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| Learning objectives(s) that this lesson is contributing to: | | 4.L6 understand some specific information and detail of short,supported talk on an increasing range of general and some curricular topics 4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics | | |
| Lessonobjectives: | | All learners will be able to: memorize the specific information of short supported talk some curricular topics. Most learners will be able to: respond to the basic question of a short story. Some learners will be able to: to know and write a lot of words in a limited time. | | |
| Assessment criteria | | -underline the grammar based words correctly -define the correct words in a multiple choice task. | | |
| Value links | | Ls will work together as a group showing respect and being polite with each other. | | |
| Cross curricular links | | Natural science | | |
| ICT skills | | Using videos & pictures, working with URLs | | |
| Previous learning | | Ss know the modal verbs have to, don't have to and must, mustn't | | |
| Plan:Part of the lesson/ Time | Teacher's activity | Student's activity | Assessment | Resources |
| Beginning of the lesson Warming-up 7 min. | Organization moment : 1.Greeting. 2. Organization moment. (An activity to revise the language of the previous lesson.) 3. Asking homework | Students say their own examples about modal verbs. Suggested answer key A: I have to go there. B: They must do it. The aim: use modal verbs correctly Efficiency: ensure the general comprehension about previous lesson. | At the organization moment T supports Ss to express their speech clearly using .« The praise » method to evaluate Ss. like: “Good job! Well done!” | White paper A4. PPP-2 |
| Pre-learning Individual work 10 min. | Activities to develop the pupils' reading and writing skills.) Read and underline. Then listen and check. Explain the activity. Allow the pupils some time to read the text and underline the correct words. Play the CD. The pupils listen and check their answers. | Then individual pupils read out the text. Answer key eighty 4 have 6 up have 5 or Then individual pupils read out the text. Aim: learn to define important point of the text. Efficiency: help to define the types of modal verbs correctly. Differentiation: This task differentiated by the time management. More able Ss finish firstly and less able Ss finish later after giving right answers. | Feedback: “Sandwich” Well done, you find all the correct answers and learn to use topical vocabulary. Descriptor: -read the dialogue -underline the main points. 1 point. | |

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| <p>Middle of the lesson Individual work 7 min.</p> | <p>Listen and circle. Read aloud the title and elicit from the pupils what they know about the weather. Explain the activity. Go through the sentences and elicit/explain any unknown words. Play the CD. The pupils listen and circle the correct word/phrase. Check their answers. AUDIOSCRIPT And now let's talk about natural disasters. thunder lightning flood storm avalanche tornado hail</p> | <p>Ss circle the correct sentences. Answer key Natural disasters Aim: develop view points of Ss and reading skills. Efficiency: ensure the reading skills through drilling new words after the teacher. Differentiation: More able Ss did the task correctly, less able Ss correct their task after presenting the task.</p>  | <p>Feedback: “Sandwich” Well done, you find all the correct answers and learn to use topical vocabulary. Descriptor: -read the task -circle the correct answer 1 point.</p> | <p>Pupil's Pupil's book Smiles 4</p> |
| <p>Individual work “PORTFOLIO” 10 min.</p> | <p>Portfolio: Talk with your friends. Then write a sentences about natural disasters in your country. For homework, tell the pupils to learn new vocabulary by heart. Then help them file their writing activities in their Language Portfolios.</p> | <p>The pupils, in pairs or in groups, talk about natural disasters in their country. Aim: learn how to introduce and develop vocabulary to express ideas clearly. Efficiency: learn to follow the instruction and learn to be a guider. Differentiation: More able Ss give meaningful examples and less able Ss give short answers. This task differentiated by the level of Ss.</p> | <p>Feedback: “Sandwich” Very good, you can talk about natural disasters very good, but you should follow the instruction.</p> | <p>Pupil's book Smiles 4.</p> |
| <p>Group work 3 min</p> | <p>Let's sing! Refer the pupils to the picture. Ask: What's the weather like in London Town? Elicit: It's windy and rainy. Then say as you mime: It's a windy day in London Town, a windy, windy day. The pupils repeat, chorally and/or individually. Repeat with rainy. Play the CD. The pupils listen and follow along in their books. Divide the class into two groups. Assign a verse to each group. Play the CD.</p> | <p>The pupils listen and sing the corresponding verse. Time permitting play the CD a third time for the pupils to sing the song as a class. Aim: develop control of pulse and rhythm Efficiency: this method is the best way to learn the language, helps remember the topical words clearly.</p> | <p>At the end T supports Ss to express their speech clearly using «The praise» method to evaluate Ss. like: “Good job! Well done!”</p> | <p>Worksheet - 4 PPP-5</p> |
| <p>End of the lesson Reflection Individual work: 3 min.</p> | <p>Teacher gives each S. stickers, they write comments and wishes about this lesson.</p> | <p>Ss write comments and hung it up to the board. Aim: to check and know Ss wishes for the next lesson. Efficiency: learn to comment somebody and develop critical thinking skills.</p> | <p>“Stickers”</p> | <p>Whiteboard PPP-6</p> |

