

**Gerunds & Infinitives (Senior Primary)****Lesson Plan**

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**Duration:** 65 minutes**Lesson Objective(s):***After the lesson, students will be able to:*

1. Distinguish the forms of gerunds and infinitives
2. Name some verbs that are followed by a gerund or an infinitive
3. Distinguish the difference between a bare infinitive and a to-infinitive
4. Use gerunds and infinitives appropriately to complete texts

**Target Verb(s):**

1. Examples of verbs followed by gerunds:  
*enjoy, miss, finish, suggest & mind*
2. Examples of verbs followed by to-infinitives:  
*would like, would love, encourage, want, choose, promise, wish, invite & wait*
3. Examples of verbs followed by both gerunds and infinitives without much change to the meaning:  
*continue, start, love & like*
4. Examples of verbs followed by bare infinitives:  
*let & watch*

<b>Time</b>	<b>Procedures</b>	<b>Purposes</b>	<b>Materials</b>
10 minutes	<p>1.1 T starts the lesson by writing on the blackboard and asking Ss the question “What do you like doing in recess?”. T asks more questions with gerunds. <i>E.g. What do you like eating for dinner? What do you like watching on TV? What do you like doing when you are free?</i></p> <p>1.2 T writes Ss’ responses on the blackboard and draws Ss’ attention to the gerunds used. T uses the symbol “G”.</p> <p>1.3 T asks questions using infinitives. <i>E.g. What/Where do you like to eat for</i></p>	<ul style="list-style-type: none"> <li>● To raise Ss’ awareness of the gerunds and infinitives used after the verb “like”.</li> </ul>	<ul style="list-style-type: none"> <li>● Word cards of the sentences</li> </ul>

	<p><i>dinner tonight? What do your parents like to say to you when you get back home after school?</i></p> <p>T draws Ss' attention to the to-infinitive forms used. T uses the symbol "to-I".</p> <p>1.4 T draws Ss' attention to the use of gerunds and infinitives after the verb "like". T introduces Ss to other verbs that can be followed by a gerund or a to-infinitive (e.g. <i>continue, start</i> and <i>love</i>) with a sentence re-ordering activity. T prepares word cards of sentences and invites Ss to reorder them on the blackboard by moving the word cards.</p> <p><i>Example sentences:</i></p> <ol style="list-style-type: none"> <li>1. Mickey Mouse / starts / to / feel / sleepy / at / seven o'clock.</li> <li>2. Mickey Mouse / starts / feeling / sleepy / at / seven o'clock.</li> <li>3. Mr. Mak / continued / to / sleep / after / a / bad dream.</li> <li>4. Mr. Mak / continued / sleeping / after / a bad dream.</li> </ol>		
15 minutes	<p>2.1 T shows students an email written by Charlie to Snoopy.</p> <p>2.2 T gives Ss around 2 minutes to read the email silently.</p> <p>2.3 T asks Ss questions to check Ss' understanding of the email.</p> <p>2.4 T asks Ss to find all the "G" from the email and circle them.</p> <p>2.5 T asks Ss to find all the "to-I" from the email and underline them. T points out the infinitives in the passage and guides Ss to distinguish between bare infinitives (I) and to-infinitives (to-I).</p> <p>2.6 T draws a table on the blackboard with three columns named "G", "to-I"</p>	<ul style="list-style-type: none"> <li>● To help Ss become more aware of the use of gerunds and infinitives using a text-based approach.</li> <li>● To build a verb base with Ss.</li> </ul>	<ul style="list-style-type: none"> <li>● WS1</li> </ul>

	and “I”, respectively. T invites Ss to come out and write down the verbs that go before the gerunds, to-infinitives and bare infinitives in the email.		
15 minutes	<p>3.1 T draws Ss’ attention to the story about Charlie and Lucy at school. T instructs Ss to pay attention to “G”, “to-I” and “I”, which appear in the story. Ss complete Part A (1) of WS2.</p> <p>3.2 T checks answers with Ss and draws Ss’ attention to Part A (2) of WS2. T reads the story with Ss again and instructs Ss to pay attention to the verbs before gerunds, to-infinitives and infinitives.</p> <p>3.3 T guides Ss to complete Part B of WS2 using gerunds and infinitives appropriately.</p>	<ul style="list-style-type: none"> <li>● Using a story to present gerunds and infinitives.</li> <li>● Having Ss find out the gerunds and infinitives used increases their awareness.</li> <li>● Making a verb table helps Ss build up their verb base.</li> </ul>	<ul style="list-style-type: none"> <li>● WS2</li> <li>● Story</li> <li>● PPT</li> </ul>
10 minutes	<p>4.1 Ss complete Snoopy’s email to Charlie by filling in the blanks with gerunds and infinitives appropriately.</p> <p>4.2 T invites Ss to share their answers with the class.</p>	<ul style="list-style-type: none"> <li>● Completing the email allows Ss to practise using gerunds and infinitives appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● WS3</li> </ul>
15 minutes	<p>5. <u>Dictogloss</u></p> <p>5.1. T distributes to each S a piece of paper. T will read aloud one short text about Snoopy twice. Ss should listen only for the first time without writing. In the second time, Ss should jot down the key words on a piece of paper. T then asks Ss to reconstruct the text in pairs with the keywords they have jotted down.</p> <p>5.2 T invites pairs to come out and share their texts. Slight differences from the original text are acceptable as long as the meaning is retained and gerunds and infinitives are used appropriately.</p>	<ul style="list-style-type: none"> <li>● Increase Ss’ awareness and understanding of the use of gerunds and infinitives through reconstructing the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Pieces of paper</li> </ul>

**Appendix I - The passage about Snoopy for Stage 5 (Dictogloss)**

Text I

I am Snoopy. I live in the USA. I love doing sports. I enjoy hiking with my friend, Woodstock. Woodstock is very friendly. He always helps me solve problems. He also encourages me to work hard. Charlie is also my friend. I love to watch TV with him. He lets me play online games with his phone. He is studying overseas now. I miss playing with him very much. I wish to see him again soon!