(T)) ^							
Theme of	ne of the lesson: Unit 1 Work and family						
	Lesson 1. Jobs at school						
Aim of th		A	ана (ала так ал 121 ал 154 ал ан айсан так так ал 15 ал				
•	bringing aim:	grammar rules, new words, improve their	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.				
	icational aim:	improve pupils' ideal-political knowledge	pose improve pupils' personal qualities like behavior, education etc. to , to form their developing skills and abilities.				
• Dev	velopmental aim:		pose develop pupils' personal skills, English learning, motivational lls, analyzing and systematizing skills of knowledge, develop to report				
• Ling	guistic competence		e to talk, ask and answer questions about jobs and activities in school.				
Type of th	he lesson:		edge; Lessons of fixation of knowledge and of developing skills and ol of knowledge; Lessons of systematization and revision of xcursion lessons; Practical lessons.				
	of the lesson:	Traditional, non-traditional, modern, inter-					
Equipme	nts:	Textbook "Fly High 6", pictures, Internet,					
Organiza	tional part:	Main part of the Greeting. Working with pupils on duty.	e lesson:				
	g for homework and		he words from the past lesson. Checking homework. Marking pupils fo				
	of the previous lesson:	their homework.	ie words from the past resson. Checking nome work, thanking pupils to				
		Lesson 1.	Jobs at school				
		Voc	abulary:				
		Job[ʤɔb]–ish	Teacher['tixtʃə]-o'qituvchi				
	Pi	ofession[prə'fe∫(ə)n]-kasb	Doctor ['dɔktə]-shifokor				
		Director[dɪ'rektə]–direktor					
Procedure of the lesson:	A lot of people we teachers, pupils ar books and helps ch The school doctor job at school? You <b>1 C Read the text a</b> 1 What is 'director' 2 What is 'librarian 3 What is 'sick in y 4 What is 'cleaner' i <b>1 d Read and answ</b> 1 What are two thin 2 Where does the c 3 What is your job 4 What is your teac <b>3 The computer ha</b> A: Write about Mun B: Write about Davi (Manchester United	ork in your school. They do a lot of different junction of the secretary answers the telephonomial of the secretary of the secretary answers the telephonomial of the secretary of the secretary of the secretary of the secretary does? ] by the	ne and works with letters and papers. The librarian knows about the akes lunch every day. And the cleaner cleans the school. What is your				
	A lot of people we teachers, pupils ar books and helps ch The school doctor job at school? You <b>1 C Read the text a</b> 1 What is 'director' 2 What is 'librarian 3 What is 'librarian 3 What is 'sick in y 4 What is 'cleaner' ii <b>1 d Read and answ</b> 1 What are two thin 2 Where does the c 3 What is your job 4 What is your job 4 What is your teac <b>3 The computer ha</b> A: Write about Mun B: Write about Davi (Manchester United She lives in Uzbek a lot of countries i knows a lot of old old people like her	Jobs ork in your school. They do a lot of different ju ad parents. The secretary answers the telephon hildren to find books. helps sick children. The cook in the canteen ma rjobisto learn. You must study. gain and answer the questions. in your language? How do you know? our language? How do you know? our language? How do you know? our language? How do you know? er. ngs the secretary does? ] ook work? at school? her's job? s a problem with the text. Work in pairs. He ojat Yulchieva. d Beckham football player). istan. England is his home. She is a singer. She for football matches. She goes to a lot of cour songs. He has a lot of friends in his team. The	e sings classical Uzbek songs. He is a good football player. He goes to ntries and villages to give concerts*. He trains* a lot every day. She				
	A lot of people we teachers, pupils ar books and helps ch The school doctor job at school? You <b>1 C Read the text a</b> 1 What is 'director' 2 What is 'librarian 3 What is 'librarian 3 What is 'sick in y 4 What is 'cleaner' ii <b>1 d Read and answ</b> 1 What are two thin 2 Where does the c 3 What is your job 4 What is your job 4 What is your teac <b>3 The computer ha</b> A: Write about Mun B: Write about Davi (Manchester United She lives in Uzbek a lot of countries i knows a lot of old old people like her	Jobs ork in your school. They do a lot of different ju ad parents. The secretary answers the telephon hildren to find books. helps sick children. The cook in the canteen ma rjobisto learn. You must study. gain and answer the questions. in your language? How do you know? our language? How do you know? our language? How do you know? our language? How do you know? er. ngs the secretary does? ] ook work? at school? her's job? s a problem with the text. Work in pairs. He ojat Yulchieva. d Beckham football player). istan. England is his home. She is a singer. She for football matches. She goes to a lot of cour songs. He has a lot of friends in his team. The	e sings classical Uzbek songs. He is a good football player. He goes to ntries and villages to give concerts*. He trains* a lot every day. She				
Brocedure of the lesson: Gramman	A lot of people we teachers, pupils ar books and helps ch The school doctor job at school? You I C Read the text a 1 What is 'director' 2 What is 'librarian 3 What is 'librarian 3 What is 'sick in y 4 What is 'cleaner' i 1 d Read and answ 1 What are two thin 2 Where does the c 3 What is your job 4 What is your job 4 What is your teac 3 The computer ha A: Write about Mun B: Write about Davi (Manchester United She lives in Uzbek a lot of countries knows a lot of old old people like her r	Jobs ork in your school. They do a lot of different ju ad parents. The secretary answers the telephon hildren to find books. helps sick children. The cook in the canteen mar rjobisto learn. You must study. gain and answer the questions. in your language? How do you know? our language? How do you know? our language? How do you know? our language? How do you know? er. ngs the secretary does? ] ook work? at school? her's job? s a problem with the text. Work in pairs. He ojat Yulchieva. d Beckham football player). istan. England is his home. She is a singer. She for football matches. She goes to a lot of cour songs. He has a lot of friends in his team. The songs	obs. For example, your teacher helps you to learn. The director helps ne and works with letters and papers. The librarian knows about the akes lunch every day. And the cleaner cleans the school. What is your				
Gramma	A lot of people we teachers, pupils ar books and helps ch The school doctor job at school? You I C Read the text a 1 What is 'director' 2 What is 'librarian 3 What is 'sick in y 4 What is 'cleaner' i 1 d Read and answ 1 What are two thin 2 Where does the c 3 What is your job 4 What is your teac 3 The computer ha A: Write about Davi (Manchester United She lives in Uzbek a lot of countries is knows a lot of old old people like her r	Jobs ork in your school. They do a lot of different junct ad parents. The secretary answers the telephon hildren to find books. helps sick children. The cook in the canteen many rjobisto learn. You must study. gain and answer the questions. in your language? How do you know? 'in your language? How do you know? our language? How do you know? our language? How do you know? er. mgs the secretary does? ] ook work? at school? her's job? s a problem with the text. Work in pairs. He ojat Yulchieva. d Beckham football player). istan. England is his home. She is a singer. She for football matches. She goes to a lot of cour songs. He has a lot of friends in his team. The songs	obs. For example, your teacher helps you to learn. The director helps he and works with letters and papers. The librarian knows about the akes lunch every day. And the cleaner cleans the school. What is your elements in the element of the school. What is your elements are school in the school in the school is a good football player. He goes to not so and villages to give concerts*. He trains* a lot every day. She ey want <i>w7/</i> to win* the FA Cup Final* next year. <i>7i<z<r\young a="" and="" audio="" books,="" books.="" books.<="" files,="" football="" good="" is="" lessons,="" movies,="" p="" reading="" school="" the="" to="" video="" watching=""></z<r\young></i>				

<b>m</b>	-					
Theme of th Aim of the l		Lesson 2. Professions				
	inging 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.			
Educa	tional aim:		lucational purpose improve pupils' personal q			
		improve pupils' ideal-politic	cal knowledge, to form their developing skills	and abilities.		
• Develo	opmental aim:		lucational purpose develop pupils' personal sk ducational skills, analyzing and systematizing skills.			
Lingui	istic competences		ils will be able to say, ask and answer questio	ns about different types of professions.		
Type of the		Lessons of communication of abilities; Lessons of verifica	of new knowledge; Lessons of fixation of knowledge; Lessons of system and control of knowledge; Lessons of system) lessons; Excursion lessons; Practical lessons	wledge and of developing skills and stematization and revision of		
Method of t	he lesson:	Traditional, non-traditional,	modern, interactive			
Equipments	:		tures, Internet, Computers, projector, etc.			
0			ain part of the lesson:			
Organizatio Checking fo	nai part: r homework and	Greeting. Working with pup	ls remember the words from the past lesson. C	becking homework Marking pupils for		
	he previous lesson:	their homework.	is remember the words from the past resson.	checking home work. Warking pupils it		
			Lesson 2. Professions			
			Vocabulary:			
	photograp	ner[fə'tɔɡrəfə]–rasmchi	sales assistant[seɪls] [ə'sɪst(ə)nt]-	pilot['paɪlət]-uchunvi		
		r[ɪn'tɜɪprɪtə]-tarjimon	sotuvchi yordamchisi	TV star[,tix'vix][stax]-Teleyulduz		
		rogrammer[kəm'pjuɪtə]	fireman['faɪəmən]–o't o'chiruvchi	Reporter[rɪ'pɔɪtə]-muxbir		
		]-kompyuter dasturchisi	chef[∫ef]-bosh oshpaz	Nurse[nɜɪs]-xamshira		
		['aɪkɪtekt]–arxitektor	gardener['gaɪdnə]-bog'bon			
		pə'lizsmən]–politsiyachi				
	1a Look and match			•		
	1 photographer		7 fireman			
	2 interpreter		8 chef			
	3 computer programmer		9 gardener			
	4 architect 5 policeman		10 pilot 11 TV star			
	6 sales assistant		12 Reporter			
			<b>13</b> Nurse			
of the lesson:	1b Listen and check					
less	1c Listen and repea					
the	1d Look and answe 1e Find similar wo	r. Which words are similar in j	your language?			
of	e.g. 1 TV star 4 poli					
ure	1f Work in pairs. P					
cedi	2 Write professions	using 'a'/'an'.				
Procedure	e.g. a gardener					
	e.g. A: Is he an arch	in groups of 4. Play Guess the litect?	Profession.			
	B: No. he isn't.					
	A: Is he a policeman	?				
	B: Yes, he's a policeman.					
	4 Read the sentences and name the jobs.					
	<ol> <li>Karima works in a school. She speaks English to pupils.</li> <li>Olga works in a hospital. She helps sick people.</li> </ol>					
	<ul><li>3 Aziza works in an office. She helps her director with letters and papers.</li></ul>					
	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.					
	<ul><li>7 Sherzod works in an airport*. He flies for Uzbekistan Airlines.</li><li>8 Sabohat works for a newspaper. She interviews people.</li></ul>					
	<ul><li>9 Zuhra works in a hospital. She helps the doctor.</li></ul>					
	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 i		eview of the lesson, doing exerci agazines, answering questions.	ises, listening to audio files, watching video le	essons, movies, reading books,		
Assessment:	:	Marking pupils according to	their homework and activities during the less	on.		
Iomorral		Homework is given assort	ng to the academic plan			
<b>Homework:</b>		Homework is given according	ng to the academic plan.			

-			<b>T</b>			
Theme of th		Lesson 3.	I want to be			
	• Up-bringing aim:       According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new					
• Up-br	inging aim:	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.				
• Educa	tional aim:					
• Euuca				o form their developing skills and abilities.		
Devel	opmental aim:	According	to the lesson's educational purpo	se develop pupils' personal skills, English learning, motivational		
	1			s, analyzing and systematizing skills of knowledge, develop to report		
			, communicative skills.			
• Lingu	istic competences			o say, ask and answer questions about their future professions. They		
<b>T</b> 0.4		will able t	o use the phrase "I want to be"			
Type of the	lesson:			ge; Lessons of fixation of knowledge and of developing skills and of knowledge; Lessons of systematization and revision of		
			e; Combined (mixed) lessons; Exc			
Method of t	he lesson:		l, non-traditional, modern, interac			
Equipments			"Fly High 6", pictures, Internet, C			
			Main part of the l			
Organizatio	onal part:	Greeting.	Working with pupils on duty.			
	or homework and			words from the past lesson. Checking homework. Marking pupils for		
revision of t	he previous lesso	n: their home				
			Lesson 3. I	want to be		
			Voca	pulary:		
	Pr	ogrammer['prəu	græmə]-dasturchi	Manager['mænɪʤə]–boshqaruvchi		
		Pilot['paɪlət	]–uchuvchi	Driver ['draɪvə]-xaydovchi		
		Assistant[ə'sɪst(a	ə)nt]-yordamchi			
	1 Play Guess the					
	2 a Listen and r					
		o you want to be?				
		to be a doctor.				
	2b Work in pair	o you want to be?				
:			or'. Find the differences.			
105		var and his frien				
les	e.g. Lucy wants t					
the	3 Play Snowball.					
of			a computer programmer.			
ıre			programmer. I want to be a docto	r.		
Procedure of the lesson:	4 Mime and wri	te.				
roc	A: (mimes). B: Do you want t	o he a pilot?				
Ρ	A: Yes.	o be a prior?				
	e.g. Alisher want	s to be a pilot.	e a pilot			
		ra, Laziz and Dil	noza			
		nt to be and why?				
	6 a Work in groups of 5/6.					
		hat you want to				
		o you want to be?				
	- I want Name	to be a because Job	Why			
	Lucy	doctor	help sick people			
	6b Report.	doctor	пер зек реоре			
		o be a doctor beca	use she wants to help sick people			
Grammar						
	What is your fath					
	What does your father do?					
	He is an interpreter.					
	What do you war					
A .ddd	I want to be a tea		soon doing everying listerie (	audio filos motahing video lassono movies l' hh-		
Additional	information:		sson, doing exercises, listening to vering questions.	audio files, watching video lessons, movies, reading books,		
		magazines, ansv	vering questions.			
Assessment	:	Marking r	oupils according to their homewor	k and activities during the lesson		
110000000000000000000000000000000000000	•	inurking j	up a cost and to then home wor	a and act most during the resson.		
Homework	:	Homewor	k is given according to the acader	nic plan.		

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Theme of the lesson:		Lesson 4. A wedding in Fergana			
Aim of the l	esson:				
• Up-br	inging 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.			
Educa	tional aim:	According to the lesson's educational pur	pose improve pupils' personal qualities like behavior, education etc. to		
		improve pupils' ideal-political knowledge	, to form their developing skills and abilities.		
Develo	opmental aim:	According to the lesson's educational pur	pose develop pupils' personal skills, English learning, motivational		
	-	skills, develop pupils' self educational ski	lls, analyzing and systematizing skills of knowledge, develop to report		
		own ideas, communicative skills.			
Lingui	istic competences	At the end of the lesson pupils will be able	e to say, ask and answer questions about weddings and traditions in		
		Uzbek weddings.			
Type of the	lesson:		edge; Lessons of fixation of knowledge and of developing skills and		
			ol of knowledge; Lessons of systematization and revision of		
		knowledge; Combined (mixed) lessons; E			
Method of t		Traditional, non-traditional, modern, inter			
Equipments	5:	Textbook "Fly High 6", pictures, Internet,			
		Main part of the	e lesson:		
Organizatio		Greeting. Working with pupils on duty.			
	or homework and	•	he words from the past lesson. Checking homework. Marking pupils for		
revision of t	he previous lesson:	their homework.			
		Lesson 4. A v	vedding in Fergana		
	Vocabulary:				
	Wedding['wedɪŋ]-to'y Party ['paɪtɪ]-kecha				
	V	Vedding['wedɪŋ]–to'y	Party ['paɪtɪ]-kecha		
	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
on:	Fiance[				
esson:	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
ie lesson:	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
f the lesson:	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
e of the lesson:	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
ure of the lesson:	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
cedure of the lesson:	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
rocedure of the lesson:	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
Procedure of the lesson:	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
Procedure of the lesson:	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
Procedure of the lesson:	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
Procedure of the lesson:	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
Procedure of the lesson:	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
	Fiance[	fɪˈɑɪn(t)seɪ ]–qaylig'(kuyov)	Cake [keɪk]-to'rt		
Grammar	Fiance	fr'aɪn(t)seɪ ]–qaylig'(kuyov) [fr'aɪn(t)seɪ]–qaylig'(kelin)	Cake [keɪk]-to'rt Ring [rɪŋ]-uzuk		
Grammar	Fiance	fr'aɪn(t)seɪ ]–qaylig'(kuyov) [fr'aɪn(t)seɪ]–qaylig'(kelin)	Cake [keɪk]-to'rt		
Grammar	Fiance	fr'aɪn(t)seɪ ]–qaylig'(kuyov) [fr'aɪn(t)seɪ]–qaylig'(kelin)	Cake [keɪk]-to'rt Ring [rɪŋ]-uzuk		
Grammar	Fiance	fr'aın(t)seı]-qaylig'(kuyov) [fr'aın(t)seı]-qaylig'(kelin) iew of the lesson, doing exercises, listening azines, answering questions.	Cake [keɪk]-to'rt Ring [rɪŋ]-uzuk to audio files, watching video lessons, movies, reading books,		
Grammar	Fiance         Fiance         information:       Rev.         mag	fr'aın(t)seı]-qaylig'(kuyov) [fr'aın(t)seı]-qaylig'(kelin) we of the lesson, doing exercises, listening	Cake [keɪk]-to'rt Ring [rɪŋ]-uzuk to audio files, watching video lessons, movies, reading books,		
Grammar Additional i	Fiance Fiancee	fr'aın(t)seı]-qaylig'(kuyov) [fr'aın(t)seı]-qaylig'(kelin) iew of the lesson, doing exercises, listening azines, answering questions.	Cake [keɪk]-to'rt Ring [rɪŋ]-uzuk		

