

Name: Nancy Vergauwen expected: Topic: Life changing decisions PPP-lesson Main lesson focus (underline one): Grammar / <u>Vocabulary</u> / Pronunciation / Reading / Listening / Speaking / Writing	Date: 08/07/2025 Level: Upper Intermediate Number of students
Learner outcome(s): The students will be able to discuss about major life changing decisions by using the infinitive or the v-ing form	
Grammar: The correct use of the infinitive or v-ing form Exemples of the target language: <ul style="list-style-type: none"> • I enjoy taking risks. • I decided to move abroad. • She avoided changing careers for years. • He hopes to start his own business soon. Vocabulary: a leap Phrases:	
Materials: Exercise sheets, lesson plan	
Assumptions: For this lesson I assume the Ss already know the V_ing and infinitive	
An anticipated problem: SS might get confused why to use the v-ing or infinitive	

My proposed solution:

What I intend to work on based on previous feedback:
Leave some time for error correction and mark the stress on the words.

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
Warm up			
Engage 5 min	<p>Talk about my personal experience.</p> <ul style="list-style-type: none">• Have you ever taken a big risk in life?• What's something you regret not doing?• Would you ever quit your job to follow a dream?	The objective is to generate the interest and the curiosity of the students, to activate their prior knowledge and to introduce the topic of the lesson,	S
Pre-teach voc	EDCB a leap		
Presentation 10 min	<p><u>Part 1</u> D: Individually I: Read the rtext carefully and answer 2 questions please:</p> <p>What challenges did Lucas face when starting his business? What personal</p>	Using a short story or text allows students to see natural use of both forms without abstract grammar rules	R + S

20 min	<p>qualities helped him overcome them?</p> <p>T: 5 min</p> <p>M; model</p> <p>S: sheets</p> <p>Feedback in the class about the text</p> <p><u>Part 2: Identify the pattern</u></p> <p>Find the sentences to + verb and underline them. Do the same for the verbs with the -ing form (What's the name of this form? Gerund)</p> <p>T. writes the exemples on the board and fit the exemple with the correct rule.</p> <p><u>To + inf</u></p> <ol style="list-style-type: none"> 1. After certain verbs . To take/ to figur; Some verbs like decide, plan, hope, refuse, advise are followed by to + infinitive. These often refer to intentions or future actions. 2. after adjectives: to stay/ to be 3. after q-words: to begin/ to focus <p><u>-Ing form (gerundif)</u></p> <ol style="list-style-type: none"> 1. After certain verbs. Learning/ working Some verbs like enjoy, avoid, consider, imagine, regret, finish are followed by verb + -ing. These often describe general experiences, preferences, or completed actions. 2. As a subject: making/building Why using the ing form at the beginning of the sentence? 3. After prepositions: netwotking, presenting What part of speech is "at"? 	<p><u>Part 2</u></p> <p>Guided questions so the students can deduce the grammar themselves.</p>	
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	<p>(Some verbs (like stop, remember, try) may use both forms but with different meanings (to be explored later or in a follow-up lesson).)</p> <p><u>Practie 1</u></p> <p>D: individually</p> <p>I: Fill in the gaps</p> <p>M: Model</p> <p>T: 5 min</p> <p>S. Sheets</p> <p>Correction in class with the reasons why?</p>	To help students recognize, differentiate, and correctly use infinitive and -ing structures in controlled contexts.	
<p>Production</p> <p>15 min</p>	<p>D; Individually</p> <p>I. 1. Think of a time in your life when you made a big decision or Imagine you are starting something new (a job, project, trip, or business).</p> <p>2 Prepare to speak for 2–3 minutes about it using the following prompts. Try to include both to + verb and -ing forms.</p> <p>M; model</p> <p>T. You have 10 minutes</p> <p>If necessary extra questions:</p> <ul style="list-style-type: none"> • What did you decide to do? • What made it hard or easy to take that step? • What did you enjoy doing during the process? 	The ss are can practise the target language in a free context.	W +S+L

	<ul style="list-style-type: none"> • Did you imagine failing, or consider giving up? • What do you hope to achieve? • What are you getting better at doing? 		
Error correction 5 min	Feedback from the exercise		S