

<b>Class:</b> FF1A		<b>Time:</b> 15 min	<b>Session:</b> Grammar unit4. P33	
<b>Aims:</b> Learning new grammar (To clarify and provide controlled practice of “Is he...?/ Is she...?”)		<b>Objectives:</b> The students will be able to talk and using the question form “ Is she...?/ Is he...?”		<b>Materials:</b> Encouragement board_ Book_ Marker_ Pen_ Pencil_ Flash cards
<b>Anticipated problems:</b> Getting confused about new grammar			<b>Solutions:</b> More examples_ Use the mime	
Time	Stage	Procedure	Interaction	Stage aim
3_4	E	<b>_Warm up:</b> Teacher sings the song “say hello with your hands”. Then ask the questions. “How are you guys?”	T_ Ss	To build a rapport
		<b>_Lead in:</b> Students look at the picture of grandma and Teacher asks questions about grandma. “Who is she? Is grandma a teacher? Is grandma a cook?” Teacher show the next picture of grandpa. “Who is he? Is he a pilot?” <b>Clarifying TL:</b>	T_ Ss	Encourage Ss to think about context
5_ 8	S	<b>_Highlighting:</b> Grammar in conversation. You have 1 minute. Just underline the question about grandma and grandpa in the conversation page 32.	T_ Ss	Learning new grammar and do exercise to understand the concept better
		<b>_ICQs:</b> How much time do you have? write or underline the questions? Only the question about how?	Ss_ T	
		<b>_Then they read the sentences (M) and Teacher writes them on the board utilizing color coding.</b>	T_Ss	
		<b>_Teacher explain the structure, how to make questions and answers to each questions in short form .(F)</b>	T_Ss	
		<b>_CCQS:</b> look at this picture. “Is she a teacher? Is he a firefighter?” <b>_Teacher asks them to repeat each one.(p)</b>		
		<b>_ Exercise3:</b> You have 2min to complete the sentences with “He’s and She’s” in group. <b>(Control practice)</b> (Teacher does the first one). <b>_ ICQs:</b> So, Are you going to do it alone/with your friend? Are you going to write/draw? <b>_ The teacher asks the students to read the answers and Teacher checks the answers.</b> <b>_ Exercise4:</b> The teacher divides the students into groups 1 and 2, and group 1 faces group 2. Then the teacher says: Look at exercise 4 in the book. For example, Kimia says	Ss_Ss	

		<p>she is a student. And Helia answers number 2.</p> <p>Also the teacher says: You can practice as long as the music doesn't stop. (<b>Less control practice</b>)</p> <p>_ <b>ICQ:</b> talk or write? Alone or in groups?</p>	Ss_Ss	
5_8	A	<p>_ <b>Activation:</b> The teacher again divides the class into two groups, left and right, and selects one person from each group. Gives some of cards to the selected person's hand (for example Helia and Kimia). Teacher says: Ask Helia and Kimia questions. The group that guesses the most cards wins. (The teacher only listens and takes notes during the children's conversations).</p> <p>_ <b>Error correction:</b> Teacher writes a wrong sentence on the board and asks the children to correct it, and also uses the remaining words to teach the words for the next lesson.</p>	<p>Ss-Ss</p> <p>T_Ss</p>	<p>Students can learn to personalize, produce, and talk about jobs</p> <p>Correct the mistake s</p>

Home work: