

Class: FF1		Time: 15+ 5		Session: Grammar clarification page 73	
Aims: to improve vocabulary, grammar, speaking and listening skills		Objectives: SS will be able to talk about different foods by using I have/ don't have		Materials: flashcards, book, magnet, papers	
Anticipated problems: SS may feel confused while learning new grammar			Solutions: To prevent confusion with new vocabulary, T will use games to boost motivation, speed, and learning efficiency.		
Time	Stage	Procedure		Interaction	Stage aim
2-3	E	Warm up: T greets ss Lead in: T says: find something you have in your bag. Ss show the items and say: I have a pen.		T-Ss T-Ss	-Make Ss interested and engaged
6-8	S	Highlighting TL: T tells to Ss open their book page 72. T asks ss to read the text and underline the questions with “I have” and “I don’t have”. ICQ: Underline or Circle? Clarifying the TL: ss read the structures from the reading aloud (M) then T writes the sentences on the board and explains the grammar instructions with color coding. T also explains “ do not have” + CCQS: do I own the apple? Is the apple for me? (F) Finally, T asks Ss to pronounce the sentences (P) Language Practice: 1.Controlled: T asks ss to do exercise 3 on their own. Then they check their answers with whole class. ICQ: are going to do it alone or in group? 2. less controlled: ss stand in front of each other and ask and answer the questions of exercise 4. ICQ: are you going to do it with your partner or alone?		T-Ss T-Ss Ss - Ss Ss - Ss	-To pre-teach key vocab needed to help Ss understand the lesson better -To teach ss the new grammar -To provide an opportunity for ss to practice - To provide an opportunity for ss to practice without teacher’s interference

5-7	A	<p>Freer: one side of the class: shopkeepers with a list in their hand. Other side: customers. Customers go to shopkeepers and say: I want/ need a ball. Shopkeeper replies: but, I don't have a ball. Then they change roles.</p> <p>Error correction: T writes some incorrect sentences on the board and asks ss to correct them.</p>	<p>Ss-Ss</p> <p>T-Ss</p>	<p>-To create an opportunity for Ss to practice TL through personalization</p> <p>-To make sure that Ss have learned to use grammar in a correct way</p>
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Home work: