

LESSON PLAN FOR GENERAL ENGLISH AND SUMMARY DESCRIPTION

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In this document, you will discover how to effectively structure a lesson plan, incorporating essential elements such as goals, required materials, teaching strategies, and evaluation techniques to improve student-learning results. Additionally, this paper serves as a framework for a General English class tailored for first-year students. The objective of this plan is to offer a systematic approach that educators can modify to address the varied needs of their students while promoting an interactive learning atmosphere. The lesson plan will also detail specific activities and timelines to guarantee that every element is addressed comprehensively, allowing for adaptability in teaching methods to support various learning preferences.

The primary challenge of teaching English across various university faculties lies in the wide array of student backgrounds and skill levels, making it difficult to design a universal curriculum that effectively addresses the needs of every learner. This lesson plan is designed to accommodate students from diverse backgrounds at the university, utilizing a range of teaching strategies and resources intended to engage learners with differing levels of English proficiency, ensuring that every student can actively participate in the classroom.

Lesson plan

Theme: Unit2 What a story!

Subject	Topic	Level	Target learners	Materials	Duration
Integrated skills for 1 st year students	2.1 I'll never forget that day	B1	18-20 years old (1 st course, Nordic International University)	Handouts, computer, speaker, TV or projector, whiteboard, marker, printed version of Navigate intermediate, pictures, cards, and listening audios.	80 minutes

A brief introduction: Students revise their past memory and learn vocabulary related to the topic. Moreover, students will distinguish regular and irregular verbs by using in context.

Content objectives: By the end of the lesson students will be able to:

- learn new vocabulary related to the topic;
- learn how to describe past event;
- conduct conversation\ speech about past experience.

Language objectives: Throughout the lesson students will be able to;

Speaking:

- pronounce words correctly;
- use grammar (past simple tense) and new vocabulary words in conversation in speaking part;
- speak individually in daily life about past times and memories which they want to remember everytime;

Listening:

- listen to dialog related to topic and gap filling;
- fill the gaps while listening audios;
- share some information what they understand after listening activities.

Reading:

- scan the text in given time;
- learn new vocabulary related to the topic;

Writing:

- Organize a narrative story;
- Use correct sentence structure;
- Summarize stories.

Grammar:

- use grammar (past simple tense) and new vocabulary words in conversation in speaking part;

Differentiated Instruction activities;

- whole group work and peer work;
- Brainstorming;
- visual and auditory: watching a video and making dialog in group.

Methods: Direct, Communicative, and CALL.

Key vocabulary:

verbs: realized, appeared, disappeared, screamed, whispered, recognized, remind, wonder, expect,

Prepositions: during, meanwhile, by the time, while, for, until, as soon as, within, up to

THE ORDER OF THE PROCESS OF TEACHING

Pre -explaining stages	Brain storming and Listening	The teacher introduces a new topic and students should give their opinion about their experience. And then they watch a presentation about famous people's past event experience	10 minutes	Group work
While explaining stages	Reading. "References" p20 Find and match words	After learning the time, the teacher moves next activity. In this task students should find words from the text and match them with definition	5 minutes	Group work
While explaining Stages	Speaking Chain drill p22	In this activity students speak about what they did in the past	8 minutes	Individual work
Post explaining stages	Listening and analyzing "Vop Pops 2" p23	Students should do the listening activities from their book	5 minutes	Individual work
Post explaining stages	 Making presentation	By the help of the given example, students create their own stories and present to the class	10 minutes	Group work
Homework	 Do exercises from workbook ex2.1.	To review all learned the unit from the book		Individual work

Summary description

When teaching a foreign language in the classroom, integrating the primary four language abilities involves merging reading, writing, listening, and speaking. People utilize all four language abilities to communicate in everyday situations, thus specialists in foreign language instruction have been working toward combining the four core language skills in EFL lessons in recent years. According to Li & Yang (2014), the integrated-skills teaching technique is a natural learning strategy since it aids L2 learners in developing communication skills more quickly. For this reason, many L2 learners like the course during their academic years.

We developed our topic syllabus after analyzing the needs of the learners. This lesson plan is intended for first-year students (level B1) at Uzbekistan State World Languages University. Each semester lasts 15 weeks, and our syllabus was developed over the course of a year. There are 12-15 students in each group. The curriculum topics were determined after conducting a needs analysis. Majority of students desired to improve their speaking ability (fluency and accuracy), while others had issues with their writing ability (essay). Students were identified as kinesthetic, visual, and reading-writing learners based on needs analyses (a VARK online exam was administered to determine students' learning styles). As a result, this lesson plan includes exercises that are appropriate for all learning types.

The theme of the lesson plan is "I'll never forget that day!" and it is found in unit 2. The time limit is set at 80 minutes. The primary purpose of the lesson plan is to discuss about previous experiences, employ narrative formats, and build speaking skills (fluency, accuracy), broaden the topic vocabulary (past event memories), and develop listening for particular information and reading for comprehensive and precise information. Navigate, published by Oxford University Press, includes a course material with video, a workbook, and progress checks. The second unit is structured into four sections: vocabulary and reading, grammar and speaking, pronunciation, and listening and writing.

First, students are taught pre-teaching exercises such as brainstorming and associated listening activities in this session. The teacher introduces a new topic, and students are asked to share their thoughts on their experiences. Then, in group work, students view a presentation about renowned people's prior event experiences. While explaining phases, students should locate terms from the text and connect them with definitions, and speaking (Chain drill p22) is an exercise in which students speak about what they did in the past. Following listening and a mini-presentation on post-explaining phases, the instructor may ask for feedback on the lesson, and students may evaluate each other's work. As a homework assignment, students should do relevant tasks in their workbook (P10 ex.2.1), write a narrative based on their recounted tale, and acquire new vocabulary.

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Appendix

2.3 Vocabulary and skills development

GOALS ■ Understand references in a text ■ Use comment adverbs

Reading & Speaking references

- 1 Work with a partner. Discuss your reactions to the quotation below.

‘EXPERT: A MAN WHO MAKES THREE CORRECT GUESSES CONSECUTIVELY.’

DR L. J. PETERS (AMERICAN EDUCATIONALIST AND WRITER)

- 2a Read the sentences. What does the underlined word in each sentence refer to?
- We all read the article, but none of us liked it.
 - We all had to study science up to the age of sixteen at school, and so do students at secondary school nowadays.
 - He may be the most famous scientist of all time, but Albert Einstein only got his first scientific job when he was twenty-nine.
- b What is different about the way the reference word is used in sentence 3?
- 3a Read the information in the Unlock the code box.

UNLOCK THE CODE

understanding references

- We use reference words (e.g. *she, us, those, one, so*) to refer to a word or group of words in a text. Sometimes these words refer to a noun or phrase that came before them.

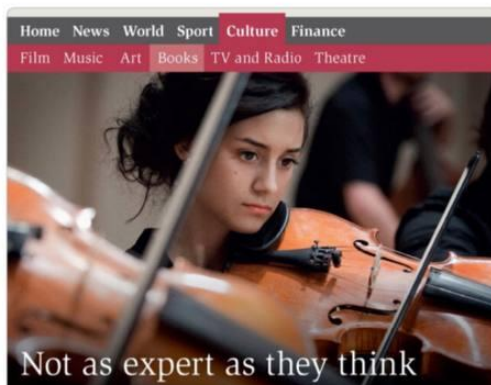
We all ate the pizza, but none of us liked it.

The boss left early and so did we.

- Sometimes they refer to something after them.

When they arrested the men, the police were very satisfied.

- b Now read paragraph 1 of the article.
- Underline the reference words.
 - What do they refer to?
- 4 Read the article. What is the main point it is making?
- Women are better musicians than men.
 - Even experts are influenced by what they see.
 - Orchestras have improved the way they choose their musicians.



- 1 In his book *Blink*, the Canadian author Malcolm Gladwell tells a wonderful story. It shows, he says, that even if they are very experienced and intelligent, experts can be wrong. It's about music, but it's true for all kinds of other situations.
- 2 Before the 1980s, when they wanted to find and employ a new musician, orchestras used a very simple system. A group of three 'judges' from the orchestra would sit in a room. One musician after another would come in and play their instrument in front of them, and then the judges would choose the best. Under this system, most of the musicians who were chosen were men. Naturally, since the judges were all experts, nobody thought much of this: they must be able to tell a good musician from a bad one. Men were probably simply better musicians.
- 3 But then, for a number of reasons, in the 1980s, orchestras started putting up screens in the rooms where these auditions took place, so the judges couldn't see if the musicians were men or women. Amazingly, orchestras started hiring many more women. In fact, 1 _____ hired more women than men, which suggested that women were better musicians!
- 4 The conclusion was that the judges were deciding not on what they could hear, but what they could see. Their judgement probably changed according to whether 2 _____ were seeing a man or a woman. Personally, I find 3 _____ very worrying – the idea that even experts are strongly influenced in this way. Gladwell even jokes that when 4 _____ looks around his classes at the best colleges in the USA, he thinks that every student has been chosen because 5 _____ is the prettiest, not the best.

2.4 Speaking and writing

GOALS ■ Engage a listener and show interest ■ Write a narrative

Speaking & Listening showing interest

- 1a Work with a partner. Look at the pictures and words. What do you think happened in this true story?



- b Ask your teacher *yes/no* questions to find out more about the story.
- c When you think you have enough facts, work together with your partner to tell the whole story.
- 2 2.6 Listen to the story and compare with your ideas.

- 3 Which of these statements do you agree with? Why? Discuss with a partner.
- Coincidences are often meaningful and 'meant to happen'.
 - Coincidences are just maths. If enough people are involved, many odd-seeming coincidences will happen. For example, at a typical football match with 50,000 people, statistically 135 people will share your birthday.
- 4a 2.6 Listen again and write down the phrases the speakers use to engage the listener and show interest.
- b Check your answers in the Language for speaking box.

LANGUAGE FOR SPEAKING engaging the listener and showing interest

Engaging the listener

I heard this incredible story about ...
Someone told me about ...
You're not going to believe this, but ...

Showing interest

Really?
How amazing/surprising ...!
That's awful/incredible ...!
What, you mean ...?
No way!
You're joking!

PRONUNCIATION intonation – showing interest

- 5a 2.7 Listen to the ways of showing interest. For each one, mark if you think the speaker sounds interested or not interested. What makes their voice sound interested?
- 1 What happened?
 - 2 Oh no, that's awful.
 - 3 You're joking.
 - 4 What, you mean the ring was on the carrot?!
 - 5 Really?
 - 6 No way! That's incredible!
- b 2.7 Listen and repeat.
- 6 Work with a partner. Student A, turn to page 127. Student B, turn to page 133.

2

What a story!

2.1 I'll never forget that day

Vocabulary describing past experiences

1a Choose the correct options to complete the questions from interviews with people who have dangerous jobs.



- 1 Do you think the animals recognize / remind you?
- 2 Do you wonder / believe anybody who likes cleaning could do your job?
- 3 Have you ever recognized / realized that you were risking your life because you were too close to the heat?
- 4 Should you always expect / realize an animal to attack you, or are they less dangerous than they seem?
- 5 Do you wonder / remember the first time you heard the alarm?
- 6 Do you ever have to remember / remind the people inside the buildings that you are there?
- 7 Do you ever wonder / expect how they feel about all these visitors?

b Which questions would you hear in an interview with ...

- a a safari guide? f, __, __
- b a firefighter? __, __
- c a window cleaner? __, __

2a Complete the answers with the correct form of the words in the box.

believe expect realize recognize remember remind wonder

- a Well, usually they're fine; but after some time, you learn to recognize the signs that they're stressed, like the way they walk or the sounds they make.
- b Yes! I usually make a noise or something. I reminded once a couple were having a terrible argument, and when they saw me, they just kept going! It's none of my business, anyway.
- c Of course! It was my first day, and I wasn't reminded it - I didn't even have my uniform on!
- d A lot of times. When I started, my colleagues always reminded me to stay at a safe distance.
- e Sometimes I do. Once a lion got really close to me and looked me in the eye. I recognized he knew exactly who I was.
- f Yes, but I try to make all the tourists wonder that this is the animals' home, not ours!
- g No way! Most people can't even go up a high ladder! But I reminded why people are so afraid of heights. With the right equipment, it's perfectly safe. And the view's fantastic!

b Match the questions in exercise 1a to the answers in exercise 2a.

- | | | |
|------------|------------|------------|
| 1 <u>e</u> | 4 <u>g</u> | 6 <u>c</u> |
| 2 <u>b</u> | 5 <u>d</u> | 7 <u>a</u> |
| 3 <u>a</u> | | |

c 2.1 Listen and check.



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