


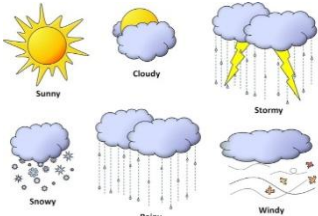

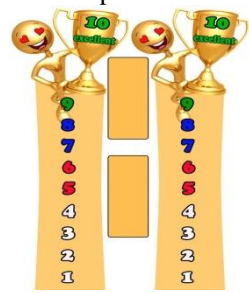





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| Learning objectives | | 4.1.9.1 recognise words that are spelt out from a limited rung of general and curricular topics; 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics; 4.5.16.1 use conjunctions and, or, but, because to link words and phrases. | | |
| Lesson objectives | | Learners will be able to: - talk about the weather; - talk about summer and winter activities. | | |
| Value links | | Family – Family values are moral and ethical principles of typical family life, including sacrificing for loved ones, putting your loved ones first, and keeping your loved ones at the centre of your thoughts and actions. | | |
| Plan | | | | |
| Stages/ Time | Teachers actions | Students actions | Assessment criteria | Resources |
| Beginning of the lesson Warming-up  3 min. <i>Pre-learning</i> <i>«Brainstorming»</i> <i>method</i> 7 min. | Organization moment : 1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warming up Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today? <u>Lead – In</u>  | The aim: To develop pupils speaking skills and create friendly atmosphere Efficiency: By wishing each other they feel better and feel the support of others <i>Students of the class are listed.</i> <i>Students' attention is drawn to the lesson.</i> <i>Students say different words from the picture</i> •Learners remember previous lesson vocabulary •Learners answer the questions <i>What is the weather today?</i> <i>What was the weather yesterday?</i> | The teacher to assess learners for their ability. “Good job! Well done!” <i>Formative Assessment</i>  <i>Good job!</i> Descriptor: - remembers the lesson passed <i>Point 1</i> Assessment criteria make basic statements related to personal information, people and objects on familiar topics and a treasure hunt | <i>Pictures</i> |

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| <p>Middle of the lesson Presentation part 30 min.</p> | <p>Ex:1 P:69</p> <ul style="list-style-type: none">• Look at the picture. Answer the questions. Refer the pupils to the pictures and have a picture discussion. Elicit what season it is, what's the weather like, what the children are doing and what they're wearing (e.g. Is it winter or summer? Is it cold or hot? etc). Explain the activity. Go through the questions and elicit/explain any unknown vocabulary. Allow the pupil's some time to answer the questions. Check their answers. <p>Ex: 2 P: 69</p> <ul style="list-style-type: none">• Put the flashcards up on the board. Point to the flashcards, one at a time, and say the corresponding phrases. The pupils repeat chorally and/or individually. Point to them in random order. Ask individual pupils to name them. Ask the rest of the class for verification. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again pausing after each phrase. The pupils repeat chorally and/or individually <p>Ex: 3 P: 69</p> <p>Write on the board a summer activity and a winter activity. Ask the pupils What do you do in summer? Elicit answers (e.g. I go swimming.). Give verification to the pupils by saying (Swimming) is a summer activity. Repeat the same in order to elicit winter activities. Explain the activity. Go through the prompts and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers. Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p> | <ul style="list-style-type: none">• learners look at the picture and answer the question <p>ANSWERS</p> <ol style="list-style-type: none">1 It's winter.2 It's cold.3 They're wearing jackets, helmets and gloves.4 New Year. <ul style="list-style-type: none">• learners listen, point and repeat <p>ANSWERS Students own answer</p>  <ul style="list-style-type: none">• learners read and match. Then say. <p>ANSWERS A summer activity: surfing, skating, camping A winter activity: skiing, snowboarding</p>  | <p>Descriptor:</p> <ul style="list-style-type: none">- look at the picture- answer the question <p>Total: 3 point</p>  <p>Self assessment</p> <p>Differentiation: «Verbal support» method is used to help Ss use new words in the sentences.</p> <p>Descriptor:</p> <ul style="list-style-type: none">- point to the flashcards- ask individual to name them <p>Total: 3 point</p> <p>Descriptor:</p> <ul style="list-style-type: none">- read and match <p>Total: 3 point</p> <p>-Make CCQ questions Yes / No</p> | <div></div> <p>Card Worksheet</p> <p>Students book</p> |
| <p>End of the lesson 5 min.</p> | <p>FEEDBACK</p> <p>Learners provide feedback on what they have learned at the lesson.</p> <p>Ex: P:</p> <p>Home task: Write the days</p> | <p>Feedback. "Magic tree"</p>  <p>(W) 41-45min</p> <p>(W) 3 min</p> | <p>Poster Success</p>  | |