



**O`ZBEKISTON RESPUBLIKASI OLIY VA O`RTA  
MAXSUS TALIM VAZIRLIGI**

**AL-XORAZMIY NOMLI URGANCH DAVLAT  
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**JAXON TILLARI FAKUL`TETI**

**“Ingliz tili” KAFEDRASI**

*«Vocabulary»*

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## Lesson plan

**Course title:** vocabulary

**Topic:** Food

**Level:** Pre-intermediate

**Materials:** Listening Extra” Miles Craven, “Reading Extra” Liz Driscoll, “Inside out”(Teacher’s Book) “ Making Sense of Vocabulary” Christine Digby &John Myers

**Aim:**

- To introduce and enlarge new vocabulary on given topic
- to develop student’s ability to recognize and use words in communication
- to give students opportunity to practice new vocabulary in communication

Task/activity	Procedure	Objectives	Mode of interaction	Time	Materials
Warm-up	1. Teacher writes the word “Cooking” on the board, then pretends to chop carrots and elicits Sts to call out the words “chop and knife” and writes these words on the board. Then pretends to stir a sauce, to put some salt, to taste, to smell. Asks Sts “What am I doing?” and writes these words on the board after the Sts have spelled them.	Recognise word meaning in the context of the topic.	Whole class,	5 min	Board
While activity	2. Teacher puts Sts into groups to list as many words connected with cooking as they can within 5 minutes.	To introduce Sts new words in the context of the topic	Group work, pair work,	5 min	Board
	3. T tells volunteers to write their words on the board reviewing pronunciation and having Sts to call out what they are writing. Then T asks Sts to mime the words on the board to their partners, who have to guess correctly the word they are miming.	To recognise and use pronunciation patterns of words relevant to the topics they are familiar with	Whole class,	10 min	Board
	4. T checks the key language, writes on the board all the words not yet covered that T thinks her Sts may not know. T asks for volunteers to explain the meaning, adding that they may refer to their dictionaries if it necessary.	To use resources to build their vocabulary.	Individual work	15 min	pictures of Uzbek dishes
	5. Teacher distributes a set of pictures to each of the group, giving them time to study each picture and asks them to imagine that they are chefs of “Uzbek restaurant”. They have	To practice the learnt vocabulary in given context	Group work	15 min	Recipe cards

<p>Post activity</p>	<p>to put pictures in a correct order and give the procedure how to cook it.</p> <p>6. T gives students the copy of the recipe cards and asks them to fill in the gaps with writing the ingredients of the dish.</p> <p>7. Tell Sts to think of a recipe for a dish in the picture how to make it. They should make a list required ingredients and practice explaining how to prepare it. When they are ready have each group to give the name of their dish</p>	<p>To identify appropriate use of the given vocabulary</p> <p>To use and practice new vocabulary relevant to the topic</p>	<p>Pair-work.</p> <p>Individual work</p>	<p>10 min</p> <p>10 min</p>	<p>Pictures, flipchart/board</p>
<p>Home task</p>	<p>8. Sts prepare an advertisement of some restaurant and the menu of it (e.g. poster, card, PP presentation, etc.)</p>	<p>To check their ability to use the learnt vocabulary in creative work</p>	<p>Group work</p>	<p>10 min</p>	