Theme of the lesson:		Lesson 5. Uzbek and English weddings					
Aim of the l							
• Up-br	inging 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.				
• Educa	ational aim:	According to the lesson's educational p	urpose improve pupils' personal qualities like behavior, education etc. to				
		improve pupils' ideal-political knowled	ge, to form their developing skills and abilities.				
• Develo	opmental aim:	According to the lesson's educational p	urpose develop pupils' personal skills, English learning, motivational				
			kills, analyzing and systematizing skills of knowledge, develop to report				
	• .• .		own ideas, communicative skills. At the end of the lesson pupils will be able to say, ask and answer questions about differences of Uzbek and				
• Lingu	istic competences		ble to say, ask and answer questions about differences of Uzbek and				
Type of the	1	English weddings.					
I ype of the	lesson:		vledge; Lessons of fixation of knowledge and of developing skills and htrol of knowledge; Lessons of systematization and revision of				
		knowledge; Combined (mixed) lessons;					
Method of t	he lesson.	Traditional, non-traditional, modern, int					
Equipments		Textbook "Fly High 6", pictures, Intern					
Equipment		Main part of t					
Organizatio	nal nart:	Greeting. Working with pupils on duty.					
	or homework and		the words from the past lesson. Checking homework. Marking pupils for				
	the previous lesso						
			k and English weddings				
			ocabulary:				
	pageboy ['peɪʤbɔɪ]paj		top hat [tɔp] [hæt]-Tsilindr shlyapa				
		bride [braɪd]-kelin	bridegroom ['braɪdgrum]-kuyov, yangi turmush qurganlar				
		esmaid ['braɪdzmeɪd]-kelin dugonasi	bridegroom ['braɪdgrum]–kuyov, yangi turmush qurganlar				
ä	1 Play Find Som	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who.	bridegroom ['braɪdgrum]-kuyov, yangi turmush qurganlar				
:uoss	1 Play Find Som 2 Work in group	esmaid ['braɪdzmeɪd]–kelin dugonasi eone Who. s. Talk about your family.	bridegroom ['braɪdgrum]-kuyov, yangi turmush qurganlar				
: lesson:	1 Play Find Som 2 Work in group e.g. My grandpar	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. s. Talk about your family. ents' names are My cousins' names are	bridegroom ['braɪdgrum]-kuyov, yangi turmush qurganlar				
the lesson:	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. s. Talk about your family. ents' names are My cousins' names are d repeat.	bridegroom ['braɪdgrum]-kuyov, yangi turmush qurganlar				
of the lesson:	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an pageboy bride b	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. s. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom					
ure of the lesson:	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an pageboy bride b 4a Look at the p	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. s. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz					
edure of the lesson:	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an pageboy bride b 4a Look at the p e.g. In England th	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. s. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz ey have pageboys. In Uzbekistan we have	bek and English weddings. Read and check.				
ocedure of the lesson:	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an pageboy bride b 4a Look at the p e.g. In England th Hello. My nam	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. s. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz ey have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V	bek and English weddings. Read and check.				
Procedure of the lesson:	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an pageboy bride b 4a Look at the p e.g. In England th Hello. My nam wedding dress,	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. Is. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz ley have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a	bek and English weddings. Read and check. ictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very				
Procedure of the lesson:	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an pageboy bride b 4a Look at the p e.g. In England tt Hello. My nam wedding dress, much. My two	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. Is. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz ley have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a cousins are bridesmaids too. My little brother	bek and English weddings. Read and check. Tictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very is a pageboy. In England weddings are usually on a Saturday. First we				
Procedure of the lesson:	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an pageboy bride b 4a Look at the p e.g. In England th Hello. My nam wedding dress, much. My two have the weddin	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. ss. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz ley have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a cousins are bridesmaids too. My little brother ag. Then we throw confetti*. Then we have a bi	bek and English weddings. Read and check. Tictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very is a pageboy. In England weddings are usually on a Saturday. First we g party with a cake. Look at the cake. It's beautiful!				
Procedure of the lesson:	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an pageboy bride b 4a Look at the p e.g. In England th Hello. My nam wedding dress, much. My two have the weddin 4 b Work in pain A: You are from	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. Is. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz ley have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a cousins are bridesmaids too. My little brother leg. Then we throw confetti*. Then we have a bi rs. Ask and answer. Copy and complete the ta Great Britain.	bek and English weddings. Read and check. 'ictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very is a pageboy. In England weddings are usually on a Saturday. First we g party with a cake. Look at the cake. It's beautiful! able.				
Procedure of the lesson:	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an pageboy bride b 4a Look at the p e.g. In England th Hello. My nam wedding dress, much. My two have the weddin 4 b Work in pain A: You are from	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. Is. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz ley have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a cousins are bridesmaids too. My little brother ug. Then we throw confetti*. Then we have a bi rs. Ask and answer. Copy and complete the ta	bek and English weddings. Read and check. 'ictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very is a pageboy. In England weddings are usually on a Saturday. First we g party with a cake. Look at the cake. It's beautiful! able.				
Procedure of the lesson:	<ul> <li>1 Play Find Som</li> <li>2 Work in group</li> <li>e.g. My grandpar</li> <li>3 Look, listen an</li> <li>pageboy bride b</li> <li>4a Look at the p</li> <li>e.g. In England th</li> <li>Hello. My nam</li> <li>wedding dress,</li> <li>much. My two</li> <li>have the weddin</li> <li>4 b Work in pain</li> <li>A: You are from</li> <li>e.g. Do girls in U</li> <li>e.g. Do girls in G</li> </ul>	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. Is. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz ley have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a cousins are bridesmaids too. My little brother Ig. Then we throw confetti*. Then we have a bi rs. Ask and answer. Copy and complete the ta Great Britain. zbekistan have a white wedding dress? B: You reat Britain have a white wedding dress?	bek and English weddings. Read and check. 'ictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very is a pageboy. In England weddings are usually on a Saturday. First we g party with a cake. Look at the cake. It's beautiful! able.				
Procedure of the lesson:	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an pageboy bride b 4a Look at the p e.g. In England th Hello. My nam wedding dress, much. My two have the weddin 4 b Work in pain A: You are from e.g. Do girls in U	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. Is. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz ley have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a cousins are bridesmaids too. My little brother Ig. Then we throw confetti*. Then we have a bi rs. Ask and answer. Copy and complete the ta Great Britain. zbekistan have a white wedding dress? B: You reat Britain have a white wedding dress?	bek and English weddings. Read and check. 'ictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very is a pageboy. In England weddings are usually on a Saturday. First we g party with a cake. Look at the cake. It's beautiful! able.				
Procedure of the lesson: Grammar	<ul> <li>1 Play Find Som</li> <li>2 Work in group</li> <li>e.g. My grandpar</li> <li>3 Look, listen an</li> <li>pageboy bride b</li> <li>4a Look at the p</li> <li>e.g. In England th</li> <li>Hello. My nam</li> <li>wedding dress,</li> <li>much. My two</li> <li>have the weddin</li> <li>4 b Work in pain</li> <li>A: You are from</li> <li>e.g. Do girls in U</li> <li>e.g. Do girls in G</li> </ul>	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. Is. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz ley have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a cousins are bridesmaids too. My little brother Ig. Then we throw confetti*. Then we have a bi rs. Ask and answer. Copy and complete the ta Great Britain. zbekistan have a white wedding dress? B: You reat Britain have a white wedding dress?	bek and English weddings. Read and check. 'ictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very is a pageboy. In England weddings are usually on a Saturday. First we g party with a cake. Look at the cake. It's beautiful! able.				
Grammar	<ul> <li>1 Play Find Som</li> <li>2 Work in group</li> <li>e.g. My grandpar</li> <li>3 Look, listen an</li> <li>pageboy bride b</li> <li>4a Look at the p</li> <li>e.g. In England th</li> <li>Hello. My nam</li> <li>wedding dress,</li> <li>much. My two</li> <li>have the weddir</li> <li>4 b Work in pair</li> <li>A: You are from</li> <li>e.g. Do girls in U</li> <li>e.g. Do girls in G</li> <li>5 Listen and rep</li> </ul>	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. Is. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz iey have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a cousins are bridesmaids too. My little brother ig. Then we throw confetti*. Then we have a bi rs. Ask and answer. Copy and complete the ta Great Britain. zbekistan have a white wedding dress? B: You reat Britain have a white wedding dress? eat.	bek and English weddings. Read and check. 'ictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very is a pageboy. In England weddings are usually on a Saturday. First we g party with a cake. Look at the cake. It's beautiful! able. are from Uzbekistan.				
Grammar	<ul> <li>1 Play Find Som</li> <li>2 Work in group</li> <li>e.g. My grandpar</li> <li>3 Look, listen an</li> <li>pageboy bride b</li> <li>4a Look at the p</li> <li>e.g. In England th</li> <li>Hello. My nam</li> <li>wedding dress,</li> <li>much. My two</li> <li>have the weddin</li> <li>4 b Work in pain</li> <li>A: You are from</li> <li>e.g. Do girls in U</li> <li>e.g. Do girls in G</li> </ul>	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. Is. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz iey have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a cousins are bridesmaids too. My little brother ig. Then we throw confetti*. Then we have a bi rs. Ask and answer. Copy and complete the ta Great Britain. zbekistan have a white wedding dress? B: You reat Britain have a white wedding dress? eat.	bek and English weddings. Read and check. 'ictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very is a pageboy. In England weddings are usually on a Saturday. First we g party with a cake. Look at the cake. It's beautiful! able.				
Grammar	<ul> <li>1 Play Find Som</li> <li>2 Work in group</li> <li>e.g. My grandpar</li> <li>3 Look, listen an</li> <li>pageboy bride b</li> <li>4a Look at the p</li> <li>e.g. In England th</li> <li>Hello. My nam</li> <li>wedding dress,</li> <li>much. My two</li> <li>have the weddir</li> <li>4 b Work in pair</li> <li>A: You are from</li> <li>e.g. Do girls in U</li> <li>e.g. Do girls in G</li> <li>5 Listen and rep</li> </ul>	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. Is. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz iey have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a cousins are bridesmaids too. My little brother ig. Then we throw confetti*. Then we have a bi rs. Ask and answer. Copy and complete the ta Great Britain. zbekistan have a white wedding dress? B: You reat Britain have a white wedding dress? eat.	bek and English weddings. Read and check. 'ictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very is a pageboy. In England weddings are usually on a Saturday. First we g party with a cake. Look at the cake. It's beautiful! able. are from Uzbekistan.				
Grammar	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an pageboy bride b 4a Look at the p e.g. In England th Hello. My nam wedding dress, much. My two have the weddin A: You are from e.g. Do girls in U e.g. Do girls in G 5 Listen and rep information:	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. Is. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz iey have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a cousins are bridesmaids too. My little brother ig. Then we throw confetti*. Then we have a bi rs. Ask and answer. Copy and complete the ta Great Britain. zbekistan have a white wedding dress? B: You reat Britain have a white wedding dress? eat.	bek and English weddings. Read and check. 'ictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very is a pageboy. In England weddings are usually on a Saturday. First we g party with a cake. Look at the cake. It's beautiful! able. are from Uzbekistan. g to audio files, watching video lessons, movies, reading books,				
Grammar Additional	1 Play Find Som 2 Work in group e.g. My grandpar 3 Look, listen an pageboy bride b 4a Look at the p e.g. In England th Hello. My nam wedding dress, much. My two have the weddin 4 b Work in pain A: You are from e.g. Do girls in U e.g. Do girls in G 5 Listen and rep information:	esmaid ['braɪdzmeɪd]-kelin dugonasi eone Who. Is. Talk about your family. ents' names are My cousins' names are d repeat. ridesmaid top hat bridegroom ictures. Find and say differences between Uz iey have pageboys. In Uzbekistan we have e's Sally. Today's a great day. It's my sister V her hair and her flowers. The bridesmaid has a cousins are bridesmaids too. My little brother or the throw confetti*. Then we have a bi rs. Ask and answer. Copy and complete the ta Great Britain. zbekistan have a white wedding dress? B: You reat Britain have a white wedding dress? eat.	bek and English weddings. Read and check. 'ictoria's wedding and I'm a bridesmaid. I must help Victoria with her special dress too. Can you see mine? It's white and green. I like it very is a pageboy. In England weddings are usually on a Saturday. First we g party with a cake. Look at the cake. It's beautiful! able. are from Uzbekistan. g to audio files, watching video lessons, movies, reading books, work and activities during the lesson.				

Theme of th		Lesson5. Project.	Lesson5. Project.				
Aim of the							
• Up-br	inging aim:	According to the lesson's educational purpose imp					
		grammar rules, new words, improve their listening					
Educa	ational aim:	According to the lesson's educational purpose imp					
		improve pupils' ideal-political knowledge, to form	their developin	g skills and	1 abilities.		
Devel	opmental aim:	According to the lesson's educational purpose dev					
		skills, develop pupils' self educational skills, analy	zing and syster	natizing sk	ills of knowledge, develop to report		
	• .•	own ideas, communicative skills.	<i></i>	1	- 4		
	istic competences						
Type of the	lesson:	Lessons of communication of new knowledge; Le					
		abilities; Lessons of verification and control of kno					
		knowledge; Combined (mixed) lessons; Excursion	lessons; Practic	cal lessons.			
Method of t		Traditional, non-traditional, modern, interactive	· ,				
Equipments	S:	Textbook "Fly High 6", pictures, Internet, Comput	ers, projector, e	tc.			
0	1 4	Main part of the lesson:					
Organizatio		Greeting. Working with pupils on duty.	C (1 (1	CI	1. 1 1 M 1		
	or homework and		from the past I	esson. Che	cking nomework. Marking pupils for		
revision of	the previous lesso		4				
	1 Snalling Distor	Lesson 6. Proj	ect				
	1 Spelling Dictat 2 a Copy, read a						
		which club is for you?	Yes	No	7		
		hysics*, maths and computers?		No	-		
		-	1				
		bets and plants*? inguages and travel?					
	-						
ü	4 Do ou like d	0	1				
SSC		organising meetings and concerts, and helping teachers?		X			
e le	6 Do you like sp			X			
ţ	7 Do you like m			X X			
Procedure of the lesson:	What do you like	ter best? maths and computers		Λ	-		
ure	2b Find 2/3 part						
edi	3 Make a poster						
100	1 Draw the logo						
É.	2 Write the name						
	3 Write what you						
	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							
			<u> </u>	• 1 1			
Additional	information:	Review of the lesson, doing exercises, listening to audio magazines, answering questions.	files, watching	video lesso	ins, movies, reading books,		
		magazines, answering questions.					
Assessment	•	Marking pupils according to their homework and a	ctivities during	the lesson.			
			8				
Homework	:	Homework is given according to the academic pla	n.				

\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_ Hour: \_

Theme of the lesson:		Unit 2 Houses and homes				
Aim of the lesson:		Lesson 1. An English house				
	ringing aim:	According to the lesson's educational num	se improve pupils' knowledge, experience. Teach pupils new			
• 00-01	inging ann.	grammar rules, new words, improve their li	grammar rules, new words, improve their listening, reading, oral speech and writing skills.			
Educa	ational aim:	According to the lesson's educational purpo	se improve pupils' personal qualities like behavior, education etc. to			
		improve pupils' ideal-political knowledge,				
Devel	opmental aim:	According to the lesson's educational purpo	se develop pupils' personal skills, English learning, motivational			
			s, analyzing and systematizing skills of knowledge, develop to report			
• Lingu	istic competences	own ideas, communicative skills.	to talk about English houses and say the position of things using next			
• Lingu	istic competences	to, behind, in front of	to tark about English houses and say the position of unings using fext			
Type of the	e lesson:		ge; Lessons of fixation of knowledge and of developing skills and			
			of knowledge; Lessons of systematization and revision of			
		knowledge; Combined (mixed) lessons; Ex				
Method of		Traditional, non-traditional, modern, interact				
Equipment	S:	Textbook "Fly High 6", pictures, Internet, 0 Main part of the l				
Organizati	onal part:	Greeting. Working with pupils on duty.				
	or homework and		words from the past lesson. Checking homework. Marking pupils for			
revision of	the previous lessor					
		Lesson 1. An	English house			
	-	Voca	bulary:			
	livi	ng room ['lɪvɪŋ,rum]-mehmonxona	hall [hɔːl]–zal, hol			
	-	['daɪnɪŋˌrum]–oshxona, ovqatlanadigan xona	toilet ['tɔɪlət]-tualet			
		pedroom ['bedruɪm]-yotoqxona	bathroom ['baɪθruɪm]-vannaxona			
		<pre>cɪtʃɪn]-oshxona, ovqat pishiradigan xona</pre>	road [rəud]-yo'l			
		here In the Bag?				
	2 a Look, listen a	and repeat. g room bedroom kitchen hall toilet bathroom road				
ä	2 b Listen and sa					
SSO	1_ ▲ 2▲					
e le	2c Work in pairs					
f th		icture and describe the house.				
e of		bedrooms in the house. Talk about your house/flat.				
dur	e.g. There is a liv	ing room, a dining room, two bedrooms and a kitch	en in our house/flat.			
Procedure of the lesson:		etter. Guess the words				
Pr.	DearAnvar					
			-storey* house. Upstairs* there are three bedrooms, a bathroom and			
	a toilet. My be	froom is next to* my parents' room. Look. That s a small garden in front of f*' the house and a si	s mine! Downstairs* there is a living room, a dining room and a nall road behind* the house. Please write to me about your house			
	Write soon. Lov		small garden in front o f*' the house and a small road behind* the house. Please write to me about your house.			
		4b Find the words in the Wordlist.				
		r again. Is Lucy's house (a) or (b)?				
		Talk about the house in Activity 2a.				
		s next to the dining room. There is a garden behind Ask your partner about his/her house and draw				
		11.				
e.g. Do you live in a two-storey house? How many rooms.         Grammar       Remember: next to on behind in front of						
Additional	information:		audio files, watching video lessons, movies, reading books,			
		magazines, answering questions.				
Assessment	t:	Marking pupils according to their homewor	k and activities during the lesson.			
Homework	•	Homework is given according to the acader	nic plan.			

