

Theme of the lesson:	Unit 1 Work and family Lesson 1. Jobs at school	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competence	By the end of the lesson pupils will be able to talk , ask and answer questions about jobs and activities in school.	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 1. Jobs at school	
	Vocabulary:	
	Job[dʒɔb]-ish Profession[prə'feɪ(ə)n]-kasb Director[dr'rektə]-direktor	Teacher['ti:tʃə]-o'qituvchi Doctor ['dɒktə]-shifokor
	1 a Look and answer the questions.	
	1. Where is it?	
	2. Who can you see in the picture?	
	3. Do you like the school in the picture?	
	1 b Read the text and answer the question.	
	Are you right about the people in the picture?	
	Jobs at school	
A lot of people work in your school. They do a lot of different jobs. For example, your teacher helps you to learn. The director helps teachers, pupils and parents. The secretary answers the telephone and works with letters and papers. The librarian knows about the books and helps children to find books. The school doctor helps sick children. The cook in the canteen makes lunch every day. And the cleaner cleans the school. What is your job at school? Yourjobisto learn. You must study.		
1 C Read the text again and answer the questions.		
1 What is 'director' in your language? How do you know?		
2 What is 'librarian' in your language? How do you know?		
3 What is 'sick' in your language? How do you know?		
4 What is 'cleaner' in your language? How do you know?		
1 d Read and answer.		
1 What are two things the secretary does?]		
2 Where does the cook work?		
3 What is your job at school?		
4 What is your teacher's job?		
3 The computer has a problem with the text. Work in pairs. Help it to write two texts.		
A: Write about Munojat Yulchieva.		
B: Write about David Beckham (Manchester United football player).		
She lives in Uzbekistan. England is his home. She is a singer. She sings classical Uzbek songs. He is a good football player. He goes to a lot of countries for football matches. She goes to a lot of countries and villages to give concerts*. He trains* a lot every day. She knows a lot of old songs. He has a lot of friends in his team. They want »7/ to win* the FA Cup Final* next year. 7i<Z<r/Young and old people like her songs		
Grammar		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 2. Professions		
Aim of the lesson:			
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.		
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.		
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.		
• Linguistic competences	At the end of the lesson pupils will be able to say, ask and answer questions about different types of professions.		
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.		
Method of the lesson:	Traditional, non-traditional, modern, interactive		
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
Main part of the lesson:			
Organizational part:	Greeting. Working with pupils on duty.		
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.		
Procedure of the lesson:	Lesson 2. Professions		
	Vocabulary:		
	photographer[fə'tɒgrəfə]-rasmchi interpreter[ɪn'tɜ:prtə]-tarjimon computer programmer[kəm'pjutə] [ˈprəʊgræmə]-kompyuter dasturchisi architect[ˈɑ:kɪtekt]-arxitektor policeman[pə'li:smən]-politsiyachi	sales assistant[sɛɪls] [ə'sɪst(ə)nt]- sotuvchi yordamchisi fireman['faɪəməŋ]-o't o'chiruvchi chef[ʃef]-bosh oshpaz gardener['gɑ:dnə]-bog'bon	pilot['paɪlət]-uchunvi TV star[,tɪv'vɪz][stɑ:]-Teleyulduz Reporter[rɪ'pɔ:tə]-muxbir Nurse[nɜ:s]-xamshira
	1a Look and match		
	1 photographer 2 interpreter 3 computer programmer 4 architect 5 policeman 6 sales assistant	7 fireman 8 chef 9 gardener 10 pilot 11 TV star 12 Reporter 13 Nurse	
	1b Listen and check.		
	1c Listen and repeat.		
	1d Look and answer. Which words are similar in your language?		
	1e Find similar words.		
	e.g. 1 TV star 4 policeman 8 reporter		
1f Work in pairs. Point and say.			
2 Write professions using 'a'/'an'.			
e.g. a gardener			
3 Work in pairs or in groups of 4. Play Guess the Profession.			
e.g. A: Is he an architect?			
B: No, he isn't.			
A: Is he a policeman?			
B: Yes, he's a policeman.			
4 Read the sentences and name the jobs.			
1 Karima works in a school. She speaks English to pupils.			
2 Olga works in a hospital. She helps sick people.			
3 Aziza works in an office. She helps her director with letters and papers.			
4 Hamid works in the park. He likes trees and flowers.			
5 Rustam goes to the Institute every day. He studies history.			
6 Alexander works in a hotel. He cooks lunches and dinners.			
7 Sherzod works in an airport*. He flies for Uzbekistan Airlines.			
8 Sabohat works for a newspaper. She interviews people.			
9 Zuhra works in a hospital. She helps the doctor.			
5 Copy. Play Find the Jobs. Complete the table.			
e.g. A: What's your father's job?(What does your father do?)			
B: He's an engineer.			
Grammar			
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.		
Assessment:	Marking pupils according to their homework and activities during the lesson.		
Homework:	Homework is given according to the academic plan.		

Theme of the lesson:	Lesson 3. I want to be ...
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	At the end of the lesson pupils will be able to say, ask and answer questions about their future professions. They will be able to use the phrase "I want to be"
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

Procedure of the lesson:	Lesson 3. I want to be ...		
	Vocabulary:		
	Programmer['prəʊgræmə]-dasturchi	Manager['mænɪdʒə]-boshqaruvchi	
	Pilot['paɪlət]-uchuvchi	Driver ['draɪvə]-xaydovchi	
	Assistant[ə'sɪst(ə)nt]-yordamchi		
	1 Play Guess the Profession.		
	2 a Listen and repeat.		
	<ul style="list-style-type: none"> - What do you want to be? - I want to be a doctor. - What do you want to be? 		
	2b Work in pairs. Read aloud.		
	2c Translate 'I want to be a doctor'. Find the differences.		
2d Say what Anvar and his friends want to be.			
e.g. Lucy wants to be a doctor.			
3 Play Snowball.			
e.g. John: I want to be a computer programmer.			
Lucy: John wants to be a computer programmer. I want to be a doctor.			
4 Mime and write.			
A: (mimes).			
B: Do you want to be a pilot?			
A: Yes.			
e.g. Alisher wants to be a pilot.			
5 Listen to Sevara, Laziz and Dilnoza			
What do they want to be and why?			
6 a Work in groups of 5/6.			
Say and write what you want to be and why.			
<ul style="list-style-type: none"> - What do you want to be? - I want to be a .. because 			
	Name	Job	Why
	Lucy	doctor	help sick people
6b Report.			
e.g. Lucy wants to be a doctor because she wants to help sick people.			
Grammar	Remember:		
	What is your father's job?		
	What does your father do?		
	He is an interpreter.		
	What do you want to be?		
	I want to be a teacher.		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.		
Assessment:	Marking pupils according to their homework and activities during the lesson.		
Homework:	Homework is given according to the academic plan.		

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 4. A wedding in Fergana	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	At the end of the lesson pupils will be able to say, ask and answer questions about weddings and traditions in Uzbek weddings.	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 4. A wedding in Fergana	
	Vocabulary:	
	Wedding ['wedɪŋ]-to'y Fiance [fr'aɪn(t)seɪ]-qaylig'(kuyov) Fiancee [fr'aɪn(t)seɪ]-qaylig'(kelin)	Party ['pa:tɪ]-kecha Cake [keɪk]-to'rt Ring [rɪŋ]-uzuk
Grammar		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 5. Uzbek and English weddings	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	At the end of the lesson pupils will be able to say, ask and answer questions about differences of Uzbek and English weddings.	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 5. Uzbek and English weddings	
	Vocabulary:	
	pageboy ['peɪdʒbɔɪ]paj bride [braɪd]-kelin bridesmaid ['braɪdzmeɪd]-kelin dugonasi	top hat [tɒp] [hæt]-Tsilindr shlyapa bridegroom ['braɪdgrum]-kuyov, yangi turmush qurganlar
	1 Play Find Someone Who. 2 Work in groups. Talk about your family. e.g. My grandparents' names are ... My cousins' names are... 3 Look, listen and repeat. pageboy bride bridesmaid top hat bridegroom 4a Look at the pictures. Find and say differences between Uzbek and English weddings. Read and check. e.g. In England they have pageboys. In Uzbekistan we have ... Hello. My name's Sally. Today's a great day. It's my sister Victoria's wedding and I'm a bridesmaid. I must help Victoria with her wedding dress, her hair and her flowers. The bridesmaid has a special dress too. Can you see mine? It's white and green. I like it very much. My two cousins are bridesmaids too. My little brother is a pageboy. In England weddings are usually on a Saturday. First we have the wedding. Then we throw confetti*. Then we have a big party with a cake. Look at the cake. It's beautiful! 4 b Work in pairs. Ask and answer. Copy and complete the table. A: You are from Great Britain. e.g. Do girls in Uzbekistan have a white wedding dress? B: You are from Uzbekistan. e.g. Do girls in Great Britain have a white wedding dress? 5 Listen and repeat.	
	Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson5. Project.		
Aim of the lesson:			
• Up-bringing aim:	According to the lesson’s educational purpose improve pupils’ knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.		
• Educational aim:	According to the lesson’s educational purpose improve pupils’ personal qualities like behavior, education etc. to improve pupils’ ideal-political knowledge, to form their developing skills and abilities.		
• Developmental aim:	According to the lesson’s educational purpose develop pupils’ personal skills, English learning, motivational skills, develop pupils’ self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.		
• Linguistic competences	At the end of the lesson pupils will be able to make questionnaires and answer them.		
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.		
Method of the lesson:	Traditional, non-traditional, modern, interactive		
Equipments:	Textbook “Fly High 6”, pictures, Internet, Computers, projector, etc.		
Main part of the lesson:			
Organizational part:	Greeting. Working with pupils on duty.		
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.		
Procedure of the lesson:	Lesson 6. Project		
	1 Spelling Dictation.		
	2 a Copy, read and tick.		
	Questionnaire: which club is for you?		
	1 Do you like physics*, maths and computers?	✓	
	Do you like pets and plants*?		
	3 Do you like languages and travel?	✓	
	4 Do you like drawing?	✓	
	5 Do you like organising meetings and concerts, and helping teachers?		X
	6 Do you like sport?		X
7 Do you like music?		X	
8 Do you like poems and stories?		X	
What do you like best?	<i>maths and computers</i>		
2b Find 2/3 partners.			
3 Make a poster for your club.			
1 Draw the logo of your club.			
2 Write the name of your club.			
3 Write what you do in your club.			
In our club you can:			
• study how to work on a computer			
• study maths and physics on a computer •find books about computers			
• use computers			
• write materials to help your teacher			
4 Talk about your club. Use your poster.			
Grammar			
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.		
Assessment:	Marking pupils according to their homework and activities during the lesson.		
Homework:	Homework is given according to the academic plan.		

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Unit 2 Houses and homes Lesson 1. An English house	
Aim of the lesson:		
Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
Linguistic competences	By the end of the lesson pupils will be able to talk about English houses and say the position of things using next to, behind, in front of	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 1. An English house	
	Vocabulary:	
	living room ['lɪvɪŋ,rʊm]–mehmonxona dining room ['daɪnɪŋ,rʊm]–oshxona, ovqatlanadigan xona bedroom ['bedru:m]–yotoqxona kitchen ['kɪtʃɪn]–oshxona, ovqat pishiradigan xona	hall [hɔ:l]–zal, hol toilet ['tɔɪlət]–tualet bathroom ['bɑ:θru:m]–vannaxona road [rəʊd]–yo'l
	1 Play What Is There In the Bag?	
	2 a Look, listen and repeat. living room dining room bedroom kitchen hall toilet bathroom road	
	2 b Listen and say 1, 2 or 3. 1 __▲ 2▲ __ 3▲ __ __	
	2c Work in pairs. Point and say.	
	2d Look at the picture and describe the house. e.g. There are two bedrooms in the house.	
	3 Work in pairs. Talk about your house/flat. e.g. There is a living room, a dining room, two bedrooms and a kitchen in our house/flat.	
	4a Read Lucy's letter. Guess the words	
Dear Anvar Thanks for your letter. You ask me to describe my house. It is a two-storey* house. Upstairs* there are three bedrooms, a bathroom and a toilet. My bedroom is next to* my parents' room. Look. That's mine! Downstairs* there is a living room, a dining room and a kitchen. There is a small garden in front of* the house and a small road behind* the house. Please write to me about your house. Write soon. Love Lucy		
4b Find the words in the Wordlist.		
4c Read the letter again. Is Lucy's house (a) or (b)?		
5 Work in pairs. Talk about the house in Activity 2a. e.g. The kitchen is next to the dining room. There is a garden behind the house.		
6 Work in pairs. Ask your partner about his/her house and draw it. e.g. Do you live in a two-storey house? How many rooms.		
Grammar	Remember: next to on behind in front of	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 3-4. Welcome to my home
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	At the end of the lesson pupils will be able to say type of rooms and things can be found in different rooms in English.
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 2. Welcome to my home
	Vocabulary: armchair [ɑ:ɪm'tʃeə]-kreslo sofa ['səʊfə]-divan TV set [ti:'vi:] [set]-televizor cassette recorder [kə'setɪ,kɑ:də]-kasetalik magnitofon carpet ['kɑ:pɪt]-gilam curtain ['kɜ:t(ə)n]-parda wardrobe ['wɔ:drəʊb]-garderob, kiyimxona
	1 Play Backdrawing. 2a Look and match. 1 armchair 2 sofa 3 TV set 4 cassette recorder 5 carpet 6 curtain 7 wardrobe 2b Listen and repeat. 2 c Point and say. 3a Look, read and find the differences.
	<i>Dear Lucy</i> <i>Thanks for your letter and the photos of your house. It looks great. HIVE in a big house. There are five rooms in it. There is a living room, adiningroom, three bedrooms, a kitchen, and a bathroom. In £ the living room there is a big white carpet on the wall. There are three armchairs, a sofa, a table and five chairs. There is a big TV set and a nice cassette recorder too. We have beautiful shod white curtains. Thereis a garage*. Here isa pfipto of cur house and'a pictureofour living room. I'm happy your house and our house have two storeys. Come and visit us. Come soon. Love Anvar</i>
	3b Read and say True or False. 1 Anvar lives in a small house. 2 The Abdullaev family have five rooms 3 There are two bedrooms in Anvar's house. 4 There are three armchairs in their living room. 5 There is a TV set in their living room. 6 There are beautiful white curtains in the living room 4 Ask your teacher about his/her house. e.g. Have you got a carpet on the wall?
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 5-6. Tidy up your room!					
Aim of the lesson:						
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.					
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.					
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.					
• Linguistic competences	At the end of the lesson pupils will be able to use imperative clauses with "don't".					
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.					
Method of the lesson:	Traditional, non-traditional, modern, interactive					
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.					
Main part of the lesson:						
Organizational part:	Greeting. Working with pupils on duty.					
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.					
Procedure of the lesson:	Lesson 3. Tidy up your room!					
	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">Vocabulary:</td> </tr> <tr> <td style="text-align: center;">Tidy up ['taɪdɪ] [ʌp]-tozalash</td> </tr> <tr> <td style="text-align: center;">Room [ru:m]-xona</td> </tr> <tr> <td style="text-align: center;">Chair [tʃeə]-stul</td> </tr> <tr> <td style="text-align: center;">Table ['teɪbl]-stol</td> </tr> </table>		Vocabulary:	Tidy up ['taɪdɪ] [ʌp]-tozalash	Room [ru:m]-xona	Chair [tʃeə]-stul
Vocabulary:						
Tidy up ['taɪdɪ] [ʌp]-tozalash						
Room [ru:m]-xona						
Chair [tʃeə]-stul						
Table ['teɪbl]-stol						
	<p>1 Work in pairs. Picture Dictation. 2 Listen and draw in the correct place. 3 Look and say. e.g. Put your textbook in your school bag. Put your clothes 4 a Work in pairs. Find seven wrong things. 4b Write sentences with 'Don't'. e.g. Olim, don't jump on the sofa. 5. Work in groups. Play Do It! Don't Do It!</p>					
Grammar	Imparative clause					
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.					
Assessment:	Marking pupils according to their homework and activities during the lesson.					
Homework:	Homework is given according to the academic plan.					

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 7-8. Uzbek houses
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	At the end of the lesson pupils will be able to talk about different types of Uzbek houses in English
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 4. Uzbek houses
	Vocabulary: yurt [jʌɪt], [juət]-o'tov brick [brɪk]-g'isht mud [mʌd]-loy felt [felt]-kigiz wool[wul]-jun stone-tosh
	<p>1a Look and match. 1 yurt 2 brick 3 mud 4 felt 5 wool 6 stone</p> <p>1b Listen and repeat.</p> <p>1c Work in pairs. Point and say. A: (points) B: a mud house</p> <p>2 Answer the questions. 1 What kind of houses do you know? 2 In which countries do people live in yurts? 3 What kind of house/flat do you live in?</p> <p>3 Copy. Read and complete. There are a lot of different homes in Uzbekistan. In cities people often live in flats. But in villages people usually live in houses. In Karakalpakstan some people live in yurts. They use sheep wool to make felt for yurts. Yurts are cool in summer and warm in winter. They can be very beautiful. Yurts have one room. This room is the kitchen, dining room and bedroom. One camel* can take a yurt from one place to a new place. In the Hisor mountains a lot of houses are stone. Usually they have one storey. Stone houses have three or four rooms: a living room and two or three bedrooms. The kitchen is in the yard. These houses are very strong. They have coal fires* in winter. A lot of people in Uzbekistan have mud houses. Mud houses usually have one storey. They have three or four rooms. The kitchen is in the yard. Mud houses are cool in summer and warm in winter. It is easy to make a mud house. Some houses are brick. They are very strong. They can be small or big with a lot of rooms. What about your house? What is it like?</p> <p>4 Talk about different houses. e.g. A yurt is good because one camel can carry it.</p> <p>5 Listen and find a house for Karim's family.</p>
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 9-10. Homes: yesterday, today ...
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about types of houses in the past and compare them today's houses and appliances.
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 5. Homes: yesterday, today ...
	Vocabulary: cooker['kukə]–pechka fridge[frɪdʒ]–muzlatkich kettle['ketl]–choynak iron['aɪən]–dazmol
	1a Listen and repeat. cooker fridge kettle iron 1b Work in pairs. Look at 2b. Point and say. to talk, to sit, to watch, to sleep, to <i>eat</i> to cook, to listen, to drive, to know, to make, to put, to live 2a Look and say. e.g. We use a telephone to talk to people. 2b Match the dates and things. 1900 1990 3a Draw things for 2020 and 2050. write about these things. e.g. it's a TV cooker. We use it to cook meals. 3b Work in groups. Choose the best machine. 3c Work in groups. Ask and answer. Group A: You are from 2020. Group B: You are from 2050. e.g. What's this? It's a We use it to ... , 4 Listen and write Y for Yes and N for No
Grammar	Remember: We use it to... Do ... Make ... Cook...
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 6. Project.																																													
Aim of the lesson:																																														
• Up-bringing aim:	According to the lesson’s educational purpose improve pupils’ knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.																																													
• Educational aim:	According to the lesson’s educational purpose improve pupils’ personal qualities like behavior, education etc. to improve pupils’ ideal-political knowledge, to form their developing skills and abilities.																																													
• Developmental aim:	According to the lesson’s educational purpose develop pupils’ personal skills, English learning, motivational skills, develop pupils’ self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.																																													
• Linguistic competences	At the end of the lesson pupils will be able to make sentences with “do and don’t” and work independently																																													
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Procedure of the lesson:	Lesson 6. Project																																													
	<p>1 Spelling Dictation. 2 Play Find the Key. 3 a Listen and repeat. Miss a go. Move forward. Move back. 3 b Work in groups. Play Dice Game.</p> <table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td>6. you brush your teeth.</td> <td>Move forward 3.</td> </tr> <tr> <td>7. you don’t brush your teeth.</td> <td>Move back 5.</td> </tr> <tr> <td>9 You brush your hair.</td> <td>Move forward 4</td> </tr> <tr> <td>12 You have breakfast.</td> <td>Move forward 2.</td> </tr> <tr> <td>14 You tidy up the dining room.</td> <td>Move forward 3.</td> </tr> <tr> <td>16 I You have dinner.</td> <td>Move forward 2.</td> </tr> <tr> <td>19 You don't tidy up the dining room.</td> <td>Move back 5.</td> </tr> <tr> <td>25 You clean the cooker.</td> <td>Move forward 5.</td> </tr> <tr> <td>27 You don't help your Mum.</td> <td>Move back 6.</td> </tr> <tr> <td>29 You wash the kitchen floor.</td> <td>Move forward 5.</td> </tr> <tr> <td>34 You watch TV.</td> <td>Move back 3.</td> </tr> <tr> <td>36 You play computer games.</td> <td>Move back 4.</td> </tr> <tr> <td>38 You read a book.</td> <td>Move forward 2.</td> </tr> <tr> <td>39 You listen to music on the cassette recorder.</td> <td>Miss a go.</td> </tr> <tr> <td>40 You sleep in the afternoon</td> <td>Miss a go.</td> </tr> <tr> <td>41 You talk to your friend on the telephone</td> <td>Move back 4.</td> </tr> <tr> <td>42 You put the cushion on the sofa</td> <td>Move forward 4.</td> </tr> <tr> <td>44 You have a shower.</td> <td>Move forward 3.</td> </tr> <tr> <td>46 You brush your teeth.</td> <td>Move forward 4.</td> </tr> <tr> <td>48 You put the books on the shelf.</td> <td>Move forward 5.</td> </tr> <tr> <td>49 You don't tidy up your bedroom.</td> <td>Move back 4.</td> </tr> </table>				6. you brush your teeth.	Move forward 3.	7. you don’t brush your teeth.	Move back 5.	9 You brush your hair.	Move forward 4	12 You have breakfast.	Move forward 2.	14 You tidy up the dining room.	Move forward 3.	16 I You have dinner.	Move forward 2.	19 You don't tidy up the dining room.	Move back 5.	25 You clean the cooker.	Move forward 5.	27 You don't help your Mum.	Move back 6.	29 You wash the kitchen floor.	Move forward 5.	34 You watch TV.	Move back 3.	36 You play computer games.	Move back 4.	38 You read a book.	Move forward 2.	39 You listen to music on the cassette recorder.	Miss a go.	40 You sleep in the afternoon	Miss a go.	41 You talk to your friend on the telephone	Move back 4.	42 You put the cushion on the sofa	Move forward 4.	44 You have a shower.	Move forward 3.	46 You brush your teeth.	Move forward 4.	48 You put the books on the shelf.	Move forward 5.	49 You don't tidy up your bedroom.	Move back 4.
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Assessment:	Marking pupils according to their homework and activities during the lesson.																																													
Homework:	Homework is given according to the academic plan.																																													

