

MINISTRY OF EDUCATION, SCIENCE AND INNOVATIONS
OF THE KYRGYZ REPUBLIC

OSH STATE UNIVERSITY
COLLEGE OF INTERNATIONAL EDUCATIONAL PROGRAMS
DEPARTMENT OF TRANSLATION STUDIES



RECOMMENDED

Chairman educational and methodological
council of the CIEP

“10” 12 2025 year
Jumabaeva Altyn

AFFIRMED

by the chief of the department of Translation Studies: English
record № from « Educational Programs 2025 year.
Head of the department Adieva N



DEMONSTRATIVE LESSON

The theme of the lesson: Present Continuous
Discipline: Major Foreign Language 1
Flow: 6 (first year students)
Compiled by: Abdimomun kyzy A

Literature

Main literature

- Lexical minimum
- Raymond Murphy English Grammar in Use

Additional literature

M.A. Ganshina "English Grammar"

- E.M. Gordon, I.P. Krylova "A Grammar of Present-Day English"
- English File Elementary Student's Book (4th edition)
- English File Elementary Workbook (4th edition) Electronic sources

1. <https://wordwall.net>
2. <https://www.youtube.com>

Control Tasks

1. Knowledge: Recognize the structure of the Present Continuous tense.
2. Understanding: Distinguish Present Continuous from Present Simple.
3. Application: Form sentences using Present Continuous correctly.
4. Analysis: Identify ongoing actions and temporary situations.
5. Evaluation: Check and evaluate classmates' sentences.

Forms of Knowledge Verification

- Complete the gaps with the correct verb form.
- Complete dialogues with missing Present Continuous forms.
- Translate sentences into Kyrgyz or Russian.
- Match sentence halves (Present Simple vs Present Continuous).
- Group work: create short dialogues.
- Teacher and peer feedback.

Learning outcomes:

Upon completion of the discipline, a student:

The study of the course “**Major Foreign Language 1**” is aimed at the development of the following competencies:

1. Speech Competence

- Development and improvement of skills in four types of language activity: listening, reading, writing, and speaking.
- Ability to plan verbal and non-verbal behavior in the process of communication.
- Skills to overcome communication difficulties in case of insufficient language resources.
- Use of a foreign language as a means of professional communication.

2. Language Competence

- Mastery of new lexical and grammatical units according to the course topics.
- Development of the ability to use these units in communicative situations.
- Consolidation of language patterns based on thematic texts and exercises.

3. Sociocultural Competence

- Acquisition of knowledge about the sociocultural characteristics of the countries of the studied language.
- Development of skills for appropriate behavior in accordance with cultural *norms*.

- Knows the phonetic patterns and features of the studied language.
- Understands the basic grammatical concepts and categories of English.
- Is able to construct coherent oral and written texts following compositional rules.
- Possesses monologic and dialogic speech skills in formal and informal communication.
- Is able to use English for intercultural communication.
- Demonstrates independent oral or written expression in English.

- Ability to compare the culture of the native country with that of the countries where the studied language is spoken.

Theme of lesson plan: In the classroom (Present Continuous)

Theme of the lesson: Present Continuous

Flow: Group 6 (first-year students)

Compiled by: Abdimomun kyzy A.

Time required: 45 minutes

Place: Room 104

Time Required: 45 minutes

Materials needed:

- ❖ **Lexical minimum**
- ❖ White board, PPT presentation, speaker, marker, book, cards and printer's sheet with questions

Outline	Time required	Activities
1. Org. moment.	2 min.	The teacher
2. Warm-up	3min.	Teacher ↔ Students
3. Checking up homework.	5 min.	Teacher ↔ Students
4. Pre-activity. (Introduction of the new material).	5 min.	Teacher ↔ Students
5. Presentation of new theme	15 min.	The teacher
6. Post-activities.	10 min.	Teacher ↔ Students
7. Home assignment and Evaluation	5 min.	The teacher

Objectives:

- ✓ To explain the usage of Present Continuous
- ✓ To practice forming sentences using Present Continuous
- ✓ To develop speaking through games and role plays
- ✓ To improve creativity and critical thinking

Procedures

Procedures						
Lesson stages and time	Objectives of the lesson		Teachers and students Activities	Teaching methods, mechanisms	Materials needed	Applications

1.	Organization moment (2min)	To prepare place and students for the lesson	<p>T: Greeting the students: "Good morning! How are you feeling today? How is your mood?" Check attendance. Explain the point/sticker system for participation. At the beginning of the lesson, an assessment table is created for each task; the students' names are written, and each of their answers is marked. At the end of the lesson, the results are calculated and grades are assigned.</p> <p>S:</p> <p>T: Good morning! Im feeling good and you?</p> <p>S: Listen and understand the assessment , ask question "Now let's watch a video. Based on the words you see in the video, repeat what you see." https://youtu.be/LLXGMDf7fS4?si=XAwYDKSlc0rKUwN3</p>	Total Physical Response (TPR, is a method that follows 'learning by doing')	White board Interactive board Markers	
2.	Warm-up (3min)		<p>T: Good morning! Im feeling good and you?</p> <p>S: Listen and understand the assessment , ask question "Now let's watch a video. Based on the words you see in the video, repeat what you see." https://youtu.be/LLXGMDf7fS4?si=XAwYDKSlc0rKUwN3</p>			
3.	Checking up homework (5min)	To concentrate students attention	<p>watch the video and repeat what they see on the screen</p>	Communicative Language Teaching (CLT), TPR	PPT, speaker 	
		To revise the previous theme	<p>T: Quick Q&A about previous lesson (The present simple)</p> <p>-What was the theme of the previous lesson? -What did we learn?</p>		Pot and flashlights for dividing to groups	Application 1
4.	Pre-activity (5 min)		<p>S:</p> <p><input type="checkbox"/> When do we use the Present Simple?</p> <p><input type="checkbox"/> Which words do we often use with the Present Simple?</p> <p><input type="checkbox"/> Can we use the Present Simple for finished actions?</p>			