Sime of the lesson:       According to the lesson's calculational purpose improve puppls' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.         Fducational aim:       According to the lesson's calculational purpose improve pupils' knowledge, experience. Teach pupils new words, improve their listening, reading, oral speech and writing skills.         Developmental aim:       According to the lesson's calculational purpose cells opublis' personal skills, calculate learning, notivational skills, acadebia teason's calculational purpose cells opublis's personal skills, acadebia teason's obtained purpose cells opublis's personal skills.         Ministrice Lessons of communications of new knowledge:       Lessons of communication of new knowledge: Lessons of fixation of knowledge and of developing skills and abilities. Lessons of communication in new finance and new knowledge:         Stype of the lesson:       Lessons of communication of new knowledge: Lessons of fixation of knowledge and of developing skills and abilities. Lessons of communication in new knowledge: Lessons of fixation of knowledge and of developing skills and abilities. Lessons and visities academic and new knowledge: Lessons of fixation of knowledge and of developing skills and abilities. Lessons of communication in new finance. Computers. Projector, etc.         Traditional inner-final inner-final inner-final meets:       Treathors:         Treation of the previous lesson:       The end of the kerson 'new knowledge: Lessons of fixation of knowledge: L					
Up-bringing aim:         According to the lesson's educational purpose improve pupits' language experience. Teach pupits are agrimmar rules, new works, improve pupits' personal qualities. Its behavior, educational purpose improve pupits' personal qualities. Its behavior, educational purpose improve pupits' personal stalls, malyzing and abilities.           • Developmental aim:         According to the lesson's educational purpose develop pupits' personal skills, Pargial having and abilities.           • Developmental aim:         According to the lesson's educational purpose develop pupits' personal skills, Pargial having, advelop to report own ideas, communicative skills.           • Inguistic competences         The season's off action of the knowledge. I cassno of fication of howeledge and of develop ing skills and having degree Combined (micro) having pupits).           • Tealbook TD hilling and more interaction lessons. Partical become.         Tealbook TD hilling and the more the work house. Tomalisonal non envision of the season:           • Tealbook TD hilling and more work. Pupits remember the works house. There is a linking pupits in dug.         Tealbook TD hilling and more more the works house.           • Tealbook TD hilling and more work. Pupits remember the works house the works. There is a minimar in the works. There is a minimar is a stall and the season.         Tealbook TD hilling and and the season. Checking humework. Marking pupits in dug.           • Tealbook TD hilling and the season pupits with and based and the season.         Tealbook TD hilling and the season.           • Tealbook TD hilling and the season pupits with and thilling and thilling and the season.         Tealson of	Theme of the lesson:	Lesson 3-4. Welcome to my home			
Educational aim:     Elinguistic competences     Elinguistic competences     Elinguistic competences     Educational aim:     Elinguistic competences     Elin	Aim of the lesson:				
Predopmental aim:     improve pripile ideal-political knowledge, in form their developing skills and abilities.     According to the lesson: scheducinous purpose develop puiple's present dails. English learning, motivational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.     Inspinible competences     A the end of the lesson: Tabilional, non-transmitter is skills.     Isons of verification and according is the say type of rooms and things can be found in different rooms in d	• Up-bringing aim:	grammar rules, new words, improve their listening, reading, oral speech and writing skills.			
skills, develop pupil's self educational skills, analyzing and systematizing skills of knowledge, develop to repor own ideas, communicative skills.         • Linguistic competences       At the end of the lesson pupils will be able to say type of norms and things can be found in different rooms in English.         • Linguistic competences       At the end of the lesson pupils will be able to say type of norms and things, can be found in different rooms in English.         • Lessons of communication of new knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Fourience lessons; Practical lessons.         • Teathional, norm challonian, modern, interactive Gauginents:       Teathional, norwork, Pupil's remember the words from the past lesson. Checking homework, Marking pupil's their homework.         • Primizational part:       Creeting, Working with pupils on duy.         • Testion of the previous lesson:       Iteston works. Pupil's remember the words from the past lesson. Checking homework, Marking pupil's their homework.         • Vocabulary:       Creeting, Working with pupils on duy.         • Carsett recorder [Searph]-diam curratin [Cast Wigh-Kensio sofa [Searph]-diam curratin [Kast(Ma)]-parda         • Vocabulary:       Creeting homework.         • They Backdrawing.       2 sofa         2 sofa       Surgerie         • Curvatobe       2 sofa         2 sofa       Surgerie         • Curration       A there mechanicupic sofa sour house. It looks great. Have in a big house. There a	• Educational aim:				
Type of the leson:  Lesons of communication of new knowledge: Lessons of fixation of knowledge and of developing skills and abilities; Lessons of communication and control of knowledge; Lessons of systematization and revision of knowledge: Lessons of systematization and revision of knowledge: Lessons of systematization and revision of the lesson:  Traditional, non-traditional, modern, interactive glessons; Excursion lessons; Practical lessons.  Traditional part:  Textbook TPI bit 0 <sup>-</sup> , pictures, Internet, Computers, projector, etc.  Traditional part:  Textbook TPI bit 0 <sup>-</sup> , pictures, Internet, Computers, projector, etc.  Traditional part:  Textbook TPI bit 0 <sup>-</sup> , pictures, Internet, Computers, projector, etc.  Traditional for homework and  Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils f their homework.  Lesson 2. Welcome to my home  Vocabulary:  Traditional motion  Carset II, Wolf, Berle-tleelwizor  Carset II, Wolf, Berlevier, Berle	• Developmental aim:	skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report			
Sype of the lesson:         Lessons of communication of new knowledge: Lessons of Txation of Anowledge: Cosmon of Verification and control of Nowledge: Cosmon of Verification and Control of Nowledge: Cosmon of Verification of Nowledge: Cosmon of Nowledge: Cosmon of Verification of Nowledge: Cosmon of Verification of Nowledge: Cosmon of Verification of Nowledge: Cosmon of	Linguistic competences				
Utebool of the lesson:         Traditional, non-traditional, modern, interactive           optigraments:         Treshook *FV liph 6 <sup>1</sup> , pictures, Internet, Computers, projector, etc.           Tradizational part:         Creeding, Working with pupils on duy.           Theoking for homework and         Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils f           Theoking for homework and         Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils f           Vaccobulary:         armchair (Jam Yufsa)-kresio           sofa fissurfa)-divan         their homework.           Vaccobulary:         armchair (Jam Yufsa)-kresio           sofa (Saufa)-divan         TV set [tit/tit][set]-televizor           cassette recorder [ks setri, kondo]-kasetalik magnitofon         care t[Ka:put]-gilam           currain [NstriA]on-parda         wardrobe [Woodrawing.         1           2 a Look and match.         a armchair         armchair           3 TV set         4         cassette recorder is a big house. There are five rooms in it. There is a living room, admigroom, three bedorman, a kitchen, and a bathroom. In the living room. In houry your house and our house. Project and and find the differences.           Data and say.         3 Look, ared and find the differences.         a look, ared and find the differences.           Datow, admigroom, there bachroms, a kitchen, and a bathroo	Гуре 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			
Supprents:         Texbook "Tly High 6", pictures, Internet, Computers, projector, etc.           Main part of the lesson:         Main part of the lesson:           Schedul of the previous lesson:         Revision of the words, Pupils remember the words from the past lesson. Checking homework. Marking pupils f           Vocabulary:         Revision of the previous lesson:         Lesson 2: Welcome to my home           Vocabulary:         armchair [armfy[s]-treslo         sofa [Sauf]-duban           TV set [difvi] [set]-televizor         casette recorder [kissetri,koda]-kasetalik magnitofon           curtain [kast(a)n]-parda         carpet [kast]-plana           wardrobe [vocidraub]-garderob, kiyimxona         I           Play Backdrawing.         zafe [difvi] [set]-televizor           2a Look and match.         armchair           2 sofa         TV set           3 TV set         difviences.           DecarLacy         Tamchair           2 a Look and find the differences.         DecarLacy           Transk 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. Im heapy your house and our house how the 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 carries in a sonal house.           2 Deat Lacy         Thanks for your letter and the photos of your house. and a pi	Method of the lesson.				
Main part of the lesson:           Thereby in part:           Creeting, Working with pupils on dury.           Decking for homework and erision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for mome their homework.           Lesson 2: Welcome to my home           Vocabulary:           arrcharl (arr/fsc]-kresto           sofa ['souffs] - diry ['souf-krestallik magnitofon           cassette recorder [ko'sert, kroll-kassetallik magnitofon           cassette recorder [ko'sert, kroll-kassetallik magnitofon           cassette recorder [ko'sert, kroll-kassetallik magnitofon           2 sofa           3 TV set           3 TV set           4 Cassette recorder           5 carpet           6 curtain           7 wardrobe           2 bok and match.           1 armchair           2 sofa           3 TV set           6 curtain           7 wardrobe           2 bok and match.           1 armchair           2 sofa           3 TV set           6 curtain           7 wardrobe           2 bok read and find the differences.           DearLacy           7 Thanks for your letter and the photos of your house. It looks great. H					
Dynamizational part:         Creeting: Working with pupils on duty.           Tecking for homework and evision of the previous lesson:         Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils f their homework.           Lesson 2. Welcome to my home         Vocabulary: armchair [Lamyte]-divan           Iter to make the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils of duty.           Iter to make the words. Pupils remember the words from the past lesson. Checking homework.           Iter to make the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils of duty.           Iter to make the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils of soft [Start]-divan           Iter to make the words. Pupils remember the words from the past lesson. Checking homework.           Iter to make the words. Pupils remember the words from the past lesson. Checking homework.           Iter to make the words. Pupils remember the words from the past lesson. Checking homework.           Iter to make the past lesson. Checking home to make the past lesson. Checking homework.           Iter to make the past lesson. Checking home the past lesson. Checking home to make the past lesson. Checking h					
Theoking for homework and revision of the previous lesson:         Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils f their homework.           Lesson 2. Welcome to my home           Vocabulary:           Cocabulary:           arrechair [La:mt/sigl_tresio           Signify Constraints           Vocabulary:           Cassette recorder [k3 sett, kota]           Cassette recorder           Satoo and match.           arrechair           Carpet [Ka:pt]-garderob, klyimxona           1           Play Backdrawing.           2 a Look and match.           arrechair           Carpet [Ka:pt]-garderob, klyimxona           2 Point and say.           3 a Look read and find the differences.           DearLacy           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, dainingroom, three bas pithoo of ure house and a picturedour living room.	Organizational part:				
Image: State in the second state is a second state in the second state is a second state in the second state is a second stat					
Lesson 2. Welcome to my home           Vocabulary:           armchair [gamt'ga]-Kresio           sofa [[surf]-divan           TV set [[ti'Vi] [set]-televizor           cassetie recorder [ks'setr.jscial-kasetalik magnitofon           carpet [kaipri]-gilam           curtain ['kait(bil]-parda           wardrobe ['woidraub]-garderob, kiyimxona           1 Play Backdrawing.         2a Look and match.           1 armchair         2 ofia           3 TV set         4 casseter recorder           5 carpet         6 curtain           7 wardrobe         2b Listen and repeat.           2 Point and say.         3a Look, read and find the differences.           Devel_accy         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 fiving room, direc bedrooms, a kichen, and a baffrorm. In 1 the living room there is a big white carpet on the wall. There are archiver, sofa, a table and five chairs. There is a garage*. Here is a phyto of cur house and a pictureofour living room. I'm happy your house and our house have to stores. Come and wisit us. Come soon. Love Anvar           3b Read and say True or False.         1 Anvar lives in a small house.           1 There are two bedrooms in their living room.         5 There are baudilish of white ing room.           2 The Abdallary family ha					
Image: Solution of Solu					
Image: Solution of Solu		Vocabulary			
Sofa ['sourfa]-divan         TV set ['ti'ii] [set]-televizor         carget ['kapt]-gilam         curtain ['tist(b)n]-parda         wardrobe ['woidraub]-garderob, kiyimxona         1 Play Backdrawing.         2a Look and match.         1 artichair         2 sofa         3 TV set         4 cassette recorder         5 carpet         6 curtain         7 wardrobe         4 Listen and repeat.         2 c Point and say.         2 A Look, read and find the differences.         Dearlary         Thread and find the differences.         Dearlary         Thread and find the differences.         Dearlary         Three are mohairs, a sign, a table and five chairs. There is a big house. There are five rooms in it. There is a living room, admingroom, three bedrooms, a kitchen, and a bathroom. In 1 the living room there is a big white carpet on the wall. There are three arrochairs, a sign, a table and five chairs. There is a big TV set and a nice casset recorder too. We have beautiful shod white curtains. There is a big TV set is a big the casset recorder to the wall. There are three arrochairs in theil iving room.         30 Read and say True or False.         1 Anvar lives in a small house.         2 The obdullaev family have five rooms         3 There are theodrooms in Anvar's house.         4 There are t		· · · · · · · · · · · · · · · · · · ·			
Image: Segment of the segment of th					
Image: cassette recorder [ks'setri,ks:da]-kasetalik magnitofon carpet [ks:px]-gilam curitain [ks:t(a)n]-parda wardrobe [ko:draub]-garderob, kiyimxona         1 Play Backdrawing. 2a Look and match. 1 armchair 2 sofia         3 TV set         4 cassette recorder 5 curitain         5 atom         9 TV set         4 cassette recorder 6 curtain         6 curtain         7 wardrobe         2b Listen and repeat. 2 c Point and say. 2 compet         6 curtain         7 wardrobe         2b Listen and repeat. 2 c Point and say. 2 compet         2 b Listen and repeat. 2 c Point and say. 2 c Point and say. 2 c Point and say. 3 took, read and find the differences.         DearLacy 7 there armchairs, a sofa, a table and five chairs. There is a big house. There are five rooms in it. There is a living room, admingroom, three badrooms, a kitchen, and a bathroom. In the living room. I'm happy your house and our house how two storeys. Come and visit us. Come soon. Love Anvar         B Read and Say True or False. 1 Anvar lives in a small house. 2 The Abdullaev family have five rooms 3 There are three armchairs in their living room. 5 There is a TV set in their living room. 6 There are three armchairs in their living room. 6 There are three armchairs in the living room. 7 three are three armchairs in the living room. 7 three are three armchairs in the living room. 8 There are three armchairs in the living room. 9 There are three baddrooms in Anvar's house. 9 There are three armchairs in the living room. 9 There are three armchairs in the living room. 9 There are three armchairs in the living room. 9 There are three brau					
Image: Carpet ['ka:pt]-gilam curtain ['k3:t(\$)n]-parda wardrobe ['wo:droub]-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         2       bisten and repeat.         2       c Obint and say.         3       Look, read and find the differences.         DearLacy       DearLacy         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. three barding room, admingroom, three bedrooms, a kitchen, and a bathroom. In 1 the living room. The happy your house and our house have two storeys; Come and visit us. Come soon. Love Anvar         3b Read and say True or False.       1         1       Anvar lives in a small house.         2       There are two bedrooms in Anvar's house.         3       There are a their living room.         4       Ask your teacher about living room.         5       There is a TV set in their living room.         6       There are two bedrooms in Anvar's house.         2       The Abdullave five rooms         3       Thee are three ar		TV set [ˌtiɪ'viɪ] [set]-televizor			
Image: Carpet ['ka:pt]-gilam curtain ['k3:t(\$)n]-parda wardrobe ['wo:droub]-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         2       bisten and repeat.         2       c Obint and say.         3       Look, read and find the differences.         DearLacy       DearLacy         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. three barding room, admingroom, three bedrooms, a kitchen, and a bathroom. In 1 the living room. The happy your house and our house have two storeys; Come and visit us. Come soon. Love Anvar         3b Read and say True or False.       1         1       Anvar lives in a small house.         2       There are two bedrooms in Anvar's house.         3       There are a their living room.         4       Ask your teacher about living room.         5       There is a TV set in their living room.         6       There are two bedrooms in Anvar's house.         2       The Abdullave five rooms         3       Thee are three ar		cassette recorder [kə'setri kəːdə]-kasetalik magnitofon			
Image: curtain [Va:t(a)n]-parda wardrobe [Vo:tdraub]-garderob, kivimxona         1 Play Backdrawing.         2a Look and match.         1 armchair         2 sofa         3 TV set         4 cassette recorder         5 carpet         6 curtain         7 wardrobe         2 b Listen and repeat.         2 c Point and say.         3 a Look, read and find the differences.         DearLacy         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, duringroom, three bedrooms, a kitchen, and a bathroom. In £ the living room there is a big white carpet on the wall. There are three arnchairs, a sofa, a table and five chairs. There is a big TV set on the rearbed row was a kitchen, and a bathroom. In £ the living room. I'm happy your house and our house have have tree arnchairs. There is a pfipto of cur house and'a pictureofour living room. I'm happy your house and our house have have strosts. Come and visit us. Come soon. Love Anvar         30 Read and say True or False.         1 Anvar lives in a small house.         2 There are three arnchairs in their living room.         3 There are three there have thinker house.         3 There are three arnchairs in the living room.         5 There is a TV set in their living room.         6 There are beautiful white curtains in the living room.         6 There are beautiful white write rooms.					
Image: Constraint of the second provide and the second provide and prov					
Image: Provide the provided the provide the provided the provide		curtain ['kɜɪt(ə)n]–parda			
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.         DearLacy         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, aliningroom, 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 curations. There is a gargee. Here is ag fifth of cur house and'a pictureofour living room. I'm happy your house and our house have rwo storeys. Come and visit us. Come soon. Love Anvar         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 their living room.         5 There is a There are the armchairs in their living room.         4 Aks your teacher about his/her house.         e.g. Have you got a carpet on the wall?         Grammar         Kuditional information:         Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.		wardrobe ['wɔːdrəub]-garderob, kiyimxona			
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.	3a Look, read a DearLucy Thanks for you room, adiningr three armchair curtains. There two storeys. Co <b>3b Read and say</b> 1 Anvar lives in 2 The Abdullaev 3 There are two 4 There are three	epeat. y. nd find the differences. r 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 oom, three bedrooms, a kitchen, and a bathroom. In £ the living room there is a big white carpet on the wall. There are s, a sofa, a table and five chairs. There is a big TV set and a nice cassette recorder too. We have beautiful shod white is a garage*. Here isa pftpto of cur house and'a pictureofour living room. I'm happy your house and our house have me and visit us. Come soon. Love Anvar 7 True or False. a small house. family have five rooms bedrooms in Anvar's house. a armchairs in their living room.			
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.	6 There are beau 4 Ask your teac	6 There are beautiful white curtains in the living room 4 Ask your teacher about his/her house.			
magazines, answering questions.         Assessment:         Marking pupils according to their homework and activities during the lesson.	Grammar				
	Additional information:				
Jomowanks Homowork is given according to the academic plan		magazines, answering questions.			
tomomonia here a second the second seco	Assessment:				

Theme of the lesson:		Lesson 5-6. Tidy up your room!				
Aim of the l		· · · · · · · · · · · · · · · · · · ·				
• Up-bri	inging 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.				
Educa	tional 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.				
Develo	opmental 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.				
	istic 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 t		Traditional, non-traditional, modern, interactive				
Equipments	:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
		Main part of the lesson:				
Organizatio		Greeting. Working with pupils on duty.				
	r homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
revision of t	he previous lesson					
	Lesson 3. Tidy up your room!					
	Vocabulary:					
ä	Tidy up ['taɪdɪ] [ʌp]-tozalash					
105		Room [ruɪm]-xona				
les		Chair [tʃɛə]-stul				
Procedure of the lesson:		Table ['terbl]-stol				
of 1	1 Work in pairs.	Picture Dictation.				
re		v in the correct place.				
np	3 Look and say.					
000	e.g. Put your text	book in your school bag. Put your clothes				
Pr		s. Find seven wrong things.				
	4b Write sentenc					
		s. Play Do It! Don't Do It!				
Grammar	rammar Imparative clause					
Additional i	nformation:	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.				

