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| **LESSON 20** | **Unit 3: My school** |
| **Teacher name: Dementeva A.V.**  | **School: 8** |
| **Date:**  |  |
| **Grade : 2**  | **Number present:**  | **Number absent:** |
| **Theme of the lesson:**  | ***Counting and measuring*** |
| **Learning objectives** | 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines2.W3 write short phrases to identify people, places and objects2.UE14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, onto describe where people and things are; use prepositions of time: on, in, at to talk about days and times  |
| **Lesson objectives** | pronounce familiar words and expressions intelligiblymake introductions and requests in basic interactions with othersuse all structures correctly  |
|  | **Plan** |
| **Planned timings** | **Planned activities** | **Learners’ activities** | **Inclusive**  | **Evaluation** | **Resources** |
| Beginning10 min | **Organizational moment**Teacher greets students; students respond to greeting and take their places.Good afternoon?Glad to see you.How are you?What is the day today?What the weather like today?**Warming up**Revision of the numbers from 1 to 10Learners revise numbers from 1 to 20 watching video about numbers. | Greeting Learners answer the questionsLearners revise numbers using the song |  | *Verbal evaluation*  | video<https://www.youtube.com/watch?v=IDovNibBLd0> |
| Middle 30 min | **Number game** Teacher shows a number and names it. If it is correct learners agree “Yes, it is number …”, if it is not correctly they say “No, it is number…”**Listening & Pair work**T gives outs bingo cards with numbers 1-30 on them. Then pronounce numbers.**Individual work** Revise there is\there are using the Presentation. Then give out cards with task.  | Students answer and name the correct number using “it is…”Students cross out the number they hear. The first pair who has finished says “Bingo”Students do the card filling in the correct construction (there is or there are) | Student works with more able student for better understanding Student has an individual card with easier task, supervised by a teacher | *Individual evaluation**Verbal evaluation*  | PPPBingo hand outsCards |
| End5 min | FEEDBACKPupils share opinions if they liked/disliked the lesson by putting their thumbs up/down and explaining the reasons using simple languageHome task: do the game p. 22-23 AB.**Saying goodbye** | Students share opinions if they liked/disliked the lesson |  | *Self-assessment*  |  |