

Class:FF1	Time: 15+5	Session: ☐ grammar- page41 o
Aim:Developing student grammar skills by understanding the use of this structure:Where is the...? It is in/on ...	Objective: Ss should be able to talk about the exact location of objects by using this structure:(Where is the...? It is in/on... ) In proper way.	Materials: ☐ Some pictures related o to the lesson ,encouragement board,stickers and flash card and worksheet
Anticipated problems: The electricity may go out so the audio player wont be able to play the target track .Moreover, ss may not be able to use the target structures in proper way.	Solutions: Downloading the exact track of audio part that the T aims to teach in her/his mobilephone instead.Teaching the structures and prepositions by mimming and shooving some pictures that explain the aims structures properly.	☐

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3-4	E	WARM UP:The T s cks 3word on the walls awhich are related to the previous sessions vocab and the T puts Ss in two groups then the T says some words related to hose 3words and asks Ss to point to the 3words.	T-Ss	To put the students at their ease and reviewe the words an that we

	S	<p>Lead in:T has hidden 3objects in the class and asks students to find them .Before that the T writes this question: for instance: where is my pencil sharpener?</p> <p>READING OR LISTENING TASK:T asks Ss to open their book page 40(writes it on the board)and look at the reading part</p> <p>HIGHLIGHTING TL:The T asks Ss to underline the Q sentences in page 40 after listening to audio individually part.then asks a volunteer to read it loudly.then T write it on the board</p> <p>ICQ:ARE you going to do it alone or in group? How much time do you have?</p> <hr/> <p>Hint:write on the board that: Where s =where is</p> <hr/> <p>Clarifying TL: <b>M:</b> T asks volunteer to read it and then the T write it on the board.after that T asks ss to read the answer of question and the T writes their answer.</p> <p><b>F:</b>T starts to explain the meaning of the structures that have written on the board by showing some real objects. Then show the picture of page 40 and practices that q and sentences which were written on the board. After that the T write the the exact structure on the board such as: where +is the ... It +is in/on/under ...</p>	<p>T-Ss</p> <p>T-ss T-ss Ss-ss</p> <p>T-ss</p>	<p>need in the new lesson</p> <p>To understand the grammer in depth</p> <p>To unlock and explain everything about the grammer and practice</p>
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5-7	A	<p>FREER PRACTICE::T gives student 3 worksheets and ask them to colour some objects in the picture in groups .</p> <p>ICQ:Are you going to colour or write? Are you going todo it alone or in group?</p> <p>Then the T asks one of the group members to show their worksheet to the other group</p>	<p>ss-ss</p> <p>T-ss</p>	<p>Encourag e personali zation and using target structure s</p>

		and asks a question about the location of the objects in worksheet.( T says please ask your friend : where is the item in this picture?)		
		ERROR CORRECTION:T correct ss mistake and if they haven't got any mistake T writes common one and correct it.	T-ss	To make sure that they understand the structures and target prepositions