r						
Theme of the lesson:     Lesson 7-8. Uzbek houses						
Aim of the l						
• 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.				
Educa	ntional 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.				
Devel	opmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational				
- Develo	opinentai ann.	skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report				
		own ideas, communicative skills.				
• Lingu	istic competences	At the end of the lesson pupils will be able to talk about different types of Uzbek houses in English				
Type of the		Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and				
Type of the	1055011.	abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of				
		knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.				
Method of t		Traditional, non-traditional, modern, interactive				
Equipments	5:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
		Main part of the lesson:				
Organizatio		Greeting. Working with pupils on duty.				
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
revision of t	the previous lesson	: their homework.				
		Lesson 4. Uzbek houses				
		Vocabulary:				
		yurt [jʒɪt ], [juət]–o'tov				
		brick [brɪk]–g'isht				
		mud [mʌd]–loy				
		felt [felt]-kigiz				
		wool[wul]–jun				
		stone-tosh				
	1a Look and mat					
	1 yurt 2 brick 3 mud 4 felt 5 wool 6 stone					
	1 Juli 2 block 5 hud 4 feit 5 wool 6 stone 1b Listen and repeat.					
on	10 Listen and re 1c Work in pairs					
ess	A: (points)	. i olit and say.				
le l	B: a mud house					
Procedure of the lesson:	2 Answer the que	estions				
e ol		ouses do you know?				
nre		ries do people live in yurts?				
pea		ouse/flat do you live in?				
roc	3 Copy. Read and					
Ρ		f different homes in Uzbekistan. In cities people often live in flats. But in villages people usually live in houses.				
		an some people live in yurts. They use sheep wool to make felt for yurts. Yurts are cool in summer and warm in winter.				
		y beautiful. Yurts have one room. This room is the kitchen, dining room and bedroom. One camel* can take a yurt				
		o 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 c					
	fires* in winter.					
	A lot of people i	n Uzbekistan have mud houses. Mud houses usually have one storey. They have three or four rooms. The kitchen is in				
	the yard. Mud h	ouses 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?				
	erent houses.					
	e.g. A yurt is good because one camel can carry it.					
		a house for Karim's family.				
Grammar						
A.J.3141 1		Deview of the losson doing eventions listening to suit files which is suit in the list of the listening of the losson doing events and the list of the				
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.				
TL						
Homework:		Homework is given according to the academic plan.				

	f 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.			
• Edu	icational 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.			
• Dev	velopmental 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.			
• Lin	guistic 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 t	he lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and			
1940010		abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of			
M.41.1	641	knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.			
	of the lesson:	Traditional, non-traditional, modern, interactive			
Equipme	nts:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
		Main part of the lesson:			
	tional part:	Greeting. Working with pupils on duty.			
	g for homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for			
revision (	of the previous lesson:	their homework.			
		Lesson 5. Homes: yesterday, today			
		Vocabulary:			
		cooker['kukə]-pechka			
		fridge[fridʒ]-muzlatkich			
		kettle['ketl]-choynak			
		iron['aɪən]-dazmol			
Procedure of the lesson:	<ul> <li>cooker</li> <li>fridge</li> <li>kettle</li> <li>iron</li> <li>1b Work in pairs. Look at 2b. Point and say.</li> <li>to talk, to sit, to watch, to sleep, to <i>eaQ</i> to cook, to listen, to drive, to know, to make, to put, to live</li> <li>2a Look and say.</li> <li>e.g. We use a telephone to talk to people.</li> <li>2b Match the dates and things.</li> <li>1900 1990</li> <li>3a Draw things for 2020 and 2050. write about these things.</li> <li>e.g. it's a TV cooker. We use it to cook meals.</li> <li>3b Work in groups. Choose the best machine.</li> <li>3c Work in groups. Ask and answer.</li> <li>Group A: You are from 2020.</li> <li>Group B: You are from 2050.</li> <li>e.g. What's this? It's a We use it to,</li> <li>4 Listen and write Y for Yes and N for No</li> </ul>				
Gramma					
	We use it to				
	Do				
	Make				
Cook					
Addition		eview of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, agazines, answering questions.			
Assessme	ent:	Marking pupils according to their homework and activities during the lesson.			
Homewo	rk:	Homework is given according to the academic plan.			
1101110.00		Tome for as produced on the dedication plant			

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Theme of th		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, en improve pupils' ideal-political knowledge, to form their developing skills and abilities.			eir developing skills and abilities.			
Develo	pmental aim:	According to the lesson's edu	cational purpose develo	p pupils' personal skills, English learning, motivational		
	<b>r</b>			ig and systematizing skills of knowledge, develop to report		
		own ideas, communicative skills.				
• Lingui	stic competences	At the end of the lesson pupils	s will be able to make se	ebtences with "do and don't" and work independently		
Type of the				ons of fixation of knowledge and of developing skills and		
-5				edge; Lessons of systematization and revision of		
		knowledge; Combined (mixed				
Method of t	he lesson:	Traditional, non-traditional, n		,		
Equipments		Textbook "Fly High 6", pictur		s, projector, etc.		
	•		n part of the lesson:			
Organizatio	nal nart:	Greeting. Working with pupil				
	r homework and			om the past lesson. Checking homework. Marking pupils for		
	he previous lesson:	their homework.				
			Lesson 6. Project			
	1 Spelling Dictation.					
	2 Play Find the Key.					
	3 a Listen and repeat.					
	Miss a go. Move forw					
	3 b Work in groups. I					
		lay Diec Guile.				
	6. you brush your tee	th	Move forward 3.			
	7. you don't brush yo		Move back 5.			
	9 You brush your hai		Move forward 4			
	12 You have breakfast.		Move forward 2.			
uo	14 You tidy up the dining room.		Move forward 3.			
ess	16 I You have dinner		Move forward 3.			
le l	19 You don't tidy up		Move back 5.			
ft	25 You clean the coo		Move forward 5.			
e 0	27 You don't help you		Move back 6.			
In	29 You wash the kitc		Move forward 5.			
Procedure of the lesson:	34 You watch TV.		Move back 3.			
Jro	36 You play compute	r games	Move back 4.			
-	38 You read a book.	i guines.	Move forward 2.			
		c 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 showe		Move forward 3.			
	46 You brush your te		Move forward 4.			
	48 You put the books on the shelf.		Move forward 5.			
	49 You don't tidy up		Move back 4.			
	.,	<i></i>				
Grammar						
Additional i	nformation: Rev	iew of the lesson, doing exercise	es, listening to audio file	es, watching video lessons, movies, reading books,		
		azines, answering questions.	~			
Assessment:		Marking pupils according to t	heir homework and acti	vities during the lesson.		
Homework:		Homework is given according	to the academic plan.			
			· · · ·			

Theme of t	the lesson:	Unit 3 At the grocer								
Aim of the	loggon	Lesson 1. What is in	the fridge?							
Aim of the		According to the loss	son's educational purpose improve pupils' k	nowledge experience Teach pupils new						
• Up-bi	ringing aim:		words, improve their listening, reading, oral							
• Educ	ational aim:			personal qualities like behavior, education etc. to						
• Euuc			al-political knowledge, to form their develop							
• Devel	lopmental aim:			personal skills, English learning, motivational						
- Devel	iopinentai ann.			ematizing skills of knowledge, develop to report						
		own ideas, communi		8						
• Lingu	uistic competences		sson pupils will be able to talk about things of	can be found in fridge, cupboard and use plurals,						
8	L	countable and uncou	intable nouns in English							
Type of the lesson:				ion of knowledge and of developing skills and						
			verification and control of knowledge; Less							
			ed (mixed) lessons; Excursion lessons; Prac	tical lessons.						
	the lesson:		ditional, modern, interactive							
Equipment	ts:	Textbook "Fly High	6", pictures, Internet, Computers, projector	r, etc.						
			Main part of the lesson:							
<u>Organizati</u>		Greeting. Working v								
	for homework and		ds. Pupils remember the words from the past	t lesson. Checking homework. Marking pupils for						
revision of	the previous lesso	<b>n:</b> their homework.								
			Lesson 1. What is in the fridge?							
			Vocabulary:							
			egg[eg]–tuxum							
			butter['bʌtə]-saryog'							
			banana[bə'naɪnə]-banan							
			 milk[mɪlk]–sut							
			sweet[swixt]-shirinlik							
			cheese[tʃiɪz]-pishloq							
			coffee['kɔfɪ]-kofe							
			salt[sɔɪlt]-tuz							
			sugar['∫ugə]-shakar							
			sugari jugəj-snakar meat[mixt]-go'sht							
	1 Match, listen a	and repeat.	meat[mitt]=go sit							
:u	1 Match, listen a Egg	and repeat.	banana	milk						
:uoss	1 Match, listen a Egg Sweet			milk oil						
e lesson:	Egg	butter	banana							
f the lesson:	Egg Sweet	butter cheese	banana coffee	oil						
rocedure of the lesson:	Egg Sweet Salt Apple <b>2 Read and put</b> an egg two eggs <b>3 Write the wor</b>	butter cheese sugar orange the words from activity 1 i some butter ds in the right column.	banana coffee icecream	oil						
Procedure of the lesson:	Egg Sweet Salt Apple <b>2 Read and put</b> an egg two eggs <b>3 Write the wor</b> butter meat swee	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil	banana coffee icecream	oil						
e	Egg Sweet Salt Apple <b>2 Read and put</b> an egg two eggs <b>3 Write the wor</b>	butter cheese sugar orange the words from activity 1 i some butter ds in the right column.	banana coffee icecream	oil						
e	Egg Sweet Salt Apple <b>2 Read and put</b> an egg two eggs <b>3 Write the wor</b> butter meat swee	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil	banana coffee icecream	oil						
e	Egg Sweet Salt Apple <b>2 Read and put</b> an egg two eggs <b>3 Write the wor</b> butter meat swee a/an	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some	banana coffee icecream	oil						
e	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say.	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some	banana coffee icecream	oil						
e	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the worr butter meat swee a/an 4 Look and say. e.g. There are son	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some me eggs in the fridge.	banana coffee icecream	oil						
e	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some eggs in the fridge. . Finish Mum's part.	banana coffee icecream n the right column.	oil meat						
e	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, lo	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some eggs in the fridge. . Finish Mum's part.	banana coffee icecream n the right column.	oil meat						
e	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, lo - Mm, so	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some me eggs in the fridge. . Finish Mum's part. pok in the fridge. There is/ar	banana coffee icecream n the right column.	oil meat						
e	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, lo - Mm, so - I'm hur 6 Work in pairs	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some . Finish Mum's part. pok in the fridge. There is/ar ome bread and butter. Great I agry*, Mum . Ask and answer.	banana coffee icecream n the right column.	oil meat						
e	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, lo - Mm, so - I'm hur 6 Work in pairs e.g. A: What's in	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some . Finish Mum's part. bok in the fridge. There is/ar ome bread and butter. Great I agry*, Mum . Ask and answer. the fridge/cupboard?	banana coffee icecream <b>n the right column.</b>	oil meat						
e	Egg Sweet Salt Apple <b>2 Read and put</b> an egg two eggs <b>3 Write the wor</b> butter meat swee a/an <b>4 Look and say.</b> e.g. There are son <b>5 Work in pairs</b> - Well, lo - Mm, so - I'm hur <b>6 Work in pairs</b> e.g. A: What's in B: There's some	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some some . Finish Mum's part. bok in the fridge. There is/ar ome bread and butter. Great I agry*, Mum . Ask and answer. the fridge/cupboard? butter. Can you see it? It's ne	banana coffee icecream <b>n the right column.</b>	oil meat						
e	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, lo - Mm, so - I'm hur 6 Work in pairs e.g. A: What's in B: There's some 1 7 Listen and du	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some some . Finish Mum's part. bok in the fridge. There is/ar ome bread and butter. Great 1 ngry*, Mum . Ask and answer. the fridge/cupboard? butter. Can you see it? It's ne raw.	banana coffee icecream n the right column.	oil meat						
e	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, lo - Mm, so - I'm hur 6 Work in pairs e.g. A: What's in B: There's some 1 7 Listen and da 8 Draw your fit	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some some . Finish Mum's part. bok in the fridge. There is/ar ome bread and butter. Great 1 agry*, Mum . Ask and answer. the fridge/cupboard? butter. Can you see it? It's ne raw. idge/cupboard. Write the f	banana coffee icecream n the right column.	oil meat						
Procedure	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, lo - Mm, so - I'm hur 6 Work in pairs e.g. A: What's in B: There's some 1 7 Listen and da 8 Draw your fr e.g. There is som	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some some . Finish Mum's part. bok in the fridge. There is/ar ome bread and butter. Great 1 ngry*, Mum . Ask and answer. the fridge/cupboard? butter. Can you see it? It's ne raw.	banana coffee icecream n the right column.	oil meat						
Procedure	Egg Sweet Salt Apple <b>2 Read and put</b> an egg two eggs <b>3 Write the wor</b> butter meat sweet a/an <b>4 Look and say.</b> e.g. There are son <b>5 Work in pairs</b> - Well, lo - Mm, so - I'm hur <b>6 Work in pairs</b> e.g. A: What's in B: There's some <b>7 Listen and du 8 Draw your fr</b> e.g. There is som	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some some . Finish Mum's part. bok in the fridge. There is/ar ome bread and butter. Great 1 agry*, Mum . Ask and answer. the fridge/cupboard? butter. Can you see it? It's ne raw. idge/cupboard. Write the f	banana coffee icecream n the right column.	oil meat						
Procedure	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, lo - Mm, so - I'm hur 6 Work in pairs e.g. A: What's in B: There's some 7 Listen and da 8 Draw your fr e.g. There is som Remember: An ice cream	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some some . Finish Mum's part. bok in the fridge. There is/ar ome bread and butter. Great 1 agry*, Mum . Ask and answer. the fridge/cupboard? butter. Can you see it? It's ne raw. idge/cupboard. Write the f	banana coffee icecream n the right column.	oil meat						
e	Egg Sweet Salt Apple <b>2 Read and put</b> an egg two eggs <b>3 Write the wor</b> butter meat sweet a/an <b>4 Look and say.</b> e.g. There are son <b>5 Work in pairs</b> - Well, lo - Mm, so - I'm hur <b>6 Work in pairs</b> e.g. A: What's in B: There's some 1 <b>7 Listen and dh</b> <b>8 Draw your fr</b> e.g. There is som Remember: An ice cream Two ice creams	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some some . Finish Mum's part. bok in the fridge. There is/ar ome bread and butter. Great 1 agry*, Mum . Ask and answer. the fridge/cupboard? butter. Can you see it? It's ne raw. idge/cupboard. Write the f	banana coffee icecream n the right column.	oil meat						
Procedure	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, lo - Mm, so - I'm hur 6 Work in pairs e.g. A: What's in B: There's some 1 7 Listen and di 8 Draw your fr e.g. There is som Remember: An ice cream Two ice creams Some sweets	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some some . Finish Mum's part. bok in the fridge. There is/ar ome bread and butter. Great 1 agry*, Mum . Ask and answer. the fridge/cupboard? butter. Can you see it? It's ne raw. idge/cupboard. Write the f	banana coffee icecream n the right column.	oil meat						
Procedure	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, lo - Mm, so - I'm hur 6 Work in pairs e.g. A: What's in B: There's some 7 Listen and dh 8 Draw your fr e.g. There is som Remember: An ice cream Two ice creams Some sweets Some sugar	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some some . Finish Mum's part. bok in the fridge. There is/ar ome bread and butter. Great 1 agry*, Mum . Ask and answer. the fridge/cupboard? butter. Can you see it? It's ne raw. idge/cupboard. Write the f	banana coffee icecream n the right column.	oil meat						
Grammar	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, lo - Mm, so - I'm hur 6 Work in pairs e.g. A: What's in B: There's some 1 7 Listen and du 8 Draw your fr e.g. There is som Remember: An ice cream Two ice creams Some sweets Some sugar Some tea	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some me eggs in the fridge. . Finish Mum's part. book in the fridge. There is/ar ome bread and butter. Great 1 ngry*, Mum . Ask and answer. the fridge/cupboard? butter. Can you see it? It's ne raw. idge/cupboard. Write the fe e meat on the first shelf.	banana coffee icecream n the right column. re someAnd in the cupboard there's a/som Er, cheese. No, thanks. ext to things in it.	oil meat						
Grammar	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, lo - Mm, so - I'm hur 6 Work in pairs e.g. A: What's in B: There's some 7 Listen and dh 8 Draw your fr e.g. There is som Remember: An ice cream Two ice creams Some sweets Some sugar	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some me eggs in the fridge. . Finish Mum's part. book in the fridge. There is/ar ome bread and butter. Great 1 agry*, Mum . Ask and answer. the fridge/cupboard? butter. Can you see it? It's ne raw. idge/cupboard. Write the fe e meat on the first shelf.	banana coffee icecream n the right column. re someAnd in the cupboard there's a/som Er, cheese. No, thanks. ext to things in it. ng exercises, listening to audio files, watchin	oil meat						
Grammar Additional	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, la - I'm hur 6 Work in pairs e.g. A: What's in B: There's some I 7 Listen and dh 8 Draw your fr e.g. There is som Remember: An ice cream Two ice creams Some sweets Some sugar Some tea	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some me eggs in the fridge. . Finish Mum's part. bok in the fridge. There is/ar ome bread and butter. Great 1 agry*, Mum . Ask and answer. the fridge/cupboard? butter. Can you see it? It's ne raw. idge/cupboard. Write the fe e meat on the first shelf.	banana coffee icecream n the right column. re someAnd in the cupboard there's a/som Er, cheese. No, thanks. ext to things in it. ng exercises, listening to audio files, watchin stions.	oil meat						
Grammar	Egg Sweet Salt Apple 2 Read and put an egg two eggs 3 Write the wor butter meat swee a/an 4 Look and say. e.g. There are son 5 Work in pairs - Well, le - I'm hur 6 Work in pairs e.g. A: What's in B: There's some I 7 Listen and du 8 Draw your fr e.g. There is som Remember: An ice cream Two ice creams Some sweets Some sugar Some tea	butter cheese sugar orange the words from activity 1 i some butter ds in the right column. t apple icecream oil some some some some some some some some	banana coffee icecream n the right column. re someAnd in the cupboard there's a/som Er, cheese. No, thanks. ext to things in it. ng exercises, listening to audio files, watchin	oil meat						

Theme of th	e lesson:		Lesson 2.	Is there any fruit?						
Aim of the l	esson:									
• Up-br	inging 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.							
	tional 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.							
Develo	Developmental aim:						personal skills, English learning, motivational			
				communicative s		alyzing and sys	tematizing skills of knowledge, develop to report			
Lingui	istic competences		By the en	d of the lesson pup	oils will be able to r	nake sentences	with" there is/are", ask and answer questions			
Type of the	lesson:						tion of knowledge and of developing skills and			
							sons of systematization and revision of			
Method of t	ha lassanı				ed) lessons; Excursi modern, interactive		ctical lessons.			
Equipments				, , ,	ures, Internet, Com		r etc			
Equipment	•		Tentooon		in part of the lesso		.,			
Organizatio	nal part:		Greeting.	Working with pup						
	or homework and				s remember the wo	rds from the pas	st lesson. Checking homework. Marking pupils for			
revision of t	he previous lesso	n:	their home	work.		6 149				
					Lesson 2. Is there					
					Vocabula					
					apricot['eɪprɪk					
					peach[piɪtʃ]-					
					bread[bred]	•				
					sausage['sɔsɪʤ	-				
					tomato[tə'maxtəu					
					juice[dʒuːs]					
					honey['hʌnɪ]-a					
					rice[rais]-g					
	1 Match, listen a	and re	neat		carrot['kærət]	-karam				
	Apricot		pcat	peach		bread	chips			
	Sausage			tomato(es		juice	lemonade			
	Honey			rice		lemon	carrot			
	2a Listen and re	epeat.		[iz]	1					
son	[s] apricots	eggs	W	peaches						
e les	chips	tomat	toes	sausages						
of the lesson:	sweets	banar	nas	oranges						
0				l and 2a in the rig	ght column.					
Procedure	<b>3 a Read and sa</b> Anvar: Hello, M									
oce	Mum: Sausages,									
Pr	Anvar: Great! M	y favo	purite. Is there <b>any</b> juice?							
Mum: No, there isn't a			<b>my.</b> There's some tea.							
	Anvar: Is there any fruit? Mum: Yes, there are some bananas and apricots									
	Mum: Yes, there are some bananas and apricots. Anvar: Apricots. Yuk. You know I don't like them. <b>Are</b> there <b>any</b> 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?									
					ables and mass?					
	4 Work in pairs	Do we use <b>any</b> with countables or mass or bothcountables and mass? <b>4 Work in pairs. Play Mothers and Children.</b>								
	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 a			ci ciices.						
	Pupil B: Look a	t the p	oicture on p							
	Is/are there any			on your table?						
	<b>5b Write the dif</b>			(a) But there is?	t any coffee in pict	Ire				
Grammar					. No, there <b>isn't an</b>					
5- minini		nanasʻ	? Yes, there a	are some. No, the	e aren't any.	-				
Additional i	information:	Revi	ew of the le	sson, doing exerci		lio files, watchii	ng video lessons, movies, reading books,			
A	_	mag		ering questions.	41					
Assessment: Homework:					their homework an		ing the lesson.			
LIVING WOLK.			110110 WOIT		5 to the academic	/1411.				

