

## Getting to Know Gerunds

Instructor	Hoang Nguyen
Class/Level	<p>The class is an intermediate-level class. Students are all adult learners, ages 18+.</p> <p>Prior to this lesson, students were introduced to corpora and have basic knowledge of how to conduct corpus searches based on key words and how to produce a list of collocations.</p>
Time	<p>Introduction activity: 10 minutes</p> <p>Job activity: 10 minutes</p> <p>Corpus activity: 25 minutes</p> <p>Interview role-playing activity: 15 minutes</p> <p><b>Total: 60 minutes</b></p>
Topic	The lesson will focus on gerunds and talking about experience and skills.
Skill(s) in Focus	Students will develop skills in writing, speaking, and doing corpus-based research.
Goal(s)	The goal is to get students familiar with corpus-based research through a lesson on gerunds. On the technology side, students will acquire the necessary skills to use corpora for their own benefits outside the classroom. On the English language side, students will acquire the necessary skills to talk about their personal experiences and skills.
Objectives	<p>By the end of the lesson students will be able to:</p> <ol style="list-style-type: none"><li>1. Form gerunds from verbs</li><li>2. Identify a gerund in a sentence</li><li>3. Identify common words and phrases that are used in conjunction with gerunds</li></ol>

	<ol style="list-style-type: none"> <li>4. Form own sentences using gerunds.</li> <li>5. Use gerunds to share personal information</li> </ol>
Materials	Corpus of Contemporary American English (COCA), computer, corpus activity worksheet (see Appendix, Figure 1), index cards with jobs (see Appendix, Figure 2), paper, pencil

### **Activity 1: Introduction to Gerunds Through Corpus-Based Research**

*Time: 10 minutes*

*Participation: T will instruct the class.*

*Objectives: Students will be able to identify gerunds in a sentence.*

Introduction: 10 minutes

1. T will hand out the gerund worksheet.
2. T will introduce Ss to gerunds and give a basic explanation of the difference between a verb and a gerund.
3. T and Ss will work together to go over example sentences, identifying the gerund in each sentence.
4. T will ask Ss if there are any questions on identifying gerunds.

### **Activity 2: Job Skills Activity**

*Time: 10 minutes*

*Participation: Ss will work with a partner.*

*Objectives: Students will be able to construct own sentences using gerunds.*

Job Skills Activity: 10 minutes

1. T will hand an index card to each pair of students. On each index card is written a job.
2. Ss, on their own piece of paper, will write down some skills, activities or interests that relate to their job.
3. Ss will form gerunds using these skills.
4. T will check up on Ss' sentences to make sure their work is proper.
- 5.

### **Activity 3: Corpus Activity**

*Time: 25 minutes*

*Participation: SS will work with a partner.*

*Objectives: Students will be able to identify common words and phrases that are used in conjunction with gerunds*

Corpus Activity: 20 minutes

1. T will hand out the corpus worksheet.
2. Guided by the corpus activity worksheet, Ss will use the Corpus of Contemporary American English (COCA) to search gerunds they identified in the job skills activity.
3. Ss will write down examples of sentences where their chosen gerunds are appropriately used.
4. Ss will look at the collocations of their searches and write down any recurring words or phrases preceding or following gerunds.
5. T will walk around the room to check up on Ss, answering questions and making sure that example sentences are correct.

Activity Wrap-Up: 5 minutes

1. T will ask Ss to share any common words or phrases that they found in collocations. T will also provide some common examples if they are not found by Ss.
2. T will make sure to ask Ss whether their examples come before or after the gerund.
3. Ss can update their corpus activity worksheet to reflect this shared knowledge.

### **Activity 4: Job Interview Role-Playing**

*Time: 12 minutes*

*Participation: Ss will work in pairs in this activity.*

*Objectives: Students will be able to form own sentences using gerunds and share personal information using gerunds.*

Introduction: 3 minutes

1. T will ask for a volunteer S to demonstrate the activity.
2. T will act as interviewer to ask volunteer S basic questions about their skillset, as related to the job they chose.
3. There will be no role reversal, as the short introduction is merely meant to guide Ss in how to conduct a basic interview.

Role-Playing Activity: 12 minutes

4. Ss will group up in pairs.
5. Ss will role-play an interview scenario, taking turns being the interviewer and the interviewee.
6. The interviewer will listen as the interviewee talks about their professional skills, activities, and interests, using gerunds. Ss are encouraged to use knowledge they gained from the corpus activity to form their own sentences.
7. The interviewer is encouraged to ask follow-up questions to find out more about the interviewee.
8. After about 7 minutes, Ss will switch up the roles.
9. T will walk around the classroom listening to Ss' exchanges, checking for accuracy and tending to any needed assistance.