HEAD OF TEACHING PROCESS: _____

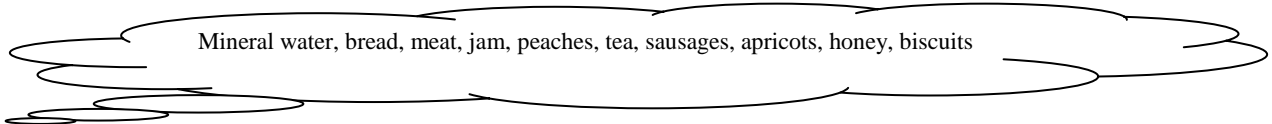
Theme of the lesson:	Unit 3 At the grocery Lesson 1. What is in the fridge?						
Aim of the lesson:							
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.						
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.						
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.						
• Linguistic competences	By the end of the lesson pupils will be able to talk about things can be found in fridge, cupboard and use plurals, countable and uncountable nouns in English						
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.						
Method of the lesson:	Traditional, non-traditional, modern, interactive						
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.						
Main part of the lesson:							
Organizational part:	Greeting. Working with pupils on duty.						
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.						
Procedure of the lesson:	Lesson 1. What is in the fridge?						
	Vocabulary: egg[eg]-tuxum butter['batə]-saryog' banana[bə'nɑ:nə]-banan milk[mɪlk]-sut sweet[swi:t]-shirinlik cheese[tʃi:z]-pishloq coffee['kɒfi]-kofe salt[sɔ:lt]-tuz sugar['ʃugə]-shakar meat[mixt]-go'sht						
	1 Match, listen and repeat. Egg butter banana milk Sweet cheese coffee oil Salt sugar icecream meat Apple orange						
	2 Read and put the words from activity 1 in the right column. an egg two eggs some butter 3 Write the words in the right column. butter meat sweet apple icecream oil <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">a/an</td> <td style="width: 50%; text-align: center;">some</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>			a/an	some		
a/an	some						
	4 Look and say. e.g. There are some eggs in the fridge. 5 Work in pairs. Finish Mum's part. - Well, look in the fridge. There is/are some .. And in the cupboard there's a/some.... - Mm, some bread and butter. Great Er, cheese. No, thanks. - I'm hungry*, Mum 6 Work in pairs. Ask and answer. e.g. A: What's in the fridge/cupboard? B: There's some butter. Can you see it? It's next to ... 7 Listen and draw. 8 Draw your fridge/cupboard. Write the things in it. e.g. There is some meat on the first shelf.						
Grammar	Remember: An ice cream Two ice creams Some sweets Some sugar Some tea						
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.						
Assessment:	Marking pupils according to their homework and activities during the lesson.						
Homework:	Homework is given according to the academic plan.						

Theme of the lesson:	Lesson 2. Is there any fruit?			
Aim of the lesson:				
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.			
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.			
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.			
• Linguistic competences	By the end of the lesson pupils will be able to make sentences with "there is/are", ask and answer questions			
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.			
Method of the lesson:	Traditional, non-traditional, modern, interactive			
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
Main part of the lesson:				
Organizational part:	Greeting. Working with pupils on duty.			
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.			
Procedure of the lesson:	Lesson 2. Is there any fruit?			
	Vocabulary:			
	apricot['eɪprɪkət]-o'rik peach[pi:tʃ]-shaftoli bread[bred]-non sausage['sɔ:sɪdʒ]-sosiska tomato[tə'mɑ:təʊ]-pomidor juice[dʒu:ɪs]-sok honey['hʌni]-asal, bol rice[rɑ:ɪs]-guruch carrot['kærət]-karam			
	1 Match, listen and repeat			
	Apricot	peach	bread	chips
	Sausage	tomato(es)	juice	lemonade
	Honey	rice	lemon	carrot
	2a Listen and repeat.			
	[s]	w	[ɪz]	
	apricots	eggs	peaches	
chips	tomatoes	sausages		
sweets	bananas	oranges		
2 b Copy. Write the words from 1 and 2a in the right column.				
3 a Read and say what is for lunch.				
Anvar: Hello, Mum. What's for lunch?				
Mum: Sausages, chips and tomatoes.				
Anvar: Great! My favourite. Is there any juice?				
Mum: No, there isn't any . There's some tea.				
Anvar: Is there any fruit?				
Mum: Yes, there are some bananas and apricots.				
Anvar: Apricots. Yuk. You know I don't like them. Are there any peaches?				
Mum: Sorry, there aren't any . Go and wash your hands. Lunch is ready.				
3b Look at the sentences with bold* words in activity 3a.				
Are they:				
a) affirmative? b) negative? c) interrogative?				
Do we use any with countables or mass or bothcountables and mass?				
4 Work in pairs. Play Mothers and Children.				
Yes, there is/are some. No, there isn't/aren't any.				
Is there any...? Are there any...?				
5a Work in pairs. Find seven differences.				
Pupil A: Look at this picture.				
Pupil B: Look at the picture on page 29.				
Is/are there any... in your cupboard/on your table?				
5b Write the differences.				
e.g. There is some coffee in picture (a). But there isn't any coffee in picture				
Grammar	Remember: Is there any rice? Yes, there is some . No, there isn't any . Are there any bananas? Yes, there are some . No, there aren't any .			
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.			
Assessment:	Marking pupils according to their homework and activities during the lesson.			
Homework:	Homework is given according to the academic plan.			

Theme of the lesson:	Lesson 3. There are a lot of vegetables				
Aim of the lesson:					
Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.				
Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.				
Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.				
Linguistic competences	By the end of the lesson pupils will be able to talk about amount or quantity of something . –ask and answer questions. – use “ <i>how many, how much, a lot of, a few</i> ”				
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.				
Method of the lesson:	Traditional, non-traditional, modern, interactive				
Equipments:	Textbook “Fly High 6”, pictures, Internet, Computers, projector, etc.				
Main part of the lesson:					
Organizational part:	Greeting. Working with pupils on duty.				
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.				
Procedure of the lesson:	Lesson 3. There are a lot of vegetables				
	Vocabulary:				
	Vegetable ['vedʒ(ə)təbl] – sabzavot Water melon ['wɔ:tə] ['melən] – tarvuz Melon ['melən] – qovun Carrot ['kærət] – sabzi Cabbage ['kæbɪdʒ] – karam Onion ['ʌnjən] – piyoz				
	1 Look and say. What is not on the table that we often eat now? 2 a Look, read and add* to your list.				
	Dinner in 1900 This is a typical dinner table in 1900. Some things are the same as we have now. For example, there is some tea and a lot of bread. There is some palov with a little meat and a few vegetables. There is some honey and a few sweets. But there is no salad and no ice creams. There are no chips and no chocolates. Which do you like more: dinner in 1900 or dinner now? 2b Copy. Write the things from the text in the right column. 2c Work in pairs. Answer the questions.				
	How many	sweets vegetables chips chocolates	are there?	There are	a lot of... a few... no ...
	How much	tea meat honey palov bread salad ice cream	is there?	There is	a lot of... a little ... no ...
	3 Complete the sentences with: a lot of/a little/a few.				
Grammar	Remember: How many vegetables are there? How much milk is there? There are a lot of vegetables. There is a lot of milk. There are a few vegetables. There is a little milk. There are no vegetables. There is no milk.				
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.				
Assessment:	Marking pupils according to their homework and activities during the lesson.				
Homework:	Homework is given according to the academic plan.				

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 4. Supermarkets and shops																
Aim of the lesson:																	
• Up-bringing aim:	According to the lesson’s educational purpose improve pupils’ knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.																
• Educational aim:	According to the lesson’s educational purpose improve pupils’ personal qualities like behavior, education etc. to improve pupils’ ideal-political knowledge, to form their developing skills and abilities.																
• Developmental aim:	According to the lesson’s educational purpose develop pupils’ personal skills, English learning, motivational skills, develop pupils’ self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.																
• Linguistic competences	By the end of the lesson pupils will be able to talk about types of shops and sections in supermarket and what products can be found in the sections																
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.																
Method of the lesson:	Traditional, non-traditional, modern, interactive																
Equipments:	Textbook “Fly High 6”, pictures, Internet, Computers, projector, etc.																
Main part of the lesson:																	
Organizational part:	Greeting. Working with pupils on duty.																
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.																
Procedure of the lesson:	Lesson 4. Supermarkets and shops																
	Vocabulary:																
	Shop[ʃɔp]-do'kon Market['mɑ:kɪt]-bozor Oil[ɔɪl]-yog' Meat[mɪt]-go'sht Sugar['ʃugə]-shakar																
	1a Look, listen and repeat.																
	1b Work in pairs. Say what you can get in each section.																
	2 Read and put in the right section.																
	<i>Anvar, remember our relatives are coming today.</i>																
	<i>Please go to the market and buy these things:</i>																
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<i>a few tomatoes</i>	<i>a lot of peaches</i>																
<i>Thanks Mum</i>																	
3a Listen and repeat.																	
<ul style="list-style-type: none"> - We want lemons - How many lemons? - A few - Three, OK? - Yes. - We want salt. - How much salt? This much or this much? - A little. 																	
3b Work in pairs. Play Supermarket.																	
4 Copy and complete the dialogues.																	
(a) Dilbar: We want(1)* *																	
Anvar: How(2)* * do we want?																	
This(3) * * * * ?																	
Dilbar: We want (4) * * .																	
(b) Dilbar(1)* * * * *																	
Anvar: (2)* * * * *?																	
(3) * * * * * ?																	
Dilbar: (4) * * * * *																	
Grammar	Remember:																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">In the</td> <td style="padding: 5px;">bakery grocery meat fruit and veg</td> <td style="padding: 5px;">section</td> </tr> </table>		In the	bakery grocery meat fruit and veg	section												
In the	bakery grocery meat fruit and veg	section															
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.																
Assessment:	Marking pupils according to their homework and activities during the lesson.																
Homework:	Homework is given according to the academic plan.																

Theme of the lesson:	Lesson 5. A bar of chocolate, please		
Aim of the lesson:			
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.		
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.		
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.		
• Linguistic competences	By the end of the lesson pupils will be able to use words and pieces or some quantities of them		
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.		
Method of the lesson:	Traditional, non-traditional, modern, interactive		
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
Main part of the lesson:			
Organizational part:	Greeting. Working with pupils on duty.		
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.		
Procedure of the lesson:	Lesson 5. A bar of chocolate, please		
	Vocabulary:		
	Tea[tɪː]-choy		
	Chocolate[ˈtʃɒklət]-shokolat		
	Jam[dʒæm]-murabbo		
	Ice cream[ˌaɪsˈkri:m]-muzqaymoq		
	Milk[mɪlk]-sut		
	1 a Read the poem and answer the questions.		
	Is this poem about you? Who is it?		
	<i>She likes sweets</i> <i>She likes tea</i> <i>She likes ice cream</i> <i>But she doesn't like</i> <i>One thing: milk.</i>		
1b Write your own poem. Read it to your class.			
<i>He/She likes(1)****</i> <i>He/She likes(2)****</i> <i>He/She likes(3)****</i> <i>But he/she doesn't like</i> <i>One thing(4)****</i>			
2a Look and match			
1 a bottle of Coca Cola			
2 a packet of tea			
3 a box of chocolates			
4 a jar of jam			
5 a bar of chocolate			
6 a kilo of sausages			
2b Listen and repeat.			
3 Write the words in the right column.			
sugar peaches honey biscuits mineral water juice Fanta milk Coca Cola			
bottle	packet	box	jar
e.g. a bottle of Fanta			
4 Work in pairs. Tell Malika what to buy*. e.g. Dilbar: Buy a bottle of mineral water in the grocery section.			
			
6 Work in pairs. Play Customer and Sales Assistant.			
Grammar	Remember: a bottle of Coca Cola a jar of jam a packet of tea a bar of chocolate a box of chocolates a kilo of sausages		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.		
Assessment:	Marking pupils according to their homework and activities during the lesson.		
Homework:	Homework is given according to the academic plan.		

Theme of the lesson:	Lesson 6. Project.	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	By the end of the lesson pupils will be able to talk about shops and supermarkets, -ask and answer questions	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 6. Project	
	1 Spelling dictation.	
	2a Look, listen and read.	
	In Britain people buy food in supermarkets, small shops and markets. Supermarkets sell fruit, vegetables and all kinds of food and TVs, books and other things too. Some are open all night. Small shops sell food and other things too. For example, people can buy pens there. Some shops are open every day. Others are not open on Sundays. Shops usually open at 9.00am. They usually close at 5.30 or 6.00pm. Some shops close at 9.00 or 10.00pm and some supermarkets are open 24 hours. Markets do not open after 5.30pm or on Sundays.	
	2b Work in pairs. Point and say. supermarket market small shop	
	2c Write the words in your language. Sell shop market	
	3 Look at the leaflets. Answer the questions.	
	1 What is the name of the shop? 2 Where is it? 3 What does it sell? 4 When does it close?	
	4 Work in groups. Make a poster for your shop. Use the questions in activity 3.	
Grammar		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Unit 4 At the market Lesson 1. How much are they?			
Aim of the lesson:				
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.			
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.			
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.			
• Linguistic competences	By the end of the lesson pupils will be able to talk about prices of things in shops, ask and answer questions about them			
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.			
Method of the lesson:	Traditional, non-traditional, modern, interactive			
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
Main part of the lesson:				
Organizational part:	Greeting. Working with pupils on duty.			
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.			
Procedure of the lesson:	Lesson 1. How much are they?			
	Vocabulary:			
	plum[plʌm]-olxo'ri pear[peə]-nok cherry['tʃerɪ]-olcha grape[greɪp]-uzum apple['æpl]-olma pay[peɪ]-to'lamoq			
	1 Listen and repeat			
	1 plum	2 pear	3 cherry	4 one hundred and fifty
	5 melon	6 watermelon	7 half a kilo	8 grape
	9 apple	10 pay		
	2 Chain Drill. e.g. A: I like peaches. B: I like grapes.			
	3a Listen and repeat. Customer: A kilo of plums, please. Sales assistant: That's one hundred and fifty soums.			
	3b Work in pairs. Ask and answer. 1 kg of pears - 500 soums ½ kg of plums - 75 soums 5 kg of grapes - 1500 soums 4 kg of cherries - 1125 soums 2 melons - 600 soums 2 water melons - 700 soums			
4 a Listen and answer. How much does the customer pay?				
Customer:	Have you got any apricots?			
Sales assistant:	Yes, over there.			
Customer:	How much are they?			
Sales assistant:	They're 200 soums a kilo.			
Customer:	Half a kilo, please.			
Sales assistant:	That's 100 soums, please.			
Customer:	Here you are.			
Sales assistant:	Thank you.			
4 b Listen and repeat.				
5 Look, listen and find Anvar's bag.				
6 Work in groups. Play Customers and Sales Assistants.				
Customer	Sales Assistant			
1 Write a list of five things.	1 Write a list of fruit and the prices*.			
2 Decide* how much money* you have got.	e.g. 1 kg of plums — 150 soums			
Grammar	Remember they are - they're 260 - two hundred and sixty 414 - four and a half kilos			
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.			
Assessment:	Marking pupils according to their homework and activities during the lesson.			
Homework:	Homework is given according to the academic plan.			

Theme of the lesson:	Lesson 2. How much does it cost?			
Aim of the lesson:				
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.			
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.			
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.			
• Linguistic competences	By the end of the lesson pupils will be able to ask and answer questions about costs of vegetables in shops			
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.			
Method of the lesson:	Traditional, non-traditional, modern, interactive			
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
Main part of the lesson:				
Organizational part:	Greeting. Working with pupils on duty.			
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.			
Procedure of the lesson:	Lesson 2. How much does it cost?			
	Vocabulary:			
	pumpkin['pʌmpkɪn]-oshqovoq radish['rædɪʃ]-rediska cucumber['kju:kʌmbə]-bodring cost[kɒst]-narx pound[paʊnd]-funt pence[pen(t)s]-penni each[i:tʃ]-xar bir			
	1 Play Backdrawing.			
	2 Listen and repeat.			
	Cabbage	potato	pumpkin	radish
	Cucumber	onion	cost	pound (£)
	pence (p)	each	carrot	
	3 Listen and repeat			
		[s]	[z]	[ɪz]
Pence	onions	radishes		
Costs	cucumbers	cabbages		
	pumpkins			
	pounds			
4a Work in groups of 4/5. Play Find Someone Who.				
4b Complete the diagrams.				
5a Look, listen and repeat.				
Customer: How much do tomatoes cost?				
Sales assistant: They cost 50p a kilo.				
5b Work in pairs. Ask and answer,				
tomatoes 50p/kg				
peaches £2/kg				
cucumbers 45p each				
carrots 40p/kg				
onions 40p/kg				
cabbages 40p each				
6a Listen and answer.				
How much does the customer pay?				
Customer:	How much do potatoes cost?			
Sales assistant:	They cost 20p a kilo.			
Customer:	Two kilos, please.			
Sales assistant:	Here you are. Anything else?			
Customer:	No, thank you.			
Sales assistant:	That's 40p, please.			
Customer:	Here you are.			
Sales assistant:	Thank you.			
6b Listen and repeat.				
6c Play Customer and Sales Assistant.				
Grammar	Remember: How much do cabbages cost? They cost 40p each. How much does meat cost? It costs £3.99 a kilo. Anything else?			
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.			
Assessment:	Marking pupils according to their homework and activities during the lesson.			
Homework:	Homework is given according to the academic plan.			