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Theme of the lesson: Aim of the lesson:			Lesso	on 3. There a	re a lot of ve	vegetables	
• 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.					
• Educa	tional aim:		impro	ove pupils' i	deal-political	ucational purpose improve pupils' personal qualities like behavior, education etc. to al knowledge, to form their developing skills and abilities.	
Develo	opmental aim:		Acco	rding to the	lesson's educ	ucational purpose develop pupils' personal skills, English learning, motivational	
Developmental aim:					pils' self edu unicative ski	ducational skills, analyzing and systematizing skills of knowledge, develop to report kills.	
• Lingui	istic competence	<b>c</b>				bils will be able to talk about amount or quantity of something . –ask and answer	
	-	5	quest	ions. – use'	how many, h	how much, a lot of, a few"	
Type of the	lesson:					of new knowledge; Lessons of fixation of knowledge and of developing skills and	
						tion and control of knowledge; Lessons of systematization and revision of	
						ed) lessons; Excursion lessons; Practical lessons.	
Method of t						modern, interactive	
Equipments	5:		Textl	ook "Fly Hi		ures, Internet, Computers, projector, etc.	
						in part of the lesson:	
Organizatio	nal part:				g with pupils		
Checking fo	or homework and	1	Revis	ion of the w	ords. Pupils 1	s remember the words from the past lesson. Checking homework. Marking pupils for	
	he previous lesso		their	homework.			
					Lesso	son 3. There are a lot of vegetables	
						Vocabulary:	
					Ver	egetable['vedʒ(ə)təbl]-sabzavot	
					-		
					water	ter melon [ˈwɔɪtə] [ˈmelən]-tarvuz	
			Melon['melən]–qovun				
			Carrot['kærət]-sabzi				
	Cabbage['kæbīdʒ]-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.					
SOL	2 a Look, read	and ad					
les	This is a turnia	al dinn	Dinner in 1900				
he			ner table in 1900. Some things are the same as we have now. For example, there is some tea and a lot of bread. with a little meat and a few vegetables. There is some honey and a few sweets. But there is no salad and no ice				
of t						the do you like more: dinner in 1900 or dinner now?	
Le C	2b Copy. Write						
Procedure of the lesson:	20 Copy. Will 2c Work in pai					a column.	
Cee			1	e questions.	1		
Pro		swe		are there?	Th	a lot of	
Ι	How many	vegeta chi		are there?	There are	a fot of	
		choco	-				
						no	
		te					
		me hon				a lot of	
	How much	pal	2	is there?	There is	a little	
	110 w Inden	bre		is there.	111010 13	no	
		sala					
		ice cr					
	3 Complete the			th• a lot of/a	little/9 fow	37	
Grammar	Remember:	senten			inthe/a iew.	w.	
Grannia		atablas	ara tha	ral	How much r	n milk <b>is</b> there?	
How <b>many</b> vegetables There are <b>a lot of</b> veget					There is a lo		
	There are <b>a few</b>				There is a lit		
	There are <b>no</b> ve				There is no i		
Additional	information:					ses, listening to audio files, watching video lessons, movies, reading books,	
Auuuuviidi I	manon manon.			answering q		ses, instanting to audio thes, watching video lessons, movies, reading books,	
		maga	1211105,	answering q	ucsu0118.		
Accornert	•		Mork	ing pupile of	cording to th	their homework and activities during the lesson.	
Assessment	•		IVIAIK	ing pupils ac	coruing to th	uien nomework and activities during the resson.	
Homowork			Uan	work in air	n accerdir -	ag to the condomic plan	
Homework:			nom	WOLK IS gIV	en accorunig	ng to the academic plan.	

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Theme of th		Lesson 4. Superm	arkets and shops						
Aim of the l		A acording to the	agan's advantional a	noco improvo nunilo' knowlodco, ovnovionco Teast zavila zavi					
• Up-br	inging aim:			pose improve pupils' knowledge, experience. Teach pupils new listening, reading, oral speech and writing skills.					
• Educa	tional aim:			pose improve pupils' personal qualities like behavior, education etc. to					
		improve pupils' id	leal-political knowledge	, to form their developing skills and abilities.					
• Develo	opmental aim:			pose develop pupils' personal skills, English learning, motivational					
				ills, analyzing and systematizing skills of knowledge, develop to report					
• Lingui	atio compotopos	own ideas, comm		le to talk about types of shops and sections in supermarket and what					
• Lingu	istic competences		bund in the sections	te to talk about types of shops and sections in supermarket and what					
Type of the	lesson:			edge; Lessons of fixation of knowledge and of developing skills and					
				rol of knowledge; Lessons of systematization and revision of					
				xcursion lessons; Practical lessons.					
Method of t			raditional, modern, inter	active , Computers, projector, etc.					
Equipments		Textbook Fly HI	<u>Main part of the</u>						
Organizatio	nal part:	Greeting. Workin	g with pupils on duty.						
	r homework and			he words from the past lesson. Checking homework. Marking pupils for					
revision of t	he previous lesson:	their homework.	_						
			•	ermarkets and shops					
				cabulary:					
				[ɔp]–do'kon					
				naɪkɪt]-bozor					
				oɪl]-yog'					
			_	nixt]–go'sht					
			Sugar['j	ſugə]-shakar					
	1a Look, listen and		· · · · · · · · · · · · · · · · · · ·						
	1b Work in pairs. Sa 2Read and put in th		in each section.						
	Anvar, remember our		today.						
	Please go to the mark								
	a lot of rice	some oil	a few bananas						
ï	some green tea	a lot of meat	some sugar						
ossa	a lot of carrots a few lemons	some salt a few sausages	somesweets a chocolate cake						
dure of the lesson:	a few tomatoes	a lot of peaches							
f th		the of Ferries		Thanks Mum					
0 ə.	3a Listen and repea	t.							
տթ	- We want le	mons							
Proce	- How many	lemons?							
Pr	- A few	)							
	- Three, OK	- Three, OK?							
	- We want sa	ılt.							
	- How much	salt? This much or th	is much?						
	- A little.								
	3b Work in pairs. P								
		4 Copy and complete the dialogues. (a) Dilbar: We want(1)* *							
	Anvar: How(2)* * do	Anvar: How( <b>2</b> )* * do we want?							
	This(3) * * * * ?								
	Dilbar: We want (4) * * . (b) Dilbar(1)****								
	(b) Dilbar(1)* * * * * Anvar: $(2)$ * * * * * *	?							
	(3) * * * * * ?	-							
	Dilbar: (4) * * * *								
Grammar	Remember:		_						
	bakery								
	In the grocery meat	section							
	fruit and	l veg							
	in an and								
Additional i				to audio files, watching video lessons, movies, reading books,					
•		agazines, answering q							
Assessment			ccording to their homew en according to the acad	ork and activities during the lesson.					
Homework:			-н ассонним то тве ясяд	CHILC DIAIL.					

Theme of th		Lesson 5. A bar of chocolate, please					
Aim of the l		According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new					
-	inging aim:	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.					
• Develo	opmental 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.					
Lingui	istic competences	By the end of the lesson pupils will be able to use words and pieces or some quantities of them					
Type of the		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 t	he lesson:	Traditional, non-traditional, modern, interactive					
Equipments	:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.					
<b>•</b> • • •	1	Main part of the lesson:					
Organizatio	nal part: or homework and	Greeting. Working with pupils on duty. Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for					
	he previous lesson:	their homework.					
revision of t	ne previous lesson.	Lesson 5. A bar of chocolate, please					
		Vocabulary:					
		Tea[tiɪ]-choy					
		Chocolate['tʃɔklət]-shokolat					
		Jam[dʒæm]-murabbo					
		Ice cream[,aɪs'kriɪm]-muzqaymoq					
		Milk[mɪlk]-sut					
	1 a Read the poem an	d answer the questions.					
	Is this poem about you						
	She likes sweets						
	She likes tea						
	She likes ice cream						
	But she doesn't like						
	One thing: milk.  1b Write your own poem. Read it to your class.						
:uo	<i>He/She likes(1)****</i>	bem. Kead it to your class.					
ess	He/She likes(2)****						
he l	<i>He/She likes(3)****</i>						
of tl	But he/she doesn't lik	e					
edure of the lesson:	<i>One thing</i> (4) ****						
npa	2a Look and match						
	<ol> <li>a bottle of Coca Col</li> <li>a packet of tea</li> </ol>	a					
Proc	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. iscuits mineral water juice Fanta milk Coca Cola					
	bottle	packet box jar kilo					
	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.						
	Mineral water, bread, meat, jam, peaches, tea, sausages, apricots, honey, biscuits						
	$\leq$	winicial water, orcau, incat, jain, peaches, ica, sausages, apricois, noney, discuits					
		Customer and Salar Assistant					
Grammar		Customer and Sales Assistant. ottle of Coca Cola					
Granniaf	<b>a jar of</b> jam						
	a packet of tea						
	a bar of chocolate						
	a box of chocolates						
	a kilo of sausages						
Additional i		iew of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,					
A		azines, answering questions. Marking pupils according to their homework and activities during the lesson.					
Assessment: Homework:		Homework is given according to their nomework and activities during the lesson.					
HUILEWUI'K:		Tomework is given according to the academic plan.					

Date: \_\_\_\_\_ Grade: \_\_\_\_ Hour: \_

Theme of th	no losson:	Lesson 6. Project.							
Aim of the									
		According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new							
• Up-bringing aim:		grammar rules, new words, improve their listening, reading, oral speech and writing skills.							
• Educe	ational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to							
• Educa	ational ann:	improve pupils' ideal-political knowledge, to form their developing skills and abilities.							
• Doval	opmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational							
• Devel	opinentai ann:	skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report							
		own ideas, communicative skills.							
• Lingu	istic competences	By the end of the lesson pupils will be able to talk about shops and supermarkets, -ask and answer questions							
Type of the		Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and							
Type of the	1655011.	abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of							
		knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.							
Method of t	the lesson.	Traditional, non-traditional, modern, interactive							
Equipment		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.							
Equipments	3.	Main part of the lesson:							
Organizatio	nal nart.	Greeting. Working with pupils on duty.							
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for							
	the previous lesson:	their homework.							
	the previous resson.	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 foo								
	TVs, books and other things too. Some are open all night. Small shops sell food and other things too. For example, people can bu								
on		ops are open every day. Others are not open on Sundays. Shops usually open at 9.00am. They usually close at 5.30							
ess		hops close at 9.00 or 10.00pm and some supermarkets are open 24 hours. Markets do not open after 5.30pm or on							
le l	Sundays.								
Procedure of the lesson:	2b Work in pairs. I	Point and sav.							
6 0 a	supermarket market								
in	2c Write the words								
ced	Sell shop market								
L0	3 Look at the leafle	ts. Answer the questions.							
Ч	1 What is the name	of the shop?							
	2 Where is it?								
<ul><li>3 What does it sell?</li><li>4 When does it close'</li><li>4 Work in groups. M</li></ul>		? Make a poster for your shop. Use the questions in activity 3.							
							Grammar		
							Additional	information: R	eview of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,
Autional		agazines, answering questions.							
	11								
Assessment	•	Marking pupils according to their homework and activities during the lesson.							
11000001110111	/ <b>•</b>	handing pupils according to their none work and activities during the resson.							
Homework	•	Homework is given according to the academic plan.							
	-								

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Theme of th								
	e lesson:	Unit 4 At the market Lesson 1. How much are th	havi					
Aim of the lo	esson:	Lesson 1. now much are th	ncy:					
	inging aim:	According to the lesson's of	educational purpose improve pupils	' knowledge, experience. Teach pupils new				
_		grammar rules, new words, improve their listening, reading, oral speech and writing skills.						
• Educat	tional aim:		educational purpose improve pupils tical knowledge, to form their devel	' personal qualities like behavior, education etc. to oping skills and abilities.				
Develo	opmental aim:			' personal skills, English learning, motivational				
	-			stematizing skills of knowledge, develop to report				
		own ideas, communicative		es of things in shops, ask and answer questions				
• Linguistic competences Type of the lesson:		about them	ouplis will be able to talk about price	es of unings in shops, ask and answer questions				
		Lessons of communication abilities; Lessons of verific		action of knowledge and of developing skills and essons of systematization and revision of voticel language				
Method of th	he lesson•	Traditional, non-traditional		actical lessons.				
Equipments			ctures, Internet, Computers, project	tor, etc.				
1.1.		M	fain part of the lesson:	,				
Organizatio		Greeting. Working with pu						
	or homework and		pils remember the words from the p	ast lesson. Checking homework. Marking pupils for				
evision of t	he previous lesson:	their homework.	Lesson 1. How much are they?					
			Vocabulary:					
			plum[plʌm]–olxo'ri					
			pear[pɛə]-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>.</b>						
	<ul><li>B: I like grapes.</li><li><b>3a Listen and repea</b></li></ul>	<b>.</b> +						
ü	Customer: A kilo of							
ess								
	Sales assistant. That	s one hundred and fifty soums.						
he lesson:	3b Work in pairs. A	sk and answer.						
÷,	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s	Ask and answer.						
÷,	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s	Ask and answer. oums oums						
÷,	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500	ask and answer. oums ) soums						
4	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s	ask and answer. oums oums ) soums 25 soums						
Procedure of the le	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 112	ask and answer. oums ) soums 25 soums as						
<b>H</b>	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 111 2 melons - 600 sour 2 water melons - 700 <b>4 a Listen and answ</b>	Ask and answer. oums oums ) soums 25 soums (s ) soums (rer.						
4	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 111 2 melons - 600 sourn 2 water melons - 700 <b>4 a Listen and answ</b> How much does the	Ask and answer. oums oums ) soums 25 soums Is ) soums /er. customer pay?						
4	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 111 2 melons - 600 sourr 2 water melons - 700 <b>4 a Listen and answ</b> How much does the Customer:	Ask and answer. oums oums ) soums 25 soums ss ) soums rer. customer pay? Have you got any aprico						
4	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 111 2 melons - 600 sourn 2 water melons - 700 <b>4 a Listen and answ</b> How much does the	Ask and answer. oums oums ) soums 25 soums Is ) soums /er. customer pay?						
4	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 111 2 melons - 600 sourn 2 water melons - 700 <b>4 a Listen and answ</b> How much does the Customer: Sales assistant:	Ask and answer. oums oums oums oums oums 25 soums 25 soums oums oums oums 25 soums oums oums oums 25 soums outs oums out	ots?					
4	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 111 2 melons - 600 sour 2 water melons - 700 <b>4 a Listen and answ</b> How much does the Customer: Sales assistant: Customer: Sales assistant: Customer:	Ask and answer. oums oums oums oums 25 soums 25 soums 25 soums 27 er. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please.	o.					
4	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 111 2 melons - 600 sour 2 water melons - 700 <b>4 a Listen and answ</b> How much does the Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant:	Ask and answer. oums oums oums oums 25 soums 25 soums 25 soums 27 er. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please. That's 100 soums, please	o.					
4	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 111 2 melons - 600 sour 2 water melons - 700 <b>4 a Listen and answ</b> How much does the Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer:	Ask and answer. oums oums oums ) soums 25 soums 25 soums soums ver. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kilo Half a kilo, please. That's 100 soums, please Here you are.	o.					
4	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 111 2 melons - 600 soum 2 water melons - 700 <b>4 a Listen and answ</b> How much does the Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant:	Ask and answer. oums oums oums oums 25 soums 25 soums 25 soums 27 er. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please. That's 100 soums, please Here you are. Thank you.	o.					
4	<b>3b Work in pairs.</b> A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 111 2 melons - 600 sour 2 water melons - 700 <b>4 a Listen and answ</b> How much does the Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer:	Ask and answer. oums oums oums oums 25 soums 25 soums 25 soums 27 er. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please. That's 100 soums, please Here you are. Thank you. at.	o.					
÷,	3b Work in pairs. A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 112 2 melons - 600 sour 2 water melons - 700 4 a Listen and answ How much does the Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: 4 b Listen and repe 5 Look, listen and f	Ask and answer. oums oums oums ) soums 25 soums 25 soums yer. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please. That's 100 soums, please Here you are. Thank you. at. ind Anvar's bag. Play Customers and Sales Ass	ots? o. e. sistants.					
÷,	3b Work in pairs. A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 112 2 melons - 600 soum 2 water melons - 700 4 a Listen and answ How much does the Customer: Sales assistant: Customer: Sales assistant: Sales assistant: Customer: Sales assistant: Sales assistant: Sales assistant: Customer: Sales assistant: Sales assistant: Customer: Sales assistant: Sales assistant: Sales assistant: Customer: Sales assistant: Sales	Ask and answer. oums oums oums oums oums 25 soums 25 soums 25 soums 27 er. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please. That's 100 soums, please Here you are. Thank you. at. ind Anvar's bag. Play Customers and Sales Asses	ots? o. e. <b>sistants.</b> Sales Assistant					
÷,	3b Work in pairs. A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 111 2 melons - 600 sour 2 water melons - 700 4 a Listen and answ How much does the Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: 4 b Listen and repe 5 Look, listen and f 6 Work in groups. Customer 1 Write a list of five	Ask and answer. oums oums oums ) soums 25 soums 25 soums yer. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please. That's 100 soums, please Here you are. Thank you. at. ind Anvar's bag. Play Customers and Sales Ass e things.	ots? o. e. sistants. Sales Assistant 1 Write a list of fruit and the prices	.*.				
Procedure of t	3b Work in pairs. A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 112 2 melons - 600 sourn 2 water melons - 700 4 a Listen and answ How much does the Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: 4 b Listen and reper 5 Look, listen and f 6 Work in groups. I Customer 1 Write a list of five 2 Decide* how much	Ask and answer. oums oums oums ) soums 25 soums 25 soums 25 soums 7er. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please. That's 100 soums, please Here you are. Thank you. at. ind Anvar's bag. Play Customers and Sales Asses e things. ch money* you have got.	ots? o. e. <b>sistants.</b> Sales Assistant	*.				
Procedure of t	3b Work in pairs. A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 112 2 melons - 600 sourn 2 water melons - 700 4 a Listen and answ How much does the Customer: Sales assistant: Customer: Sales assistant: Customer: 1 Write a list of five 2 Decide* how much	Ask and answer. oums oums oums oums oums 25 soums 25 soums 25 soums 7er. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please. That's 100 soums, please Here you are. Thank you. at. ind Anvar's bag. Play Customers and Sales Asses e things. ch money* you have got. e - they're	ots? o. e. sistants. Sales Assistant 1 Write a list of fruit and the prices	*.				
Procedure of t	3b Work in pairs. A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 112 2 melons - 600 sourn 2 water melons - 700 4 a Listen and answ How much does the Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: 1 Write a list of five 2 Decide* how much	Ask and answer. oums oums oums ) soums 25 soums 25 soums 25 soums yer. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please. That's 100 soums, please Here you are. Thank you. at. ind Anvar's bag. Play Customers and Sales Asses e things. ch money* you have got. e - they're nd sixty	ots? o. e. sistants. Sales Assistant 1 Write a list of fruit and the prices	*.				
Frocedure of t	3b Work in pairs. A 1 kg of pears - 500 s ½ kg of plums - 75 s 5 kg of grapes - 1500 4 kg of cherries - 112 2 melons - 600 sourn 2 water melons - 700 4 a Listen and answ How much does the Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: Sales assistant: Customer: 1 Write a list of five 2 Decide* how much Remember they are 260 - two hundred at 414 - four and a half	Ask and answer. oums oums oums ) soums 25 soums 25 soums 25 soums 7er. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please. That's 100 soums, please Here you are. Thank you. at. ind Anvar's bag. Play Customers and Sales Asses e things. ch money* you have got. e - they're nd sixty kilos	o. e. sistants. Sales Assistant 1 Write a list of fruit and the prices e.g. 1 kg of plums — 150 soums					
Frocedure of t Grammar	<b>3b Work in pairs.</b> A         1 kg of pears - 500 s         ½ kg of plums - 75 s         5 kg of grapes - 1500         4 kg of cherries - 112         2 melons - 600 sourn         2 water melons - 700         4 a Listen and answer         How much does the         Customer:         Sales assistant:         Customer:         1 Write a list of five         2 Decide* how mude         Remember       they are         260 - two hundred at         414 - four and a half         nformation:       R	Ask and answer. oums oums oums ) soums 25 soums 25 soums yer. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please. That's 100 soums, please Here you are. Thank you. at. ind Anvar's bag. Play Customers and Sales Ass e things. ch money* you have got. e - they're nd sixty kilos eview of the lesson, doing exerce	o. e. sistants. Sales Assistant 1 Write a list of fruit and the prices e.g. 1 kg of plums — 150 soums rcises, listening to audio files, watch	;*.				
Frocedure of t Grammar	3b Work in pairs. A         1 kg of pears - 500 s         ½ kg of plums - 75 s         5 kg of grapes - 1500         4 kg of cherries - 111         2 melons - 600 sourn         2 water melons - 700         4 a Listen and answ         How much does the         Customer:         Sales assistant:         Customer:         1 Write a list of five         2 Decide* how much         260 - two hundred at         414 - four and a half         nformation:	Ask and answer. oums oums oums ) soums 25 soums 25 soums 25 soums yer. customer pay? Have you got any aprico Yes, over there. How much are they? They're 200 soums a kild Half a kilo, please. That's 100 soums, please Here you are. Thank you. at. ind Anvar's bag. Play Customers and Sales Ass e things. ch money* you have got. e - they're nd sixty kilos eview of the lesson, doing exer agazines, answering questions.	o. e. sistants. Sales Assistant 1 Write a list of fruit and the prices e.g. 1 kg of plums — 150 soums rcises, listening to audio files, watch	ning video lessons, movies, reading books,				

