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Предмет: Английский язык

Класс: 2 класс

Раздел: Health and body

Тема: Describing appearance

Цели обучения (ссылка на учебную программу):	2.L.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number; 2.S.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines; 2.U.E6 use demonstrative pronouns this, these, that, those to make and respond to requests for information
Цели урока:	All learners will be able to recognize the main points of articulated talk on the topic “Describing Appearance” in 2,3 sentences with active vocabulary and demonstrative pronouns this, these, that, those. Most learners will be able to identify the main points of articulated talk on the topic “Describing Appearance” in 4,5 sentences with active vocabulary and demonstrative pronouns this, these, that, those. Some learners will be able to reproduce the main points of articulated talk on the topic “Describing Appearance” in 5,6 sentences with active vocabulary and demonstrative pronouns this, these, that, those.
Языковые цели:	Learners should be able to describe a person using new vocabulary and the construction "Have got / has got"
Ожидаемый результат:	Learners can describe a person using new vocabulary and verbs
Критерии успеха:	Learners can recognize the main points of articulated talk on the topic “Describing Appearance” using active vocabulary
Привитие ценностей:	Learners will work together as a group/pair showing respect and being polite with each other
Навыки использования ИКТ:	
Межпредметная связь:	Biology, Art
Предыдущие знания:	Have/has got structure;

Ход урока

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Начало урока (6 min)	<p>Activity 1: Greeting. Method “Say hello by palms” Learners turn to each other, look into the eyes, and smile. Turn their palms towards each other, but do not touch. Then they connect the fingers with the words:</p> <ul style="list-style-type: none">• I wish ... - big finger• Health ... - index finger• Good luck ... - medium finger• Success ... - ring finger• In everything ... - little finger• Hello ... - whole palm <p>Activity 2: Creation positive atmosphere. Method “Touching”. Learners touch something wooden, red, warm, long, woolen, etc.</p> <p>Activity 3: Guessing the theme of the lesson. “Bingo” game Learners get a large card with squares containing pictures of body parts. Each time the teacher calls out a word, the student searches for the right square on his card, and marks it. The first student to have five words highlighted in a row yells ‘Bingo’, and wins.</p> <p>Activity 4: Lesson outcomes. Formative assessment with teacher’s praising words (well done, nice, very good, etc.)</p>	<p>PPT, slide-1 Handout https://image.slidesharecdn.com/bodyparts-110818013605-phpapp02-120204162316-phpapp01/95/bodyparts-110818013605phpapp02-1-728.jpg?cb=1328372636</p> <p>https://www.pinterest.com/pin/520447300681218769/ PPT, slide-2</p>

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Середина урока (25)	<p>Activity 1: Pre-listening. Method “Matching” Task 1: Listen and choose the correct phrase. Learners listen to the dialog and choose the correct phrases Task 2: Listen and match Learners listen to the short phrases and match to right picture</p> <p>Activity 2: Grammar. Method “Fill in the gaps” Task 1: Learners look at the screen and understand the meaning of demonstrative pronouns. Task 2: Complete the sentences with this, that, these, those. Learners complete the sentences with missing demonstrative pronouns</p> <p>Activity 3: Listening. Method “Puzzle” Task 1: Learners listen to the dialog and put the pictures in order according to the given talk Learners listen to the dialog and put the pictures in correct order</p> <p>Activity 4: Post - listening. Method “Matching”. Learners listen to the song and memorize vocabulary. Task 1. Name the parts of the body and complete the cluster. Learners listen to the song and match the words to the body parts Self-assessment. Each pupil checks up the individual card according to the keys to assess.</p> <p>Activity 5: Dynamic pause “Head Shoulders Knees & Toes” Learners get up and stretch their arms and legs with funny animals. They point to each body part in the song. Learners will start to learn the words for their body and face.</p> <p>Activity 6: Division into groups. Method “Jigsaw Puzzle” Learners get a puzzle. All the students who have a piece of the same puzzle are grouped together. There will be 4 groups: “Mickey Mouse”, “Tom and Jerry”, “Lilo” and “Goofy”.</p> <p>Activity 7: Speaking. Method “Advertisement” Task 1: There are 4 advertisements on the board. One member of each group runs to the board and takes the pointed sheet of paper with the number. Then, in a group put the letters in the correct order and say “Done”, the first group take the token. Group assessment “Tokens”. Group count their tokens, the winner will be the group that has got more tokens.</p>	<p>https://bilimland.kz/ru/courses/english-language/core-curriculum-for-english/year-2/lesson/020-i-ve-got-blue-eyes https://www.pinterest.com/pin/472385448415306773/ PPT, slide-3 Handout 2 https://en.islcollective.com/english-esl-worksheets/grammar/pronouns-these-those/these-those/45044</p> <p>https://bilimland.kz/ru/courses/english-language/core-curriculum-for-english/year-2/lesson/019-this-is-my-face https://www.youtube.com/watch?v=SUt8q0EKbms Handout 3 https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Body_Parts/My_Body_lj17566mb Handout 4 https://www.nippon.com/ru/features/jg00066/ https://www.youtube.com/watch?v=WX8HmogNyCY Handout 5 https://www.pinterest.ru/pin/529524868684301587/ https://www.pinterest.ru/pin/783485666409029182/ https://www.pinterest.ru/pin/AZMI30w5xzLQBL7XAA8tWhsupOc5tTydONMJa5fDhqGS8PacFkCRkQ/ https://www.pinterest.ru/pin/738660776367247028/ Handout 6</p>
Конец урока (6)	<p>Activity 8: project work “Craft activity” Groups create a monster with different parts of the body using colourful papers, scissors, glue, felt-tip pens and crayons. Then present their project to others. Peer-assessment. “The feedback sandwich”. Groups give comments to each other.</p> <ul style="list-style-type: none"> • positive comment • constructive criticism with an explanation of how to improve • positive comment 	<p>https://www.pinterest.ru/pin/19143614747484154?nic=1a&sender=738027595093957304 Handout 7</p>
Рефлексия (3)	<p>Activity 1: Reflection. Method “Restaurant” Learners imagine that they go to the restaurant and the restaurant director asks them to fill out their “Wish book” :</p> <ul style="list-style-type: none"> • I liked it most ... • I almost digested ... • I overeat ... <p>Participants stick the plate on the flip chart sheet, commenting.</p>	<p>PPT, slide-4 Handout 8 https://www.pinterest.com/pin/16888567341101341?nic=1a&sender=738027595093957304</p>