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| **Unit of a long term plan:** | | | **Module 6. Team spirit.** | | | | | |
| **Date: 10.02.2020.** | | | **Teacher name: Xeniya Dumanova** | | | | | |
| **CLASS: 6 “B”** | | | **Number present:** | | | **absent:** | | |
| **Lesson title** | | Dream team. | | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics;  5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges | | | | | | |
| **Level of thinking skills** | | Application, comprehension. | | | | | | |
| **Lesson objectives** | | *All learners will be able to:*   * **To read and understand the main idea of the text** * **To say some sentences about the topic** * **To use some learnt vocabulary** | | | | | | |
| *Most learners will be able to:*   * **To read and understand most the context of the text** * **To describe professions with some support** * **To use most known words in description** | | | | | | |
| *Some learners will be able to:*   * **To read and understand all the details of the text** * **To describe all the professions without any support** * **To use frequently all the known vocabulary** | | | | | | |
| **Assessment criteria** | | * talking about a sport hero * reading the article * discussing the text | | | | | | |
| **Values links** | | Respect, responsibility, global citizenship  Values are instilled by/through reading, writing and discussion | | | | | | |
| **Cross-curricular links** | | Social studies | | | | | | |
| **Previous learning** | | Vocabulary of sports, types of sports, sports facilities. | | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** |
| Beginning | **-Everyday routine questionnaire: the date, day of the week, duty, weather, absent and present learners.**  **-Actualization:**  **Inform Ss about the topic and the aims of the lesson.**  **-Checking of the homework.**  **The SS were divided into three groups and asked to prepare the report about one of the famous football team. Before listening each group will get the table with feedback.**   |  |  |  |  | | --- | --- | --- | --- | | **The name of the team** | **General information** | **Wins/awards** | **Famous footballers** | | **Team 1** |  |  |  | | **Team 2** |  |  |  | | **Team 3** |  |  |  |   **Teams make a short review of the reports.** | | | | | |  |
| Middle | **5. Ювентус (Италия)**  https://football-match24.com/wp-content/uploads/2018/10/liverpool-club.jpg  **4. Ливерпуль (Англия)**  https://football-match24.com/wp-content/uploads/2018/10/mu-club.jpg  **3. Манчестер Юнайтед (Англия)**  https://football-match24.com/wp-content/uploads/2018/10/barsa-club.jpg  **2. Барселона (Испания)**  https://football-match24.com/wp-content/uploads/2018/10/real-club.jpg   1. **Реал Мадрид (Испания)**   **G 2. Reading.**   1. **Prereading exercises.**   Do the matching.   |  |  | | --- | --- | | 1. a top player 2. a manager 3. charity 4. foundation 5. facilities | 1. a system of giving money, clothes, sports equipment to the people who are in need. 2. is an organization which [raises](https://www.collinsdictionary.com/dictionary/english/raise) money in order to help people who are [ill](https://www.collinsdictionary.com/dictionary/english/sick) or very [poor](https://www.collinsdictionary.com/dictionary/english/poor). 3. a person who manages a football team and buys and sells the football players. 4. places and things for doing [sports](https://www.collinsdictionary.com/dictionary/english/sport) 5. a world-class player |   Descriptor. a learner   1. reads the words and definitions. 2. discuss the ideas.   Differentiation by support: less able ss will be able to choose only three definitions.  Afl: laminated paper.   |  | | --- | | 1. **E 2. С 3. A 4. B 5. D** |   **2.Discuss. Have you ever heard anything about Johan Cruyff?**  **Whilereading.**   1. **Jig-Saw reading.** 2. Read the text and complete it with the following sentences. Then listen and check your answers.  |  | | --- | | **Johan Cruyff**   1. JOHAN CRUYFF was from the Netherlands and he was one of the top players in the history of football. He played for six clubs, including Ajax and Barcelona, and he was also a member of the Dutch national team. Later, he became a very successful manager. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Cruyff started the Johan Cruyff Foundation in 1997. He decided to start this charity when he was a young boy's character change after he started playing football with other children. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. Since it started, the foundation has helped children all over the world take part in sports. It has provided schools with sports facilities and has taught students how to use them. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  1. He understood that sport not only makes children healthy, but helps them learn how to make friends and work as a team. 2. It also organises sports events to raise money for its projects like building local sports court's for children. 3. His teams became champions of their leagues many times and they won lots of national and European trophies. There is even a football award with his name.   Descriptor. A learner   1. reads the text. 2. complete the paragraphs with the sentences given. 3. listens to the Cd and checks the answers. 4. checks the comprehension through answering questions   differentiation by support: less able Ss will be given one paragraph from the text and be allowed to understand it.  AFL: open discussion.  Comprehension questions:   1. Where was Johan Cruyff from? 2. For how many football clubs did Johan Cruyff start his foundation?     **Postreading.**   1. Read again and answer the questions.   **G 1.**  1. What makes Johan Cruyff a 'real' hero?  2. Why was Johan Cruyff a successful manager?  **G 2.**  When did Johan Cruyff decide to start his foundation?  What does playing sport teach children?  **G 3.**  How does the Johan Cruyff Foundation help schools?  What do the Foundation organise?    Use the questions to make a short summary of the part of the text. | | | | | |  |
| End | **Feedback.**  Fill in the table to sum up the lesson.   |  |  | | --- | --- | | Write 3 things which you have learned on the lesson. | Write who was the best in your team. explain why. |   **Homework.**  Make a short report about your favourite sports star. | | | | | |  |
| Additional information | | | | | | | | |
| Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners? | | | | Assessment – how are you planning to check learners’ learning? | Health and safety check | | | |
|  | | | |  | Be polite  Don’t shout, respect your friend’s opinion. | | | |
| Reflection  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning objectives? If not, why?*  *Did my planned differentiation work well?*  *Did I stick to timings?*  *What changes did I make from my plan and why?* | | | | Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson. | | | | |
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| Summary evaluation  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | | |