

LESSON PLAN

Name(s)/Surname(s):

Institution/Context of language teaching:

Material (Course-book/Unit) used:

Lesson focus: Gerunds and Infinitives

Learners' previous knowledge: Tenses in English language with a basic knowledge of gerunds and infinitives.

Learner profile (age, proficiency level, number of students): 8th grade, B1 level, 15 students

Allocated time: 45 minutes

Anticipated problems and remedies during teaching: There may be connection problems, the students may not be eager to participate, or the lesson may finish earlier than expected.

Goal(s) of the lesson: To give students the understanding of gerunds and infinitives by providing examples.

Objectives of the lesson: The students will be able to identify the differences between gerunds and infinitives.

The students will be able to clarify the reasons for using a particular verb form.

The students will be able to form dialogues and sentences involving the gerunds and infinitives.

PROCEDURE

STAGE 1 - WELCOME

- **Allocated time:** 2 minutes
- **Procedure (what do the teacher and the students do):** The teacher will greet the students as they are admitted into the meeting room.
- **Aids (if any, other than the coursebook):** -
- **Interaction Patterns:** T-Ss and T-S
- **Stage Justification:** In the context of an online classroom, this stage's main purpose is to make sure that everyone is connected and all their devices are working fine for the class to continue.

STAGE 2 - INTRODUCTION OF THE TOPIC

- **Allocated time:** 7 minutes
- **Procedure (what do the teacher and the students do):** The teacher will ask whether the students have watched/checked the pre-class assigned material(s). Then the teacher will ask them a few questions about the pre-made material to get the students to talk about the topic based on what they understood. The students are expected to share what they understood from the pre-class materials or if they remember anything about the grammar point. The teacher can fill in the missing information gaps and correct the misunderstandings.
- **Aids (if any, other than the coursebook):** The teacher will open the whiteboard on Zoom to write or draw as she carries out the activity. The teacher can note down important points or misunderstandings regarding gerunds and infinitives that are mentioned in the discussion.
- **Interaction Patterns:** T-Ss, Ss-T, T-S, S-T
- **Stage Justification:** Within a flipped classroom context, one of the main ideas is to introduce the topic beforehand and to discuss what the students have understood on their own. This is to encourage autonomous learning skills and to incorporate cognition, evaluation and inspection on one's own by using higher order thinking skills. It is best if the students find the topic interesting or if they can remember any sort of related background information related to the topic being presented. In this particular case however, the main point is to make them remember; we looked into our students' curriculums and it is evident that they have already learnt this topic (gerunds and infinitives). Some classes even started with practicing the learnt grammar point. Thus, as long as they are knowledgeable about and familiar with the topic, we as their FIP teachers see it as our responsibility to make this information memorable, meaningful and practical.

STAGE 3 - MAIN ACTIVITY

- **Allocated time:** 23 minutes
- **Procedure (what do the teacher and the students do):** The teacher will show a short story to the students. The story is prepared on MS Forms and includes some gaps to be filled in using either gerunds or infinitives; and in some cases, both. The story follows the morning of Bernardo and his friend Arnold. The students will be divided into breakout rooms and they are expected to write the correct forms of the given verbs in those blanks. Then teacher will take them back into the main room and they will discuss the answer all together. Then the students will be writing a very short paragraph (two to three sentences) for the ending of the story which is left untold. The students are expected to use at least 4 gerund/infinitive verbs and they are allowed to get help from the link provided in the comments section. The breakout rooms will be given 7 minutes, the corrections will last for about 7 minutes, the writing will be conducted simultaneously with the commentary part.

PS. In case the teacher runs out of time for the writing part, that can be conducted as a brainstorming session and then the paragraphs can be added into the “home assignment”.

- **Aids (if any, other than the coursebook):** MS Forms, Zoom whiteboard
- **Interaction Patterns:** T-Ss, Ss-T
- **Stage Justification:** A flipped classroom aims to achieve a more independent discussion and cooperation platform, allowing for social interactions as much as possible. The idea is to learn without strict rules, a teacher’s monotonous lecture or traditional teaching methods. The students are expected to use their imaginations, knowledge, social skills, and insight. Thus, the activities should be aimed to allow their conduct. The teacher is merely the moderator of speech and acts, the learning occurs “on its own” in a way, by “tampering with” the content, if you will.

STAGE 4 - REINFORCING ACTIVITY

- **Allocated time:** 10 minutes
- **Procedure (what do the teacher and the students do):** The students will do a Kahoot activity to get familiar with more gerund and infinitive uses with verbs. The teacher will monitor the activity and the student who wins will be awarded with a badge.
- **Aids (if any, other than the coursebook):** Kahoot
- **Interaction Patterns:** Individual work
- **Stage Justification:** With these students in particular, we did a very quick form (after the warm-up session) asking them about their favourite online educational platforms and the majority answered “Kahoot”. So, we decided to prepare one for the sake of entertainment and also to improve retention. The badges will be distributed to the students who did well in class in general or to the winners in cases where we do activities like Kahoot, kind of like an award in a continuous manner; like the scouts collecting their badges. At the end of the year they will be able to look at their badge collections and see where and how much they have succeeded in learning. In short, it’s a very simple motivational factor.

STAGE 5 - FAREWELL

- **Allocated time:** 3 minutes
- **Procedure (what do the teacher and the students do):** The teacher will assign a brief exercise sheet for the students to work on before the next class. The sheet consists of a quick recap practice.
- **Aids (if any, other than the coursebook):** MS Forms
- **Interaction Patterns:** T-Ss
- **Stage Justification:** This stage is to summarize what they dealt with in this class and to clearly explain what their assignment requires them to do. Clear instructions are especially important in online classrooms as connection can be weak, or any other technical problems can occur. It is also advised to the instructor(s) to provide an email address in case a student needs help.

APPENDIX

All of the materials for this lesson plan can be found in this Padlet link:

https://padlet.com/zeynep_arpaozu/29hsb1vsmx1tt2ds

FLIPPED
IMPACT