



# Lesson Plan Procedure

Date & Time: Wednesday 4/3/13 0830 – 0950

**Lesson Goal: Students will practice pronunciation of 3<sup>rd</sup> person singular and discuss daily routines.**

<b>Stage</b> Stage aim and timings	<b>Interaction/ Materials</b> Who works with whom, using what?	<b>Procedure</b> What do students and teacher do here?
Warm-up (5 minutes)	Homework check; pairs, class discussion	1. Students should talk to their partners about the homework from yesterday, then discuss individual roles at home as a class.
Book work Vocabulary (15 minutes)	Pg. 20 Ex. A; pairs, whole class	1. Students look at words in left column. These verbs can be combined as they these are words that go together. 2. Students work with a partner to write two nouns for each verb (to make collocations). 3. When finished, write table on board and write all students' responses (or other collocations).
Book work Writing Sentences (10 minutes)	Pg. 20 Ex B; alone, pairs, whole class	1. Model examples of each sentence on the board. 2. Students will complete alone and then check with partners. 3. Full-class feedback check.
Book work Vocabulary (15 minutes)	Pg. 21 Ex. D; whole class, pairs, alone, class discussion	1. Have students name each activity as a class. 2. Discuss in pairs what time they usually do these activities, write own answer in boxes below pictures. 3. When finished, write sentences for the times and actions on lines below. 4. When finished, explain what "so do I" means and then: have all students read times to class. 5. If someone says the same time as another student, that student should exclaim, "So do I!"
Communicative Activity Schedule (10 minutes)	Activity Introduction	1. Explain purpose of activity: to learn the daily routine of others and talk about our own, to work on 3 <sup>rd</sup> person singular. 2. Write on board: Different Qs to ask and example activities (ask class for examples.) 3. Repeat back what student says by writing in 3 <sup>rd</sup> person singular on the board.

<p>Communicative Activity Talking about Schedules (15 minutes)</p>	<p>Activity (worksheet); pairs</p>	<ol style="list-style-type: none"> <li>1. Students will use worksheets (A or B) to interview and write down answers using 3<sup>rd</sup> person singular.</li> <li>2. Students should write about a Saturday/Sunday as opposed to a school day.</li> </ol>
<p>Communicative Activity Discussion (10 minutes)</p>	<p>Activity review (worksheet); pairs</p>	<ol style="list-style-type: none"> <li>1. Students will then switch partners and explain someone else's routine to a new partner, making sure to use 3<sup>rd</sup> person singular.</li> <li>2. Students work with a partner to discuss D. Check as a class, discussing answer.</li> </ol>