

<b>class:</b> FF1		<b>Time:</b> 15+5		<b>Session:</b> Grammar clarification / P 57	
<b>Aims:</b> To improve Ss grammar skills		<b>Objectives:</b> Ss will afford to discuss about clothes using her/his and is...her/his?		<b>Materials:</b> Red and blue markers-flashcards-board-book-magnets	
<b>Anticipated problems:</b> Ss may have some troubles with perceiving and utilizing the grammar grammar			<b>Solutions:</b> T would repeat again and give sufficient examples, more class engagement as well		
Time	Stage	Procedure		Interactions	Stage aim
2-3	E	<b>Greeting:</b> T salutes with everyone and greets them as well  <b>Lead in / Building context:</b> T sticks the flashcards of sara(girl)and tom(boy)on the board and also their clothes flashcard as well in shuffle mode and Ss should say T which flashcard belongs to who(boy or girl)then T sticks the flashcard under right one.  <b>ICQ:</b> writing or talking/In group or alone?		T/Ss  T/Ss	To warm up  To incentivize Ss in the context
6-8	S	<b>Reading and highlighting TL:</b> T asks Ss to open their book and go on page 57 then writes the page number on the board as well on the other hand checks that everyone be on the same page then asks Ss to underline the questions. <b>ICQ:</b> circle or underline-Question or sentences  <b>clarifying target language:</b> T asks Ss to read sentences loudly <b>(M)</b> T writes the sentences on the board by color coding <b>(F)</b>		T/Ss	To highlight the TL via guiding task

		<p><b>CCQ:</b> T illustrates the clothes and asks Ss ‘is this her dress’. Then T shows the pictures of socks and pants and asks are these her socks? Are these his pants? If Ss were right T shows an affirmative action as like.</p> <p>T reads whole sentences and Ss repeat loudly <b>(P)</b></p> <p><b>Controlled practice:</b> T asks the Ss to do the exercise 3 and gives them instructions. Then T reads first pre-written one while solving with Ss and gives Ss 2m to complete them lonely.</p> <p><b>ICQ:</b> Alone or in group-Write or talk-5 or 2m? Then T checks whether they have written right or not if true T says you rock if not AAA.</p> <p><b>Less controlled practice:</b> T asks Ss to stand up and divides them 2 by 2 to do exercise 4 on page 57. <b>T:</b>pay attention to the images of exercise 4 then choose one of them and then ask your friend a question like the example about your picture and change your friend.</p> <p><b>ICQ:</b> In group or alone-write or talk</p> <p>T monitors the the process and monitors the Ss and their answers beside encouraging them to complete the sentences.</p>	<p>T/Ss</p> <p>To provide controlled practice of her/his</p> <p>T/Ss</p> <p>To provide less controlled practice of question mode of her/ his</p>	
5	A	<p><b>Freer practice:</b> T sticks the flashcards of a boy and girl on the board then gives 6 flashcards containing 6 images of some habiliment and which are not ostensible, so Ss should guess which one is dedicated to boy or girl by asking is this her...?/is this his...?</p> <p><b>Error correction:</b> T notes all errors made by Ss then writes them on the board at the end solves them accompanying to Ss.</p>	<p>Ss/Ss</p> <p>To provide freer practice and oral ability of using her/his</p> <p>T/Ss</p> <p>To demolish all misunderstood information</p>	

**Home work:**