



<b>Topics</b>  Habits Expressing appreciation Expressing dislike	<b>Prepare Before Class</b>  Pictures of different sports
<b>Learning Strategy</b>  Set a Goal	<b>Goals</b>  Grammar: Review of present perfect and present perfect continuous; gerunds; infinitives (to + verb) Speaking: Gerunds and infinitives Pronunciation: Reduced form of “to” in sentences with infinitives

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn about gerunds and infinitives. These are new kinds of words.”

Ask students what activities they like to do. Examples might include, “I like running,” or “I like to play soccer.”

Circle the ‘to’ and ‘ing’ parts of the phrases and say, “These are special kinds of nouns. We make them from verb forms. Today we will learn about using these nouns.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches about gerunds and infinitives.

### Speaking Practice Script – Lesson 51

#### 1. Gerunds

In this lesson, you hear some words that have “ing” at the end. They are the --ing form of a verb. We use them as nouns.

We call them “gerunds.”

2. Gerunds can be the subject of a sentence, as when Ashley talks about training.

Anna, training a little every day is a good habit to get into.

3. A gerund can also be the object of a sentence, as in “I love running!”

Now you try it.

Answer this question with a gerund.

Listen: Do you like learning English with VOA?

Speak: Yes, I like \_\_\_\_\_ English with VOA.  
(learning)

#### 4. Infinitives

Another new kind of word in this lesson is the infinitive. We make an infinitive from the simple form of the verb.

Often the word “to” comes before the infinitive.

Anna: I didn’t know you like to run!

Now you try it.

Make a sentence with the infinitive “to study.”

Speak:

VOA makes it easy for me \_\_\_\_\_  
English. (to study)

Say, “Now we are going to practice this some more.”

Ask students to write two questions - one question with a gerund and one question with an infinitive. Then tell students to ask one classmate their questions. The questions and answers should be like the ones in the videos.

Students can ask other classmates their questions. If time remains in class, ask students to volunteer in front of the entire class.

**Present the Conversation**

Tell students that the video will show how Anna has a new goal -- to run a marathon. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

**Main Video Script – Lesson 51**

1. Listen:

What do you know about running in a marathon?

Speak: What do you know about \_\_\_\_\_ in a \_\_\_\_\_? (running, marathon)

2. Listen:

Training a little every day is a good habit to get into.

Speak: \_\_\_\_\_ a little every day is a good habit \_\_\_\_\_ . (training, to get into)

**Pronunciation Practice**

The Pronunciation Practice video teaches how Americans pronounce the reduced form of “to” in sentences with infinitives.

**Pronunciation Practice Video Script – Lesson 51**

Listen to how English speakers say a sentence with the infinitive and the word “to.”

If the infinitive is spoken slowly and carefully, the vowel as the sound /u:/ as in “too” /’tu:/

Ashley: Do you want to sit down, Anna?

It is more common to hear the word “to” spoken quickly. Then, “to” sounds like /tə/. Listen to these examples:

Anna: I’m here to enter the race!  
 Woman: But ma’am you can’t enter the race.

Anna: What? How am I going to meet my goal?

Now you try it.

First say this sentence with “to” slowly and carefully.

Speak:  
 I am planning to visit the United States this summer.

Then say the sentence quickly with /tə/

Speak:  
 I am planning to visit the United States this summer.

Say, “Now we are going to practice this some more.”

Write the following sentences on the board:

Do you like to study English?

Yes, I like to study English.

Read the sentences slowly, using the careful pronunciation /'tu:/

Then read the sentences quickly, using the /tə/ pronunciation.

Then read the sentences using either the fast or slow pronunciation, and ask students to say which one you used.

Then ask students to write two questions using an infinitive. They should work with a partner to practice saying their sentences slowly and quickly. The partner should be able to hear a difference between the two kinds of sentences.

Students can change partners and do the activity again if time remains in class.

## Day 3

### ***Learning Strategy***

Tell students that in today's lesson, they will learn to set a goal.

Give an example. Say, "In the video, Anna made a decision. She thought about doing something difficult, or challenging herself. You can say she set a goal. When we set a goal for ourselves, we give ourselves a reason to try harder. It's kind of like extra power. You can do amazing things when you set yourself a goal and work a little every day."

Say, "You can use the strategy, set a goal, when you are learning other things besides English. For example, when you are playing a sport, you can set a goal for improving your score or your form."

### ***Activity***

Say, "Now let's talk about physical activities that you might set a goal for."

Give students a copy of the Activity Sheet.

Explain, “At the top of the sheet, match the words to the pictures. Put the number of the image in the box.”

Then ask students to look at the lower section. Explain, “Today, let’s set a goal of making lots of sentences with these special nouns. You and your partner are going to be in a race, like the people in the video. Can you write the most sentences in two minutes?” Ask students to form pairs and get ready for the writing race.

Remind students, “Each sentence you write must have an infinitive or a gerund. I’m going to time you – let’s see how many sentences you can write in two minutes. Ready, set, go!”

