how ‘forget’ is used to describe the symptoms. - Other possible illnesses will be provided to help students with the writing. - Advanced students can also conduct research on other illnesses and write a short text about them using the target grammar points. 	