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Предмет: Английский язык
Класс: 4 класс
Раздел: Hot and Cold
Тема: Natural disasters

Языковые цели:	4.L4 understand a limited range of short supported questions on general and some curricular topics 4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.W4 write with support short basic sentences with appropriate spaces between words 4.W7 spell most familiar high-frequency words accurately when writing independently 4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently
Ожидаемый результат:	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 to talk about weather and natural disasters. 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 to talk about weather and natural disasters. 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 to talk about weather and natural disasters.
Критерии успеха:	• Listen to the given text of description of activities and identify the general information. • Demonstrate skills of organizing and expressing ideas accurately. • Illustrate a viewpoint in a discussion.
Привитие ценностей:	Responsibility, Respect and Love to nature and school, Care to nature.
Навыки использования ИКТ:	Using videos & pictures, working with URLs
Межпредметная связь:	Biology, Social Science, Information Technology, Sport and Health Care.
Предыдущие знания:	Learners will need to be familiar with/reminded of the Structures: Consolidation. Language in use: Right everyone! We must put up the tents before it gets dark! Target vocabulary, Consolidation.

Ход урока

Этапы урока	**Запланированная деятельность на уроке**	**Ресурсы**
Начало урока (3 min)	(An activity to revise the language of the previous lesson.) Ask two pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 13). Repeat the activity with other pupils.	Pupils book, presentation

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Середина урока (32 min)	Step 1 (Activities to present and activate the new language.) Listen, point and repeat. Look, choose and write. Then listen and check. Pupils' books closed. Put the Weather poster up on the board. Point to the items, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to each item in random order. Ask individual pupils to name them. Pupils' books open. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again pausing after each word. The pupils repeat, chorally and/or individually. Step 2 STUDY SPOT (Activities to present and practise the modal 'can'.) Make sentences. Pupils' books closed. Briefly revise the modal can. Explain that it is the same for all persons. Then, say and write on the board: Can you close the door, please? Yes, I can. The pupils repeat chorally and/or individually. Underline the word in bold and explain that we use can for requests. Then, say and write on the board: Can I go out, dad? No, you can't. The pupils repeat chorally and/or individually. Underline the word in bold and explain that we also use can to ask for permission. Pupils' books open. Go through the Study spot section briefly. Read the example and 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. Step 3 STUDY SPOT (Activities to present Complete. Then act out. Read aloud the example and explain the activity, Allow the pupils some time to complete it. Check their answers. Step 4 What does the teacher have the children do when there is a fire drill? Listen and number. Then say. Elicit/explain what a fire drill is. Read the instructions and explain the activity. Play the CD.The pupils listen and number the prompts. Check their answers.Then, read aloud the example and ask individual pupils to tell you what the teacher has the children do when there is a fire drill. AUDIOSCRIPT The teacher has the children walk to the main door. She has them walk outside in a line. Then the teacher has the children go to the meetinc. point. She has the children wait quietly. Step 5 Let’s Play ex 21 Read the example and explain the game. The pupils, in pairs or in teams, take turns telling the time for their partner/the other team to guess the number of the correct clock. If you wish to make the game more competitive, you can have the pupils look at the clocks for one minute and then close their books	Pupils book, presentation
Конец урока (3 min)	(An activity to consolidate the language of the lesson.) Write the following prompts on the board. If you wish, you can use your own prompts. wear your jacket (/) use your penknife (X) eat in class (X) play video games (X) go camping (/) go skating (/) leave early (X) Ask two pupils to come to the front of the classroom. One pupil asks a question using can and one of the prompts. The other pupil replies according to the prompts. Repeat with other pupils.	ACTIVITY BOOK (Optional)
Рефлексия (2 min)	FEEDBACK: Your impression! Sts. write their impression of the whole unit and share ideas with their classmates. 3 – new words you have taught at the lesson; 2 – adjectives to describe the lesson 1 – one activity you like	Poster, presentation