						Date: Grade: Hour: _		
Theme of the	he lesson:		Lesson 2. H	ow much does it co	ost?			
Aim of the								
	ringing 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.					
• Educa	ational 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.					
• Lingu	vistia aamnatana	20				swer questions about costs of vegetables in shops		
Linguistic competences Type of the lesson:		Lessons of c abilities; Les	ommunication of resons of verification	new knowledge; Lessons o	of fixation of knowledge and of developing skills and e; Lessons of systematization and revision of			
Method of t	the lesson:			non-traditional, m				
Equipment					es, Internet, Computers, pro	pjector, etc.		
<b>.</b> .			•		part of the lesson:	ý í		
Organizatio	onal part:		Greeting. W	orking with pupils				
	or homework an	d				he past lesson. Checking homework. Marking pupils for		
revision of	the previous less	on:	their homew					
				Les	sson 2. How much does it c	ost?		
					Vocabulary:			
				וומ	mpkin['pʌmpkɪn]–oshqo	voq		
				Pu Pu	radish['rædɪʃ]-rediska			
				<b></b>	cumber['kjuxkʌmbə]–bodı	ring		
				Cue		ing		
					cost[kɔst]-narx			
					pound[paund]-funt			
					pence[pen(t)s]–penni			
					each[iɪtʃ]-xar bir			
	1Play Backdra							
	2Listen and re	peat.						
	Cabbage		potato		pumpkin	radish		
	Cucumber		onion		cost	pound (£)		
	pence (p)		each		carrot			
	3 Listen and re		r_1	[iz]				
	[s] Pence	onions	[ <b>z</b> ]	shes				
ä	Costs	cucum		bages				
SSO	COSIS	pumpk		Jages				
he lesson:		pounds						
ţ	4a Work in gr	•		l Someone Who.				
Procedure of t	4b Complete t							
9.m	5a Look, listen							
pec	Customer: How			ost?				
roc	Sales assistant: They cost 50p a kilo.							
Ь	5b Work in pa		and answer,					
	tomatoes 50p/k	g						
	peaches £2/kg	_						
	cucumbers 45p	each						
	carrots 40p/kg							
	onions 40p/kg	aak						
	cabbages 40p e 6a Listen and							
	How much doe							
			uch do potatoe	s cost?				
	Sales assistant:			5 0051:				
	Customer: Two kilos, please. Sales assistant: Here you are. Anything else?							
	Customer: No, thank you.							
	Sales assistant:							
	Customer:	Here yo	ou are.					
	Sales assistant:	Thank y						
	6b Listen and							
	6c Play Custor	ner and	l Sales Assista					
Grammar	Remember: H	low muc	ch do cabbage			neat cost? It costs £3.99 a kilo. Anything else?		
		low muc Revi	ch do cabbages iew of the less	on, doing exercise		neat cost? It costs £3.99 a kilo. Anything else? vatching video lessons, movies, reading books,		
Additional	<b>Remember:</b> H information:	low muc Revi	ch do cabbages lew of the less azines, answer	on, doing exercise	s, listening to audio files, w	vatching video lessons, movies, reading books,		
	Remember: H information: t:	low muc Revi	ch do cabbages lew of the less azines, answer Marking pu	on, doing exercise ing questions. vils according to th		vatching video lessons, movies, reading books,		

Theme of th		Lesson 3. Do	you want to be healthy	7?				
Aim of the l		A	the leases's at set	1	upils' knowledge, experience. Teach pupils new			
• Up-br	ringing aim:				ng, oral speech and writing skills.			
• Educa	ational aim:				upils' personal qualities like behavior, education etc.			
					developing skills and abilities.			
• Develo	opmental aim:	According to	the lesson's educationa	al purpose develop pu	upils' personal skills, English learning, motivational			
	-			al skills, analyzing a	nd systematizing skills of knowledge, develop to repo			
			ommunicative skills.					
	istic competences				eating times and healthy eating			
Type of the	lesson:				of fixation of knowledge and of developing skills and			
			Combined (mixed) lesso		ge; Lessons of systematization and revision of			
Method of t	the lesson:		non-traditional, modern		is, i factical lessons.			
Equipments		,	ly High 6", pictures, Int		rojector, etc.			
1.1.				of the lesson:				
Organizatio	onal part:		orking with pupils on du	ıty.				
	or homework and			nber the words from t	the past lesson. Checking homework. Marking pupils			
revision of t	the previous lesson:	their homew						
			Lesson 3. 1	Do you want to be he	ealthy?			
				Vocabulary:				
				rekfəst]–ertalabki no				
			Lunch[lʌntʃ]–tushlik	k, kunning yarimi at	trofidagi vaqtda			
			Dinner['dɪnə]-tushlik	, kun davomidagi as	sosiy ovqatlanish			
			Suppe	r['sʌpə]–kechki ovq	at			
			F	ruit[fruɪt]-meva				
			Heal	thy['helθɪ]–sog'lom	1			
				ood [fuɪd]-ovqat				
	1a Work in pairs.	Ask and answer.						
	e.g. I have for bre	eakfast. What abou						
			le with the right food.					
		Milk products*	Fruit	Vegetabl s	Mea			
	e.g. butter							
	2a Read and say. Does 'should' mean							
ï	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							
SOI					have two litres every day. You should eat bread, me			
les					re bad for your teeth. Eggs and milk make your bon			
of the lesson:			ifferent time or seat a lo					
ot	2 b Read and write							
ure	What should/should							
ced	e.g. We should eat	We show	ıldn't eat					
Procedure (	<b>3 Chain Drill.</b> A: You should go to	bed on time						
1	B: You should get u							
	4 Work in pairs. R		he questions.					
	Fo		From					
	Healthy skin*, to s	ee well	Apricots, carrots, tomatoes, milk, butter, fish					
	Good skin, hair an	d eyes	Brown bread, eggs and meat					
	Good skin		Lemons and oranges					
	Healthy bones		Butter, eggs, fish					
	Healthy bones		Milk, eggs					
	Bones and teeth							
	Bones and teeth Energy		Bread, rice, potatoes					
	Bones and teeth Energy To be strong			se, milk				
	Bones and teeth Energy To be strong 1 Which food is go		Bread, rice, potatoes	se, milk				
	Bones and teeth Energy To be strong 1 Which food is go 2 What are apricot	s good for?	Bread, rice, potatoes Meat, eggs, fish, chees	se, milk				
	Bones and teeth Energy To be strong 1 Which food is go 2 What are apricot 3 What are lemons	s good for? and oranges good	Bread, rice, potatoes Meat, eggs, fish, chees for?	se, milk				
	Bones and teethEnergyTo be strong1 Which food is go2 What are apricot3 What are lemons4 What foods show	s good for? and oranges good ld we eat for our b	Bread, rice, potatoes Meat, eggs, fish, chees for? pones?	se, milk				
	Bones and teethEnergyTo be strong1 Which food is go2 What are apricot3 What are lemons4 What foods shou5 What should we	s good for? and oranges good ld we eat for our b eat for healthy tee	Bread, rice, potatoes Meat, eggs, fish, chees for? pones? th?	se, milk				
	Bones and teethEnergyTo be strong1 Which food is go2 What are apricot3 What are lemons4 What foods show	s good for? and oranges good ld we eat for our b eat for healthy tee should you have	Bread, rice, potatoes Meat, eggs, fish, chees for? pones? th? a day?	se, milk				
Grammar	Bones and teethEnergyTo be strong1 Which food is go2 What are apricot3 What are lemons4 What foods shou5 What should we6 How much wated7 If you play a lotRemember: You	s good for? and oranges good ld we eat for our b eat for healthy tee r should you have of football, what f should eat a lot of	Bread, rice, potatoes Meat, eggs, fish, chees for? pones? th? a day? pool should you eat	se, milk				
Grammar	Bones and teethEnergyTo be strong1 Which food is go2 What are apricot3 What are lemons4 What foods shout5 What should we6 How much water7 If you play a lotRemember: YouYou shouldn't eat at	s good for? and oranges good ld we eat for our b eat for healthy tee r should you have <u>of football, what f</u> <b>should eat a</b> lot of <b>a</b> lot of	Bread, rice, potatoes Meat, eggs, fish, chees for? pones? th? a day? pod should you eat of fruit.					
	Bones and teethEnergyTo be strong1 Which food is go2 What are apricot3 What are lemons4 What foods shout5 What should we6 How much water7 If you play a lotRemember: YouYou shouldn't eat atinformation:	s good for? and oranges good ld we eat for our b eat for healthy tee r should you have of football, what f should eat a lot of a lot of Review of the lesso	Bread, rice, potatoes Meat, eggs, fish, chees for? pones? th? a day? pod should you eat of fruit.		watching video lessons, movies, reading books,			
Additional i	Bones and teethEnergyTo be strong1 Which food is gc2 What are apricot3 What are lemons4 What foods shou5 What should we6 How much water7 If you play a lot7 Remember: YouYou shouldn't eat ainformation:F	s good for? and oranges good ld we eat for our b eat for healthy tee r should you have of football, what f should eat a lot of a lot of Review of the lesson magazines, answer	Bread, rice, potatoes Meat, eggs, fish, chees for? pones? th? a day? ood should you eat of fruit.	ening to audio files, w				
	Bones and teeth         Energy         To be strong         1 Which food is gc         2 What are apricot         3 What are lemons         4 What foods shou         5 What should we         6 How much water         7 If you play a lot         Remember: You         You shouldn't eat at         information:         F	s good for? and oranges good ld we eat for our b eat for healthy tee r should you have of football, what f should eat a lot of a lot of Review of the lesson magazines, answer Marking pup	Bread, rice, potatoes Meat, eggs, fish, chees for? pones? th? a day? pod should you eat of fruit.	ening to audio files, w				

		Date: Grade: Hour: _				
Theme of th	ne lesson•	Lesson 4. Are your animals healthy?				
Aim of the l		Lesson 4. Are your annuals nearby:				
	inging 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.				
• Educa	tional 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.				
• Develo	opmental 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.				
• Lingu	istic competences	By the end of the lesson pupils will be able to talk about feeding their animals and their health				
Type of the		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 t	he lesson:	Traditional, non-traditional, modern, interactive				
Equipments	5:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
		Main part of the lesson:				
Organizatio		Greeting. Working with pupils on duty.				
	or homework and the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.				
		Lesson 4. Are your animals healthy?				
		Vocabulary:				
		Domestic [də'mestɪk]-uyga oid, uy				
		Animal['ænɪm(ə)l]-hayvon				
		Rabbit['ræbɪt]-quyon				
		Dog[dɔg]-it				
		Cat[kæt]-mushuk				
		Cow [kau]-sigir				
		Horse [hoɪs]-ot				
	1a Answer the ques					
Procedure of the lesson:	Doctor White tells "Well, the first thin two millimetres a v much grass. We giv long and this is bad grass!" a One or two carrots b domestic rabbits al c carrots are bad for d rabbits eat a lot of e rabbits shouldn't ea <b>1d Listen and check</b> <b>2a Work in groups.</b> e.g. Hello. Today ou You shouldn't new grass in spring water after new gras	ways stay at home. rabbits' teeth. grass t carrots. <b>Choose one of the topics and write a radio programme.</b> r programme is about what to feed cows and horses. because cows and horses ss makes them sick				
	can kill them     dangerous for       Bird in a cage     Nails grow fast					
	Bird in a cage     Nalls 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.					
	<ul><li>1 Do you think sweets and sweet foods are good for people's health? Why?A/Vhy not?</li><li>2 Do you think bitter* foods are good for people? Why?/Why not?</li></ul>					
	<ul><li>3 Do you like bitter</li><li>4 Do animals like bi</li></ul>					
	3 b Find the answer					
Grammar	Should – shouldn't					
	information: Re	eview of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, agazines, answering questions.				
Assessment		Marking pupils according to their homework and activities during the lesson.				
Homework		Homework is given according to the academic plan.				

		Date: Grade: Hour:				
Theme of the lo	0550 <b>D</b> .	Lesson 5. Whose sandwich is this?				
Aim of the less		Lesson 5. whose sandwich is this:				
• Up-bring		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.				
• Education	onal 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.				
• Developn	nental 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				
<b>T</b> • • /•		own ideas, communicative skills.				
	c 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 less	son:	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:	1000011	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
1		Main part of the lesson:				
Organizational	l part:	Greeting. Working with pupils on duty.				
	nomework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
	previous lesso	their homework.				
	•	Lesson 5. Whose sandwich is this?				
		Vocabulary:				
		triangle['traɪæŋgl]-uchburchak				
		square[skwɛə]-to'rtburchak				
		circle['sɜɪkl]-aylana				
		raisins['reɪz(ə)n]-mayiz				
		lettuce['letɪs]-salat(ko'kat turi)				
		flour['flauə]-un				
6 11 10 2 WW 1 2 3 4 3	Look and mate whose shopping tomatoes cucum onions meat sa onion carrots re flour onions sal a Look, read a	quares and circles in the classroom.  ts are they? ers onions salt tins oil rice meat tfind Malika's and Anvar's sandwiches				
	Malika	Anvar from on ease				
.	<ol> <li>Cut circle ey</li> <li>Put raisins for</li> </ol>	from an egg.1Cut triangle eyes from an egg.he eyes.2Put raisins for the eyes.				
		air from lettuce.     2     1 ut raisins for the eyes.       3     Put raisins for hair.				
		an non retuce.3 if ut raisins for har.uth from a tomato.4 Cut a square mouth from a cucumber.				
	5 Cut a triangle nose from a carrot.     5 Cut a circle nose from a tomato.       3 b Draw your sandwich. Write instructions.					
		Picture Dictation.				
Frammar		item e Dictation.				
	ormation:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, nagazines, answering questions.				
Additional info						
		Marking pupils according to their homework and activities during the lesson.				
Additional info Assessment: Homework:		Marking pupils according to their homework and activities during the lesson. Homework is given according to the academic plan.				

Theme of the lesson:		Lesson 6. Project.
Aim of the lesson:		
• Up-br	inging 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.
Educa	tional 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.
• Develo	opmental 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.
Lingui	istic 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		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 t	he lesson:	Traditional, non-traditional, modern, interactive
Equipments	3:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
		Main part of the lesson:
Organizatio	nal part:	Greeting. Working with pupils on duty.
	or homework and he previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
revision of t	ne previous lesson:	Lesson 6. Project
Procedure of the lesson:	1 Spelling Dictation.         2a Work in groups. Answer the questions.         1 Where do people work in villages?         2 Where do they do their shopping in villages?         3 Why do they often go to the town?         4 Do they have any problems?         2b Work in groups. Read the letter and draw your plan.         Dear Friends         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.         Send the plan to the village committee*.         Yours         Village Committee         2c Copy and complete your letter to your village committee.         Dear Village Committee Thank you for your letter.	
	We think there should be The meat section s  Yours 	sections. should be next to
Grammar		
Additional i	information: F	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,
. i waiti viidi I		nagazines, 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:		Unit 5 Learning review				
		Lesson 1. Make your 'To Do List'				
Aim of the l						
• Up-br	inging 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.				
• Educa	tional 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.				
Develo	pmental 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.				
• Lingu	stic 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		Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and				
-51		abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of				
		knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.				
Method of t	he lesson:	Traditional, non-traditional, modern, interactive				
Equipments	:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
		Main part of the lesson:				
Organizatio		Greeting. Working with pupils on duty.				
	r homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
revision of t	he previous lesso					
		Lesson 1. Make your 'To Do List'				
		Vocabulary:				
		jump[dʒʌmp]-sakrash				
		go [gəu]–yurish				
		run [rʌn]–yugurish				
	sing [sɪŋ]-kuylash					
	touch [tʌtʃ]–tegish					
	dust [dʌst]-chang					
ï	turn[t3ɪn]-burilish					
Procedure of the lesson:	blow [blau]-puflash, ishirish, esish					
e le	1a Read and an					
th	<b>1a Read and answer the questions</b> Do you like Tobby's To Do List? Why/why not?					
e of	1b Write your suggestions for Tobby.					
nre	e.g. Don't check yesterday's To Do List.					
ced	2a Listen and do.					
ro	2b Write five instructions for your partner. Use Do/Don't.					
Ь	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.					
	2 c Work in pair	s. Plav Do It!				
	jump, go, run, sing, touch, dust, turn left/right, sit down, blow, dosit-ups					
3 Write your T		your To Do List for today.				
Grammar						
Additional information: Rev		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. You are what you eat			
Aim of the l	lesson:				
• Up-br	inging 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.			
• Educa	ational 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.			
• Develo	opmental 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.			
<ul> <li>Lingu</li> </ul>	istic 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 t	the lesson:	Traditional, non-traditional, modern, interactive			
Equipments	s:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
		Main part of the lesson:			
Organizatio	onal part:	Greeting. Working with pupils on duty.			
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for			
	the previous lesson:	their homework.			
		Lesson 2. You are what you eat			
		Vocabulary:			
		protein['prəutiɪn]-oqsil			
		starch[staɪtʃ]-kraxmal			
		western ['westən]–g'arbiy			
		chips[tʃɪps]–ships			
		sandwich['sænwɪdʒ]-buterbrod			
	1 Find the words in the Wordlist. Write the meaning.				
	protein starch weste				
	2a Read and translate the title.				
		You are what you eat			
uo	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				
ess	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				
e l	vegetables.				
Procedure of the lesson:		grams 'The typical western diet' and 'A healthy diet'. Answer the questions.			
ot		n diet healthy? Why/why not?			
nre.		Draw a diagram for the man's diet.			
edı	Ice-cream	Draw a magram for the man's thet.			
0.					
Pr	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 tee and a sandwich. For dimen usually I have meet and potenties.				
	love. When I watch TV I have tea and a sandwich. For dinner usually I have meat and potatoes.				
	Refore I go to bed usually I have a cup of hot chocolate and some small cakes. <b>3b Talk about the man.</b>				
	e.g. He should eat more fruit.				
	-	Copy. Do the quiz.			
Grammar	4 Copy. Do the qu	<i>L</i> .			
Granniai					
Additional information: Rev		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,			
Luunuonal		nagazines, answering questions.			
	1	iagazines, answering questions.			
Assessment	•	Marking pupils according to their homework and activities during the lesson.			
Assessment	•	marking pupils according to their nome work and activities during the lesson.			
Homework	•	Homework is given according to the academic plan.			
110IIICWUI K	•	Homework is siven according to the academic plan.			

Theme of the lesson:		Lesson 3. What's in your school bag?				
Aim of the l	lesson:					
• Up-br	inging 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.				
• Educa	ntional 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.				
Devel	opmental 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.				
• Lingu	istic competences	By the end of the lesson pupils will be able to talk about quantity of things, -use have got, has got				
Type of the		Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and				
Type of the	CSSOII.	abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.				
Method of t	he lesson:	Traditional, non-traditional, modern, interactive				
Equipments		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
		Main part of the lesson:				
Organizatio	nal nart:	Greeting. Working with pupils on duty.				
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
revision of t	the previous lesso					
		Lesson 3. What's in your school bag?				
		Vocabulary:				
		A lot of [ə 'lɔt ɔv]–ko'p				
		a few [ə 'fjux]–kam, ozgina				
		some [sʌm]-ayrim, boshqa, birnecha				
		a little [ə 'lɪtl]-kam, ozgina				
ä		gs you have got in your school bag.				
20	A lot of, a few, some, no a little					
Procedure of the lesson:	e.g. There is a pencil case. There are some books. But there is no money and there are no sweets.					
he	1b Work in groups of 4/5. Write your group list					
of t	1c Report.					
.e (	e.g. Our class has					
In	We have got a of	of pens				
cec	2 a Look and say	. Use a/a lot of/some/a few.				
ro	Here are some of	the things in Class 6 English pupils' school bags.				
Р	e.g. The Englsh p	upils have got some diaries.				
	pens, pencils, per	cil case, lunch box, rulers, crayons, calculators, mobile phones, walkman, diskette, hair brush, diaries, CD-Rom, game				
	boy, chocolate ba	r, a box of juice, a packet of crisps, comb, cassette				
	2b Write five sentences					
	2c Work in pair	. Say differences.				
	e.g. The English	bupils have got a lot of erasers.				
		have got some erasers.				
		Mary, John and Natalie's lunch boxes.				
Grammar						
Additional information: Revi		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,				
		magazines, answering questions.				
mag		muguzines, 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 th		Lesson 4. Do you like parties?		
Aim of the l	lesson:			
• Up-br	inging 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.		
• Educa	ational 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.		
• Develo	opmental 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.		
• Lingu	istic competences			
Гуре of the		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 t	the lesson:	Traditional, non-traditional, modern, interactive		
Equipments	s:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
• •		Main part of the lesson:		
Organizatio	onal part:	Greeting. Working with pupils on duty.		
Checking fo	or homework and the previous lesso			
		Lesson 4. Do you like parties?		
		Vocabulary:		
		Drinks [drɪŋks]-ichimliklar		
		Mineral water ['mɪn(ə)r(ə)l] ['wɔɪtə]-ma'danli suv		
		Cake [keɪk]-to'rt		
	Yogurt ['jɔɡət ]–yogurt Walnuts ['wɔɪlnʌt]–yoŋg'oq			
Procedure of the lesson:	<ul> <li>2a Look and say. What is important for a good party?</li> <li>e.g. Anvar is thinking about drinks. Rano is thinking about a big</li> <li>2 b Work in pairs. Make a list for a party.</li> <li>10 bottles of Fanta</li> <li>10 bottles of Coca Cola</li> <li>2 bottles of mineral water</li> <li>3 Look, copy and complete the sentences Use a lot of, some, a little and a few.</li> <li>Oh, great! I like parties</li> <li>4 Read about Lucy's favourite sweet and write a list of ingredients* for Dilbar.</li> <li>e.g. 1 banana</li> <li>Banana Splits</li> <li>1 Take a banana and cut it in half.</li> <li>2 Put the two halves on a plate like this.</li> <li>3 Get some cream or yogurt and put a little over the banana.</li> <li>4 Take a bar of chocolate and break it into pieces.</li> <li>5 Put the pieces on and around the banana.</li> <li>6 Take some walnuts* and break them into pieces.</li> </ul>			
Grammar		on and around the banana. na Split. Mmm. Lovely!		
		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.		

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Theme of the lesson:		Lesson 5. Do you know?				
Aim of the l	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.				
Devel	opmental 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.				
	• .•					
	istic 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				
Made 1 - 64	1	knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.				
Method of t		Traditional, non-traditional, modern, interactive				
Equipments	5:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
Orregeniantia		Main part of the lesson:				
Organizatio		Greeting. Working with pupils on duty.				
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.				
revision of t	the previous lesson	Lesson 5. Do you know?				
		· · · · · · · · · · · · · · · · · · ·				
		Vocabulary:				
		chief [tʃiɪf]-boshliq				
		important [ɪm'pɔɪt(ə)nt]-muhim				
		shake [ʃeɪk]-qimirlatmoq, qaltiratmoq				
		clasp [klaɪsp]-bog'lash, ulash				
		nod [nod]-boshni gimirlatmog				
	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					
ä	1. How do men in Uzbekistan greet each other*?					
080		women in Uzbekistan greet each other?				
les		young people greet grownups?				
the	4.	How do you greet your friends?				
of	3b Read and say how African people greet each other.					
Ire	People in Africa	like traditional* village life. They are very warm and friendly. Children and grown ups shake hands when they meet				
npa	friends or relatives. Young men and women clasp hands with their friends at parties. Some chiefs use the back of the hand to show					
rocedure of the lesson:		they are important.				
Pr	4a Work in pairs	Answer the questions.				
	1 What do Uzbek	1 What do Uzbek boys do when they meet? 3 What do English boys do when they meet?				
		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 grou					
	Play Guess the Pe					
		uch noses) Pupil C: Eskimoes?				
Grammar						
Additional i	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.				
Homowork		Homework is given according to the academic plan.				
Homework:		Tiomework is given according to the academic plan.				

Theme of the lesson:		Lesson 6. Project.		
Aim of the				
	ringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new		
CP M		grammar rules, new words, improve their listening, reading, oral speech and writing skills.		
Educa	ational 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.		
Devel	opmental 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.		
	istic 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		
Method of 1	the locaon.	knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons. Traditional, non-traditional, modern, interactive		
Equipment		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
Equipment	8.	Main part of the lesson:		
Organizatio	nal nart.	Greeting. Working with pupils on duty.		
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for		
	the previous lessor			
	•	Lesson 6. Project		
	1 Spelling Dictat	ion.		
ä		2 Play I Want/I'd Like/We Use It.		
105	Make a sentence.			
les		e is correct, move forward two.		
the		take, move forward one.		
of		te a sentence, move back two.		
Procedure of the lesson:	3 a Sing a song.			
npa	I am h-a-p-p-y I am h-a-p-p-y			
300	I know I am			
Pr	I know I am			
	I am h-a-p-p-y.			
<b>3 b Write your own so</b>		wn song.		
Grammar				
		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,		
mag		magazines, answering questions.		
Assessment:		Marking pupils according to their homework and activities during the lesson.		
Homework:		Homework is given according to the academic plan.		
nomework;		Home work is given according to the academic plan.		

Theme of th	e lesson:	Unit 6 Birthday		
		Lesson 1. When's your birthday?		
Aim of the l	esson:			
• Up-bringing aim:		According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new		
-	0 0	grammar rules, new words, improve their listening, reading, oral speech and writing skills.		
• Educa	tional 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.		
Devel	opmental 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.		
• Lingu	istic 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		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 t	he lesson:	Traditional, non-traditional, modern, interactive		
Equipments		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
	-	Main part of the lesson:		
Organizatio	nal part:	Greeting. Working with pupils on duty.		
	r homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for		
	he previous lesso			
	<b>r</b>	Lesson 1. When's your birthday?		
		Vocabulary:		
		Birthday ['bɜɪθdeɪ]-tug'ilgan kun		
		Date [deɪt]-sana		
	Congratulate [kən'grætʃuleɪt]-tabriklamoq			
••	Gift [gɪft]-sovg'a			
Procedure of the lesson:	Present ['prez(ə)nt]-sovg'a, sovg'a bermoq			
les	1 Play Birthday			
he	When's your birthday?			
of t	It's on the twelfth of August.			
re (	2 Write your friend's birthday.			
mp	3 Listen and repeat. Dictate them to your partner.			
oce	1982 1990 1991 1996 1998 2000 1984			
Pro	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?			
G	B: It's my sister's birthday.			
Grammar Remember:		ighty-two 2000-two thousand 2002 - two thousand and two		
		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,		
magazines, answering questions.		magazinos, answering questions.		
Assessment		Marking pupils according to their homework and activities during the lesson.		
A550551110110.		marking papers according to men nonework and activities during the resson.		
Homework		Homework is given according to the academic plan.		
Home work is given according to the academic plan.				

Theme of the lesson:		Lesson 2. Happy birthday!		
Aim of the lesson:				
• Up-bı	inging 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.		
• Devel	opmental 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.		
• Lingu	istic 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		
rype of the		abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.		
Method of	he lesson.	Traditional, non-traditional, modern, interactive		
Equipment		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
Equipment	3.	Main part of the lesson:		
Organizati	malmante	Greeting. Working with pupils on duty.		
Organizatio				
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for		
revision of	the previous lesso			
		Lesson 2. Happy birthday!		
		Vocabulary:		
		Birthday card ['bɜːθdeɪ] [kɑɪd]-tug'ilgan kun otkritkasi		
		Restaurant ['restəront]-restoran		
		Children ['tʃɪldr(ə)n]–bolalar		
		Box [bɔks]-korobka		
		Cand e ['kændl]-sham		
	1a Look and gu	s the new words.		
	1 get a birthday of			
	2 get a present			
	3 go to a restaura	•		
	4 have a party	L L L L L L L L L L L L L L L L L L L		
	5 birthday cake			
	6 children			
uo				
ess	7 grown ups			
el	1b Listen and re			
th		Read and answer.		
ocedure of the lesson:	What do you			
III	ć			
npç	s	ng		
	s	y on your friend's birthday?		
Pr	3 Play Slap the	oard.		
		ent for one of your family/friends and write two sentences.		
	e.g. The box of chocolates is for my friend Azamat. He likes sweets. 4b Talk about the presents.			
	e.g. 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.			
		4c Work in groups. Listen, copy and complete. 5 Look at the invitation and say what John wants.		
	Tom	tation and say what John wants.		
		1. 12 sh hindh dan namen an Sun dan 12 sh Lub, at 6 20 mm		
	Hope*you can	ny13th birthday party on Sunday 12th July at 6.30pm.		
		me.		
	John D.S. Nammu			
	P.S. No grown	is pieuse:		
q				
Grammar				
Additional	information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,		
l .		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 th	e lesson:	Lesson 3. Birthdays are fun!				
Aim of the l						
	inging 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.				
• Educa	tional 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.				
• Develo	opmental 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.				
• Lingu	istic competences					
Type of the		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 t	he lesson:	Traditional, non-traditional, modern, interactive				
Equipments	5:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
		Main part of the lesson:				
Organizatio		Greeting. Working with pupils on duty.				
	or homework and the previous lesso	n: their homework.				
		Lesson 3. Birthdays are fun!				
		Vocabulary:				
		Fun [fʌn]-zavq, o'yin				
		Happy ['hæpɪ]-baxtli, baxt				
		Clown [klaun]-masqaraboz				
	Ciown [kiaun]-masqaraboz Balls -Sharlar					
Procedure of the lesson:	<ul> <li>2 a Listen to the teacher's story.</li> <li>2 b Read the teacher's story.</li> <li>2c Copy and complete the story.</li> <li>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.</li> <li>3a Write about your birthday. Begin with:</li> <li>My birthday was</li> <li>3b Work in groups. Read your texts. Say who had the best birthday.</li> <li>4 Read and put in order.</li> <li>Love</li> <li>See you</li> <li>I want to come</li> <li>Thank you for your invitation</li> <li>Dear John</li> <li>Tom</li> <li>On 12 July</li> <li>5 Sing the birthday song.</li> </ul>					
Crommon		ay card for your friend/relative.				
Grammar						
Additional i	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. I love summer
Aim of the l	esson:	
• 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.
• Educa	tional 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.
Devel	opmental 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.
• Lingu	istic competences	By the end of the lesson pupils will be able to talk about summer activities, -use regular and irregular verbs
Type of the		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 t		Traditional, non-traditional, modern, interactive
Equipments	:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.
		Main part of the lesson:
Organizatio		Greeting. Working with pupils on duty.
	r homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for
revision of t	he previous lesson:	their homework.
		Lesson 4. I love summer
		Vocabulary:
		live [Iɪv]-yashamoq
		visit ['vɪzɪt]-tashrif buyurmoq
		help [help]-yordam bermoq
		play [pleɪ]–o'ynamoq
		watch [wɔtʃ]-tomosha qilmoq
	1a Listen to Rustan	'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 alo	
		se the words from the blackboard.
Procedure of the lesson:		t the verbs in the Past Simple.
less	[t] [d]	[id]
he l	work d lived	visited
of tl	helped played watched	
re o		the words in the right column [t] [d] or [id]
np	woiked	
0 <b>ce</b>	lived	
Pr	visited	
	helped	
	played	
	watched	
		tete the table of irregular verbs.
	has had be was/were	get got read
	swim	go
		ices about your summer holidays.
	e.g. I played football	
		Listen to your friends, copy and complete
	4 Write your repor	
		m 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 swim - swam	worked watched
	read - read	
	Icau - Icau	
Additional i		eview of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,
	m	agazines, answering questions.
Assessment	I	Marking pupils according to their homework and activities during the lesson.
12222221111111	•	warking papirs according to their nome work and activities during the resson.
Homework:		Homework is given according to the academic plan.
OI N.		

		-	
Theme of the		Lesson 5. I was born in Tashkent	
Aim of the lo	esson: inging aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new	
• 00-011	inging ann.	grammar rules, new words, improve their listening, reading, oral speech and writing skills.	
• Educa	tional 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.	
• Develo	pmental 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.	
Lingui	stic 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 t		Traditional, non-traditional, modern, interactive	
Equipments	:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc. Main part of the lesson:	
Organizatio	nal part:	Greeting. Working with pupils on duty.	
Checking fo	r homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for	
revision of t	he previous lesson:	their homework. Lesson 5. I was born in Tashkent	
		Vocabulary:	
		Tashkent [tæʃ'kent]-Toshkent	
		Cambridge ['keɪmbrɪdʒ]–Kembridj	
		Born [born]-tug'ilgan, tabiatan	
		Cart [kaxt]-arava	
		Village ['vɪlɪdʒ]–qishloq	
		Near [nɪə]-yaqinida Sell [sel]-sotmoq	
Procedure of the lesson:	<ul> <li>2a Chain Drill.</li> <li>e.g. A: I was born in Tashkent. And you?</li> <li>B: I was born in Samarkand. And you?</li> <li>B: I was born in 1990. And you?</li> <li>2b Work in pairs. Copy and complete the table.</li> <li>3a Read and give the text a title.</li> <li>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 grandad swam but I didn't because I was too small. We liked the farm. We were very happy there.</li> <li>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.</li> <li>3b Read and answer the question</li> <li>What do you notice about the bold words?</li> <li>4 Listen and repeat.</li> <li>ago bull move to sell - sold last month</li> <li>5 Chain Drill. Say what you didn't have five years ago.</li> <li>A: We didn't have a car five years ago. What about you?</li> </ul>		
	<ul> <li>B: We didn't have</li> <li>6 Work in pairs. Ask, answer and write.</li> <li>e.g. I didn't have a new school bag last year.</li> <li>I had my brother's old school bag. What about you?</li> </ul>		
Grammar			
Additional i		view of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, agazines, answering questions.	
Assessment:		Marking pupils according to their homework and activities during the lesson.	
Uomoural		Homework is given according to the academic plan	
Homework:		Homework is given according to the academic plan.	

