

Theme of lesson plan: Vowel sounds /i:/ and /e/		Time Required 90 minutes														
Lesson (week, date) _____		Materials needed: (Pre-Intermediate)														
Group: (Ан9-1-24 pyce, Ан9-8-24, Ан9-9-24 клар)		White board, marker, book, cards and printer's sheet with questions														
Lesson planer, Instructor: Turgunova Umulai																
Objectives: Students will be able to:		Skills used: (L-S-R-W& critical Thinking):														
- pronounce correctly the vowel sounds /i:/ and /e/. - Recognize the difference in meaning between minimal pairs (meet–met, sheep–ship). - Practice sounds in words, sentences, tongue twisters, and a short speaking activity.		<table><tr><td>Outline:</td><td></td></tr><tr><td>• Activities</td><td>5 min</td></tr><tr><td>• Warm-up</td><td>10 min</td></tr><tr><td>• Pre-activity</td><td>20 min</td></tr><tr><td>• During activity</td><td>20 min</td></tr><tr><td>• Post activity</td><td>30min</td></tr><tr><td>• Evaluation and home task</td><td>10 min</td></tr></table>	Outline:		• Activities	5 min	• Warm-up	10 min	• Pre-activity	20 min	• During activity	20 min	• Post activity	30min	• Evaluation and home task	10 min
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Procedures																
1) Activities (5min)	Individual work	1. Greeting the student; Good morning students, how are you doing? How is your mood? How is the weather like today? Do you like today's weather? Why or why not? What date is it today?														
2) Warming-up activity (10min)		2. Teacher writes the date on the board; The 1 st of the September														
		1. Listening awareness (5 min): Teacher pronounces pairs: meet–met, sheep–ship, seat–set. Students raise hand if they hear /i:/, clap if /e/.														
		2. Minimal pairs introduction (10 min): Write pairs on the board: /i:/: meet [mi:t] – sheep [ʃi:p] – seat [si:t] /e/: met [met] – ship [ʃep] (корректнее: [ʃep] → ship [ʃɪp], но в отличие от /i:/ возьмем [e]) – set [set] Drill pronunciation (choral + individual).“														

3) Pre-activity (10 min)	Group work	Aim: Focused practice of /i:/ and /e/ in different contexts. Explain: /i:/ – long sound, smile shape of lips: sheep [ʃi:p] → «ииниии» /e/ – short sound, relaxed mouth: bed [bed] → «ээ» Show contrast on board with phonetic transcription and Russian translation:																											
	Pair work	<table border="1"> <thead> <tr> <th>Word</th> <th>Transcription</th> <th>Translation</th> </tr> </thead> <tbody> <tr> <td>meet</td> <td>[mi:t]</td> <td>встретить</td> </tr> <tr> <td>met</td> <td>[met]</td> <td>встретил</td> </tr> <tr> <td>sheep</td> <td>[ʃi:p]</td> <td>овца</td> </tr> <tr> <td>ship</td> <td>[ʃip]</td> <td>корабль</td> </tr> <tr> <td>seat</td> <td>[si:t]</td> <td>место</td> </tr> <tr> <td>set</td> <td>[set]</td> <td>набор / ставить</td> </tr> <tr> <td>beat</td> <td>[bi:t]</td> <td>бить</td> </tr> <tr> <td>bet</td> <td>[bet]</td> <td>пари</td> </tr> </tbody> </table>	Word	Transcription	Translation	meet	[mi:t]	встретить	met	[met]	встретил	sheep	[ʃi:p]	овца	ship	[ʃip]	корабль	seat	[si:t]	место	set	[set]	набор / ставить	beat	[bi:t]	бить	bet	[bet]	пари
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4) During activity (10 min)	Individual work	Minimal pair drill: Teacher says word, students repeat. Discrimination game: Students circle the word they hear (meet / met). Board race: Two teams run to the board and write the word teacher pronounces Tongue twisters (10 min) Practice slowly → faster. “Green sheep sleep in the deep field.” (/i:/) “Ten red hens went to bed.” (/e/) Mixed: “Sheep meet men in the green meadow.” --Sentence practice Students read aloud: I met my friend yesterday, but I’m meeting her again tomorrow.																											

	Group work	He set the seat by the window. The sheep is eating, but the men are resting. Topic: Meeting People Students work in pairs. Questions: 1. Who did you meet last weekend? 2. Who are you meeting this week? 3. Do you usually bet with friends?
5) Post activity (15 min)	Individual work Pair work Pair work Individual work	1. Pronunciation Bingo (10 min): Each student has a bingo card with /i:/ and /e/ words (meet, seat, bet, set, sheep, met, etc.). Teacher says words, students cross them out. Reflection (10 min): Quick recap: What's the difference between /i:/ and /e/? Students practice 2-3 words they found difficult.
6) Checking home assignment	Individual work	
7) Evaluation (2 min)		Students who have completed their homework and collected a red cards more than 4 in class they can get 5. Who gets a green card 4, who gets a blue card 3.
8) Feedback (2 min)	Individual work	What did you learn from today's lesson? Are you satisfied from today's lesson? If you were a teacher what would you change?
9) Home Task (1 min)		Homework: Write 5 sentences using pairs of words (meet-met, beat-bet, seat-set).