



Lesson Plan Procedure

Date & Time:	Wednesday 4/17/13 0830 – 0950
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Lesson Goal: Students will be able to talk about different sports and activities; listen for gist and specific info; practice ‘can’ and ‘could’

Stage Stage aim and timings	Interaction/ Materials Who works with whom, using what?	Procedure What do students and teacher do here?
Warm-up (10 minutes)	Class discussion; get to know new students (icebreaker)	<ol style="list-style-type: none"> 1. Students in pairs (new with old students) 2. Have (all) students introduce themselves to partners. Name? Where are they from? Favorite sport or activity (language on board) 3. Partners introduce each other to class.
iLab Review (5 minutes)	Class discussion; whiteboard	<ol style="list-style-type: none"> 1. Talk about last night’s iLab, did they find any new places to do different activities on Oahu? Share, write on board.
Book work Partners (15 minutes)	Pg. 52 Ex. A, B; pairs	<ol style="list-style-type: none"> 1. What are hobbies? (Book and class examples) 2. Students work with partners, write hobbies in books 3. Write what is needed for each hobby 4. Switch partners, discuss favorite hobby 5. (Chart on board) Class discussion, list hobbies and items needed
Book work Listening (10 minutes)	Pg. 52 Ex C; alone, pairs, class	<ol style="list-style-type: none"> 1. Students read over vocab (What does it mean ‘not...enough’?) 2. Students work with partners to match 1-5 with a-e 3. Play audio (2x) to check answers, pair checking, full-class feedback (#13)
Book work Listening (10 minutes)	Pg. 52 Ex D; pairs	<ol style="list-style-type: none"> 1. Put picture of old ladies and boys on board. Label names (Doris, Mildred, Darrin, and Harry – what is their relationship? (friends, grandsons) 2. Look to book, boxes are for past and present. 3. Play audio once for students to write info. (#14) 4. Pair checking 5. Play audio again if needed. 6. Class feedback.
Book work Grammar (10 minutes)	Pg. 52 Ex E; class, alone, pairs	<ol style="list-style-type: none"> 1. Ask what verb was used to talk about past ability in audio (‘could’ + base form of verb) (<i>Reference page 64</i>) 2. Show example sentence on board “When I was a child I could do handstands.” (<i>Demonstrate...</i>) 3. Students write 5 sentences. 4. Share with partners.

<p>Book work Grammar (10 minutes)</p>	<p>Pg. 52 Ex. F; class, alone, pairs</p>	<ol style="list-style-type: none"> 1. Difference between 'could' and 'can'? Negative of could → couldn't 2. Show example sentence on board, "When I was a child I couldn't write very well, now I can." 3. Students write 5 sentences. 4. Share with partners.
<p>Book work Vocabulary (10 minutes)</p>	<p>Pg. 53 Ex. A; partners, class</p>	<ol style="list-style-type: none"> 1. Students work in pairs. Look at pictures, have students write name of sport in box 2. Class feedback; have students share if they've done any of these activities. Write sport on board, ask what was it like? Write adjectives with it (ask questions to elicit adjectives) 3. Work with pairs to write more adjectives for sports. 4. Write all adjectives on board during class feedback.