Theme of the lesson:	Lesson 3. Do you want to be healthy?																		
Aim of the lesson:																			
Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.																		
Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.																		
Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.																		
Linguistic competences	By the end of the lesson pupils will be able to talk about eating times and healthy eating																		
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.																		
Method of the lesson:	Traditional, non-traditional, modern, interactive																		
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.																		
Main part of the lesson:																			
Organizational part:	Greeting. Working with pupils on duty.																		
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.																		
Procedure of the lesson:	Lesson 3. Do you want to be healthy?																		
	Vocabulary:																		
	Breakfast['brekfəst]–ertalabki nonushta Lunch[lʌntʃ]–tushlik, kunning yarimi atrofidagi vaqtda Dinner['dɪnə]–tushlik, kun davomidagi asosiy ovqatlanish Supper['sʌpə]–kechki ovqat Fruit[fru:t]–meva Healthy['helθɪ]–sog'lom Food [fu:d]–ovqat																		
	1a Work in pairs. Ask and answer. e.g. I have ... for breakfast. What about you?																		
	1b Look, copy and complete the table with the right food.																		
	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Fats*</th> <th>Milk products*</th> <th>Fruit</th> <th>Vegetables</th> <th>Mea</th> </tr> </thead> <tbody> <tr> <td>e.g. butter</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Fats*	Milk products*	Fruit	Vegetables	Mea	e.g. butter									
	Fats*	Milk products*	Fruit	Vegetables	Mea														
	e.g. butter																		
	2a Read and say. Does 'should' mean a can? b must? c like?																		
	To be healthy you must eat good food. Good food gives you a lot of energy* vitamins* and minerals*. The best way to get these is to eat fresh fruit and vegetables five times a day. Have a lot of water. You should have two litres every day. You should eat bread, meat and potatoes, but you shouldn't eat a lot of sweets or chocolates because they are bad for your teeth. Eggs and milk make your bones strong. And you shouldn't eat at a different time or eat a lot one day and a little the next.																		
2 b Read and write answers. What should/shouldn't you eat if you want to be healthy? e.g. We should eat..... We shouldn't eat... .																			
3 Chain Drill. A: You should go to bed on time. B: You should get up on time.																			
4 Work in pairs. Read and answer the questions.																			
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>For</th> <th>From</th> </tr> </thead> <tbody> <tr> <td>Healthy skin*, to see well</td> <td>Apricots, carrots, tomatoes, milk, butter, fish</td> </tr> <tr> <td>Good skin, hair and eyes</td> <td>Brown bread, eggs and meat</td> </tr> <tr> <td>Good skin</td> <td>Lemons and oranges</td> </tr> <tr> <td>Healthy bones</td> <td>Butter, eggs, fish</td> </tr> <tr> <td>Bones and teeth</td> <td>Milk, eggs</td> </tr> <tr> <td>Energy</td> <td>Bread, rice, potatoes</td> </tr> <tr> <td>To be strong</td> <td>Meat, eggs, fish, cheese, milk</td> </tr> </tbody> </table>				For	From	Healthy skin*, to see well	Apricots, carrots, tomatoes, milk, butter, fish	Good skin, hair and eyes	Brown bread, eggs and meat	Good skin	Lemons and oranges	Healthy bones	Butter, eggs, fish	Bones and teeth	Milk, eggs	Energy	Bread, rice, potatoes	To be strong	Meat, eggs, fish, cheese, milk
For	From																		
Healthy skin*, to see well	Apricots, carrots, tomatoes, milk, butter, fish																		
Good skin, hair and eyes	Brown bread, eggs and meat																		
Good skin	Lemons and oranges																		
Healthy bones	Butter, eggs, fish																		
Bones and teeth	Milk, eggs																		
Energy	Bread, rice, potatoes																		
To be strong	Meat, eggs, fish, cheese, milk																		
1 Which food is good for your skin? 2 What are apricots good for? 3 What are lemons and oranges good for? 4 What foods should we eat for our bones? 5 What should we eat for healthy teeth? 6 How much water should you have a day? 7 If you play a lot of football, what food should you eat																			
Grammar	Remember: You should eat a lot of fruit. You shouldn't eat a lot of																		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.																		
Assessment:	Marking pupils according to their homework and activities during the lesson.																		
Homework:	Homework is given according to the academic plan.																		

Theme of the lesson:	Lesson 4. Are your animals healthy?
Aim of the lesson:	
• Up-bringing aim:	According to the lesson’s educational purpose improve pupils’ knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson’s educational purpose improve pupils’ personal qualities like behavior, education etc. to improve pupils’ ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson’s educational purpose develop pupils’ personal skills, English learning, motivational skills, develop pupils’ self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about feeding their animals and their health
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook “Fly High 6”, pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 4. Are your animals healthy?
	Vocabulary:
	Domestic [də'mestɪk]-uyga oid, uy...
	Animal['æɪnɪm(ə)]-hayvon
	Rabbit['ræbɪt]-quyon
	Dog[dɒg]-it
	Cat[kæt]-mushuk
	Cow [kau]-sigir
	Horse [hɔ:ɪs]-ot
	1a Answer the questions.
1 Do you have rabbits? What do you feed them?	
2 In cartoons rabbits often eat carrots. Are carrots good for	
1b Write T for True or F for False.	
1 Rabbits' teeth grow fast.	
2 Rabbits eat for two hours* a day . . . ?	
3 Rabbits should eat a lot of grass	
1c Read the text and the sentences. Match them.	
Doctor White tells us how to look after our rabbits. "Well, the first thing I want to tell you is that(1)****. A lot of people don't know this. But(2)****. Rabbits' teeth grow very quickly: two millimetres a week. Usually this is OK because in the wild(3)**** In fact they eat for half the day. Rnt(4)**** They don't eat much grass. We give them other things like carrots. But this gives rabbits a problem. Their teeth grow and grow fast. They get very long and this is bad for the rabbit. So remember - don't give your rabbit a lot of carrots. (5)**** is good. Give your rabbit lots of grass!"	
a One or two carrots a week	
b domestic rabbits always stay at home.	
c carrots are bad for rabbits' teeth.	
d rabbits eat a lot of grass	
e rabbits shouldn't eat carrots.	
1d Listen and check.	
2a Work in groups. Choose one of the topics and write a radio programme.	
e.g. Hello. Today our programme is about what to feed cows and horses. You shouldn't... because...	
new grass in spring	cows and horses
water after new grass	makes them sick
can kill them	dangerous for...
Bird in a cage	Nails grow fast
In the wild – fly and sit	Put a stone in the cage
2b Read your programme to the class.	
3a Answer the questions.	
1 Do you think sweets and sweet foods are good for people's health? Why?/Vhy not?	
2 Do you think bitter* foods are good for people? Why?/Why not?	
3 Do you like bitter plants*?	
4 Do animals like bitter plants?	
3 b Find the answers in the homework.	
Grammar	Should – shouldn't
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	Lesson 5. Whose sandwich is this?		
Aim of the lesson:			
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.		
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.		
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.		
• Linguistic competences	By the end of the lesson pupils will be able to talk shapes of things, ask and answer questions about them		
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.		
Method of the lesson:	Traditional, non-traditional, modern, interactive		
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
Main part of the lesson:			
Organizational part:	Greeting. Working with pupils on duty.		
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.		
Procedure of the lesson:	Lesson 5. Whose sandwich is this?		
	Vocabulary:		
	triangle['traɪæŋɡl]-uchburchak square[skweə]-to'rtburchak circle['sɜ:kl]-aylana raisins['reɪz(ə)n]-mayiz lettuce['letrs]-salat(ko'kat turi) flour['flaʊə]-un		
	1a Match the words and pictures. 1 triangle 2 square 3 circle 4 raisins 5 lettuce 6 flour 1b Listen and repeat. 1c Find triangles squares and circles in the classroom. 2 Look and match. Whose shopping lists are they? 1 tomatoes cucumbers onions salt 2 onions meat salt 3 onion carrots raisins oil rice 4 flour onions salt meat 3 a Look, read and find Malika's and Anvar's sandwiches <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Malika 1 Cut circle eyes from an egg. 2 Put raisins for the eyes. 3 Put a triangle hair from lettuce. 4 Cut a circle mouth from a tomato. 5 Cut a triangle nose from a carrot. </td> <td style="width: 50%; padding: 5px;"> Anvar 1 Cut triangle eyes from an egg. 2 Put raisins for the eyes. 3 Put raisins for hair. 4 Cut a square mouth from a cucumber. 5 Cut a circle nose from a tomato. </td> </tr> </table>		Malika 1 Cut circle eyes from an egg. 2 Put raisins for the eyes. 3 Put a triangle hair from lettuce. 4 Cut a circle mouth from a tomato. 5 Cut a triangle nose from a carrot.
Malika 1 Cut circle eyes from an egg. 2 Put raisins for the eyes. 3 Put a triangle hair from lettuce. 4 Cut a circle mouth from a tomato. 5 Cut a triangle nose from a carrot.	Anvar 1 Cut triangle eyes from an egg. 2 Put raisins for the eyes. 3 Put raisins for hair. 4 Cut a square mouth from a cucumber. 5 Cut a circle nose from a tomato.		
3 b Draw your sandwich. Write instructions. 3c Work in pairs. Picture Dictation.			
Grammar			
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.		
Assessment:	Marking pupils according to their homework and activities during the lesson.		
Homework:	Homework is given according to the academic plan.		

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 6. Project.												
Aim of the lesson:													
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.												
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.												
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.												
• Linguistic competences	By the end of the lesson pupils will be able to write an answer letter, - talk about positions of shopping sections												
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.												
Method of the lesson:	Traditional, non-traditional, modern, interactive												
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.												
Main part of the lesson:													
Organizational part:	Greeting. Working with pupils on duty.												
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.												
Procedure of the lesson:	Lesson 6. Project												
	<p>1 Spelling Dictation.</p> <p>2a Work in groups. Answer the questions.</p> <p>1 Where do people work in villages?</p> <p>2 Where do they do their shopping in villages?</p> <p>3 Why do they often go to the town?</p> <p>4 Do they have any problems?</p> <p>2b Work in groups. Read the letter and draw your plan.</p> <div style="border: 1px solid black; padding: 5px;"> <p><i>Dear Friends</i> <i>We want to help you. We plan to build a new market. The market has all the usual sections. We want your help to make the market good for you. Please help us. Send us your plan for a good market.</i> <i>Send the plan to the village committee*.</i> <i>Yours</i> <i>Village Committee</i></p> </div>												
	<table border="1" style="margin: auto;"> <tr> <td colspan="4" style="text-align: center;">Meat</td> </tr> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">Grocery</td> <td style="text-align: center;">Bakery</td> <td style="text-align: center;">Fruit and veg</td> <td></td> </tr> </table>	Meat								Grocery	Bakery	Fruit and veg	
	Meat												
Grocery	Bakery	Fruit and veg											
<p>2c Copy and complete your letter to your village committee.</p> <div style="border: 1px solid black; padding: 5px;"> <p><i>Dear Village Committee Thank you for your letter.</i> <i>We think...</i> <i>there should be... sections.</i> <i>The meat section should be next to....</i> <i>...</i> <i>Yours</i> <i>...</i></p> </div>													
Grammar													
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.												
Assessment:	Marking pupils according to their homework and activities during the lesson.												
Homework:	Homework is given according to the academic plan.												

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Unit 5 Learning review Lesson 1. Make your 'To Do List'
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to make their own to do lists, -use "do, don't" sentences
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 1. Make your 'To Do List'
	<p>Vocabulary:</p> <p>jump [dʒʌmp] – sakrash go [gəʊ] – yurish run [rʌn] – yugurish sing [sɪŋ] – kuylash touch [tʌtʃ] – tegish dust [dʌst] – chang turn [tɜ:n] – burilish blow [bləʊ] – puflash, ishirish, esish</p> <p>1a Read and answer the questions Do you like Toby's To Do List? Why/why not?</p> <p>1b Write your suggestions for Toby. e.g. Don't check yesterday's To Do List.</p> <p>2a Listen and do. 2b Write five instructions for your partner. Use Do/Don't. e.g. 1 Stand up. 2 Close your eyes. 3 Don't open your eyes. Touch your nose with your left hand. 4 Put your right hand on the desk in front of you. 5 Don't move your hands. Do five sit-ups.</p> <p>2 c Work in pairs. Play Do It! jump, go, run, sing, touch, dust, turn left/right, sit down, blow, dosit-ups</p> <p>3 Write your To Do List for today.</p>
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 2. You are what you eat
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about healthy diet and western diet and some ingredients
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 2. You are what you eat
	<p>Vocabulary:</p> <p>protein['prəuti:n]-oqsil starch[stɑ:tʃ]-kraxmal western ['westən]-g'arbiy chips[tʃɪps]-ships sandwich['sænwɪdʒ]-buterbrod</p> <p>1 Find the words in the Wordlist. Write the meaning. protein starch western</p> <p>2a Read and translate the title.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>You are what you eat</p> <p>Do you know the proverb 'You are what you eat'? It means that if you eat healthy food you can be healthy. You should not eat a lot of biscuits or chips, for example. You can eat your favourite foods, like hamburgers*, but don't eat a lot of them. Eat more fresh food and vegetables.</p> </div> <p>2b Look at the diagrams 'The typical western diet' and 'A healthy diet'. Answer the questions. Is the typical western diet healthy? Why/why not?</p> <p>3a Look and read. Draw a diagram for the man's diet. Ice-cream sausages chips sandwich eggs chocolate chips I am 120 kg. I usually have tea and cakes for breakfast and sometimes I have sausages and eggs too. At 11 o'clock I often eat a bar of chocolate and some biscuits or a sandwich. I usually have a big lunch, for example sausages and chips. And then I have icecream, which I love. When I watch TV I have tea and a sandwich. For dinner usually I have meat and potatoes. Before I go to bed usually I have a cup of hot chocolate and some small cakes.</p> <p>3b Talk about the man. e.g. He should eat more fruit.</p> <p>4 Copy. Do the quiz.</p>
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 3. What's in your school bag?				
Aim of the lesson:					
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.				
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.				
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.				
• Linguistic competences	By the end of the lesson pupils will be able to talk about quantity of things, -use <i>have got, has got</i>				
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.				
Method of the lesson:	Traditional, non-traditional, modern, interactive				
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
Main part of the lesson:					
Organizational part:	Greeting. Working with pupils on duty.				
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.				
Procedure of the lesson:	Lesson 3. What's in your school bag?				
	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">Vocabulary:</td> </tr> <tr> <td style="text-align: center;">A lot of [ə 'lɒt əv]-kə'p</td> </tr> <tr> <td style="text-align: center;">a few [ə 'fjuː]-kam, ozgina</td> </tr> <tr> <td style="text-align: center;">some [sʌm]-ayrim, boshqa, birnecha</td> </tr> <tr> <td style="text-align: center;">a little [ə 'lɪtl]-kam, ozgina</td> </tr> </table> <p>1a Write the things you have got in your school bag. A lot of, a few, some, no a little e.g. There is a pencil case. There are some books. But there is no money and there are no sweets.</p> <p>1b Work in groups of 4/5. Write your group list</p> <p>1c Report. e.g. Our class has got... We have got a lot of pens</p> <p>2 a Look and say. Use a/a lot of/some/a few. Here are some of the things in Class 6 English pupils' school bags. e.g. The English pupils have got some diaries. pens, pencils, pencil case, lunch box, rulers, crayons, calculators, mobile phones, walkman, diskette, hair brush, diaries, CD-Rom, game boy, chocolate bar, a box of juice, a packet of crisps, comb, cassette</p> <p>2b Write five sentences</p> <p>2c Work in pairs. Say differences. e.g. The English pupils have got a lot of erasers. The Uzbek pupils have got some erasers.</p> <p>3 Listen and find Mary, John and Natalie's lunch boxes.</p>	Vocabulary:	A lot of [ə 'lɒt əv]-kə'p	a few [ə 'fjuː]-kam, ozgina	some [sʌm]-ayrim, boshqa, birnecha
Vocabulary:					
A lot of [ə 'lɒt əv]-kə'p					
a few [ə 'fjuː]-kam, ozgina					
some [sʌm]-ayrim, boshqa, birnecha					
a little [ə 'lɪtl]-kam, ozgina					
Grammar					
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.				
Assessment:	Marking pupils according to their homework and activities during the lesson.				
Homework:	Homework is given according to the academic plan.				

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 4. Do you like parties?					
Aim of the lesson:						
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.					
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.					
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.					
• Linguistic competences	By the end of the lesson pupils will be able to talk about having parties					
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.					
Method of the lesson:	Traditional, non-traditional, modern, interactive					
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.					
Main part of the lesson:						
Organizational part:	Greeting. Working with pupils on duty.					
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.					
Procedure of the lesson:	Lesson 4. Do you like parties?					
	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">Vocabulary:</td> </tr> <tr> <td style="text-align: center;">Drinks [drɪŋks]-ichimliklar</td> </tr> <tr> <td style="text-align: center;">Mineral water ['mɪn(ə)r(ə)l] ['wɔ:tə]-ma'danlı suv</td> </tr> <tr> <td style="text-align: center;">Cake [keɪk]-to'rt</td> </tr> <tr> <td style="text-align: center;">Yogurt ['jɒgət]-yogurt</td> </tr> <tr> <td style="text-align: center;">Walnuts ['wɔ:lɪnʌt]-yong'oq</td> </tr> </table> <p>1 copy and complete the Word Web.</p> <p>2a Look and say. What is important for a good party? e.g. Anvar is thinking about drinks. Rano is thinking about a big</p> <p>2 b Work in pairs. Make a list for a party. <i>10 bottles of Fanta</i> <i>10 bottles of Coca Cola</i> <i>2 bottles of mineral water</i></p> <p>3 Look, copy and complete the sentences Use a lot of, some, a little and a few. Oh, great! I like parties</p> <p>4 Read about Lucy's favourite sweet and write a list of ingredients* for Dilbar. e.g. 1 banana</p> <p>Banana Splits</p> <p>1 Take a banana and cut it in half.</p> <p>2 Put the two halves on a plate like this.</p> <p>3 Get some cream or yogurt and put a little over the banana.</p> <p>4 Take a bar of chocolate and break it into pieces.</p> <p>5 Put the pieces on and around the banana.</p> <p>6 Take some walnuts* and break them into pieces.</p> <p>7 Put the pieces on and around the banana.</p> <p>8 Eat your Banana Split. Mmm. Lovely!</p>	Vocabulary:	Drinks [drɪŋks]-ichimliklar	Mineral water ['mɪn(ə)r(ə)l] ['wɔ:tə]-ma'danlı suv	Cake [keɪk]-to'rt	Yogurt ['jɒgət]-yogurt
Vocabulary:						
Drinks [drɪŋks]-ichimliklar						
Mineral water ['mɪn(ə)r(ə)l] ['wɔ:tə]-ma'danlı suv						
Cake [keɪk]-to'rt						
Yogurt ['jɒgət]-yogurt						
Walnuts ['wɔ:lɪnʌt]-yong'oq						
Grammar						
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.					
Assessment:	Marking pupils according to their homework and activities during the lesson.					
Homework:	Homework is given according to the academic plan.					