5.	Presentation of new theme (15min)	<p>To learn new words with the flashcards</p> <p>To complete the gaps with the missing words</p> <p>To explain the new theme</p>	<p>T:</p> <p>S:</p> <p>S:</p>	<p><input type="checkbox"/> How do we ask questions in the Present Simple?</p> <p><input type="checkbox"/> What is the structure of the Present Simple tense?</p> <p><input type="checkbox"/> How do we make negative sentences in the Present Simple?</p> <p><input type="checkbox"/> How do we form questions in the Present Simple?</p> <p><input type="checkbox"/> Can we use “always”, “usually”, and “often” with the Present Simple?</p> <p><input type="checkbox"/> What is the difference between “always”, “usually”, and “often” in the Present Simple?</p> <p>S: Listen to the teacher answer each question</p> <p>T: The lesson begins with identifying the structure of the Present Continuous using a visual prompt. The prompt shows a picture of a fish along with various verbs and nouns, and students must use these elements to form Present Continuous sentences. (Answer Class Classmate Classroom Correct Enjoy Example Lesson Teacher)</p>	<p>Individual work</p> <p>Pair work, Visual aids</p> <p>Direct Method, CLT</p>	<p>Interactive desk</p>  <p>PPT presentation</p> 	<p>Application 2</p> <p>Application 3</p>
6.	Post-activities (10 min)	<p>To match the sentences halves</p>	<p>S:</p>				

7.	Evaluation (5min)	To make up sentences by looking at the pictures	<p>Explain Present Continuous usage:</p> <ul style="list-style-type: none"> - Actions happening now - Temporary actions - Changing situations <p>Structure: am/is/are + verb-ing Example: "I am reading a book." "She is playing tennis." Check understanding by asking personalized questions: "What are you doing now?" Listen to the explanation and try to make examples, then ask questions</p> <p style="text-align: center;">Choose the correct option</p> <ul style="list-style-type: none"> • The teacher (is correcting / corrects) the example now. • My classmate (is enjoying / enjoy) the lesson. • The class (is answering / answers) the teacher. • We (are writing / is writing) an example in the classroom. • I (am enjoying / are enjoying) the class. <p>Do the task orally</p> <p>T: "The students are divided into two teams. They read the sentence on the board and write it on the flipchart."</p> <p>S:</p> <ol style="list-style-type: none"> 1. What are you doing? 2. What is he doing right now? 3. What are you doing 4. Are they playing video games? 5. Is she talking on the phone at the moment? 6. Is he babysitting his nephew now? 	Individual work, Pair work, Team work	 PPT	Application 4
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8.

Giving home work

7. Are you chatting with your friends right now?
8. Are you studying Maths now?

Divide into two group and answer the questions turn by turn

The class is divided into four groups,"Show pictures of people doing different actions. Students create sentences in Present Continuous. .
S:



Application 5



Team work
(**Team work**
means that
students **work**
together in
groups to
complete a task.)



Describe the picture to whole class, then ask questions about description.

Today you participated very actively in the lesson, well done! I would like to highlight (.....)in particular

"It's time for a fun moment as well, come here everyone. Let's count the plus points now. Whoever

collects the most pluses will become the 'millionaire' or will get a grade 5."
"Aiperi has collected 7 plus points, so she gets a 5."

"Describe your class now"

Thank you for the lesson, good bye! See you

Exit slips,
Communicative
tasks

Individual work

РЕЦЕНЗИЯ

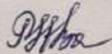
на план демонстративного урока

План демонстративного урока, составленный Абдимомун кызы А. по теме **“Present Continuous”**, отличается четкой структурой, соответствует методическим требованиям и имеет практическую направленность. Основные цели урока — объяснить структуру Present Continuous, развить навыки составления предложений, а также формировать у учащихся умения говорить, быть активными и проявлять творческое мышление — полностью отражены в плане. Этапы урока распределены по времени: организационный момент, разминка, проверка домашнего задания, пре-активити, презентация нового материала, пост-активити и оценивание. Для каждого этапа указаны цели и используемая методика, что обеспечивает логичность проведения урока. Особенно ценным является применение современных методов, таких как CLT, TPR, парная и командная работа, которые направлены на повышение активности учащихся. В разделе презентации темы **“Present Continuous”** объясняется с помощью примеров, картинок и интерактивных заданий, что является методически правильным. Использование видео, флэш-карт, групповых заданий, работы с изображениями, а также мотивационных элементов в виде набора баллов «как в магазине» способствует повышению интереса учащихся. План урока разработан с учетом развития четырех ключевых компетенций учащихся: языковой, речевой, социокультурной и коммуникативной. В разделе оценивания использование системы плюсики/стикеров соответствует принципам формативного оценивания.

Предложение:

Для повышения эффективности урока рекомендуется добавить блок рефлексии, который поможет развивать у учащихся навыки самооценки. Также в конце урока можно включить краткую мини-викторину для закрепления словарного материала, что улучшит усвоение учебного материала.

Преподаватель:



Рыскулова Н.