Class: FF1		Time: 15 + 5			Session: Song / page 34	
Aims: to improve vocabulary, grammar, speaking and listening skills		**Objectives:** Ss will be able to talk about new jobs, new vocabulary using Is he, Is she (with a song)			**Materials:** Book / CD / Marker / Picture / Flashcard / Sticker / Encouragement board	
Anticipated problems: Ss might not able or like to mime with songs.			**Solutions:** T gives more examples and helps them with playing the song.			
Time	**Stage**	**Procedure**			**Interaction**	**Stage aim**
3 - 4	E	**Greeting and warm up:** T greets everybody with saying: "Hello, How are you?" and showing them Happy face / Sad face, etc.			T - Ss	Building rapport
		Lead in: T minds the last session (previous vocabs [jobs], grammar, and...) and asks: **"Can you say another example of jobs?"** Ss make some examples. Here T mimes the words.			T - Ss	Prepare them more for new vocabs and miming
		Pre-teaching vocabulary: T shows some pictures to Ss and elicits the words. Then T explains the new vocabs. **(M) -** T repeats the words for 3 times and checks the pronunciation with students. **(P) -** After that T shows different pictures for **CCQ** part: FX: **What's this? It's a... (for example mailman)** Finally T writes the words on the board one by one after checking their pronunciation.			T - Ss	To teach them new vocabulary.
6 - 8	S	**Prediction task:** T asks Ss to open the book, writes the page number (34) on the board, and asks **"What can you see in the picture?"**			T - Ss	To make Ss familiar with the context.
		Miming (T): T plays the song and asks Ss to listen and clap. Then T mimes the song for Ss.			T - Ss	To clarify the meaning of the song.
		Singing and miming (T): T plays the song again and sings, and asks Ss to listen and mime. Here we have ICQ: **sing or mime?**			T - Ss	To focus on meaning and pronunciation of the song.
		Ss sing and mime: T plays the song for Ss and asks them to sing and mime and T just			Ss - Ss	To practice on

		claps. ICQ: **Sing or mime or both?**		meaning and the form.
6 - 8	A	**Freer practice:** Here we have a game. T shows one or two students some cards of different jobs. S randomly chooses one card and sees the occupation. (Example: **Teacher**) That S looks at the card and then whispers it quietly into the ear of the person next to him / her. Now other Ss have to guess the word by asking questions to the second person who knows the occupation. **FX:** She works with books, markers and..., she works in a class. **Other Ss:** Is she a student, teacher or... **Answer:** Yes she is. **Error correction:** T sticks 2 pictures and writes 2 incorrect sentences on the board and asks Ss to correct them.	T - Ss T - Ss	Giving them this opportunity to practice in a freer way and personalize it To make sure that Ss have learned to use grammar in a correct way