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 5. Do you know?
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about types of greetings in Uzbekistan and other cultures
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 5. Do you know?
	Vocabulary:
	chief [tʃi:f]-boshliq important [ɪm'pɔ:t(ə)nt]-muhim shake [ʃeɪk]-qimirlatmoq, qaltiratmoq clasp [klæsp]-bog'lash, ulash nod [nɒd]-boshni qimirlatmoq kiss [kɪs]-bo'sa
	1 Find the words in the Wordlist. Write the meaning. chief important shake clasp nod kiss
	2 Answer the question. What are Uzbek people famous
	3 a Work in pairs. Answer the questions 1. How do men in Uzbekistan greet each other*? 2. How do women in Uzbekistan greet each other? 3. How do young people greet grownups? 4. How do you greet your friends?
	3b Read and say how African people greet each other. People in Africa like traditional* village life. They are very warm and friendly. Children and grown ups shake hands when they meet friends or relatives. Young men and women clasp hands with their friends at parties. Some chiefs use the back of the hand to show they are important.
	4a Work in pairs. Answer the questions. 1 What do Uzbek boys do when they meet? 3 What do English boys do when they meet? 2 What do Uzbek girls do when they meet? 4 What do English girls do when they meet?
	4b Listen and check. 4c Listen and write T for True and F for False. 5a Read, copy and complete. Do you know? In Uzbekistan men and women greet each other in different ways: they shake hands or kiss each other. In Europe if men and women are friends they kiss each other. In England it is usually one kiss, in France two and in Poland three! Eskimos say hello by touching their noses. Maoris* in New Zealand do this too. In Uzbekistan we nod and say 'Yes' or shake our heads and say 'No'. English and American people nod and shake their heads. Sometimes they say 'Yes' or 'No' too. But Bulgarian* and Greek* people shake their heads for 'Yes*' and nod for 'No'.
	5b Work in groups of three. Play Guess the People. Pupil A and B: (touch noses) Pupil C: Eskimoes?
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 6. Project.	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	By the end of the lesson pupils will be able to work independently, -use " <i>I want, I'd like, We use</i> "	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 6. Project	
	1 Spelling Dictation. 2 Play I Want/I'd Like/We Use It. Make a sentence. 1 If your sentence is correct, move forward two. 2 If there is a mistake, move forward one. 3 If you can't make a sentence, move back two. 3 a Sing a song. I am h-a-p-p-y I am h-a-p-p-y I know I am I know I am I am h-a-p-p-y. 3 b Write your own song.	
Grammar		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Unit 6 Birthday Lesson 1. When's your birthday?
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about birthdays and say the date and year of birthday
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 1. When's your birthday?
	Vocabulary: Birthday ['bɜːθdeɪ]–tug'ilgan kun Date [deɪt]–sana Congratulate [kən'grætʃuleɪt]–tabrikلامoq Gift [ɡɪft]–sovg'a Present ['prez(ə)nt]–sovg'a, sovg'a bermoq
	1 Play Birthday Line. When's <i>your birthday</i> ? It's on the twelfth of August. 2 Write your friend's birthday. 3 Listen and repeat. Dictate them to your partner. 1982 1990 1991 1996 1998 2000 1984 2002 1949 1975 1967 1958 1981 1979 4 Play Bingo. 5 Work in pairs. Point and say. 6 Work in pairs. Year Dictation. 7a Work in pairs. Write five important dates in your life. Dictate them to your partner. 7b Work in pairs. Ask, answer and write. e.g. A: What's 4 November 1982? B: It's my sister's birthday.
Grammar	Remember: 1982 - nineteen eighty-two 2000-two thousand 2002 - two thousand and two
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 2. Happy birthday!													
Aim of the lesson:														
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.													
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.													
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.													
• Linguistic competences	By the end of the lesson pupils will be able to talk about birthday congratulations and dates and presents of birthday													
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.													
Method of the lesson:	Traditional, non-traditional, modern, interactive													
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.													
Main part of the lesson:														
Organizational part:	Greeting. Working with pupils on duty.													
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.													
Procedure of the lesson:	Lesson 2. Happy birthday!													
	Vocabulary: Birthday card ['bɜːθdeɪ] [kɑːd]-tug'ilgan kun otkritkasi Restaurant ['restərɒnt]-restoran Children ['tʃɪldr(ə)n]-bolalar Box [bɒks]-korobka Candle ['kændl]-sham													
	1a Look and guess the new words. 1 get a birthday card 2 get a present 3 go to a restaurant 4 have a party 5 birthday cake 6 children 7 grown ups 1b Listen and repeat. 2 Work in pairs. Read and answer. <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 100px;">What do you</td> <td style="width: 50px;">get</td> <td>on your birthday?</td> </tr> <tr> <td></td> <td>do</td> <td></td> </tr> <tr> <td></td> <td>sing</td> <td></td> </tr> <tr> <td></td> <td>say</td> <td>on your friend's birthday?</td> </tr> </table> 3 Play Slap the Board. 4a Choose a present for one of your family/friends and write two sentences. e.g. <i>The box of chocolates is for my friend Azamat. He likes sweets.</i> 4b Talk about the presents. e.g. <i>The box of chocolates is for my friend Azamat. He likes chocolates. The flowers are for my Mum. She is very nice. I love her very much.</i> 4c Work in groups. Listen, copy and complete. 5 Look at the invitation and say what John wants. <table border="1" style="margin-left: 20px;"> <tr> <td> <i>Tom</i> <i>Please come to my 13th birthday party on Sunday 12th July at 6.30pm.</i> <i>Hope*you can come.</i> <i>John</i> <i>P.S. No grown ups please!</i> </td> </tr> </table>	What do you	get	on your birthday?		do			sing			say	on your friend's birthday?	<i>Tom</i> <i>Please come to my 13th birthday party on Sunday 12th July at 6.30pm.</i> <i>Hope*you can come.</i> <i>John</i> <i>P.S. No grown ups please!</i>
What do you	get	on your birthday?												
	do													
	sing													
	say	on your friend's birthday?												
<i>Tom</i> <i>Please come to my 13th birthday party on Sunday 12th July at 6.30pm.</i> <i>Hope*you can come.</i> <i>John</i> <i>P.S. No grown ups please!</i>														
Grammar														
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.													
Assessment:	Marking pupils according to their homework and activities during the lesson.													
Homework:	Homework is given according to the academic plan.													

Theme of the lesson:	Lesson 3. Birthdays are fun!
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about birthday activities
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 3. Birthdays are fun!
	Vocabulary: Fun [fʌŋ]-zavq, o'yin Happy ['hæpi]-baxtli, baxt Clown [klaun]-masqaraboz Balls -Sharlar
	1 Copy and complete the Word Spider. 2 a Listen to the teacher's story. 2 b Read the teacher's story. 2c Copy and complete the story. Lucy is 12. Her birthday was on (1)***. Lucy got a lot of (2)***. She got (3)***. They were (4)***. She had (5) ***. Lucy was very happy. She had a great day. 3a Write about your birthday. Begin with: My birthday was 3b Work in groups. Read your texts. Say who had the best birthday. 4 Read and put in order. Love See you I want to come Thank you for your invitation Dear John Tom On 12 July 5 Sing the birthday song. 6 Make a birthday card for your friend/relative.
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 4. I love summer													
Aim of the lesson:														
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.													
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.													
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.													
• Linguistic competences	By the end of the lesson pupils will be able to talk about summer activities, -use regular and irregular verbs													
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.													
Method of the lesson:	Traditional, non-traditional, modern, interactive													
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.													
Main part of the lesson:														
Organizational part:	Greeting. Working with pupils on duty.													
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.													
Procedure of the lesson:	Lesson 4. I love summer													
	Vocabulary:													
	live [lɪv]-yashamoq visit ['vɪzɪt]-tashrif buyurmoq help [help]-yordam bermoq play [pleɪ]-o'ynamoq watch [wɒtʃ]-tomosha qilmoq													
	1a Listen to Rustam's story about holiday Find the odd his summer holidays picture out.													
	1b Listen again and answer the question. When is the story? Now?/Last summer?													
	1c Read the text aloud.													
	1d Tell the story. Use the words from the blackboard.													
	2a Listen and repeat the verbs in the Past Simple.													
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>[t]</td> <td>[d]</td> <td>[ɪd]</td> </tr> <tr> <td>work d</td> <td>lived</td> <td>visited</td> </tr> <tr> <td>helped</td> <td>played</td> <td></td> </tr> <tr> <td>watched</td> <td></td> <td></td> </tr> </table>		[t]	[d]	[ɪd]	work d	lived	visited	helped	played		watched		
	[t]	[d]	[ɪd]											
work d	lived	visited												
helped	played													
watched														
2b Listen and write the words in the right column [t] [d] or [ɪd]														
woiked lived visited helped played watched														
2c Copy and complete the table of irregular verbs.														
<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>has</td> <td>had</td> <td>get</td> <td>got</td> </tr> <tr> <td>be</td> <td>was/were</td> <td>read</td> <td>...</td> </tr> <tr> <td>swim</td> <td>...</td> <td>go</td> <td>...</td> </tr> </table>		has	had	get	got	be	was/were	read	...	swim	...	go	...	
has	had	get	got											
be	was/were	read	...											
swim	...	go	...											
3 a Write five sentences about your summer holidays. e.g. I played football with my friends														
3b Work in groups. Listen to your friends, copy and complete														
4 Write your report. e.g. Anvar and Rustam swam Alisher visited his granny														
Grammar	Remember:													
	Irregular verbs	Regular verbs + ed												
	be - was/were	helped												
	give - gave	played												
	get - got	visited												
	have - had	lived												
	go - went	worked												
	swim - swam	watched												
	read - read													
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.													
Assessment:	Marking pupils according to their homework and activities during the lesson.													
Homework:	Homework is given according to the academic plan.													

Theme of the lesson:	Lesson 5. I was born in Tashkent
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about famous people
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 5. I was born in Tashkent
	Vocabulary:
	Tashkent [tæʃ'kent]–Toshkent Cambridge ['kæɪmbɪdʒ]–Kembridj Born [bɔ:n]–tug'ilgan, tabiatan Cart [kɑ:t]–arava Village ['vɪlɪdʒ]–qishloq Near [nɪə]–yaqinida Sell [sel]–sotmoq
	1 Look, listen and repeat. I was born in Tashkent. I was born in Cambridge. I was born in 1995. I was born in 1996.
	2a Chain Drill. e.g. A: I was born in Tashkent. And you? B: I was born in Samarkand. And you? A: I was born in 1990. And you? B: I was born in 1991. And you?
	2b Work in pairs. Copy and complete the table.
	3a Read and give the text a title. Five years ago my grandparents lived in the village of Zartepa in Kashkadarya. We visited them every summer. Every day we helped with their farm. They didn't have a car, but they had a brown horse and a cart*. They also had two cows and a very big bull. I wasn't afraid of him because he was good. He was three years old and was born on the farm. My grandparents had some hens and sheep too and a beautiful dog, Olapar, but they didn't have any cats. Near their house there was a river. My granddad swam but I didn't because I was too small. We liked the farm. We were very happy there. Last year my grandparents sold their house and some of their animals and moved to a village near Karshi. I am glad they didn't sell their horse or their dog. Last month we visited them. Their new house and village are beautiful. I want to visit them again soon.
	3b Read and answer the question What do you notice about the bold words?
	4 Listen and repeat. ago bull move to sell - sold last month
	5 Chain Drill. Say what you didn't have five years ago. A: We didn't have a car five years ago. What about you? B: We didn't have
6 Work in pairs. Ask, answer and write. e.g. I didn't have a new school bag last year. I had my brother's old school bag. What about you?	
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	Lesson 6. Project.	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson’s educational purpose improve pupils’ knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson’s educational purpose improve pupils’ personal qualities like behavior, education etc. to improve pupils’ ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson’s educational purpose develop pupils’ personal skills, English learning, motivational skills, develop pupils’ self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	By the end of the lesson pupils will be able to work in groups, -make poster about famous people	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook “Fly High 6”, pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 6. Project	
	1 Spelling Dictation. 2 Work in groups. Find the texts on page 141. 3 Choose one of the people and read about him/her. 4 Use your notes to make a poster.	
	<table border="1" style="width: 100%;"> <tr> <td> Film star Charlie Chaplin was born in 1889 in London. His family was very poor. His mother was a singer. He had one brother. Charlie Chaplin was a famous filmstar. He made a lot of films. Charlie Chaplin was married four times. He had five sons and five daughters. He died on 25 December 1977 in Switzerland. </td> </tr> </table>	
Film star Charlie Chaplin was born in 1889 in London. His family was very poor. His mother was a singer. He had one brother. Charlie Chaplin was a famous filmstar. He made a lot of films. Charlie Chaplin was married four times. He had five sons and five daughters. He died on 25 December 1977 in Switzerland.		
Grammar		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Unit 7 What you did yesterday Lesson 1. I wanted to be ...
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about professions,
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 1. I wanted to be ...
	Vocabulary:
	Sportsman ['spɔ:tsmən]-sportchi Gardener ['gɑ:dənə]-bog'bon Adviser [əd'vaɪzə]-maslahatchi Student ['st(j)u:d(ə)nt]-talaba Professor [prə'fesə]-professor
	1a Listen, copy and complete.
	1b Sing the song.
	2b Listen and repeat.
	Rustam: I want to be a football player but my parents want me to be a doctor. Rano: I want to be a pop singer but my parents want me to be an interpreter.
	2a Work in pairs. Interview your partner.
	1. What's your dad's profession? 2. What's your mum's profession? 3. What do you want to be?
	2c Chain Drill.
e.g. I want to be a sportsman but my parents want me to be a doctor.	
3a Look at the past of these verbs. Write the present.	
knew could talked watched	
3b Check your answers in the Grammar Reference.	
4a Read and find the words with '*' in the Wordlist.	
Gerry's story	
When I was 11 we moved to a big house in East Anglia. It had a large garden. We had a gardener, he lived in a small house at the end of the garden. I watched him and talked to him a lot. I knew a lot about gardening after this. One summer when I was still* at school I took a job at a garden centre. I knew the names of the plants and could give people advice*. After* school I went to university. It was awful. After a term I wanted to come back* and work in the garden cejitre again My parents were very angry. They didn't speak to me for some months. But I knew I was right.	
Gerry mother's story	
Gerry's father and I were very happy when he went to Oxford. We wanted him to be an architect. But when he came back we were very, very angry. Gerry's father didn't allow* him into the house. We didn't speak to him for some months. But now we see he is very happy.	
4b Work in pairs. Answer the questions.	
1. Who taught Gerry gardening? 2. Could Gerry teach other people gardening? 3. Why were Gerry's parents angry? 4. Are they angry now? Why?/Why not?	
4c Write five sentences.	
Grammar	Remember: They want me to We want him+verb
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	Lesson 2. Did you open the window?	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	By the end of the lesson pupils will be able to talk about activities in past. Ask questions in past simple.	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 2. Did you open the window?	
	Vocabulary:	
	Window ['wɪndəʊ]-oyna Door [dɔː]-eshik Outside [ˌaʊt'saɪd]-tashqarida Inside [ˌɪn'saɪd]-ichkarida Poster ['pəʊstə]-e'lon, afisha, plakat	
	1 a Look, listen and repeat.	
	Affirmative	Interrogative
	I visited my granny yesterday. I gave her flowers. She put them in a vase.	Did you visit your granny yesterday? Did you give her flowers? Did she put them in a vase?
	1b Copy and complete the table.	
	2a Write two sentences about yesterday. e.g. I went to the park yesterday.	
	2b Play What You Did Yesterday. e.g. A: Did you go to the shop yesterday? B: No. C: Did you go to the park yesterday? B: Yes.	
	2c Write what the children did. e.g. Andy opened the window.	
3a Read and say what the children did. Fred's mother: Let's play a game. Fred, please go outside*. Children do something.* Andy: I'm opening the window. Kate: I'm putting my bag on the sofa. Sally: I'm moving my chair to the door. Justin: I'm drawing a dog on the poster. Fred's mother: Come in, Fred. What did we do? Fred: Did you draw a dog on the poster? Justin: Yes, we did. Fred: Did you open the window? Andy: Yes, we did. Fred: Did you move the table? Fred's mother: No, we didn't. We did two more things. What were they? What did we do?		
3b Find in the Wordlist and write the Past Simple of the verbs. open move draw put		
4 Play Did You...?		
Grammar	Remember: I visited my granny yesterday. Did you visit your granny yesterday? I gave her flowers. Did you give her flowers?	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

