

Class: FF1		Time: 15+5	Session: grammar page 33	
Aims: to practice and use she's\he's in context		Objectives: Ss will be able to use she and he correctly to talk about people and using the question form "is she\he.."	Materials: flashcards \ happy face sad face \ Encouragement board \book\marker	
Anticipated problems: Ss may get confused \mabye use L1 \get bored\ don't pay attention			Solutions: use clear CCQ \ prepare games and engaging SS	
Time	Stage	Procedure	Interaction	Stage aim
3-5	E	<p>WARM UP\GREETING: T say hi to class and ask them "how are you guys" " are you happy or sad?" \ "is SHE happy or sad ?" \ " she is happy "</p> <p>LEAD IN: T shows the ss flashcards and for the engagement puts some of the jobs with an old person (for exp: an old firefighter) now asking "is grandma a fire fighter?" then shows more jobs normally asking "is grandma a cop?" then to the male form (again for engagmet put a little kid pic) " who is he".." is he grandpa?" "is he a policeman?"</p>	T→SS T→SS	To build a Rapport To active the background knowledge and introduce the context

6-8

S

T tasks the students to open their book page 33

HIGHLIGHT TL: now T shows them the flashcards again saying "she is a firefighter" then writes them on the board underlining "she's" in the "she is a firefighter" and the same with the male one

And asks students to find and circle "she's\he's"\ "is he\she" in the page 32

ICQ: are you gonna circle or line?

CLARIFYING TL:

For the M : now T asks ss to read the sentence they circled then T will show them a flashcard (a male pilot) CCQ: is this a boy or girl ?

What is his job?(he is a pilot)

Can I say "she is a pilot?"

For the F : T writes the form on the board "SHE'S+A+JOB "\ HE'S +A+JOB"

Writes the sentence again she\he is a pilot

(CCQ) : can I say she is a teacher? (no)

Is he a pilot? (ss will say yes he is) now T writes the question form on the board "IS+ HE\SHE+A+JOB(pilot)"

FOR THE P : now make ss repeat back chaining(choral and individual repetition)

T→SS

T→SS

T→SS

SS→SS

To introduce and clarify the target structure (he is a..\she is a) Through meaning\ form \ pronunciation

To provide controlled practice pf the target structure

starts with "pilot"

Then" a pilot "

Then "he is a pilot "

And then the question form but not backwards normal "is he a pilot"

EXERCICE3: now you have 3 min to do the exercice **alone**

Write in the blanks "she is or he is"

ICQ : are you gonna do it in a group or alone?\ are you gonna draw or write?

Now teacher asks the students to read there answers (in a clock ward) and checks with the whole class and asks them **is it correct?**

EXERCICE 4: T will make students in to a pair group and they will ask each other so they are gonna talk for example (s1 will say she is a teacher)(s2 will say number 4) . ICQ: group or alone? /talk or write?

SS→SS

and check understanding

5-7	A	<p><i>Freer practice:</i> pass the ball game the instructor is that the T will play a music and they will pass the ball to each other and when the music stops they person with a ball would say a sentence using "is she\he a job?" according to the flashcards on the board and asks the other s (yes she\he is or no he isn't) (the s with the ball have the right to choose the flash card she\he wants to talk about\ and chooses the person that she\he wants to ask)</p> <p><i>Feedback (error correction):</i> T monitors during the activity ; provides quick reformulation if needed and at the end writes common errors on the board for whole class correction</p>	SS→SS T→SS	Allow ss to use the TL communicatively in a fun activity

Home work: