

# DEMO LESSON'S PLAN

*Theme:*Text and Discourse

*Teacher:*Rasulova Dilbar

*Group:*405-students

*Duration:* 80 minutes

*Lesson type:* Integrated (Theory + Practice)

*Materials.* PPT (15 slides), posters, markers, Kahoot, bubble activity items, phonetic symbol PPT, board, handouts.

## **1. Introduction (5 min)**

## Greeting & Warm-up

Teacher greets students and announces today's topic: "Text and Discourse" .

Short motivational talk: Why discourse competence matters for teachers & linguists.

## **Kahoot Quiz – Shabnam (5 min)**

6–8 quick questions on "What is text?" , "What is discourse?" , "Coherence" , "Cohesion" , etc.

Purpose: Activate prior knowledge + engage students.

## **2. Presentation Stage (PPT – Barchin) (15 slides) – 15 min**

Main theoretical points:



1. Definition of Text

2. Definition of Discourse

3. Difference between text & discourse

4. Types of discourse (spoken, written, academic, narrative, etc.)

5. Cohesion

6. Coherence

7. Discourse markers



8. Context & pragmatics

9. Intertextuality

10. Discourse analysis examples

Slides include examples, diagrams, and short tasks.

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**3. Activity 1 – Nazira (Visual Activity) – 10 min**

Task:

Students are shown pictures/short written texts.  
They must:

Decide whether it is text or discourse

Explain why using two criteria (coherence, cohesion, intent, context)

Outcome:

Develop visual analysis skills + understanding of discourse beyond written form.

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#### **4. Physical Activity – Khusnora (5 min)**

A short energizer based on discourse markers:

Teacher says a sentence without discourse

markers.

Students complete: “However” , “Moreover” ,  
“In contrast” , “Actually” , etc., by stepping  
forward or raising hands.

Motivates movement + engages linguistic  
thinking.

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## **5. Poster Activity – Marg‘uba (10 min)**

Students in 3–4 groups create posters:

Topics:

“Types of Discourse”

“Cohesion vs Coherence”



"Components of Discourse"

"Text Structure"

Each group includes:

Definitions

Examples

Mini-analysis

Groups present posters (1 min each).

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## **6. Bubble Activity – Marjona (10 min)**

Task:

Each student receives a “speech bubble” with incomplete sentences.

Example:

“I think discourse is important because...”

“The difference between text and discourse is...”

“An example of coherence is...”

They must complete it and stick it on the board.  
Class reads samples together.

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## **7. Homework Presentation – Usina (Phonetic Symbols in Teaching) – 10 min**

Students present short PPTs on:



How phonetic symbols support reading & discourse;

Why pronunciation influences discourse clarity;

Practical classroom uses.

(2–3 students present briefly.)

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## **8. Final Reflection – Durdona, Shahzoda, Sevinch, Ozoda (5 min)**

Students share what they learned today.

Reflection prompts:

“What new idea did you discover?”

“What still feels confusing?”

"How can discourse analysis help teachers?"

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## **9. Assessment (5 min)**

Teacher evaluates:

Participation

Poster quality

Kahoot results

Completion of bubble tasks

Oral answers

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## **10. Homework (give clear task)**

Write a short discourse analysis (150–200 words)  
of one of the following:

A YouTube interview

A movie scene

A short story

A dialogue from daily life

Students must analyze:

Cohesion

Coherence



Context

Discourse markers

Intent

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## **11. Conclusion (2 min)**

Teacher summarizes the lesson and thanks all presenters.