Theme of the lesson:	Lesson 3. What did he look like?	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	By the end of the lesson pupils will be able to talk about appearance	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 3. What did he look like?	
	Vocabulary:	
	coat [kəʊt]-pidjak, kurtka happen ['hæp(ə)n]-sodir bo'lmoq unusual [ʌn'ju:z(ə)]-noodatiy, noanaviy disappear [dɪsə'piə]-yo'qolish, g'oyib bo'lish	
	<p>1 Play I Want You To ...</p> <p>2 Find the words in the Wordlist. Write the meaning. coat happen unusual disappear</p> <p>3a Listen and say: what is the problem with Jackie?</p> <p>3b Work in pairs. Help the Keeper find the man. Pupil A: Look at this page. Ask and answer. Pupil B: Look at page 89 .</p> <table border="1" style="width: 100%;"> <tr> <td>Here is your information. The man was short. He had brown eyes. He had curly, black hair and a yellow cap. Ask your partner about the man's coat (color), his nose (big/small), his bag (big/small, colour), if he was thin/plump. e.g. Was his bag big? What colour was his bag?</td> </tr> </table> <p>3c Work in pairs. Write a description of the man. e.g. The man was short.</p> <p>3d Report. come, find, visit, go, ask, give, look at, show, be, can</p> <p>4a Find in the Wordlist and write the Past Simple. find take</p> <p>4b Write the policeman's report.</p>	
Here is your information. The man was short. He had brown eyes. He had curly, black hair and a yellow cap. Ask your partner about the man's coat (color), his nose (big/small), his bag (big/small, colour), if he was thin/plump. e.g. Was his bag big? What colour was his bag?		
Grammar		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 4. The best day in my life
Aim of the lesson:	
• Up-bringing aim:	According to the lesson’s educational purpose improve pupils’ knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson’s educational purpose improve pupils’ personal qualities like behavior, education etc. to improve pupils’ ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson’s educational purpose develop pupils’ personal skills, English learning, motivational skills, develop pupils’ self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about their best day
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook “Fly High 6”, pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 4. The best day in my life
	Vocabulary: Life [laɪf]–hayot Dream [dri:m]–orzu Meet [mi:t]–uchratmoq, uchrashmoq, ko’rishmoq Astronaut [ˈæstrənɔ:t]–fazogir Autograph [ˈɔ:təgrɑ:f]–avtograf, imzo
	1 Play Bingo. 2 Copy and play Favourites. 3a Listen and read. Answer the questions. Why was Jenny very happy? What was Helen’s dream*? Dear Friend I’m really interested in astronomy and space - I want to become an astronaut. When I was in London some weeks ago, I had the best day in my life. I met Helen Sharman, the first British astronaut. She gave a talk in London. After the talk my mum asked the steward and he allowed me to meet Helen Sharman. She was really nice and I got her autograph. When I went home, I wrote a letter to her. I hope to get her answer soon. Love Jenny Austin T When I was five I knew about astronomy. When I was 11 I wanted to become an astronaut. After school I went into the army and studied astrophysics. Before I became an astronaut I worked at NASA*. And then one day they told me they wanted me to go into space. My dream came true. They chose me for “Challenger 3”
	3b Write the questions Jenny asked Helen Sharman e.g. When did you ... ? 4 Ask your teacher about the best day in his/her life. e.g. What was the best day in your life? 5a Write about the best day in your life. 5b Work in pairs. Ask and answer. e.g. Where did you go on that day? 5c Report.
Grammar	Remember: When After Before I was an astronaut, I worked hard.
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 5. When I was ...							
Aim of the lesson:								
• Up-bringing aim:	According to the lesson’s educational purpose improve pupils’ knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.							
• Educational aim:	According to the lesson’s educational purpose improve pupils’ personal qualities like behavior, education etc. to improve pupils’ ideal-political knowledge, to form their developing skills and abilities.							
• Developmental aim:	According to the lesson’s educational purpose develop pupils’ personal skills, English learning, motivational skills, develop pupils’ self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.							
• Linguistic competences	By the end of the lesson pupils will be able to talk about Tashkent old and new and comparing							
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.							
Method of the lesson:	Traditional, non-traditional, modern, interactive							
Equipments:	Textbook “Fly High 6”, pictures, Internet, Computers, projector, etc.							
Main part of the lesson:								
Organizational part:	Greeting. Working with pupils on duty.							
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.							
Procedure of the lesson:	Lesson 5. When I was ..							
	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Vocabulary:</td> </tr> <tr> <td style="text-align: center;">Back [bæk]–orqaga</td> </tr> <tr> <td style="text-align: center;">Garden [ˈgɑːd(ə)n]–bogʻ</td> </tr> <tr> <td style="text-align: center;">Football [ˈfʊtbɔːl]–futbol</td> </tr> <tr> <td style="text-align: center;">Architect [ˈɑːkɪtekt]–arxitektor</td> </tr> <tr> <td style="text-align: center;">Photo [ˈfəʊtəʊ]–fotografiya</td> </tr> <tr> <td style="text-align: center;">Difference [ˈdɪf(ə)r(ə)n(t)s]–farq</td> </tr> </table> <p>1 Play When I Was.... 2a Look, read and guess the new word Andrew: Can we have our ball back, please? Mr Lee: How many times must I tell you? Don't play football near my house! Don't kick* your ball into my garden! Andrew: It's not in your garden.... Sorry ... It's ... in your living room. 2 b Write Andrew's story. Begin with: Yesterday we played football near Mr Lee's house 3a Read and answer the questions. 1. What does Anvar's uncle do? 2. Why did he choose that job? 3b Read and guess the words with “*”</p> <table border="1" style="width: 100%;"> <tr> <td> Hello Lucy How are you? I'm OK. Yesterday our English teacher asked our class to write about professions. I want to write about my uncle Botir. He lives in Tashkent and he's an architect. In 1966 when he was young there was an awful earthquake* in Tashkent. A lot of houses fell down* and people lived in tents*. At that time he decided to be an architect and to make Tashkent a beautiful modern city. When I visit my uncle I like to look at photos of old and new Tashkent. Look at the photos. You can see the difference. Hope to hear from you soon. Love Anvar </td> </tr> </table> <p>3c Check your answers 3d Answer the question Which do you like: old Tashkent or new Tashkent? Why? 4a Write two sentences. e.g. When I was young I liked to 4b Write two sentences. e.g. When I was ... I decided to 4c Work in groups. Report.</p>	Vocabulary:	Back [bæk]–orqaga	Garden [ˈgɑːd(ə)n]–bogʻ	Football [ˈfʊtbɔːl]–futbol	Architect [ˈɑːkɪtekt]–arxitektor	Photo [ˈfəʊtəʊ]–fotografiya	Difference [ˈdɪf(ə)r(ə)n(t)s]–farq
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Hello Lucy How are you? I'm OK. Yesterday our English teacher asked our class to write about professions. I want to write about my uncle Botir. He lives in Tashkent and he's an architect. In 1966 when he was young there was an awful earthquake* in Tashkent. A lot of houses fell down* and people lived in tents*. At that time he decided to be an architect and to make Tashkent a beautiful modern city. When I visit my uncle I like to look at photos of old and new Tashkent. Look at the photos. You can see the difference. Hope to hear from you soon. Love Anvar								
Grammar								
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.							
Assessment:	Marking pupils according to their homework and activities during the lesson.							
Homework:	Homework is given according to the academic plan.							

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 6. Project.
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to work in groups. –make scenario for a film.
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 6. Project
	<p>1 Spelling Dictation.</p> <p>2a Work in groups of 3/4. Write the scenario* for a film.</p> <p>Group A: At the market.</p> <p>Group B: At my/my friend's birthday party.</p> <p>Group C: In the geography lesson.</p> <p>Group D: At the stadium (a football match).</p> <p>1 A father and three children went to the zoo.</p> <p>2 The father bought some tickets.</p> <p>3 First they came to the monkey's cage. The children jumped and made faces at the monkeys.</p> <p>4 Next the family went to feed the ducks.</p> <p>5 When the children saw an elephant, they began to jump and make faces at it. The elephant didn't like it.</p> <p>6 The elephant took the boy's cap and put it on a tree.</p> <p>2b Show your film silently. Other groups must guess and write what you did.</p> <p>2c Listen to others groups' versions of your film. Show your film again with words.</p>
Grammar	Homework Home reading Task 7.
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Unit 8 Cooking Lesson 1. Do you like pizza?	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson’s educational purpose improve pupils’ knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson’s educational purpose improve pupils’ personal qualities like behavior, education etc. to improve pupils’ ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson’s educational purpose develop pupils’ personal skills, English learning, motivational skills, develop pupils’ self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	By the end of the lesson pupils will be able to talk about food and countries	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook “Fly High 6”, pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 1. Do you like pizza?	
	<table border="1" style="width: 100%; background-color: #e6f2ff;"> <tr> <td style="text-align: center;">Vocabulary:</td> </tr> <tr> <td style="text-align: center;"> pizza ['pi:tʃə]-pitsa cheeseburger ['tʃi:z,bɜ:ɡə]-chizburger spaghetti [spə'getʃi]-la'gmon, spagetti spicy ['spai:si]-o'tkir carrot ['kærət]-sabzi salad ['sæləd]-salad </td> </tr> </table>	Vocabulary:
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pizza ['pi:tʃə]-pitsa cheeseburger ['tʃi:z,bɜ:ɡə]-chizburger spaghetti [spə'getʃi]-la'gmon, spagetti spicy ['spai:si]-o'tkir carrot ['kærət]-sabzi salad ['sæləd]-salad		
	<p>1a Listen and point. South America China Uzbekistan Italy Korea the USA pizza cheeseburger spaghetti lagmon chocolate spicy carrot salad</p> <p>1b Point and say. e.g. spicy carrot salad</p> <p>1c Complete the sentences. South America China Uzbekistan Italy Korea the USA Lagmon came to Uzbekistan from (1)*** Pizza came to Uzbekistan from (2)*** Spaghetti came to Italy from (3)*** Spicy carrot salad came to Uzbekistan from (4)*** Potatoes came to Europe and Central Asia from (5)*** Cheeseburgers came to Uzbekistan from (6)*** Chocolate came to Europe and Uzbekistan from (7)*** And what did Uzbekistan give the world? (8)*** gave the world somsa.</p> <p>2a Look, listen and repeat.</p> <ol style="list-style-type: none"> 1. mixture 2. pot 3. meal 4. pancake 5. add 6. mix 7. smile <p>2b Point and say.</p> <p>3a Listen to Anvar's cassette letter and answer the question. What holiday was it?</p> <p>3b Listen and answer the questions.</p> <ol style="list-style-type: none"> 1. Does Anvar's father make pancakes every day? 2. Can he make pancakes? 3. Why did the girls smile? <p>4a Work in pairs. Talk and write about your family's favourite meals. e.g. A: What's your father's favourite meal? B: It's shashlik.</p> <p>4b Report</p>	
Grammar		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

Theme of the lesson:	Lesson 2. English pancakes
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about recipes and ingredients
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 2. English pancakes
	Vocabulary:
	throw [θrəʊ]–uloqtirmoq ingredients [ɪn'grɪdɪənt]–tarkib, ingredient recipe ['resɪpt]–kulinarniy resept squeeze [skwiːz]–siqish, ezish both sides [bəʊθ] [saɪds]–ikki taraf roll up [rɒl] [ʌp]–ko'paytirish, paydo bo'lish pour [pɔː]–oqmoq, tommoq fry [fraɪ]
	1a Look and guess the words. Write the meaning. 1. throw 2. ingredients 3. recipe 4. squeeze 5. both sides 6. roll up 7. pour 8. fry 9. frying 1b Work in pairs. Say and mime or show the words in 1a. 2 Read and put the pictures in 1a in order.
	Hello Anvar Thank you for your cassette letter. I liked it. But I like writing too. It's interesting you cook pancakes in Uzbekistan. I think boys should cook. We make pancakes too. Here's my granny's recipe. Ingredients: 100g flour, 1L milk, 1 egg, sugar, salt. Mix the flour, milk and egg. Add the salt and sugar. Pour some oil into a frying pan. Add the mixture and fry both sides. Squeeze a lemon and roll up the pancake. I don't know what holiday it was. In spring we have Pancake Day. Pancake Day is at the end of February. In England some places have pancake races*. The women must throw their pancakes in their fryingpans three times when they run. It's great fun to watch these races! Ask your Dad to make English pancakes. Hope you like them. Write soon. Love Lucy
	3a Work in groups of 3/4. Write a recipe and draw pictures, into pieces. 3b Play Recipe Circle. Use recipes from 3a.
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 3. Can you cook palov?
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about cooking, recipe and ingredients of Palov
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 3. Can you cook palov?
	<p>Vocabulary:</p> <p>special['speʃ(ə)l]-maxsus army['ɑ:mi:]-armiya scrambled eggs['skræmbld] [egs]-omlet, qovurilgan tuxum buy[bai]-sotub olmoq eat[i:t]-yemoq</p>
	<p>1 Listen and repeat. special army scrambled eggs buy-bought eat-ate</p> <p>2 a Look at the pictures. Match the pictures and names. 1 Avicena 2 Alexander the Great</p> <p>2 b Answer the question. Who do you think made the first palov?</p> <p>2c Read and check your answer.</p> <p>Some people say Alexander the Great's cook was the first person to cook palov. One day Alexander the Great was hungry. His army was hungry too. Alexander the Great wanted the army to be happy. He said to his cook, "Please cook something special". The cook took rice, oil, carrots, meat and onion and made palov. Everybody liked it and they ate a lot. Now palov is many people's favourite meal.</p> <p>Some people say Avicena made the first palov. A sick man came to Avicena and asked for help. Avicena looked at him and checked his health. Then he said, "Take rice, oil, carrots, meat and onion and cook them. Add some water. When it's ready, eat it. Do this often. This food makes you strong." This was the first palov. People in Uzbekistan eat it often and it makes them strong.</p> <p>2d Answer the question. Which story do you like best? Why?</p> <p>3a Look and read Dilbar's menu.</p> <p>3b Work in pairs. Look at the shopping list and say which meal Dilbar bought the things for. e.g. Dilbar bought the butter for breakfast.</p> <p>3 c Look at Dilbar's shopping list and answer the questions.</p> <ol style="list-style-type: none"> Did she buy ingredients for palov? What things did she buy for palov? <p>4 Put the sentences in order. Match the pictures and sentences.</p> <ol style="list-style-type: none"> Eat them with some butter. Cook for three minutes. Put them in a big pot. Take 1/2 litre of milk and two eggs, some flour, some salt and some sugar. When the pancakes are dark yellow, they are ready. Mix them well. Pour some mixture into a frying pan. <p>5 Write how to make milk tea or omelette</p>
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	Lesson 4. Who cooks on a picnic?
Aim of the lesson:	
• Up-bringing aim:	According to the lesson’s educational purpose improve pupils’ knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson’s educational purpose improve pupils’ personal qualities like behavior, education etc. to improve pupils’ ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson’s educational purpose develop pupils’ personal skills, English learning, motivational skills, develop pupils’ self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about cooking on a picnic
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook “Fly High 6”, pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 4. Who cooks on a picnic?
	<p>Vocabulary:</p> <p>match[mætʃ]–gugurt saucepan[ˈsɔːspən]–kastyulka spoon[spuːn]–qoshiq teaspoon[ˈtiːspuːn]–choy qoshig’i fork[fɔːk]–vilka opener[ˈəʊp(ə)nə]–ochqich thermos[ˈθɜːmɒs]–termos flask[flɑːsk]–flyaga, flakon, kolba picnic[ˈpɪknɪk]–piknik tent[tent]–chodir, tent</p> <p>1a Find the words in the Wordlist and write the meaning. We matches saucepan spoon teaspoon fork can opener thermos flask picnic tent piala kazan</p> <p>1b Listen and repeat.</p> <p>1c Work in pairs. Point and say.</p> <p>2a Look at these pictures. Find what is the same/different. e.g. The British family has sausages. The Uzbek family has shashlik.</p> <p>2 b Answer the questions.</p> <ol style="list-style-type: none"> What things do you use when you want to cook on a picnic? What things do you use when you want to cook at home? Who usually cooks the meals in uzbek homes? Who usually cooks on a picnic? <p>3a Write a list of 12 things for a picnic</p> <p>3b Work in groups. Compare your lists. Write one list of seven important things.</p> <p>3c Report. Say what you choose and why. e.g. We have a tent if it's hot/cold/windy/sunny/rainy. We have a thermos flask to make tea if we are cold/thirsty.</p> <p>3d Listen and compare.</p>
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 5. Food for special days																				
Aim of the lesson:																					
• Up-bringing aim:	According to the lesson’s educational purpose improve pupils’ knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.																				
• Educational aim:	According to the lesson’s educational purpose improve pupils’ personal qualities like behavior, education etc. to improve pupils’ ideal-political knowledge, to form their developing skills and abilities.																				
• Developmental aim:	According to the lesson’s educational purpose develop pupils’ personal skills, English learning, motivational skills, develop pupils’ self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.																				
• Linguistic competences	By the end of the lesson pupils will be able to talk about food for special days																				
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.																				
Method of the lesson:	Traditional, non-traditional, modern, interactive																				
Equipments:	Textbook “Fly High 6”, pictures, Internet, Computers, projector, etc.																				
Main part of the lesson:																					
Organizational part:	Greeting. Working with pupils on duty.																				
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.																				
Procedure of the lesson:	Lesson 5. Food for special days																				
	Vocabulary:																				
	smell[smel]-xid, xidlash taste[teɪst]-maza, tatib ko’rish attractive[əˈtræktɪv]-maftunkor, jozibador wheat[(h)wɪt]-bug’doy																				
	1a Find the words in the Wordlist and write the meaning. smell taste attractive wheat																				
	1b Listen and repeat.																				
	1c Chain Drill. e.g. The flowers smell good.																				
	<table border="1" style="width: 100%;"> <tr> <td>Mm. This palov</td> <td>is/are</td> <td>wonder</td> <td>ul</td> </tr> <tr> <td>The flowers</td> <td>look(s)</td> <td>good</td> <td></td> </tr> <tr> <td>T es chocolates</td> <td>smell(s)</td> <td>attractive</td> <td></td> </tr> <tr> <td>This classroom</td> <td>taste(s)</td> <td>bad</td> <td></td> </tr> <tr> <td>This water</td> <td></td> <td>nice</td> <td></td> </tr> </table>	Mm. This palov	is/are	wonder	ul	The flowers	look(s)	good		T es chocolates	smell(s)	attractive		This classroom	taste(s)	bad		This water		nice	
	Mm. This palov	is/are	wonder	ul																	
	The flowers	look(s)	good																		
	T es chocolates	smell(s)	attractive																		
This classroom	taste(s)	bad																			
This water		nice																			
1d Work in pairs. Play Choose and Say. e.g. A: Shashlik. B: This shashlik tastes good.																					
dress, water, melon, crayons, flowers, Fanta, shashlik, cake, text book, ice cream																					
2 a Work in groups. Answer the questions. 1. What special days do you know? 2. What do you do on those days?																					
2b Listen to Anvar's letter to Lucy and answer the questions. 1. What day is Anvar talking about? 2. What food do people cook?																					
2c Copy, listen again and complete.																					
2 d Answer the questions. 1 Do you eat sumalak? 2 Do you like it? 3 What happens to the stones and nuts*?																					
3 Look, copy and write the names of the food and the days we cook it.																					
<table border="1" style="width: 100%;"> <tr> <th>Food</th> <th>Ingredients</th> <th>Days we cook it</th> </tr> <tr> <td>e.g. palov</td> <td>oil, meat, rice, raisins, carrot, onion, chickpeas</td> <td></td> </tr> </table>	Food	Ingredients	Days we cook it	e.g. palov	oil, meat, rice, raisins, carrot, onion, chickpeas																
Food	Ingredients	Days we cook it																			
e.g. palov	oil, meat, rice, raisins, carrot, onion, chickpeas																				
4 Write your favourite food for a special day.																					
Grammar																					
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.																				
Assessment:	Marking pupils according to their homework and activities during the lesson.																				
Homework:	Homework is given according to the academic plan.																				

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 6. Project.
Aim of the lesson:	
• Up-bringing aim:	According to the lesson’s educational purpose improve pupils’ knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson’s educational purpose improve pupils’ personal qualities like behavior, education etc. to improve pupils’ ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson’s educational purpose develop pupils’ personal skills, English learning, motivational skills, develop pupils’ self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to work in groups and make a leaflet, advertisement of cafe
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook “Fly High 6”, pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	<p style="text-align: center;">Lesson 6. Project</p> <p>1 Spelling Dictation. 2a Work in groups. Look, read and choose. Pupil C: Write the list. Pupils A+B: Choose your food and tell Pupil C. 2b Work in groups.</p> <ol style="list-style-type: none"> 1. Make your group Pizza Cafe menu. 2. Make a leaflet for your Cafe. 3. Advertise your Cafe.
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Unit 9 At the table Lesson 1. Would you like ...?						
Aim of the lesson:							
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.						
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.						
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.						
• Linguistic competences	By the end of the lesson pupils will be able to offer and ask for food						
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.						
Method of the lesson:	Traditional, non-traditional, modern, interactive						
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.						
Main part of the lesson:							
Organizational part:	Greeting. Working with pupils on duty.						
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.						
Procedure of the lesson:	Lesson 1. Would you like ...?						
	<table border="1" style="width: 100%; background-color: #e6f2ff;"> <tr> <td style="text-align: center;">Vocabulary:</td> </tr> <tr> <td style="text-align: center;">roll[rəʊl]-o'ramoq</td> </tr> <tr> <td style="text-align: center;">yogurt['jɔ:gət]-yogurt</td> </tr> <tr> <td style="text-align: center;">bread[bred]-non</td> </tr> <tr> <td style="text-align: center;">cheese[tʃi:z]-pishloq</td> </tr> <tr> <td style="text-align: center;">delicious[di'li:ʃəs]-mazali</td> </tr> <tr> <td style="text-align: center;">cereal['siəriəl]-bo'tqa</td> </tr> </table>	Vocabulary:	roll[rəʊl]-o'ramoq	yogurt['jɔ:gət]-yogurt	bread[bred]-non	cheese[tʃi:z]-pishloq	delicious[di'li:ʃəs]-mazali
Vocabulary:							
roll[rəʊl]-o'ramoq							
yogurt['jɔ:gət]-yogurt							
bread[bred]-non							
cheese[tʃi:z]-pishloq							
delicious[di'li:ʃəs]-mazali							
cereal['siəriəl]-bo'tqa							
	<p>1a Find the words and phrases</p> <ol style="list-style-type: none"> 1. roll 2. yogurt 3. a piece of 4. I am full. 5. Pass me the bread, please. 6. Help yourself to some cheese. 7. It's delicious. 8. Would you like some cereal <p>1b Listen, read and repeat.</p> <p>2 Chain Drill.</p> <p>Help yourself to some pizza. Thank you. Mm. It's delicious. Help yourself to some sandwiches. Thank you. Mm. They're delicious.</p> <p>3 Play At the Table.</p> <p>Mother: Would you like some yogurt? Anvar: Yes, please. Mm. It's delicious Pass me some bread, please. Mother: Here you are. Help yourself. Mother: Would you like a roll? Lucy: Yes, please. Mm. It's delicious. Pass me a piece of cheese, please. Mother: Here you are. Help yourself</p> <p>4a Answer the questions.</p> <ol style="list-style-type: none"> 1. What do people usually have for breakfast? 2. What do you think Anvar and Malika want for breakfast? <p>4b Copy. Listen and tick the things Anvar and Malika eat for breakfast</p> <p>4c Answer the questions, in the Wordlist.</p> <p>5a Work in pairs. Look and say. e.g. The Whitfields have coffee. The Abdullaevs have tea.</p> <p>5b Copy and complete.</p> <p>5c Answer the questions,</p> <ol style="list-style-type: none"> 1. Are there a lot of differences between breakfast in Uzbekistan and breakfast in England? 2. Which do you like: English breakfast or your breakfast? 						
Grammar							
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.						
Assessment:	Marking pupils according to their homework and activities during the lesson.						
Homework:	Homework is given according to the academic plan.						

Theme of the lesson:	Lesson 2. School lunches
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about healthy and unhealthy food
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 2. School lunches
	Vocabulary: Hungry['hʌŋɡrɪ]-och qolmoq Thirsty['θɜːstɪ]-chanqamoq Cook[kʊk]-oshpaz Queue[kjuː]-navbat Canteen[kæn'tiːn]-maktab oshxonasi
	1a Match the words and phrases with the picture. 1 to be hungry 2 to be thirsty 3 a cook 4 a queue 1b Listen, read and repeat. 1 pasta 2 a kind of... 3 to queue 1c Work in pairs. Play Mime It. 2a Work in groups. Ask and answer. 2b Report. e.g. Two people in our group eat in the canteen. 2c Read the report from a British newspaper. Write the foods the English pupils like/don't like. 2d Work in groups. Write a list of the food you like in your school canteen. 3a Read the letter the Estover pupils wrote to their school director. Answer the questions.
	Dear Mr James We studied the school canteen meals for two weeks. The meals I are delicious. But we would like more healthy food. For example we would like boiled potatoes not chips. We would like more salads too. Please can you help us. Thank you.
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 3. Restaurants and cafes		
Aim of the lesson:			
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.		
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.		
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.		
• Linguistic competences	By the end of the lesson pupils will be able to talk about eating places		
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.		
Method of the lesson:	Traditional, non-traditional, modern, interactive		
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
Main part of the lesson:			
Organizational part:	Greeting. Working with pupils on duty.		
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.		
Procedure of the lesson:	Lesson 3. Restaurants and cafes		
	Vocabulary:		
	comfortable['kʌmf(ə)təbl]-qulay snack[snæk]-yengil tamadi eating habits['i:tɪŋ] ['hæbɪts]-ovqatlanish odatlari fashionable['fæʃ(ə)nəbl]-modaga oid fast food[,fɑ:st'fu:d]-tez tayyorlanadigan ovqat, fast fud fries[frɑ:z]-fri(kartofel) cheap[tʃi:p]-arzon expensive[ɪk'spen(t)sɪv]-qimmat		
	1a Find the words in the Wordlist		
	Comfortable	snack	choyhona
	eating habits	fashionable	fast food
	fries	cheap	expensive
	1b Listen, read and repeat.		
	1c Point and say.		
	1d Copy and tick the snacks.		
2a Work in pairs. Write other words you know.			
new big clean traditional			
2b Work in groups. Answer the questions			
1 Where are the people in the pictures?			
2 What are the differences between these places?			
3 You can eat in these places. What else can you do?			
4 Which of these places are in Uzbekistan?			
5 What do you know about Uzbek and English eating habits?			
3a Read and choose the best title.			
1 Fast food 2 American ways 3 Typical American			
Fast food came from America. McDonald's, Kentucky Fried Chicken and Pizza Hut are famous and popular fast food restaurants. Millions of Americans eat in fast food restaurants. McDonald's is a symbol of American life and culture. The typical American food is fast food: pizza, fries, hamburgers and hot dogs are famous kinds of fast food. Fast food is not usually expensive. It is quick and quite cheap. Now there are fast food restaurants in a lot of countries. For example, we can find McDonald's in China, Russia and England and Mirburger in Tashkent.			
3 b Read and say True, False or Don't Know.			
1. Americans don't go to fast food restaurants.			
2. McDonald's is a fast food restaurant.			
3. Fast food restaurants cost a lot of money.			
4. There are American fast food restaurants in many countries.			
5. There are no fast food restaurants in Uzbekistan.			
3c Work in groups. Answer the questions.			
1. Do you eat/like fast food? What kinds of food?			
2. Do you know any other kinds of food from America or Europe?			
3. Is there any Uzbek fast food? What is it? Where can you get it?			
4. Which is more healthy: fast food or traditional food? Why?			
Grammar			
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.		
Assessment:	Marking pupils according to their homework and activities during the lesson.		
Homework:	Homework is given according to the academic plan.		

Theme of the lesson:	Lesson 4. Lay the table	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	By the end of the lesson pupils will be able to talk about eating habits	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 4. Lay the table	
	<table border="1" style="width: 100%; background-color: #e0e0e0;"> <tr> <td style="text-align: center;">Vocabulary:</td> </tr> <tr> <td style="text-align: center;"> napkin['næpkɪn]-salfetka sideways['saɪdweɪz]-yon bilan, chekkada lay the table [leɪ] ['teɪbl]- dasturxon yozmoq on the left[ɔn] [left]-chappa on the right[ɔn] [raɪt]-o'ngga refuse[rɪ'fju:z]-rad qilmoq accept[ək'sept]-qabul qilmoq </td> </tr> </table>	Vocabulary:
Vocabulary:		
napkin['næpkɪn]-salfetka sideways['saɪdweɪz]-yon bilan, chekkada lay the table [leɪ] ['teɪbl]- dasturxon yozmoq on the left[ɔn] [left]-chappa on the right[ɔn] [raɪt]-o'ngga refuse[rɪ'fju:z]-rad qilmoq accept[ək'sept]-qabul qilmoq		
	<p>1a Find the words in the Wordlist.</p> <ol style="list-style-type: none"> 1. fork 2. napkin 3. sideways 4. to lay the table 5. on the left 6. on the right 7. to refuse 8. to accept <p>1b Listen, read and repeat.</p> <p>1c Play Next.</p> <p>1d Play Mime It.</p> <p>1e Play Where Is It? e.g. Pupil A: Where's the hospital? Pupil B: It's on the left.</p> <p>2a Match the boys and Diibar's suggestions.</p> <ol style="list-style-type: none"> 1. Use your napkin. 2. Don't talk when you eat. 3. Don't sit sideways. 4. Hold your spoon with your right hand. 5. Don't read when you eat. 6. Use a fork for fish. 7. Say 'No, thank you' if you don't want something. <p>2b Play Who Is It? e.g. Pupil A: He's next to Ikrom. Pupil B: It's Hamid. Pupil A: Yes, it is. /No, it isn't.</p> <p>3 Work in pairs. Play Who Is It?</p> <p>4a Draw how you lay the table</p> <p>4b Work in pairs. Picture Dictation. e.g. A: Draw the bread. B: OK. A: Draw the salt next to the bread</p>	
Grammar		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

Theme of the lesson:	Lesson 5. Times, countries, manners ...
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about countries and manners
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 5. Times, countries, manners ...
	Vocabulary: Country ['kʌntri]-davlat, mamalakat Traditional [trə'dɪʃ(ə)n(ə)]-an'anaviy Indian ['ɪndiən]-Hindistonlik, hind tili Italian ['ɪtæliən]-Italiyalik, italiyan tili Chinese ['tʃaɪniːz]-Xitoylik, xitoy tili
	<p>1 Look at the picture and answer the questions. Where are they? How do you know?</p> <p>2 Answer the questions.</p> <ol style="list-style-type: none"> Do you like traditional food? Why?/Whynot? Would you like to eat Indian/Italian/Chinese food? Why?/Whynot? Can you use chopsticks*? <p>3 Read and say True or False.</p> <p>In every country in big cities there are many kinds of restaurants. For example, in London there are Chinese restaurants like the one in the picture. But look again. The young people are using chopsticks and eating Chinese food, but their table manners are British. For example, in China there are no metal spoons and people do not drink water with their meal.</p> <ol style="list-style-type: none"> In England people can eat Chinese food. In England people eat like Chinese people in Chinese restaurants. <p>4a Read and choose the best title. At the table Customs* and traditions Different countries, different customs</p> <ol style="list-style-type: none"> In Iran at meal times, villagers* gather around a central dish or tray* on the floor. Everyone washes their hands before they eat. Then they take food with the right hand only. They help themselves from the side of the tray nearest* to them. They kneel* around* the dish. In Japan and China it is impolite* to talk when you eat. Uzbek people think it is polite* to pour a little tea into the cup for a guest. English people have different manners* from Uzbek people. It is polite to cut bread with a knife and to pour a lot of tea into the cup for a guest. But it is very impolite to make a noise* when you eat. <p>4b Read and write the meaning of the words marked with '*.</p> <p>4c Copy and complete the table.</p> <p>4 d Work in groups. Answer the questions.</p> <ol style="list-style-type: none"> Which countries' manners are close to your manners? Why do Uzbeks pour a little tea? Why do you think English people pour a lot of tea?
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 6. Project.	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	By the end of the lesson pupils will be able to work in groups, -make a poster	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 6. Project	
	<p>1 Spelling Dictation.</p> <p>2 Discuss with your teacher 'Good manners in your classroom. Use your mother tongue.</p> <p>3 Work in groups. Decide on and write ten Good manners' for your class. Ask your teacher for help if necessary. Use the list in Lesson 4 Activity 2a to help you e.g. Do not talk too much in group work</p> <p>4 Show your teacher your list. Then write the list on a poster.</p> <p>5 Discuss with the class and agree on ten 'Good Manners' for your class</p>	
Grammar		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Unit 10 Round the world in 14 days Lesson 1. Continents, countries ...																
Aim of the lesson:																	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.																
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.																
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.																
• Linguistic competences	By the end of the lesson pupils will be able to talk about continents and countries, -use huge numbers																
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.																
Method of the lesson:	Traditional, non-traditional, modern, interactive																
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.																
Main part of the lesson:																	
Organizational part:	Greeting. Working with pupils on duty.																
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.																
Procedure of the lesson:	Lesson 1. Continents, countries ...																
	<p>Vocabulary:</p> <p>continent['kɒntɪnənt]-qit'a route[ru:t]-yo'l, shosse capital['kæpɪtəl]-poytaxt Asia['eɪʃə]-Osiyo Africa['æfrɪkə]-Afrika Europe['æfrɪkə]-Yevropa North America[,nɔ:θə'merɪkə]-Shimoliy Amerika South America[,sauθə'merɪkə]-Janubiy Amerika Antarctica[æn'tɑ:ktɪkə]-Antarktika</p>																
	<p>1a Look, listen and repeat.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">1 the world</td> <td style="width: 25%;">2 continent</td> <td style="width: 25%;">3 route</td> <td style="width: 25%;">4 capital</td> </tr> <tr> <td>5 Asia</td> <td>6 Africa</td> <td>7 Europe</td> <td>8 Australia</td> </tr> <tr> <td>9 North America</td> <td>10 South America</td> <td>11 Antarctica</td> <td>12 Which continent is ... in ?</td> </tr> <tr> <td>13 north</td> <td>14 south</td> <td>15 east</td> <td>16 west</td> </tr> </table> <p>1b Point and say.</p> <p>2 a Copy. Read and listen. Label the continents. Hello everybody. This is Heggy and friends. We won* a competition and now we are on a trip* round the world! How much do you know about the world?</p> <p>2 b Listen, draw our route and answer the question. We do not visit one continent. Which is it?</p> <p>3 Look, ask and answer. Pupil A: Where's Uzbekistan? Pupil B: In Central Asia. Pupil A: Which continent is Uzbekistan in? Pupil B: It's in Asia. Pupil A: What's the capital of Uzbekistan? Pupil B: It's Tashkent.</p> <p>4a Look, listen and repeat. e.g. Kazakhstan is to the north of Uzbekistan.</p> <p>4b Look, ask and answer. Pupil A: Where is...? Pupil B: It's to the ... of Uzbekistan.</p> <p>5a Read the numbers. What do you notice? 100 one hundred 103 one hundred and three 350 three hundred and fifty 1,000 one thousand 2,100 two thousand one hundred 3,250 three thousand two hundred and fifty 4,678 four thousand six hundred and seventy-eight</p>	1 the world	2 continent	3 route	4 capital	5 Asia	6 Africa	7 Europe	8 Australia	9 North America	10 South America	11 Antarctica	12 Which continent is ... in ?	13 north	14 south	15 east	16 west
1 the world	2 continent	3 route	4 capital														
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13 north	14 south	15 east	16 west														
Grammar																	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.																
Assessment:	Marking pupils according to their homework and activities during the lesson.																
Homework:	Homework is given according to the academic plan.																

Theme of the lesson:	Lesson 2. We're in Europe
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about European countries and capitals
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 2. We're in Europe
	Vocabulary:
	Great Britain[ˌɡreɪtˈbrɪt(ə)n]–Buyuk Britaniya Germany[ˈdʒɜːrmənɪ]–Germaniya France[frɑːn(t)s]–Fransiya Russia[ˈrʌʃə]–Rossiya Poland[ˈpəʊlənd]–Polsha
	1a Look, listen and repeat. Great Britain Germany France Russia Poland United Kingdom (the UK)
	1b Listen and copy. Draw the ^v— route and answer the question. Where are we today?
	2a Read and match the country and capital. The United Kingdom of Great Britain and Northern Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland. London is the capital of the UK and of England.
	2b Listen, check and repeat.
	2c Work in pairs. Ask and answer. Pupil A: Where's Wales? Pupil B: It's part of Great Britain and it's in Europe. Pupil A: What's the capital of Wales? Pupil B: It's Cardiff.
	3a Listen and answer the questions. Where is Heggy? What is he doing there? Does he like it there?
	3b Look and answer the questions. 1 Which of these animals is tall/beautiful/strong/large? 2 Is the elephant a popular animal? Why?
3c Read and answer the question. What do you notice? Why is the elephant very popular? One day the animals in the zoo are talking about their friend the elephant. The giraffe says, "I don't understand. Why is the elephant very popular? I'm the tallest animal in this zoo." The peacock says, "I don't understand. Why is the elephant very popular? I'm the most beautiful animal in this zoo." The bear says, "I don't understand. Why is the elephant very popular? I'm the strongest animal in this zoo." At that moment the elephant comes. He is the largest and the strongest animal in the zoo. But he is always modest*.	
3d Copy and complete the table.	
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	Lesson 3. Brr! North America			
Aim of the lesson:				
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.			
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.			
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.			
• Linguistic competences	By the end of the lesson pupils will be able to talk about North American continent, countries and population			
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.			
Method of the lesson:	Traditional, non-traditional, modern, interactive			
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
Main part of the lesson:				
Organizational part:	Greeting. Working with pupils on duty.			
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.			
Procedure of the lesson:	Lesson 3. Brr! North America			
	Vocabulary:			
	million['mɪljən]-million area['eəriə]-maydon population[,pɒpjə'leɪʃ(ə)n]-aholi square kilometer[skwɛə] [kɪ'ləmɪtə]-kvadrat kilometr dangerous['deɪndʒ(ə)rəs]-xavfli			
	1 Look at Workbook Lesson 2 Activity 3d. Talk about the animals. e.g. The spider is the most dangerous animal. The snake is the longest animal. 2a Read and answer the question. Where are we going today? Hello everybody. We must leave* Great Britain now. Brrr! Put your coats on.* Look at the world map. 2b Look at the world map in your exercise book. Listen and draw the route. 2c Copy and tick the things Heggy and his friends see. 3a Find the words in the Wordlist. Write the meaning. million area approximately (approx.) population square kilometre (sq.km) 3b Look, listen and repeat. 4a Look at the table. Ask and answer. e.g. Pupil A: Which country is the largest? Pupil B: ... is the largest country. There are three countries in the North American continent: Canada, the United States and Mexico.			
Grammar				
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.			
Assessment:	Marking pupils according to their homework and activities during the lesson.			
Homework:	Homework is given according to the academic plan.			

Theme of the lesson:	Lesson 4. The longest, the biggest ...		
Aim of the lesson:			
Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.		
Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.		
Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.		
Linguistic competences	By the end of the lesson pupils will be able to talk about transports and their speed, -use superlative adjectives		
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.		
Method of the lesson:	Traditional, non-traditional, modern, interactive		
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
Main part of the lesson:			
Organizational part:	Greeting. Working with pupils on duty.		
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.		
Procedure of the lesson:	Lesson 4. The longest, the biggest ...		
	Vocabulary:		
	Brazil['bræzi:l]-Braziliya Transport[træn'spɔ:t]-transport Amazon['æməz(ə)n]-Amazonka Helicopter['helɪkɒptə]-vertolyet Boat[bəʊt]-qayıq Airplane['εəpleɪn]-samolyet Scary['skeəri]-qo'rqinchli		
	1a Look, listen and repeat.		
	Brazil	Transport	Amazon
	Helicopter	Boat	Airplane
	Scary		
1b Point and say.			
2 Look, copy and tick the transport Heggy and his friends use.			
on foot (1) ****			
donkey (2) ****			
car (3) ****			
boat (4) ****			
airplane (5) ****			
helicopter (6) ****			
horse (7) ****			
bus (8) ****			
3a Read Heggy's letter and match the animals and texts.			
Armadillo (a)			
vampire bat (b)			
jaguar (c)			
alligator (d)			
Dear Friends at Home			
South America is famous for its wild animals. There are many kinds. We saw some of them. We drove to the jungle in the north of Brazil. We were really lucky. We walked very quietly and we saw a jaguar. It is a kind of South American cheetah. It was beautiful and very fast. I was really scared. I think Jaguars like eating hedgehogs!			
Then we went by boat up the Amazon river in the east of Brazil. It is the biggest river in South America. We saw alligators there. They were three metres long, fast and have big teeth! They are like crocodiles. We didn't stay there long. We didn't know. Maybe* alligators like eating hedgehogs too!			
In Brazil we took a helicopter to the desert. There we met an unusual animal: an armadillo. Armadillos aren't very big but they are very strong. They have got a 'house' on their backs* like a tortoise. Armadillos don't eat hedgehogs - they eat insects*!			
The last animal we saw in the forest in Brazil was a vampire bat. It was small and slow but ... Heeeeeelp! Do you know the story of Dracula? He met a vampire bat. It drank his blood*. We didn't stay long in that forest!			
See you soon. Love Heggy			
3b Translate.			
1 in the north of 2 to the north of			
3c Copy. Read the texts in 3a and complete the table.			
Grammar	The biggest, the longest		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.		
Assessment:	Marking pupils according to their homework and activities during the lesson.		
Homework:	Homework is given according to the academic plan.		

