

Class: FF1		Time: 15 + 5		Session: Grammar / page 33	
Aims: developing students' grammar skill		Objectives: Ss will be able to talk about different jobs using "He / she is" and "Is he / she?"		Materials: Book / CD / Marker / Flashcard / Picture / Encouragement board	
Anticipated problems: Ss might not understand the target grammar.			Solutions: Class encouragement / game / more examples		
Time	Stage	Procedure		Interaction	Stage aim
3 - 5	E	Greeting: T throws the ball and asks the students: " Hello, How are you today? "		T - Ss	Building rapport
		Warm up: Here we have a game like Iranian tradition game (Lay Lay). T asks volunteers to come and play (2 or 3 Students) - They should throw a little stone on the floor (on one home) accidently and after that, jump on the letters and say a <u>Job</u> with that letter. FX: T: Teacher P: Pilot		T - Ss	Icebreaking and enhancing their energy
		Lead in: T shows some picture to the Ss about new lesson and asks them to answer the questions. FX: What can you see in the picture? (Pilot, Doctor, Nurse...) Is she a cook? Yes, she is. Is she / he a teacher? No, she isn't.		T - Ss	To activate the Ss about new lesson
6 - 8	S	Highlighting TL: T tells to Ss open their book page 33, then asks them to look at the previous page (32), read the text and <u>underline</u> the <u>questions</u> with "Is he, Is she?" ICQ: Underline or Circle? Questions or Sentences? (T writes the Structure (Is he / she?) on the board.		Ss - Ss	Getting ready for new lesson.
		Clarifying the TL: Ss read the sentences for T (M), then T writes the sentences on the board and explains the grammar (with flashcards) instructions with color coding. (F) FX: Is she a Doctor? - Yes, she is. Here we have CCQ: show some pictures about different jobs and ask: How can we make a question with this? (To make sure that Ss have known how to make question with <u>Is he, Is she</u>). Finally T asks Ss to pronounce the sentences / questions. (P)		T - Ss	Learning the new grammar.

		<p>Language Practice:</p> <p>1) Controlled: T asks Ss to complete the <u>exercise 3</u> alone, then check the answers with their partner and finally read it out loud. Here we have ICQ: Alone or in group?</p> <p>2) Less controlled: Ss should stand in front of each other and ask the questions of exercise 4.</p> <p>FX: A: She's a student. B: Number 2.</p> <p>After each question, replace one by one. (Milling)</p>	<p>Ss - Ss</p> <p>Ss - Ss</p>	<p>Practicing the grammar.</p> <p>Practicing the grammar.</p>
6 - 8	A	<p>Freer practice: T has some cards about their (Students) parents' job. T hands out the cards between Ss which don't belong to them, but they should ask each other about their parents to find their specific card.</p> <p>FX: Is your dad / mom a teacher / dentist?</p> <p>This activation is like a game. They just have 2 or 3 minutes to find their cards. At the end, all of the Ss should have their own cards. Then Students should make sentences about their cards. (With their family members and their jobs.)</p> <p>FX: She's my mom, she's a teacher.</p> <p>Error correction: T writes some incorrect sentences and asks Ss to correct it, if they don't have error or mistakes.</p>	<p>Ss - Ss</p> <p>T - Ss</p>	<p>Ss use what they've learned.</p> <p>To make sure that Ss have learned to use grammar in a correct way.</p>