**САПАРОВА Перизат Мухтаровна,**

**№131 жалпы орта білім беретін мектебінің ағылшын тілі пәні мұғалімі.**

**Шымкент қаласы**

**A PARALYMPIC CHAMPION**

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| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | 5.4.4.1 read with some support a limited range of short fiction and non-fiction texts;  5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing of general and curricular topics. | | | |
| **Lesson objectives** | | * **Learner will be able to:** * - Identify the main idea from the text with support; * - Express their ideas according to the topic “How I became a champion”. | | | |
| **Plan** | | | | | |
| **Planned timings** | **Teacher's actions** | | **Pupils` actions** | **Assessment** | **Resources** |
| **2 minutes**  **4 minutes** | **Greeting:**  Teacher greets learners and responds teacher’s report on processing procedural questions. Therefore, teacher sets learning and lesson objectives.  **Grouping.**  Teacher divide learners into subgroup by strategy **“Counting”**.  **Warm-up:Activity. “What do you think?”**  Teacher asks learners their thoughts on today’s topic. Also, the teacher shows the picture on the interactive board.  C:\Users\инжу\Saved Games\Desktop\images.jpg   1. What sports do you do? 2. Which ones are team sport? 3. Which ones need a board?   **Useful expression:**  I think …  In my opinion …  This picture shows …  **Differentiation by resource**  Teacher supports to show a useful expressions for compliting a task successfully. | | Students respond to greeting and take their places  Students are divided into two groups by counting the numerals 1-13. As a result, even numbers will be the first group. The odd numbers are the second group  Students express their opinion through answer the question and guess the topic of the lesson. | **Descriptor A learner**  - makes up sentences through useful expression  - makes a description according to the pictures with support  **-** works in pairs  **AFL:** Teachers assessment in oral form. | Blackboard, whiteboard  PPT  Interactive board |
| **4 minutes**  **10 minutes**  **5 minutes**  **5 minutes**  **10 minutes** | **Pre-reading task. Activity**  **“Match pictures with the box”**  **While-reading task. “Connecting the Chain” Activity**  Each group is given a text. Secretary of the group is chosen, who doesn’t read the text, but writes according to the words of his classmates. For example, if there are six students in a group, the text is divided into five parts, because each students reads the part of the text that belongs to him, tells the group secretary the main idea of the text, tries to convey it in own words and secretary writes it all down.  McFadden was born in [Leningrad](https://en.wikipedia.org/wiki/St._Petersburg" \o "St. Petersburg), then [Soviet Union](https://en.wikipedia.org/wiki/Soviet_Union" \o "Soviet Union), on 21 April 1989. She was born with [spina bifida](https://en.wikipedia.org/wiki/Spina_bifida" \o "Spina bifida), a [congenital disorder](https://en.wikipedia.org/wiki/Congenital_disorder) that [paralyzed](https://en.wikipedia.org/wiki/Paralyzed) her from the waist down. After her birth mother abandoned her in an [orphanage](https://en.wikipedia.org/wiki/Orphanage" \o "Orphanage) that was too poor to afford a [wheelchair](https://en.wikipedia.org/wiki/Wheelchair" \o "Wheelchair) for her, she walked on her hands for the first six years of her life. While in the orphanage, she met [Deborah McFadden](https://en.wikipedia.org/wiki/Deborah_McFadden" \o "Deborah McFadden), who was visiting Russia as a commissioner of disabilities for the [U.S. Health Department](https://en.wikipedia.org/wiki/United_States_Department_of_Health_and_Human_Services" \o "United States Department of Health and Human Services).  McFadden began racing at the age of eight. Competing in the [2004 Summer Paralympics](https://en.wikipedia.org/wiki/2004_Summer_Paralympics" \o "2004 Summer Paralympics) in [Athens, Greece](https://en.wikipedia.org/wiki/Athens,_Greece), she won a [silver medal](https://en.wikipedia.org/wiki/Silver_medal" \o "Silver medal) in the women's 100 metres – T54 event; a [bronze medal](https://en.wikipedia.org/wiki/Bronze_medal" \o "Bronze medal) in the women's 200 metres – T54 event.  Until 2009, McFadden specialized in shorter distance [sprints](https://en.wikipedia.org/wiki/Sprint_(running)" \o "Sprint (running)). She entered the [Chicago Marathon](https://en.wikipedia.org/wiki/Chicago_Marathon" \o "Chicago Marathon) in 2009 as a lark. Unexpectedly, she won, finishing so soon that her mother didn't have her camera ready to record the victory.  McFadden's coach at the [University of Illinois](https://en.wikipedia.org/wiki/University_of_Illinois" \o "University of Illinois) is [Adam Bleakney](https://en.wikipedia.org/wiki/Adam_Bleakney), himself a veteran wheelchair racer.  **Differentiation by roles within group**  Each group leaders help to less able learners on processing reading task.  **Post -reading task.**  Pair work  **A teacher asks students to work individually and express their opinions on the given question**  What helped Tatyana to become a champion?  **Pre speaking task**  **Watch the teenagers in the video telling about their favorite . Then answer the question below**  **Task 4 What’s your favorite sport and why?**  **Speaking task**  **Method “Press Conference” (PW)**  A teacher encourages students to take on the role of a sportsman\sportswoman and make a speech at the conference.  Deskmate should ask 1-2 questions to a sportsmen/ sportswoman  **Task 5.** Imagine yourselves as a sportsman\sportswoman at the conference on the topic ‘How I became a champion’ .  You have I minute to prepare your speech.  The following questions will help to organize your speech:   1. What is your name? 2. In what kind of sport did you participate? 3. How did you train to win? 4. What was your goal and did you achieve it? 5. How did you feel yourself when you won? 6. Your advice to your generation? 7. Should they go in for sport and why? | | Students should write new words on their vocabulary book.  Each group members take turns telling the main idea of part of the text to secretary. Teacher gives each student 1-1.5 minutes to read the text, depending on the size of the text. All students try to summarize the main idea of the text.  Learners answer the questions  Learners will watch the video and tell what their favorite sport is  Learners make a speech by answering the questions. | **AFL:** peer assessment  **Descriptor**:  **A learner**  -reads the text individually  -tells the secretary the main idea of the part of the text  **AFL: Group assessment with criteria**  **Criteria**  **-provide main idea of the part of the text**  **- cover the core idea of the whole text**  **Descriptor: A learner**   * works in pairs individually * answers the question   **Criteria :**  -gives full answers  -uses related vocabulary to the topic.  - make a clear speech.  -connects the sentences coherently  **-Answer deskmate’s questions**  **Peer assessment by criteria** | Eyes Open  5th grade  Student’s book  Eyes Open  5th grade  Student’s book  Eyes open 1 student’s book  Disk 2  Real talk 8.3 |
| **5 minutes** | **Feedback. “Sailing ship”.**  At the end of the lesson, teacher gives a card to each learners.  кеме  If you like the lesson paint the sail green  If you have some difficulty in the lesson paint yellow  If the lesson is difficult and the teacher’s help needed paint red  Homework.  Exercise 3, at page 85 | | Learners express their success by painting pictures on the ship and teacher provides them with oral feedback | | Cards  Colorful pencils |