Theme of the lesson:	Lesson 5. Kiwis, koalas and kangaroos
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about animals in different continents
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 5. Kiwis, koalas and kangaroos
	Vocabulary: koala[kəu'ɑ:lə]-koala penguin['peŋgwɪn]-penguin Australia[ɔs'treɪlɪə]-Avstraliya New Zealand[,nju:'zi:lənd]-Yangi Zelandiya monkey['mʌŋki]-maymun
	1a Look, read and repeat. kiwi koala kangaroo penguin Australia New Zealand 1b Match the animals and countries. 1c Point and say. e.g. Kiwis live in New Zealand 2a Read, listen and write T for True or F for False. 2b Match the words and the kind of transport. 1 tram 2 bus 3 car 4 metro 2c Work in pairs. Talk about the best/worst kinds of transport. e.g. Pupil A: What is the worst kind of transport? Pupil B: The car and the bus are the worst kinds of transport. They make the air very dirty. We call this pollution*. 3a Look at the picture. Answer the questions. Guess the bold words. 1. What can you see in the picture? 2. Are the trees far from the animals? 3. Which tree is the furthest from the animals? 4. What do you know about the animals in the picture? 3b Read and put the story in order. 3c Listen and check. 3d Discuss in groups. Report to the class. 1. What did the elephant and the monkey ask the Old Bird? 2. Did the Old Bird answer them? 3. Was the Old Bird clever? 4. What do you think? Who is the best animal in the forest?
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 6. Project.
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to make a poster about countries, population, famous places and size
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 6. Project 1 spelling Dictation. 2a Work in groups of 3/4. Make a poster. Write about the size, population, famous places and nature of the country. Group A: Great Britain Group B: Australia and New Zealand Group C: The USA Group D: Uzbekistan Group E: Canada 2b Display your poster and talk about the country.
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Unit 12 Geography and population Lesson 1. Do you know Uzbekistan?			
Aim of the lesson:				
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.			
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.			
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.			
• Linguistic competences	By the end of the lesson pupils will be able to talk about cities, rivers, lakes in Uzbekistan			
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.			
Method of the lesson:	Traditional, non-traditional, modern, interactive			
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
Main part of the lesson:				
Organizational part:	Greeting. Working with pupils on duty.			
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.			
angi mavzuning bayoni:	Lesson 1. Do you know Uzbekistan?			
	Vocabulary:			
	Sea[six]-dengiz South[sauθ]-janub North[nɔθ]-shimol West[west]-g'arb East[ixst]-sharq			
	1a Look and match.			
	The Chimgan Mountains	The Fergana Valley	The Aral Sea	
	The Syr Darya River	The Amu Darya River	The Zarafshan River	
	The Kyzylkum Desert			
	1b Listen and check.			
	1c Listen and repeat.			
	2 Chain Drill.			
A: Where is the Aral Sea?				
B: It's in the West of Uzbekistan. Where's ...				
3 Work in pairs. Ask and answer.				
e.g. Where's...?				
4a Look and match.				
Tashkent	Samarkand	Fergana	Nukus	Termez
Kokand	Namangan	Urgench	Navoi	Bukhara
4b Work in pairs. Ask and answer.				
Pupil A: Look at this page.				
Pupil B: Look at page 59.				
e.g. Pupil A: Number 5. It's in the South of Uzbekistan.				
Pupil B: Is it Bukhara?				
Pupil A:				
1. Tashkent 2. Samarkand 4. Nukus				
5. Termez				
10. Bukhara				
5 Choose the right answer.				
1. The population of Uzbekistan is approximately 20 million/26%million.				
2. The population of Kazakhstan is approximately 17/20 million.				
3. The Amu Darya River is approximately 1.500/2.540km long.				
4. The Syr Darya River is approximately 1.900/3019km long.				
5. The area of Uzbekistan is approximately 447.400sq km / 557.000 sq km.				
6. The area of Kazakhstan is approximately 3.200.000/2.700.000 sq km.				
7. The Zarafshan River is approximately 1300/877				
6 Work in groups. Play Uzbekistan Quiz.				
The longest river in Uzbekistan is (1)...		The population of Uzbekistan is (2)...		
Bukhara is in (3)... Uzbekistan		A famous sea in Uzbekistan is (4)...		
The Fergana (5)...is beautiful.		Tashkent is in (6)... of Uzbekistan.		
The smallest rainfall in Uzbekistan is in (7)...				
Grammar				
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.			
Assessment:	Marking pupils according to their homework and activities during the lesson.			
Homework:	Homework is given according to the academic plan.			

Theme of the lesson:	Lesson 2. What is the UK?
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about population, area, and location of the UK
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 2. What is the UK?
	Vocabulary: UK[ju:'keɪ]-Birlashgan Qirollik Queen[kwi:n]-qirolicha King[kɪŋ]-qirol Prince[prɪn(t)s]-shaxzoda
	<p>1a Help your teacher complete the Word Web.</p> <p>1b Work in pairs. Write what you know about Great Britain.</p> <p>2a Listen and read the text. How many of these things did you know?</p> <p>There are three countries in Great Britain: England, Scotland and Wales. But the United" Kingdom has four parts: England, Scotland, Wales and Northern Ireland. Its full name is the United Kingdom of Great Britain and Northern Ireland (the UK). The UK is in Europe. The area of the UK is 244,880 square kilometres. The population of the UK is approximately 601>4 million. There are four main nationalities: English, Scots*, Welsh* and Irish*. The capital of the UK and England is London; the capital of Scotland is Edinburgh; the capital of Wales is Cardiff and the capital of Northern Ireland is Belfast.</p> <p>To the north and east of the UK is the North Sea. To the west and south is the Atlantic Ocean. The most famous river is the Thames in London, but it is not the longest. The river Severn is 354 kilometres (km) long. The two highest mountains are Ben Nevis in Scotland and Snowdon in Wales. The largest lakes are Lough Neagh in Northern Ireland and Loch Ness in Scotland. Two more lakes, Lake Windermere and Ullswater, are popular for sailing* and water skiing.</p> <p>2b Work in pairs.</p> <ol style="list-style-type: none"> 1 Answer the questions. 2 How many countries are in the UK? What are they? 3 What are the main rivers and lakes? 4 What other places do you know? <p>3a Talk about two things.</p> <p>e.g. The Thames is 346 kilometres (km) long. The Severn is 354 kilometres (km) long. The Severn is longer than the Thames.</p> <ol style="list-style-type: none"> 1 Ben Nevis is 1,343 metres high. Snowdon is 1,085 metres high. 2 The population of the UK is ... The population of Uzbekistan is ... 3 The area of the UK is 244,880 sq.km. The area of Uzbekistan is 447,400 sq.km. 4 The Thames is ... km long. The Zarafshan is 877 km long. <p>3b Translate into your language. What is similar/different?</p> <p>The Zarafshan is longer than the Thames</p> <p>3d Look at Activity 5 in Lesson 1. Make sentences.</p> <p>e.g. The Syr Darya is longer than the Amu Darya.</p>
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 3. Welcome to the USA!	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	By the end of the lesson pupils will be able to talk about population, area, states, and location of the USA	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 3. Welcome to the USA!	
	Vocabulary:	
	Approximately[ə'prɒksɪmətlɪ]-taxminan	
	President['prezɪd(ə)nt]-prezident	
	White House['(h)wɑ:t,haus]-oq uy	
	Metre['mi:tə]-metr	
	1 Play Knowledge Quiz	
	2a Work in pairs. Say three things you know about the USA.	
	2b Read the advertisement*. Did you find your ideas in the text?	
	<p>Tour America invites you on a tour* of the USA. The USA is a big country - more than 9 and a half million square kilometres. There is a lot you can do and see! And there are a lot of friendly people you can meet. The population is approximately 264 million people! There are many nationalities including* English, German*, Spanish and Uzbek! The capital of the USA is Washington. Visit Washington and see the President's home and office - the White House.</p> <p>If you like swimming, sailing or fishing, you are lucky. To the east of the USA is the Atlantic Ocean and to the west is the Pacific Ocean. And there are many big rivers in the USA: the Mississippi, the Colorado and the Saint Lawrence, for example. If you want to relax* you can visit the Great Lakes in the north. If you are fit, you can go climbing in the Rocky Mountains. They are more than 4,000 metres high! You can take a tent and cook your meals on a campfire*. And if you want more, the USA has borders* with Canada to the north and with Mexico to the south.</p> <p>Don't delay*. Phone us today for a dream holiday. See you soon in the USA!</p>	
2c Read again and guess the words with '*'. Say how you know. Write the translation.		
e.g. I'd like to visit the White House because I want to see the President.		
2d Read the text again, copy and complete the map.		
2e Where would you like to go in the USA? Why?		
e.g. I'd like to visit the White House because I want to see the President.		
4 Look at the tables and ask questions.		
e.g. Which is bigger the USA or Uzbekistan? Which has more people?		
	Uzbekistan	The UK
Population	26/4 million approx.	60/4 million approx.
Area	447,400 sq. km.	244,880 sq.km.
River	Amu Darya - 2,540 km. approx.	Severn - 354 km.
Mountains	Chimgan - 3,309 m.	Ben Nevis -1,343 m.
Grammar		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 4. Australia: down under																												
Aim of the lesson:																													
• Up-bringing aim:	According to the lesson’s educational purpose improve pupils’ knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.																												
• Educational aim:	According to the lesson’s educational purpose improve pupils’ personal qualities like behavior, education etc. to improve pupils’ ideal-political knowledge, to form their developing skills and abilities.																												
• Developmental aim:	According to the lesson’s educational purpose develop pupils’ personal skills, English learning, motivational skills, develop pupils’ self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.																												
• Linguistic competences	By the end of the lesson pupils will be able to talk about area, population, nature of Australia																												
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.																												
Method of the lesson:	Traditional, non-traditional, modern, interactive																												
Equipments:	Textbook “Fly High 6”, pictures, Internet, Computers, projector, etc.																												
Main part of the lesson:																													
Organizational part:	Greeting. Working with pupils on duty.																												
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.																												
Procedure of the lesson:	Lesson 4. Australia: down under																												
	Vocabulary:																												
	crocodile[ˈkrɒkədəɪl]-timsɒh																												
	vampire[ˈvæmpaɪə]-vampɪr																												
	alligator[ˈælɪgətə]-allɪgətər																												
	jungle [ˈdʒʌŋɡl]-chəŋɡəlzɔː																												
	desert[ˈdezət]-tʃoʊl																												
	forest[ˈfɒrɪst]-oʊrən																												
	<p>1 Play Where Is It? 2 Write ten things you know about Australia. 3a Listen and check. Are your ten things right? 3b Copy. Listen and complete the map. 4a Listen and repeat. 4b Play Where Is It? 5 Say True, False or Don't Know. Correct the false sentences. 1 The Murray River is in the north of Australia. 2 Perth is in the south-west of Australia. 3 Canberra is the capital of Australia. 4 There are crocodiles in Australia. 5 English is the language of Australia. 6 There aren't any mountains in Australia. 7 Australia is in Asia. 8 The population of Australia is bigger than the population of Uzbekistan</p> <p>6 Ask and answer. e.g. Which is the biggest/smallest the USA, the UK, Uzbekistan or Australia? Which has the most people?</p>																												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Uzbekistan</th> <th>The USA</th> <th>The UK</th> <th>Australia</th> </tr> </thead> <tbody> <tr> <td>Population</td> <td>26 ½ million approx.</td> <td>264 ½ million approx.</td> <td>60 ¼ million approx.</td> <td>20 million approx.</td> </tr> <tr> <td>Area</td> <td>447,400 sq. km.</td> <td>9 ½ million sq.km.</td> <td>244,880 sq.km.</td> <td>8 million sq.km.</td> </tr> <tr> <td>River</td> <td>Syr Darya -3,019 km.</td> <td>Mississippi -3,780 km.</td> <td>Severn - 354 km.</td> <td>Murray -2,578 km.</td> </tr> <tr> <td>Mountains</td> <td>The Chimgan Mountains - 3,309</td> <td>The Rocky Mountains - more than 4,000 m.</td> <td>Ben Nevis -1,343m</td> <td>The Australian Alps - 2,300m</td> </tr> </tbody> </table>						Uzbekistan	The USA	The UK	Australia	Population	26 ½ million approx.	264 ½ million approx.	60 ¼ million approx.	20 million approx.	Area	447,400 sq. km.	9 ½ million sq.km.	244,880 sq.km.	8 million sq.km.	River	Syr Darya -3,019 km.	Mississippi -3,780 km.	Severn - 354 km.	Murray -2,578 km.	Mountains	The Chimgan Mountains - 3,309	The Rocky Mountains - more than 4,000 m.	Ben Nevis -1,343m
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Assessment:	Marking pupils according to their homework and activities during the lesson.																												
Homework:	Homework is given according to the academic plan.																												

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 5. New Zealand
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about nature, animals of New Zealand
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 5. New Zealand
	Vocabulary:
	cobra['kəubrə]-kobra spider ['spaidə]-o'rgamchak kiwi ['ki:wi:]-kivi kangaroo [ˌkæŋg(ə)'ru:]-kenguru bus [bʌs]-avtobus car[kɑ:]-avtomobil, mashina
	1 Play Geographical Quiz.
	2a Look at the picture and answer the question. What animals live in New Zealand and in the sea near New Zealand?
	2b Read the letter and answer the questions. 1. Who is the letter from? 2. What does she want to do? 3. What is the letter about?
	2c Read the letter and draw the route.
	Dear Laura Thanks for your letter. I was very happy to read that you want to have a holiday in New Zealand. Here is what we can do. You can arrive* on Sunday 29 December. Dick can meet you at Wellington airport in the south of North I Island. Wellington is the capital, so there are a lot of things to do. You can stay with us in Wellington for two days. Thenl we can get the ferry* to South Island and visit the Southern Alps. They are big mountains near the west coast of South Island." We can walk and climb there. The air is fresh and clean. Mount Cook is very high: 3,763 metres. You can see the Tasman Sea to the west of South Island and the Pacific Ocean to the east. Then on Thursday we can fly back to North Island and go to Lake Taupo. It's a really good place for fishing and relaxing. On Friday we can go north to Rotorua. It's a wonderful place with natural hot mud and hot lakes. Just one thing - it smells really bad (like bad eggs) because of the sulphur*! Near Rotorua, we can meet Maori people, eat some typical Maori food and watch traditional Maori dancing. Let me know if you like my plan. Write soon Love Susan
	2d Answer the questions. Would you like to go to New Zealand? Why?/Why not?
	2 e Read the text and write three questions. e.g. What is the capital of New Zealand?
2f Work in pairs. Ask and answer.	
3 Look at lessons 2,3,4 and 5. Write which country you want to visit and why. e.g. I would like to visit New Zealand because it has the cleanest air, and Lake Taupo, the most beautiful place to swim. New Zealand has whales, the most interesting animals.	
4 Make sentences. Dangerous: dolphin, shark, whale e.g. The whale is less dangerous than the shark. The dolphin is the least dangerous of them. 1. poisonous: cobra, spider, mosquito 2. dangerous: crocodile, vampire, alligator 3. beautiful: kiwi, kangaroo, koala 4. exciting: jungle, desert, forest 5. scary: helicopter, airplane, boat 6. clean: bus, car, tram 7. difficult: maths, geography, history, English 8. comfortable: bus, tram, car	
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	Lesson 6. Project.
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about countries, capitals and cities, and make a poster
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 6. Project
	<p>1 Spelling Dictation.</p> <p>2 Work in groups. Make a poster about a real or an imaginary country. Draw a map of the country, the flag, the rivers, lakes and mountains. You can use the information in this unit or on this page, or find your own information.</p> <p>3 Write about location area (square kilometres) population (millions) language(s) capital city and other cities mountains, rivers and lakes.</p> <p>4 Talk about your country to the class.</p> <div style="border: 1px solid black; padding: 5px;"> <p>CANADA Capital: Ottawa Cities: Montreal, Toronto. Vancouver, Quebec. Population: 32,508.000 approx. Area: 9,980,000sq.km approx. Location: in North America; has borders with the USA Mountains: Rocky Mountains, Mackenzie Mountains Sea: Arctic Ocean to the North, the Pacific Ocean to the west, the Atlantic Ocean to the East Rivers: Mackenzie (4.240km) Languages: English and French.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>INDIA Capital: New Delhi Cities: Mumbai (previously Bombay), Calcutta, Madras Population: 1.073,000,000 approx. Area: 3,225,000 sq.km approx. Location: in Asia; has borders with Pakistan, China, Nepal, Bangladesh, Burma and Bhutan Mountains: Western Ghats, Eastern Ghats, etc. Hindu Kush Sea: Indian Ocean to the east and south, Arabian Sea to the west Rivers: Ganges (2,525km), Indus (3,100km), Brahmaputra (2,900km) Languages: Hindi and English and more than 100 pther languages.</p> </div>
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Unit 13 Nature and climate Lesson 1. Climate of the world
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about the world and climate
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 1. Climate of the world
	Vocabulary:
	World[wɜ:ld]-dunyo Dry[draɪ]-quruq Wet[wet]-xo'l Usual['ju:ʒ(ə)l]-odatiy weather['weðə]-ob-havo
	1a Answer the question. What does the word 'climate' mean? Tundra Cold Warm Hot and dry Hot and wet
	1b Read and check. We say 'weather' when we talk about how the weather is today. In some places the weather is the same all day. In other places there are several kinds of weather in one day. We use 'climate' when we talk about the usual weather and temperature of a place. We must record* the weather every day for a long time. Then we know the climate of a place.
	1c Answer the question. What's the climate like in your place? e.g. It's cold in winter.
	2a Write the meaning of the words. Check in the Wordlist. the Equator the Arctic Circle the Antarctic Circle tundra climate hot and wet hot and dry warm cold
	2b Look, listen and repeat.
	3 Match the animals and climates. 1 Tundra 2 cold 3 warm 4 hot and dry 5 hot and wet Camel Tiger Sea eagle Arctic fox Bear
	4 Chain Drill. e.g. A: Arctic foxes. B: Arctic foxes live in the tundra. Tigers.
5a Look, listen and point.	
5b Answer the question. What climate do the places near the Equator/the Arctic Circle have?	
6 Chain Drill. e.g. A: Brazil. B: Hot and wet. Australia.	
7 Work in pairs. Ask and answer. e.g. A: What's the climate like in Central Africa? B: It's hot and wet.	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	Lesson 2. What's the climate like?					
Aim of the lesson:						
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.					
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.					
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.					
• Linguistic competences	By the end of the lesson pupils will be able to talk about season and climate					
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.					
Method of the lesson:	Traditional, non-traditional, modern, interactive					
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.					
Main part of the lesson:						
Organizational part:	Greeting. Working with pupils on duty.					
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.					
Procedure of the lesson:	Lesson 2. What's the climate like?					
	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">Vocabulary:</td> </tr> <tr> <td style="text-align: center;">Climate['klaɪmət]-iqlim</td> </tr> <tr> <td style="text-align: center;">Cold[kəʊld]-sovuq</td> </tr> <tr> <td style="text-align: center;">Hot[hɒt]-issiq</td> </tr> <tr> <td style="text-align: center;">Warm[wɔ:m]-iliq</td> </tr> <tr> <td style="text-align: center;">Cool[ku:l]-salqin</td> </tr> </table> <p>1 Look at diagram A. Answer the questions.</p> <ol style="list-style-type: none"> 1. What's the climate like in Uzbekistan? 2. What's the longest/shortest season? 3. When do the summers/winters begin? <p>2 Read and guess the climate.</p> <p>The climate is very cold in winter and warm in summer. In winter the animals and birds are white. In summer they change their colour to brown and grey. The winter is very long (8-9 months). In winter we cannot see any plants. There is a short summer (about 3 months). It is very beautiful. There are a lot of flowers and grass. There are no trees.</p> <p>3a Look at graph B. Listen and repeat.</p> <p>average rainfall</p> <p>The climate of Uzbekistan</p> <p>3b Read the dictionary page. Say what information you can get from the dictionary.</p> <p>Rainfall (n) Rain, snow or hail that the area has in a period of time, e.g. The desert is an area with very low rainfall. This year's rainfall was very high.</p> <p>Average (adj) Average means usual, typical.</p> <p>e.g. In Uzbekistan in summer the average temperature is high and average rainfall is very low.</p> <p>3c Answer the questions.</p> <p>What's the average temperature in Uzbekistan in January and July?</p> <p>What's the average rainfall in January and July?</p> <p>4a Write the climate for each graph.</p> <p>4b Match the graphs and countries.</p> <p>1 Russia 2 Turkmenistan 3 Indonesia 4 Great Britain</p> <p>4c Add and write more countries for each climate.</p> <p>e.g. Hot and dry: Turkmenistan, Uzbekistan, Kyrgyzstan ...</p> <p>5 Work in groups. Choose a country. Talk about it. Use the questions.</p> <p>Where is the country? 3 What's the average temperature in summer/winter?</p> <p>What's the climate like? 4 What's average rainfall in winter/summer?</p>	Vocabulary:	Climate['klaɪmət]-iqlim	Cold[kəʊld]-sovuq	Hot[hɒt]-issiq	Warm[wɔ:m]-iliq
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Cool[ku:l]-salqin						
Grammar						
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.					
Assessment:	Marking pupils according to their homework and activities during the lesson.					
Homework:	Homework is given according to the academic plan.					

Theme of the lesson:	Lesson 3. Save water!
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about water and energy problems
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 3. Save water!
	Vocabulary:
	Big [brɨg]-katta
	Small [smɔ:l]-kichik, kichkina
	Water ['wɔ:tə]-suv
	Salty ['sɔ:lɪ]-tuzli, achchiq
	Become [br'kʌm]-bo'lmoq
	1 Say what places have water problems.
	2a Look at the maps and answer the questions
	<ol style="list-style-type: none"> 1. Was the sea bigger or smaller 45 years ago? 2. Where does the water of the Amu Darya and Syr Darya usually go? 3. Where did the water of the rivers go 45 years ago? 4. Why is the lake smaller now? 5. Can fresh-water fish live in very salty* water?
2b Read and answer the questions.	
What can you do? e.g. We can plant trees.	
The Amu Darya and Syr Darya rivers are smaller than before. The two rivers are very long. Many people use their water for growing fruit, vegetables and cereals. After the rivers became smaller the Karakum and Kyzylkum deserts grew bigger. What can we do to stop the deserts?	
2c Read and answer the question. In these sentences is 'recycle' an adjective or a verb?	
<ol style="list-style-type: none"> 1. People should recycle paper. 2. People should buy recycled paper. 3. We can recycle plastic bottles. 4. We can make coats from recycled paper 5. We can make note books from recycled paper. 6. We should recycle glass bottles. 7. We can make new bottles from recycled bottles. 	
3a Read. Then copy the table in the Workbook and complete it.	
Children can do a lot of good things to save our world. People in cities waste a lot of water every day.	
<ul style="list-style-type: none"> • You brush your teeth. The water runs. You waste 1& - 20 litres of water every minute. • You do your washing up. The water runs. You waste 38 litres of water. • In summer the water runs when you wait for cold water. You can fill 24 bottles. • You have a shower. You use 15 - 20 litres of water every minute! You can fill 40 big bottles. • You have a bath. You use 230 litres of water. 	
When you reduce the water you use, you save water.	
Learn from people in villages.	
3b Answer the questions.	
<ol style="list-style-type: none"> 1. How many times a day do you do each thing in 3a? 2. Count how much water you use each time. 3. Write the total water you use each day. 	
3c Work in pairs.rite instructions.	
e.g. Do not run water when you brush your teeth. You can save 46 litres	
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	Lesson 4. Save energy!
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about energy types
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 4. Save energy!
	Vocabulary: gas[gæs]-gaz electricity[,elek'trɪsəti]-elektr energy['enədʒi]-energiya cup[kʌp]-chashka, bokal
	1 Play Favourite Drinks. 2 Look and answer. 1. What drinks do the Abdullaevs have? 2. Which is their favourite drink? 3. Do people in Uzbekistan like tea? 4. How many cups of tea does your family have each day? 5. Do you think British people like or don't like tea?
	3 Listen and answer the question. What drinks are popular in Britain? 4b Read and answer. 1. How can we save energy? 2. How many cups of tea does your family usually drink?
	4a Read and guess the new words. What helped you to guess the new words? gas electricity million Save energy now! When we make tea and coffee we use energy: gas, electricity* and coal. Global warming* comes from energy we use. So each time we make a cup of tea we make a problem for our world. People drink 229 million cups of tea and coffee every day. We should save the energy we use to make tea and coffee. If we want three cups of tea, we should put three cups of water in the kettle. But often we put in five or six cups of water. We use 90 seconds* more for a kettle with three cups than for a kettle with one cup. So each time we use a kettle we should save energy. We should think: how many cups do I want? Water is a problem too. How can we save energy, save water and be healthy?
4c Look, read and match. 1 Save water! 2 Use all the water! 3 Save energy! 4 Don't waste water!	
5a Work in groups. Talk about how we can save energy and water at school and at home. Draw a picture. Give a short slogan. e.g. 5b Report to the class.	
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 5. Save our rain forests!
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about rainforest problems and solutions
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 5. Save our rain forests!
	Vocabulary:
	Forest['fɔ:rst]-o'rmon
	Tree[tri:] -daraxt
	Rain [reɪn]-yomg'ir
	Oxygen['ɒksɪdʒən]-ksilorod
	1 Look, read and answer.
	A rain forest is a forest with tall trees. It rains a lot there.
	1. Where are the rain forests?
	2. What is the climate like in a rain forest?
3. What countries have rain forests?	
4. Was the area of rain forests bigger or smaller before 1945?	
5. Why is the area of rain forests going down now?	
6. What problems are there?	
2a Work in groups. Read and give a title to the text.	
People cut down trees for farms, houses, to make bread, to cook, to keep their houses warm and to make paper. When people cut down trees they destroy forests. Over the past 50 years people cut down almost 50% of the rain forests. Paper comes from trees. When we use a lot of paper we must cut down a lot of trees. Trees give us clean air and oxygen. Trees are homes for many animals and birds. So trees are very important for us. We must take care of them.	
2b Say what information you can find in the dictionary.	
Cut down (v)	
To break a tree.	
e.g. People cut down trees to make homes.	
Destroy (v).	
To break houses or forests	
e.g. The earthquake destroyed the city.	
Oxygen (n).	
A gas that has no colour or smell. It is in air. People, animals and plants must have oxygen to live.	
e.g. Trees give oxygen to the air.	
2c Work in pairs. How can we help rain forests?	
use both sides of paper, use old paper to clean windows, don't write on the desks in school, plant trees bottles	
3 Look and answer.	
1. Which picture means 'to recycle'?	
2. What can we recycle?	
4 Work in groups. Complete the poster.	
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 6. Project.
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about recycling, reusing things and reducing the damage to nature
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 6. Project
	<p>1 Spelling Dictation.</p> <p>2 Answer the question. What things can you reuse?</p> <p>3a Answer the question. In which words does re- mean 'do it again'. report rewrite repeat reuse ready resell result repeat region refill red redo reduce recycle. e.g. 'do it again' - rewrite</p> <p>3b Look and say what we can reduce, recycle, reuse and turn off*. e.g. We can save trees if we recycle paper. water, electricity, gas, energy, trees</p> <p>3c Say True or False.</p> <ol style="list-style-type: none"> 1. We save water when we have a bath. 2. We waste water when we brush our teeth and the water is running. 3. We waste energy when we put more water in the kettle than we want. 4. Uzbekistan has a hot and wet climate. 5. Trees give oxygen to people and animals. <p>3d Do the quiz.</p> <ol style="list-style-type: none"> 1. This country is hot and wet. 2. These animals are white in winter. 3. The climate in Great Britain. 4. You should do it with water and energy. 5. The favourite drink in Great Britain. <p>3e Work in groups of 4. Write ten sentences for your group quiz. Home reading Task 13.</p>
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Unit 14 The world of fairy tales Lesson 1. What were you doing ...?						
Aim of the lesson:							
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.						
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.						
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.						
• Linguistic competences	By the end of the lesson pupils will be able to talk about fairy tales						
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.						
Method of the lesson:	Traditional, non-traditional, modern, interactive						
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.						
Main part of the lesson:							
Organizational part:	Greeting. Working with pupils on duty.						
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.						
Procedure of the lesson:	Lesson 1. What were you doing ...?						
	Vocabulary: sweep[swi:p]-supurmoq rubbish['rʌbɪʃ]-axlat bin[bɪn]-axlat qutisi(chelagi) vacuum cleaner['vækju:m,kli:nə]-chang yutgich						
	1a Look and match Sweep rubbish bin dust vacuum cleaner						
	2 Write the verbs. Play Sweep Get Put Phone Smile						
	<table border="1"> <tr><td>Watch</td><td>watching</td></tr> <tr><td>Run</td><td>running</td></tr> <tr><td>Make</td><td>making</td></tr> </table>	Watch	watching	Run	running	Make	making
	Watch	watching					
	Run	running					
	Make	making					
	3a Read Anvar's story and answer the question. Why were the children busy at 11am last Sunday?						
	<p>Last Sunday we were at home. We got up late and had breakfast. After breakfast we wanted to watch TV. Suddenly our granny phoned. She and grandfather wanted to visit us. We looked around: our rooms were untidy. We started to tidy up the rooms. Our grandfather and grandmother came at 11 am We were still* busy. Dilbar was dusting the room. Malika and Olim were sweeping the yard and putting rubbish in the bin. I was cleaning the carpet with the vacuum cleaner. We made tea and asked our grandparents to sit and watch TV.</p>						
3b Answer the questions. 1. What were the children doing before 11 o'clock? 2. Do we know when they started to tidy up the rooms? 3. Were the children working after 11 am?							
3c Compare and translate into your mother tongue. She was dusting the room. They were sweeping the yard							
4 Chain Drill. A: I was sweeping the floor at 6pm yesterday. What were you doing at 6pm yesterday? B: I was watching TV at 6pm yesterday.							
5a Read and put in order. a. Heggy's mother told them, "Don't take a stick and a stone, but smile at the hedgehogs in the water/' Heggy and Chamby went back to the river, looked at the hedgehogs and smiled at them. b. Last Sunday Heggy and Chamby wanted to go to the Blue Forest. The Blue Forest was across* the river. Chamby told Heggy, "There's someone in the river. I'm afraid of him." c. They saw that the hedgehogs in the water smiled at them too! Heggy and Chamby were happy. d. One hedgehog was holding a big stone and another hedgehog was holding a long stick*. Heggy and Chamby ran to Heggy's mother for help. e. Heggy took a long stick and Chamby took a big stone. In the water they saw two hedgehogs.							
5b Answer the questions. Do you like the story? Which is better: to smile or to be angry?							
Grammar							
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.						
Assessment:	Marking pupils according to their homework and activities during the lesson.						
Homework:	Homework is given according to the academic plan.						

Theme of the lesson:	Lesson 2. An accident	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	By the end of the lesson pupils will be able to talk about noticing things	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 2. An accident	
	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">Vocabulary:</td> </tr> <tr> <td style="text-align: center;"> traffic['træfɪk]-yo'l xarakati get on[get on]-(mashinaga) chiqish get off[get of]-(mashinadan) tushish accident['æksɪd(ə)nt]-baxtsiz hodisa </td> </tr> </table>	Vocabulary:
Vocabulary:		
traffic['træfɪk]-yo'l xarakati get on[get on]-(mashinaga) chiqish get off[get of]-(mashinadan) tushish accident['æksɪd(ə)nt]-baxtsiz hodisa		
	<p>1 Play Guess. Ask Yes/No questions e.g. Were you doing your homework at 7pm yesterday/on Saturday? No, I wasn't. Were you watching TV at...? Yes, I was.</p> <p>2a Find the words in the Wordlist. Write the meaning. traffic get on get off accident</p> <p>2b Listen and repeat.</p> <p>3a Answer the questions. Are you good at noticing things that happen around you? Do you usually remember what you notice?</p> <p>3b Look and listen. Answer the question. Did the man notice all the things right?</p> <p>3c Listen again. Find differences. e.g. The bus driver</p> <p>3d Work in pairs. Close the Classbook. Play Memory Game. e.g. A: The bus was standing near the cafe. B: No, it wasn't. It was standing near the bank.</p>	
Grammar		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 3. Do you like fairy tales?
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to talk about Fairy tales
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 3. Do you like fairy tales?
	Vocabulary: servant[ˈsɜ:v(ə)nt]-xizmatkor bite[bart]-tishlamog fly[flaɪ]-uchmog, pashsha please[plɪz]-iltimos, xursand qilmog
	1 Play Miming. A: Mimes what s/he was doing before the teacher came. B: Were you drawing on the board? A: Yes, I was./No, I wasn't. 2a Find the words in the Wordlist. Write the meaning. servant bite - bit fly - flew taste - tasted please - pleased 2b Listen and repeat. 3a Answer the questions. 1. Do you like reading fairy tales? 2. How do fairy tales usually begin in your mother tongue? 3b Look at the picture. What do you think the story is about? 3c Listen and answer the question. What did the snake want the mosquito to do? 3d Read. Say how fairy tales begin in English. Once upon a time the snake was king over all the animals. One day he was very hungry, but he did not want to eat his usual food. He decided that he would like to eat the sweetest meat in the world. So he told his servant, the mosquito, to bite all the animals and find which was the most delicious of all. The mosquito wanted to please the king. He went to the forests and jungles, and bit the bears and the monkeys, the foxes and the tigers. He went to the grasslands and tasted the gazelles and zebras. He tasted the lions and wolves and rabbits. He tasted all the animals, but could not find the meat to please his king. Then he saw a human baby ... (to be continued*)
	3e Read and answer the questions. 1. Who are the characters* of the fairy tale? 2. What do you know about them? 3. Is the fairy tale complete? 4. How does the story end? What do you think? 4 Work in groups. Talk about the characters. Guess the fairy tale. e.g. A: There are five characters in this fairy tale. The main* characters are a good girl and a bad wolf. B: Is it 'Red Riding Hood'? A: Yes, it is.
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____

Theme of the lesson:	Lesson 4. Can birds and animals talk?	
Aim of the lesson:		
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.	
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.	
• Linguistic competences	By the end of the lesson pupils will be able to talk about birds and animals	
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.	
Method of the lesson:	Traditional, non-traditional, modern, interactive	
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.	
Main part of the lesson:		
Organizational part:	Greeting. Working with pupils on duty.	
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
Procedure of the lesson:	Lesson 4. Can birds and animals talk?	
	Vocabulary:	
	sleep[sli:p]-uxlamoq cook[kuk]-pishirmoq come[kʌm]-kelmoq shade[ʃeɪd]-soya, qorong'ulik	
	1 Complete the table. sleep bite fly cook come	
	2 Listen and read. Match the lines and pictures.	
	<ol style="list-style-type: none"> There was a young lady of Niger Who smiled when she rode on a tiger They came back from the ride With the lady inside And the smile on the face of the tiger. 	
	3a Answer the questions.	
	<ol style="list-style-type: none"> Do you know the name of this bird in your mother tongue? What do you know about this bird? 	
	3b Listen and answer	
	Which is the sweetest meat?	
3c Read. Guess the new words.		
<p>The baby was sleeping in the shade* of a tree and his mother was cooking food nearby*. The mosquito flew , down, sat on the baby's arm and took a small bite. 'How delicious!' cried the mosquito, "this is what the king wants!" And he flew away quickly to take the good news to the snake. He did not see that a swallow was flying after him. After some time the mosquito came to the large tree where the snake made his home. "Oh, my King," he said, "I tasted all the animals in the world. I know which is the sweetest meat of all. It's the meat of (to be continued)</p>		
3d Read and say True, False or Don't know. Correct false sentences.		
<ol style="list-style-type: none"> The baby and the mother were sleeping in the shade of a tree. The mosquito bit the baby and liked the human meat. The mosquito flew away quickly because he wanted to please the king with the good news. A swallow heard the mosquito's words. The mosquito came to the snake's home on the mountains. "Oh, my King," said the mosquito, "I don't know which is the sweetest meat in the world". 		
3e Answer the questions.		
<ol style="list-style-type: none"> Who is the new character? Who is talking in this fairy tale? Who can talk in fairy tales? What fairy tales do you know where birds, animals, flowers and things talk? 		
4 Work in pairs. Copy and play Consequences*.		
A:	(Who?)	My friend Timur
B:	(And who?)	and my dog
A:	(What were they doing?)	were swimming
B:	(Where?)	at school
A:	(When?)	at 6am yesterday.
B:	(the end of the story)	And they liked it/But they did not like it.
Grammar		
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

Theme of the lesson:	Lesson 5. A happy end
Aim of the lesson:	
Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
Linguistic competences	By the end of the lesson pupils will be able to talk about happy endings of fairy tales
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.

Main part of the lesson:

Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

Lesson 5. A happy end

Vocabulary:

just[dʒʌst]-faqat

hate[heɪt]-yomon ko'rmoq

nest[neɪt]-in

mosquito[mɑːs'kiːtəʊ]-chivin

swallow['swɒləʊ]-qaldirg'och

1a Work in pairs. Copy and play Consequences.**1b Read your story to another pair.****2a Find the words in the Wordlist.**

just hate nest

2b Listen and repeat.**3a Agree or disagree.** I

1. Fairy tales are boring.
2. All fairy tales have happy ends.
3. Fairy tales are only for small children.
4. There are only good characters in fairy tales.
5. Fairy tales teach us many clever things.

3b Listen and answer the question.

Why do swallows have Vs in their tails?

3c Read and choose the best title for the fairy tale

Why Mosquitoes Cannot Speak The Snake and the Swallow The Human Baby and the Animals

Just then, the swallow flew down and bit the mosquito's tongue. "... bzzz, bzzz," continued the mosquito because now he could not speak. This made the snake very angry. How did he know the most delicious meat? The mosquito could not say it. The snake wanted to catch the swallow, but the bird was very quick. The snake could only bite a piece out of his tail before he flew away.

From that time on the mosquito can only say 'bzzz', and the snake and the swallow hate each other.

When a swallow flies, we can see the V in its tail made by the snake. And we remember the day when the swallow saved the human babies. When a swallow makes a nest in your home, you are very lucky indeed.

3d Look at 3d in Lesson 3 and 3c in Lesson 4. Choose the correct answer.

1 Where do you notice the words 'One day' 'Then', 'After that', 'From that time on' ?

a at the end of paragraphs*

b at the beginning of paragraphs

2 Which sentence tells about the event* and which one describes somebody or something?

a Then he saw a human baby

b The baby was sleeping in the shade of a tree.

3 If you write a fairy tale, how do you begin it?

A Once upon a time...

B One day...

C Last year

4 What things can there be in the main* part?

A events

B descriptions

C Events and descriptions

5 What is correct if you write a fairy tale?

A He did not want to eat his usual food.

B He didn't want to eat his usual food.

6 How can you end your fairy tale?

A They didn't like each other.

B They all lived happily ever after.

Procedure of the lesson:

Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	Lesson 6. Project.
Aim of the lesson:	
• Up-bringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
• Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
• Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
• Linguistic competences	By the end of the lesson pupils will be able to work in groups, write their own fairy tales
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
Main part of the lesson:	
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision of the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
Procedure of the lesson:	Lesson 6. Project
	1 Spelling Dictation 2a Work in groups. Write a fairy tale 2b Exchange your fairy tales. <ol style="list-style-type: none"> 1. Read the fairy tales and give a title! 2. Draw a picture. 3. Write a caption* for your picture
Grammar	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: _____