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| **LESSON 33****Unit 5: Hot and Cold** | **School:**  |
| **Date:** | **Teacher name:**  |
| **Grade: 4** | **Number present:**  | **Number absent:** |
| **Theme of the lesson:** | ***Hot and Cold***  |
| **Learning objectives** | 4.L9 recognise words that are spelt out from a limited rung of general and curricular topics 4.S1 make basic statements which provide information on an increasing range of general and some curricular topics4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues |
| **Lesson objectives** | **All learners will be able to:**recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences, talk about the weather; to talk about summer and winter activities**Most learners will be able to:**recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences talk about the weather; to talk about summer and winter activities**Some learners will be able to:**recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences talk about the weather; to talk about summer and winter activities |
|  **Criteria** | Learners will need to be familiar with/ Structures: comparisons; the verb 'have got'; there is/are. Target vocabulary  |
| **Previous learning** | Unit revision |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Learners’ activities** | **Evaluation** | **Resources** |
| Begining5 min | GREETINGS. INTRODUCE THE LESSON OBJECTIVES. **Warm up** Teacher greets learners and asks questions about the day, date and the weather:* What is the weather like today?
* What season is it now? Is it hot or cold in winter?

Teacher elicits the topic of the lesson from learners and write the topic on the board “Weather” | Greeting  Learners answer |  |  |
| Middle30 min | **Step 1** Look at the pictureRefer 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. **Step 2** Listen, point and repeat. Answer the questions. Pupils' books closed. 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.Pupils' books open. Play the CD.The pupils listen, point to the words and repeat. **Step 3 Read and match. Then say.**Pupils' books closed. 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.Pupils' books open. Explain the activity. Go through the prompts and elicit/explain any unknown words. | Learners look ans discussLearners listen, point and repeat. Then answer the questionsLearners read and match | *Verbal evaluation* *Mutual avaluatio**Individual avaluation* | Pupils book (Track 1 CD2) **FLASHCARDS (29-36)**Pupils book 65 CB Ex. 3  |
| End5 min | REFLECTIONPut the flashcards on the board. Point to a picture and say a type of weather condition, sometimes saying the correct one and sometimes not. Ask the pupils to say yes or no. e.g. Home task: learn the new vocabulary**Saying goodbye** |  | *Self-assessment* |  |