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna says, “A marathon is a long race. Many marathons raise money for charity, you know - good works. A marathon is a good fitness goal too. I want to challenge myself in a marathon and maybe win a medal!”
2. Ashley says, “I love running. In fact, this weekend, I will run in my first marathon.” Anna says, “Me ... too.”
3. Ashley says, “Anna, training a little every day is a good habit to get into. Not all at once!”
4. The Woman says, “Well, you can help us with our goal, which is to raise money for sick children. Would you like to help us?” Anna says, “I’ve just found my new goal. And I get to wear a medal.”

Collect the papers or ask students to trade papers and check the answers together.

### *Writing*

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

Have you ever helped with a charity?

If not, what kind of charity would you like to help with?

## Resources

### Conversation

- Anna: D.C. is a popular city for marathons! A marathon is a long race. Many marathons raise money for charity, you know - good works. A marathon is a good fitness goal too. I want to challenge myself in a marathon and maybe win a medal! Hey, there's Ashley. Ashley! Wait for me! It's Anna!
- Anna: Ash ... ley. Ash ... ley.
- Ashley: Are you okay, Anna?
- Anna: I just ran ... from over there.
- Ashley: Do you want to sit down, Anna? Do you want some water? (Anna takes the bottle and tries to return it.) No thanks. You keep it.
- Anna: Thanks. I didn't know you like to run.
- Ashley: I love running. In fact, this weekend, I will run in my first marathon.
- Anna: Me ... too.
- Ashley: Really? You are running in a marathon?
- Anna: Yeah. In a couple of days. Why do you ask ... like that?
- Ashley: What do you know about running in a marathon?
- Anna: I know that there's a lot of running and sometimes you can win a medal.
- Ashley: How long have you been training?
- Anna: I started today. I've been training for an hour ... no, an hour and seven minutes!
- Ashley: Anna, training a little every day is a good habit to get into. Not all at once!
- Anna: Thanks for the advice, Ashley. But I'm running in a special race.
- Ashley: What marathon is it?
- Anna: I don't remember the name. But the website said everyone gets a medal.
- Ashley: Okay, well, good luck, Anna!
- Anna: Thanks, Ashley. Good luck to you, too.
- Ashley: Thank you.
- Anna: Bye!
- Ashley: Bye, Anna!
- Anna: See you!
- (At the race: an announcer calls out race information)
- Anna: Hello. I am here to enter the race!
- Woman: But ma'am you can't enter the race.
- Anna: What? How am I going to meet my goal?
- Woman: Ma'am, this race is for children. You can't run with the children.
- Anna: Children? Children. That's perfect. I just might win!
- Woman: No, ma'am. You really can't run with the children.
- Anna: I'm sorry. Of course. I was only thinking of my goal.
- Woman: Well, you can help us with our goal, which is to raise money for sick children.

Would you like to help us?

Anna: I've just found my new goal. And I get to wear a medal.  
(to child who finished race) Good job!

### ***Key Words***

**challenge** - *v.* to test the ability, skill, or strength of (someone or something)

**charity** - *n.* a organization that helps people in need

**fitness** - *n.* the condition of being physically fit and healthy

**goal** - *n.* something that you are trying to do or achieve

**habit** - *n.* something that a person does often in a regular and repeated way

**marathon**- *n.* a running race that is about 26 miles (42 kilometers) long

**medal** - *n.* a piece of metal often in the form of a coin with designs and words in honor of a special event, a person, or an achievement

**race** - *n.* a competition between people, animals or vehicles to see which one is fastest

**special** - *adj.* different from what is normal or usual

**train** - *v.* to try to make yourself stronger, faster, or better at doing something before competing in an event or competition

## Quiz - Level 1, Lesson 51 - A Good Habit

Listen. Circle the letter of the correct answer.

1. What does Anna say about marathons?

- a. Marathons are too long and are too challenging for her.
- b. That marathons cost money for many charities.
- c. Marathons help people stay fit and raise money for charities.
- d. That they are hard work for people in Washington, D.C.

3. What does Ashley tell Anna about training?

- a. Anna needs to train many hours every day.
- b. She should start training today for this weekend.
- c. Anna has been training with her for a long time.
- d. It is good to train a little every day.

2. What are Ashley and Anna talking about?

- a. They are both running in a marathon.
- b. They both do not like to run.
- c. They are making plans to run together.
- d. They have been running for a couple of days.

4. What does the woman say to Anna?

- a. She can pay money to run with children.
- b. Anna can help to raise money for the children.
- c. She does not have a goal.
- d. Anna is not as fast as the children.



## STEP 1

Match the verbs below with the picture each one describes. Write the number for each picture in the blank space next to the verb that matches it.

weight train

swim

box

ski

stretch

jog

golf

ride bikes



1



2



3



4



5



6



7



8

Weight train,  
ski, swim,  
box.

"I like to..."

## STEP 2

Now ask your friend to choose four of the verbs from above for you. In two minutes, write as many sentences as you can using either the gerund or infinitive form of those verbs. Use each verb in no more than two sentences. Then choose four verbs for your friend to use win their sentences. The person with the most sentences wins.

*I like to weight train,  
weight training is hard.*

*weight train*

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