

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	<i>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 "</i>		T→SS	To build a Rapport
		<i>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?"</i>		T→SS	To active the background knowledge and introduce the context

6-8	S	<p><i>T asks the students to open there book page 33</i></p> <p><b>HIGHLIGHT TL:</b> <i>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</i></p> <p><i>And asks students to find and circle “ she’s\he’s”\” is he\she” in the page 32</i></p> <p><i>ICQ: are you gonna circle or line?</i></p> <p><b>CLARIFYING TL:</b></p> <p><i>For the M :</i> <i>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 ?</i></p> <p><i>What is his job?( he is a pilot)</i></p> <p><i>Can I say “ she is a pilot?”</i></p> <p><i>For the F :</i> <i>T writes the form on the bored “SHE’S+A+JOB “\” HE’S +A+JOB”</i></p> <p><i>Writes the sentence again she\he is a pilot</i></p> <p><i>(CCQ) : can I say she is a teacher? ( no)</i></p> <p><i>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)”</i></p> <p><b>FOR THE P :</b><i>now make ss repeat back chaining( choral and individual repetition)</i></p>	<p>T→ SS</p> <p>T→SS</p> <p>T→SS</p> <p>SS→SS</p>	<p>To introduce and clarify the target structure ( he is a..\she is a)</p> <p>Through meaning\ form \ pronunciation</p> <p>To provide controlled practice pf the target structure</p>
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		<p><i>starts with “ pilot”</i></p> <p><i>Then” a pilot “</i></p> <p><i>Then “ he is a pilot “</i></p> <p><i>And then the question form but not backwards normal “ is he a pilot”</i></p> <p><b>EXERCICE3:</b> <i>now you have 3 min to do the exercice alone</i></p> <p><i>Write in the blanks “ she is or he is”</i></p> <p><i>ICQ : are you gonna do it in a group or alone?\ are you gonna draw or write?</i></p> <p><i>Now teacher asks the students to read there answers ( in a clock ward) and checks with the whole class and asks them <b>is it correct?</b></i></p> <p><b>EXERCICE 4:</b> <i>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?</i></p>	SS→SS	<p>and check understanding</p>
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5-7	A	<p><b><i>Freer practice:</i></b> 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)</p> <p>( 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><b><i>Feedback ( error correction):</i></b> 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>	<p>SS→SS</p> <p>T→SS</p>	<p>Allow ss to use the TL communicatively in a fun activity</p>

Home work: