



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

**AL-XORAZMIY NOMLI URGANCH DAVLAT  
UNIVERSITETI**

**JAXON TILLARI FAKUL'TETI**

**“Ingliz tili” KAFEDRASI**

*«Writing»*

**FANIDAN**

**LABOROTORIYA ISHI.**

**URGANCH-2010**

## A sample lesson plan on Writing

Developed by F. Bahodirovna, N. Imamnazarova, S. Irgasheva

### Lesson One (October)

Topic: Food

Writing focus: Shopping list

Language focus: Spelling; punctuation

Lesson aims: to help students to practise the spelling of the assigned topic (Food);

to introduce the way of making a shopping list;

Materials: 1. Littlejohn, A., Writing 2, Cambridge University Press

2. Handouts prepared by a teacher

Lesson duration: 80 min

Students' level: pre-intermediate

Number of students:

| Activity                            | Objective  | Procedure  | Duration | Mode of interaction        | Materials |
|-------------------------------------|--|--|----------|----------------------------|-----------|
| Activity 1.<br>Warming-up activity  | to check students' background knowledge on the topic                                   | Teacher divides the board into two parts and puts the names of two categories "Fruits" and "Vegetables". Teacher divides the group into 2 teams and invites both teams to the blackboard. The teams stand in two lines and in turns each participants of the team writes an example for their category. The team which writes more examples and finishes first will be a winner. | 15 min   | Whole class                | None      |
| Activity 2.<br>Pre-writing activity | to help students to work on their spelling; to prepare students to write shopping list | Teacher divides students in groups of five, s/he distributes a set of cards to each group and Handout 1 (folded) to each participant of the groups. Teacher asks students only to look at Side A of the handout. Students in their groups turn by turn choose a card and name it. Then the student spells the word very quickly. Group's members should                          | 20 min.  | Group work,<br>Whole class | Handout 1 |

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|                                     |   |  |        |                         |           |
|-------------------------------------|---|--|--------|-------------------------|-----------|
|                                     |   | manage to write the word in the column. When the groups finish they check the spelling of the words from Side B. Teacher then asks volunteers to come to the blackboard and checks their spelling .  |        |                         |           |
| Activity 3. Shopping list           | to let students practise making a shopping list | Students stay in their groups. Teacher says that a foreign guest who is vegetarian is coming to visit their university and they should host this guest in their house. Students should do shopping for this guest and they are given only 20.000 sums. Teacher distributes Handout 2 to each group and based on the prices groups should prepare a shopping list. Then the groups will present their lists to the whole group explaining their choice. On the way teacher explains the right way of listing things: keeping the same form as nouns or gerund, using appropriate punctuation, small letters in the list order, etc. | 25 min | Group work, Whole class | Handout 2 |
| Activity 4. Editing a shopping list | to let students edit a shopping list            | Teacher distributes Handout 3 and students find 10 language mistakes in the handout. The whole class checks the answers.   | 15 min | Individual/pair work    | Handout 3 |
| Closure                             |   | Teacher summarises the key points of the lesson;<br>Teacher assigns h/w and asks students to take notes of the ingredients which are needed for their favourite meal (e. g. osh).  | 5 min  |                         | none      |

## Activity 2, Handout 1

Write down the words dictated in the group in Side A.

| Side A | Side B      |
|--------|-------------|
|        | Broccoli    |
|        | lettuce     |
|        | Onion       |
|        | Cucumber    |
|        | Cauliflower |
|        | Pear        |
|        | Cabbage     |
|        | Pineapple   |
|        | Raspberry   |
|        | Leeks       |
|        | Aubergine   |
|        | Garlic      |

### Activity 2, (Set of cards)

|             |           |           |        |         |          |
|-------------|-----------|-----------|--------|---------|----------|
| Broccoli    | raspberry | Pineapple | garlic | Onion   | cucumber |
| cauliflower | Aubergine | lettuce   | Leeks  | cabbage | Pear     |

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**Activity 3, Handout 2**

| <b>Pictures of the products</b> | <b>Price</b>           |
|---------------------------------|------------------------|
| (a picture of cabbage)          | <b>600 sums/a kilo</b> |
|                                 |                        |
|                                 |                        |
|                                 |                        |
|                                 |                        |
|                                 |                        |
|                                 |                        |
|                                 |                        |
|                                 |                        |
|                                 |                        |

**Activity 4, Handout 3**

Find 10 language mistakes and correct them.

*For the dinner tomorrow I need*

*beans*

*carot (2 kilos),*

*apples (3 kilos),*

*a water malon;*

*and melon;*

*the cabage (1 kilos);*

*grapes.*

### Writing I Indicative Content for October and November

| Food | Lesson          | Writing Text Type   | Function/ language focus                                | Materials  |
|------|-----------------|---|---|--|
|      | Lesson One      | Shopping Lists  | Spelling  |  |
|      | Lesson Two      | Food recipes(practise activities, Uzbek national food recipes)                  | Countable/uncountable nouns                             | Writing 2, pages 15-16 , by Andrew Littlejohn                |
|      | Lesson Three    | Food recipes(food of different cultures/exotic food; presentations)             | Appropriate adjectives (sweet, tasty, overcooked, etc.) | Internet source, Writing 2, pages 15-16 by Andrew Littlejohn |
|      | Lesson Four     | Writing instructions (instructions for preparing a sandwich..., cleaning teeth) | Imperative sentences                                    |  |
|      | <b>November</b> |   |   |  |

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|        |            |  |  |  |
|--------|------------|--|--|--|
| Health | Lesson One | Writing instructions (Doctor's instructions; instructions on how to treat headache/ lose weight) |  |  |
|--------|------------|--|--|--|