

Class: FF1		Time: 15+5	Session: song page 34	
Aims: to improve vocabulary \grammar\ speaking and listening skills.		Objectives: Ss will be able to understand and use jobs ; ask and answer with is she\he ..yes she\he is and a correct pronunciation	Materials: book\CD\marker\ flashcards \encouragement board	
Anticipated problems: ss may be shy or do not mime\sing		Solutions: T will encourages them with "" gesture \praise " and will play song more than once until they get comfortable to sing		
Time	Stage	Procedure	Interaction	Stage aim
3-4	E	<p>GREETING: T will greet ss and asks them "how are you" if they feel happy show thumbs up and if sand thumbs down</p> <p>Lead in: T will ask them if they remember the jobs they learnt? And asks them " who am I ?" (mimes one of the jobs for exp police officer)</p> <p>PRE-TEACHING: T shows the ss the flashcards and elicits the new words explaining the new vocab (for exp doctor) (M);and say the word " doctor " and then " she is a doctor " (CCQ) : does she works in a hospital? Is she a teacher? (P): now t will repeat the " doctor" with students 3 times (F): T writes DOCTOR on the board then SHE IS A DOCTOR Will color code " she's" and " doctor"</p>	t→ss t→ss t→ss	<p>To built rapport with s sans create interest in the lesson</p> <p>To acv ss back knowledge</p> <p>To teach and clarify the meaning form/ pronunciation of the target vocab</p>

6-8	S	<p>Prediction: T asks ss to open there book page 34 and writes the number on the board and asks the SS " what can you see in the picture " and " guess what is the song about " and gives them a minute or two to say there guesses</p> <p>MIMING(T): T plays the song and asks Ss to listen and clap. Then T mimes the song for Ss</p> <p>SINGING AND MIMING : T plays the song again and asks Ss to listen and mime</p> <p>Icq: sing or mime?</p> <p>SS SING AND MIME: T plays the song for ss and asks them to sing and mime and t just claps</p> <p>Icq: sing or mime or both?</p>	T→S T→SS T→SS SS→SS	To active ss curiosity and prepare them for the song To clarify the meaning of the song in a fun way To focus on pronunciation and rhythm while ss follow the action To practice the songs language in a memorable way
6-8	A	<p>FREER PRACTIC : T divides the class into two teams. A student from Team A picks a hidden card (He/She) and rolls the dice. If the dice shows 1-5, the student makes a question with the pronoun and the job (e.g., "Is he a doctor?"). One student from Team B answers (e.g., "Yes, he is / No, he isn't / He's a doctor. "). If the dice shows the ☆ Bonus face, the student must make two correct questions in a row (e.g., "Is he a doctor? Is she a nurse?"). If both questions are correct, Team A gets 2 points. If there is a mistake, Team B can correct and take the 2 points. Only one team can score in the Bonus round. Teams take turns. The team with the most points at the end wins. The winner group gets sticker . (if one team makes a mistake the other team has 3-4 second to correct it and still the point for them self)</p>	SS→SS T→SS	To use the TL and new vocabs in a communicative and fun way To provide feedback \correct common errors \reinforce accuracy

ERROR CORRECTION : if both team couldn't answer T will say the correct form and no one gets a mark and they all repeat once (the correct sentence)

Home work: