

Class:FF1	Time: 15+5	Session: Vocabulary and song- page42
Aim: <i>To teach the new vocabs and use the related structures such as :in on</i>	Objective: Ss will be able to talk about objects in the park using this structure:For instance:in on	Materials: Flashcards CD audio player pictures worksheets encouragement board.
Anticipated problems: Ss might not be able to mime some parts of song	Solutions:T gives more examples of it and help them with playing and using flashcards to make them understand.	

ti me	sta ge	procedure	interaction	Stage aim S
3-4	E	<p>WARM UP: We have physical activity in this part. T says let's start with shoulders warm up: the ss should move their shoulders up and down. and T counts to 4.</p> <p>Then they should put their fingers on their shoulders and make a circle and again count to 4.</p> <p>At the middle of the warm up the T says: Hope you are not tired.</p> <p>Then the T says open your hands and make a circle.</p> <p>Hint: The T should show all the activities that she has mentioned while she is instructioning.</p>	T-Ss	To put the students at their ease and review the words and structures that we need in the new lesson

	<p>S</p> <p>LEAD IN: The T chooses 2 volunteers and then T draws some steps for each student. then T shows some pictures to each student and asks them : for instance: where is the ball. The student who answers correctly should move to upper step. The student who reaches the last steps will win the game and gets sticker.</p> <p>PRETEACH VOCABULARY: T shows ss flashcards and says : for instance: This is Frisbee and... And asks them to repeat after her for 3 times. T should write each vocab on the board and sticks the related flashcard to it.</p> <p>CCQ: show flashcards and asks: What is this?</p> <p>Then T gives ss some worksheets to match them in correct way. the T says do it in group and you have 2 minutes.</p> <p>ICQ: Are you going to do it alone or in group?</p> <p>How much time do you have?</p> <p><i>Then the T tasks groups to change their worksheets to check their answers. After that the T reviews the correct answers of them.</i></p>	<p>T-ss</p> <p>T-ss</p> <p>T-ss</p>	<p>Familiarize Ss with the topic of the new lesson</p>
<p>5-8</p>	<p>PREDICTION TASK: T asks ss to open their books and go to page 42. T writes the number of page on the board. T asks ss what can you see in the picture? Asks them to circle new words that the T has written on the board (on their own). they have 1 minute.</p> <p>ICQ: Are you going to do it alone or in groups Are you going to underline or circle? How much time do you have? Then asks them to check it with their partners.</p>	<p>T-Ss</p> <p>T-Ss</p>	<p>Familiarize Ss with the main context.</p> <p>To clarify the meaning of the song</p>

		<p>Miming(T):T plays the song and asks ss to listen and clap while she is miming the song for ss.</p> <p>Miming(T and ss): T plays the song again and sings the song and asks ss to listen and mime with her.</p> <p>ICQ: sing or mime?</p> <p>Miming(ss):T plays the song and asks ss to Sing and mime. The T should clap. (sing it in group.)</p> <p>ICQ: sing or mime? Are you going to do it alone or in group?</p>	T-T T-ss Ss-ss	To provide the ss with practice Such as miming and singing in order to diagnose and comprehend the exact meaning of the vocabs.
5-7	A	<p>Freer practice:T asks ss to draw a ball in the worksheet of park individually. Then T asks them to talk about the places of their ball in the park in group. (where is your ball ?)</p> <p>(For instance: Where is your ball?: she or he may answer: It is on the slide.)</p> <p>ERROR CORRECTION:T checks students mistake .if they haven't got any mistake T writes common one and corrects it.</p>	Ss-Ss T-Ss	<p>To give them this opportunity in order to practice freely and personalise it.</p> <p>To find out they understand the main goal.</p>

