**Lesson plan**

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| **LESSON: Module 2  Lesson 12** | | | **The Theme of the Lesson: Friends names** | | | | |
| **Date: 7,10.10.22** | | | **Teacher’s name: Mirkamilova Gulbahor** | | | | |
| **CLASS: 2 v Zh** | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | 2.2.31- use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  2.5.3.1- use common adjectives in descriptions and to talk about simple feelings  2.5.13.1- use can to talk about ability and to make requests and offers; use can / can’t to talk about permission | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| recognise and produce some of the words connected to family members and use them to relate a few things about their family | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and produce most of the words connected to family members and use them to relate information in response to most prompts | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and produce all words related to family members and respond correctly to prompts about individual and collective family members | | | | | |
| **Previous learning** | | *names of family members; numbers 1 -20, this is …. best friend* | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | | **Resources** |
| **Beginning of the lesson**  Warming-up  Team work  **8 min** | **Organization moment:**  1.Greeting.  2. T gives them a box with letters. Divide into 3 groups according to the stickers.  Team A, team B and team C.  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | | ***“I want to say…..****” method helps to start the lesson with compliments to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By giving compliments to each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with letters |
| Presentation and practice  30 min | **Step 1 Listen and number.** | | | Refer the pupils to the pictures of the children and their names. Explain the activity. Play the CD, twice if necessary. The pupils listen and number. Then check learner answers. | **Track 25 CD1** | |  |
|  | **Step 2 My best friend** | | | Tell the pupils that they are going to make a photo frame and attach the picture of their best friend. Hand out the photocopies. Guide them through the cutting of the photo frames and the gluing of the photos. Alternatively, the pupils can draw a picture of their best friends. Go around the classroom, providing any necessary help. While the pupils are doing the craftwork, feel free to play any song from the module. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 3 Find and Circle** | | | Explain the activity. Revise the family words (*grandma*, *grandpa*, *mummy* and *daddy*). The pupils find, circle and match the words to the corresponding family members. Check their answers. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 4 Project Time** | | | Refer the pupils to the project and the picture. Ask the pupils to tell you what they can see. Elicit *grandma*, *grandpa*, *mummy* and *daddy*. Explain that they are going to make a project about their family. They can use real photos or draw pictures. They can also write a short description. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
| Ending the lesson  7 min | **Name Game** | | | The pupils, in pairs, take turns and say a family member’s name and the other has to guess who it is. Demonstrate this yourself first. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |