**T A Q R I Z**

 80-umumiy o’rta ta’lim maktabining Ingliz tili fani o’qituvchisi Djumanova Elmiraning 1b-sinflar uchun tuzgan “It’s a carrot” mavzusidagi dars ishlanmasi DTS talablari asosida ya’ni internetdan olingan turli manbalardan, qiziqarli ma’lumotlar bilan boyitilgan bo’lib fan o’qituvchisi dars ishlanmasini tuzishda ilmiy yondoshgan.

 Dars jarayonida AKT savodxonligi va slaydlardan, “Harakatli o’yin”, “Bu kim, bu nima” metodlaridan foydalanildi.

 Dars ishlanmasi 1b-sinf o’quvchilarining “It’s a carrot” (Sabzavotlar) haqidagi bilim, ko’nikma va malakalarini shakllantirishida muhim ahamiyat kasb etadi.

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| **Objectives** | **Learning outcomes** | **Vocabulary and structure** | **Required equipment** |
| *Educational:*- to learn how to say vegetables and their colours;- to learn how count from 1 to 12*Developing:*- to enable pupils to speak about vegetables and their colours;- to enable pupils to count numbers 1-2*Socio-cultural:*- to raise awareness of vegetables and their colours. | By the end of the lesson, pupils will be able to:- talk about vegetables and their colours;- count from 1 to 12. | *tomato, potato, onion, carrot, cabbage, eggplant, eleven, twelve* | Textbook; the DVD of the book; flashcards describ­ing ve­getables se­pa­rately: to­mato, po­ta­to, onion, carrot, cabbage, eggplant  |

**Unit 11 Vegetables
Lesson 1 It’s a carrot.**

**The process of the lesson.**

**I. Teacher starts the lesson with greeting the pupils:**

-Stand up! Good morning ,pupils! I’m glad to see you!Sit down.

**II.Warm up.**

Pupils sing the song about seasons.

Spring is green.

Summer is red.

Autumn is yellow.

Winter is white.

**Activity 1 Look and say the number.**

**Objective: to introduce the new vocabulary**

Put the individual flashcards of vegetables (tomato, onion, potato, carrot, cabbage, eggplant) on the blackboard in two rows. Each vegetable has a number above it.

Have the pupils repeat both the phrases and vegetables separately in chorus and individually.

What is number 1? It’s a tomato.

What is number 2? It’s an onion.

What is number 3? It’s a potato.

What is number 4? It’s a carrot.

What is number 5? It’s a cabbage.

What is number 6? It’s an eggplant. It’s a vegetable.

**Activity 2 Play “What’s This? Tomato.”**

**Objective: to consolidate the new vocabulary**

Divide the class into two teams. Explain that you will show the first team a picture (for example, a tomato) and ask “What’s this?” They should say only one word as an answer: “Tomato”. If they answer incorrectly or think too much, you will command: “Throw rotten vegetables”. The second team show how they “throw their rotten vegetables” as snowballs. The first team has no right to respond back. They only cover their heads with their hands. If the first team quickly say the vegetable, they “throw their rotten vegetables” to the second team. Then the second team play in the same manner.

**Activity 3 Play “Number 1. It’s a Carrot.”**

**Objective: to consolidate the new vocabulary**

Divide the class into small groups. Explain that a pupil must ask other pupils in his/her group the questions as they did in Activity 1. The rest will answer. Then another pupil asks, etc.

For example: – (What is number) 1?

 – It’s a carrot.

**Activity 4 Look and count.**

**Objectives: to recycle the numbers 1-10;**

**to introduce the numbers 11 and 12**

At first, you are recommended to revise the numbers 1-10 in the same way as you did in earlier units.

Then ask the pupils to look at the pictures in Activity 4 and count in the mother tongue how many cabbages the goat has. After getting the right answer “11”, ask how many carrots the hare has. The pupils should answer 12.

After that, have the pupils practise the pronunciation of the numbers 11 and 12 after you in chorus and individually.

**Activity 5 Play “More. Less.”**

**Objective: to consolidate the numbers 1-12**

Say that the pupils will now play a game. Choose a leader. Explain that the leader thinks of a number among 1 to 12. The rest of the class will guess the number. The leader says “more” (if the number s/he thought of is greater than the guessed number) or “less” (if the number s/he thought of is lower than the guessed number) in his/her mother tongue.

For example:

The leader: *thinks of the number 9*.

The class: 7.

The leader: More.

The class: 10.

The leader: Less.

The class: 9.

The leader: Yes.

The pupils can play the game several times.

**Optional Activity 6 Look and number.**

**Objective: to consolidate the numbers 1-12**

Ask the pupils to look at the vegetables on the right side of the book. Explain that you will say the vegetables in order, and the pupils will write the number next to a vegetable.
1) eggplant; 2) cabbage; 3) onion; 4) potato; 5) carrot; 6) tomato

**Homework:**

Explain to the pupils that at home they should draw and colour the pictures on the right hand page. Ask them to remember and say sentences about the vegetables and their colours. For example: This is a tomato. It’s red.