

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

**AL-XORAZMIY NOMLI URGANCH DAVLAT
UNIVERSITETI**

JAXON TILLARI FAKUL`TETI

“Ingliz tili” KAFEDRASI

G.Saparbaeva

**« Integrated skills »
FANIDAN**

LABOROTORIYA ISHI



URGANCh-2010

Lesson plan 1

Course title: Integrated skills

Topic: Food

Level: Pre-intermediate to intermediate

Materials:»Listening extra» A resource of multi-level skills activities.

Ceri Jones, Tania Bastow, Sue Kay and Vaughan Jones, 2001

Aim: to extend Ss communicative competence by developing their ability to:

-describe different food and restaurants.

-carry out communicative tasks that require an exchange of information.

-to integrate communicative and language skills.

activity	objectives	procedure	duration	Mode of interaction	materials
Warm up	To motivate Ss to use topic based vocabulary	T asks Ss to give associations connected with the topic «food» (for ex: bread, sugar, water etc.) T writes the answers on the board and asks Ss to categorise them according to the following notions (starters, main courses, desserts, drinks)	10	Whole class individual	«Listening extra» A resource book of multi level skills activities. Miles Craven Cambridge unv.press 2004 p 49
Pre-activity	to provide an opportunity to expand vocabulary and develop listening skills	T elicits Ss information by asking the following questions -Where do you meet such categorisation on essential meals? - Where do we use menus? - Do you like to go to the restaurants? -Do you know how to order meals at the restaurants?	15	Whole class	handout
While-activity	to provide an	Teacher asks ss to listen to the tape and gives each student the order sheet then asks ss to complete it.			

	<p>opportunity to practise reading, listening, speaking skills</p>	<p>Check the answers. T explains that they will hear the second part of the conversation. This time they must listen and make a note of how each person enjoyed each course. They should put a tick if they enjoyed the course, write ok if they felt the course was satisfactory and a cross if they didn't like the course.</p>			
Post-activity	to develop writing skills	T suggests Ss to make a trip to well known restaurants of the world. T distributes a few copies of each of the 6 restaurant reviews around the classroom before setting the task. T divides Ss into 3-4 groups and gives each group a copy of the questions. Ss should answer the questions using handouts.	25	Group work	Ceri Jones, Tanya Bastow, Sue Kay and Vaughan Jones, 2001 p2b.
Homework	to revise the given materials	<p>T asks Ss to write review on the best restaurant. Teacher gives project specification. T asks them to make questionnaires on the need assessment.</p>	15 5 5	individual work group work	handout

handout 1

Hot and spicy duck eggs

juice

cola

fanta

sprite

salad fantazy

picent

cakes

sweets

bananas

coconut soup

red chicken curry

fruit salad

pilav

coffee

tea

ice-cream

chocolate

french

salad

shashlik

sushi stir fried beef

fried potatoes

handout 6

Project specification

You are required to work in a small groups of no more than 6 people. The task for you is to create a booklet about the restaurant of your dream. You will have to:

- 1. think about the specific things (e.g. food, eating out, service, menu, meals) in the restaurants you would like to concentrate on;**
- 2. think of what kind of information you will need and how you will collect it(interviewing the restaurant staff and the people who are visiting restaurants gathering leaflets, menus, taking pictures);**
- 3. collect all the necessary information (you might distribute the roles);**
- 4. analyse the information you have collected and think how you can use it to create the booklet.**
- 5. Think about the structure of the booklet;**
- 6. create the booklet and present it.**

You are also required to write a brief personal reflection(100-150 words maximum) about how you worked together and your individual contribution to the project.

Submit the reflection in 4 weeks in time.