_ Hour: _	
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There a f th		Lesser ( Derivet		
Theme of the lesson:     Lesson 6. Project.       Aim of the lesson:				
		According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new		
• Up-bringing aim:		grammar rules, new words, improve their listening, reading, oral speech and writing skills.		
		According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to		
Educational aim:				
		improve pupils' ideal-political knowledge, to form their developing skills and abilities. According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational		
Developmental aim:		skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report		
		own ideas, communicative skills.		
<b>.</b>		By the end of the lesson pupils will be able to work in groups, -make poster about famous people		
Linguistic competences				
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 words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for		
revision of t	he previous lesson			
		Lesson 6. Project		
	1Spelling Dictation.			
	2 Work in groups. Find the texts on page 141.			
uo	3Choose one of the people and read about him/her. 4 Use your notes to make a poster.			
less		to make a poster.		
l əı	Film star	nee here in 1990 is Lender. His family men needed up and south and a start the herder. Chedia Chedia		
was a famous filmstar on 25 December 1977		was born in 1889 in London. His family was very poor. His mother was a singer. He had one brother. Charlie Chaplin mstar. He made a lot of films. Charlie Chaplin was married four times. He had five sons and five daughters. He died		
ced	5 Copy and complete the table. Name: (1) ***			
ro	Born: (2) ***			
Р	Family: (3) ***			
	Famous for: (4) *			
	Died: (5) ***			
Grammar	Died. (5)			
Granniai				
Additional information: Revie		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,		
		magazines, answering questions.		
magazines, answering questions.				
Assessment:		Marking pupils according to their homework and activities during the lesson.		
1 100-001111111		marking pupils according to their nonic work and activities during the resson.		
Homework: Hom		Homework is given according to the academic plan.		
110 me work				

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Thomas files		Unit 7 What you did yesterday		
Theme of the lesson:		Unit 7 What you did yesterday Lesson 1. I wanted to be		
Aim of the less	on:			
• 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.		
Education	nal 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.		
• Developn	nental 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.		
• Linguisti	c competences	By the end of the lesson pupils will be able to talk about professions,		
Type of the less	son:	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: Exercise lessons of systematization and revision of		
Method of the	lesson:	knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons. Traditional, non-traditional, modern, interactive		
Equipments:		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
		Main part of the lesson:		
Organizational		Greeting. Working with pupils on duty.		
Checking for h revision of the	omework and previous lesson	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.		
	previous resson	Lesson 1. I wanted to be		
		Vocabulary:		
		Sportsman ['sportsmən]–sportchi		
		Gardener ['gazdnə]-bog'bon		
		Adviser [əd'vaɪzə]-maslahatchi		
		Student ['st(j)utd(a)nt]-talaba		
		Professor [prəˈfesə]–professor		
Jocedure of the lesson:	<ol> <li>What's y</li> <li>What's y</li> <li>What do</li> <li>Chain Drill.</li> <li>I want to be a</li> <li>Look at the panew could talked</li> <li>Check your and a Read and find</li> </ol>	nswers in the Grammar Reference. the words with '*' in the Wordlist. Gerry's story		
	<ul> <li>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.</li> <li>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.</li> </ul>			
	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.			
41	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?			
Grammar R	<u>e Write five sen</u> emember:			
Tl Additional info	~	We want him+verb Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,		
Assessment:		magazines, answering questions.           Marking pupils according to their homework and activities during the lesson.		
[]		Homework is given according to the condemic plan		
Homework:		Homework is given according to the academic plan.		

			Date: Grade: Hour: _		
Theme of the l	lesson:	Lesson 2. D	id you open the window?		
Aim of the less		· .			
• Up-bringing aim:		grammar rul	o the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new es, new words, improve their listening, reading, oral speech and writing skills.		
• Educatio	onal aim:		o the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to		
Develop	mental aim:		bils' ideal-political knowledge, to form their developing skills and abilities. To the lesson's educational purpose develop pupils' personal skills, English learning, motivational		
Develop		skills, devel	op pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report communicative skills.		
Linguisti	ic competences		of the lesson pupils will be able to talk about activities in past. Ask questions in past simple.		
Type of the les	sson:	abilities; Le	communication of new knowledge; Lessons of fixation of knowledge and of developing skills and ssons of verification and control of knowledge; Lessons of systematization and revision of Combined (mixed) lessons; Excursion lessons; Practical lessons.		
Method of the	lesson:		non-traditional, modern, interactive		
Equipments:			Fly High 6", pictures, Internet, Computers, projector, etc.		
			Main part of the lesson:		
Organizationa			orking with pupils on duty.		
	homework and e previous lesson		the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for		
	e previous lesson	. then nomew	Lesson 2. Did you open the window?		
			Vocabulary:		
			Window ['wɪndəu]–oyna		
			Door [dɔː]-eshik		
			Outside [,aut'saɪd]-tashqarida		
			Inside [,In'said]-ichkarida		
			Poster ['pəustə]-e'lon, afisha, plakat		
1	a Look, listen a	nd repeat.			
		mative	Interrogative		
		ranny yesterday.	Did you visit your granny yesterday? Did		
		er flowers.	you give her flowers? Did she put them in a		
	b Copy and con	em in a vase.	vase?		
			rdav.		
	<b>2a Write two sentences about yesterday.</b> e.g. I went to the park yesterday.				
ë 2	2b Play What You Did Yesterday.				
e p	e.g. A: Did you go to the shop yesterday?				
	B: No. C: Did you go to the park yesterday?				
	C: Did you go to the park yesterday? B: Yes.				
	<b>2c Write</b> what the children did.				
	e.g. Andy opened the window.				
300 J	3a Read and say what the children did.				
- L L L L L L L L L L L L L L L L L L L	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.				
	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					
	Play Did You Remember:	• •			
	visited my gran	y yesterday.			
		granny yesterday?			
Ι	gave her flowers				
	Did you give her				
Additional inf	formation:		on, doing exercises, listening to audio files, watching video lessons, movies, reading books,		
Assessment:		magazines, answer	ring questions. bils according to their homework and activities during the lesson.		
Homework:			is given according to the academic plan.		
		HOMEWOIK			

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Theme of th		Lesson 3. What did he look like?				
Aim of the lesson:						
• Up-br	inging 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.				
Educa	ntional 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.				
• Develo	opmental 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.				
• Lingu	istic competences	By the end of the lesson pupils will be able to talk about appearance				
Type of the		Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and				
Type of the	1055011.	abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.				
Method of t	the lesson:	Traditional, non-traditional, modern, interactive				
Equipments	s:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
		Main part of the lesson:				
Organizatio	onal part:	Greeting. Working with pupils on duty.				
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
	the previous lesson					
		Lesson 3. What did he look like?				
		Vocabulary:				
		coat [kəut]-pidjak, kurtka				
		happen ['hæp(ə)n]-sodir bo'lmoq				
	unusual [ʌn'juɪʒ(ə)l]–noodatiy, noananaviy					
	disappear [,dɪsə'pɪə]–yo'qolish, g'oyib bo'lish					
	1 Play I Want You To					
ï	2 Find the words in the Wordlist. Write the meaning.					
oss	coat happen unusual disappear					
ele	3a Listen and say: what is the problem with Jackie?					
the	3b Work in pairs. Help the Keeper find the man.					
of	Pupil A: Look at	his page. Ask and answer.				
Ire	Pupil B: Look at page 89.					
Procedure of the lesson:	Here is your information.					
900	The man was short. He had brown eyes. He had curiy, biack ha/r and a ye//ow cap.					
Pr	Ask your partner about the man's coat (co/our), hisnose (big/smai/), his bag (big/small, colour), if he was thin/plump.					
	e.g. Was his bag big? What colour was his bag?					
	3c Work in pairs. Write a description of the man.					
	e.g. The man was short.					
	3d Report.					
	come, find, visit, go, ask, give, look at, show, be, can					
	4a Find in the Wordlist and write the Past Simple.					
	find take					
4b Write the policema		ceman's report.				
	Grammar					
		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,				
mag		magazines, answering questions.				
Assessment	•	Marking pupils according to their homework and activities during the lesson.				
TT		Homework is given according to the according flow				
Homework		Homework is given according to the academic plan.				

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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.			
• Develo	opmental 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.			
• Lingui	istic competences	By the end of the lesson pupils will be able to talk about their best day			
Type of the		Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and			
- <b>J P C C C C</b>		abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.			
Method of t	he lesson:	Traditional, non-traditional, modern, interactive			
Equipments		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
F		Main part of the lesson:			
Organizatio	nal part:	Greeting. Working with pupils on duty.			
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for			
	he previous lesson:	their homework.			
	ne previous lesson.	Lesson 4. The best day in my life			
		Vocabulary:			
		Life [laɪf]-hayot			
		Dream [drixm]-orzu			
		Meet [miɪt]-uchratmoq, uchrashmoq, ko'rishmoq			
		Astronaut ['æstrənɔɪt]-fazogir			
		Autograph ['ɔɪtəɡraɪf]-avtograf, imzo			
	1 Play Bingo.				
	2 Copy and play I	avouritee			
on	<b>3a Listen and read. Answer the questions.</b> Why was Jenny very happy? What was Helen's dream*?				
ess	Dear Friend				
e l	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				
th	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				
b of		to meet Helen Sharman. She was really nice and I got her autograph. When I went home, I wrote a letter to her. I			
Procedure of the lesson:	hope to get her ar				
edi	nope to get her a				
roc	Jenny Austin T				
P	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 i	information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,			
	1	nagazines, 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 th	a losson.	Lesson 5. When I was			
Aim of the l		Lesson 5. when I was			
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.			
• Educa	tional aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to			
• Euuca		improve pupils' ideal-political knowledge, to form their developing skills and abilities.			
• Develo	opmental 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.			
• Lingui	istic competences	By the end of the lesson pupils will be able to talk about Tashkent old and new and comparing			
Type of the		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 t		Traditional, non-traditional, modern, interactive			
Equipments	5:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
		Main part of the lesson:			
Organizatio		Greeting. Working with pupils on duty.			
	or homework and he previous lesson	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.			
		Lesson 5. When I was			
		Vocabulary:			
		Back [bæk]-orqaga			
		Garden ['gaɪd(ə)n]–bog'			
		Football ['futbox]-futbol			
		Architect ['aɪkɪtekt]–arxitektor			
		Photo ['fəutəu]-fotografiya			
		Difference ['dɪf(ə)r(ə)n(t)s]-farq			
	1 Play When I W				
		l 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.				
uo	2 b Write Andrew's story. Begin with:				
ess	Yesterday we played football near Mr Lee's house				
he ]	3a Read and answer the questions.				
f tl		es Anvar's uncle do?			
re o	2. Why did	he choose that job?			
Procedure of the lesson:	3b Read and guess the words with "*"				
Cee	Hello Lucy				
Pro	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*. A t 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				
	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 sen				
	e.g. When I was				
	4c Work in groups. Report.				
Grammar					
Additional i	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.			
Homer		Homework is given according to the acceleric rise			
Homework:		Homework is given according to the academic plan.			

Theme of th	ne lesson•	Lesson 6. Project.		
Aim of the lesson:				
	inging aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new		
• 0p-01	inging ann.	grammar rules, new words, improve their listening, reading, oral speech and writing skills.		
• Educa	ational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to		
• Euuce		improve pupils' ideal-political knowledge, to form their developing skills and abilities.		
Devel	opmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational		
2000	Prinoritan anni	skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report		
		own ideas, communicative skills.		
• Lingu	istic competences	By the end of the lesson pupils will be able to work in groupsmake scenario for a film.		
Type of the		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 t	the lesson:	Traditional, non-traditional, modern, interactive		
Equipment	s:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
		Main part of the lesson:		
Organizatio		Greeting. Working with pupils on duty.		
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for		
revision of	the previous lessor			
		Lesson 6. Project		
	1 Spelling Dictat			
	2a Work in groups of 3/4. Write the scenario* for a film.			
on	Group A: At the market.			
ess	Group B: At my/my friend's birthday party.			
lel	Group C: In the geography lesson.			
ft		Group D: At the stadium (a football match).		
0 a		father and three children went to the zoo.		
lur	2 The father bought some tickets.			
Procedure of the lesson:	4 Next the family	3 First they came to the monkey's cage. The children jumped and made faces at the monkeys. 4 Next the family went to feed the ducks.		
ro	5 When the children saw an elephant, they began to jump and make faces at it. The elephant didn't like it.			
н	6 The elephant took the boy's cap and put it on a tree.			
		b Show your film silently. Other groups must guess and write what you did.		
		rs groups' versions of your film. Show your film again with words.		
Grammar	Homework			
Home reading Task 7.				
Additional information: Rev		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,		
mag		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 th	ne lesson:	Unit 8 Cooking		
		Lesson 1. Do you like pizza?		
Aim of the l		According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new		
-	inging aim:	<ul> <li>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.</li> <li>According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to</li> </ul>		
	ational aim:	improve pupils' ideal-political knowledge, to form their developing skills and abilities.		
• Develo	opmental 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.		
• Lingu	istic competences			
Type of the		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 t	he lesson:	Traditional, non-traditional, modern, interactive		
Equipments		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
		Main part of the lesson:		
Organizatio		Greeting. Working with pupils on duty.		
	or homework and the previous lesso			
		Lesson 1. Do you like pizza?		
		Vocabulary:		
		pizza ['piɪtsə]-pitsa		
		cheeseburger [ˈtʃiɪzˌbɜɪɡə]–chizburger		
		spaghetti [spə'getɪ]–la'gmon, spagetti		
		spicy ['spaɪsɪ]–o'tkir		
		carrot ['kærət]-sabzi		
		salad ['sæləd]-salad		
Procedure of the lesson:	Lagmon came to Pizza came to Uz Spaghetti came to Spicy carrot sala Potatoes came to Cheeseburgers ca Chocolate came And what did Uz (8)*** gave the <b>2a Look, listen a</b> 1. mixture 2. pot 3. meal 4. pancak 5. add 6. mix 7. smile <b>2b Point and say</b> <b>3a Listen to Ano</b> What holiday wa <b>3b Listen and an</b> 1. Does A 2. Can he	and repeat. e y. y. var's cassette letter and answer the question. is it? nswer the questions. Anvar's father make pancakes every day? make pancakes?		
	<ol> <li>Why did the girls smile?</li> <li>4a Work in pairs. Talk and write about your family's favourite meals.</li> <li>e.g. A: What's your father's favourite meal? B: It's shashlik.</li> <li>4b Report</li> </ol>			
Grammar	-			
Additional	information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,		
Assessment	:	magazines, answering questions.         Marking pupils according to their homework and activities during the lesson.		
Homework		Homework is given according to the academic plan.		

Theme of th	e lesson:	Lesson 2. English pancakes			
Aim of the l					
• 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.			
• Educa	tional 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.			
Devel	opmental 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.			
• Lingu	istic competences	By the end of the lesson pupils will be able to talk aboutrecipes and ingredients			
Type of the		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 t		Traditional, non-traditional, modern, interactive			
Equipments	s:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
		Main part of the lesson:			
Organizatio		Greeting. Working with pupils on duty.			
	r homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for			
revision of t	he previous lesson:	their homework. Lesson 2. English pancakes			
		Vocabulary:			
		throw [θrəu]–uloqtirmoq			
		ingredients [ɪn'ɡriɪdɪənt]-tarkib, ingredient			
		recipe ['resɪpɪ]-kulinarniy resept			
		squeeze [skwiɪz]–siqish, ezish			
		both sides [bəuθ] [saɪds]-ikki taraf			
		roll up [rəul] [ʌp]–ko'paytirish, paydo bo'lish			
		pour [pɔɪ]-oqmoq, tommoq			
		fry [fra1]			
	1a Look and guess the words. Write the meaning.				
:	1. throw	the words. Write the inclining.			
1055	2. ingredien	IS			
e lee	3. recipe				
the	4. squeeze				
of	5. both sides				
ure	6. roll up				
edi	7. pour 8. fry				
Procedure of the lesson:	9. frying				
Р	50	Say and mime or show the words in 1a.			
	-	e 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 greatfun to watch these races! Ask your Dad to make				
	English pancakes. Hope you like them. Write soon. Love Lucy				
		s of 3/4. Write a recipe and draw pictures, into pieces.			
	3b Play Recipe Circle. Use recipes from 3a.				
Grammar					
		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,			
		nagazines, answering questions.			
		inguaries, and worting quotions.			
Assessment	:	Marking pupils according to their homework and activities during the lesson.			
		Homework is given according to the academic plan.			
Homework:					

Theme of the		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.			
Develo	pmental 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.			
• Lingui	stic competences				
Type of the l	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 th		Traditional, non-traditional, modern, interactive			
Equipments	:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
Organizatio	nal narti	Main part of the lesson:           Greeting. Working with pupils on duty.			
Organization Checking for	r homework and				
	he previous lesso				
	<b>F</b>	Lesson 3. Can you cook palov?			
		Vocabulary:			
		special['spe∫(ə)l]−maxsus			
		army['aɪmɪ]-armiya			
		scrambled eggs['skræmbled] [egs]-omlet, qovurilgan tuxum			
		buy[bai]-sotub olmoq			
	1 Liston and ran	eat[iɪt]-yemoq			
	1 Listen and rep	umbled eggs buy-bought eat-ate			
		pictures. Match the pictures and names.			
	1 Avicena	pictures. Match the pictures and names.			
		Great			
	2 Alexander the Great 2 b Answer the question.				
	Who do you think made the first palov?				
ü	2c Read and check your answer.				
cedure of the lesson:	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.				
Procedure	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.				
Ь	2d Answer the question. Which story do you like best? Why?				
	3a Look and read Dilbar's menu. 3b Work in pairs. Look at the shopping list and say which meal Dilbar bought the things for.				
		the butter for breakfast.			
		ar's shopping list and answer the questions.			
	1. Did she buy ingredients for palov?				
	<ol> <li>What things did she buy for palov?</li> </ol>				
	4 Put the sentences in order. Match the pictures and sentences.				
		m with some butter.			
	2. Cook for three minutes.				
	3. Put them in a big pot.				
	4. Take 1/2 litre of milk and two eggs, some flour, some salt and some sugar.				
	5. When the pancakes are dark yellow, they are ready.				
	<ol> <li>Mix them well.</li> <li>Pour some mixture into a frying pan.</li> </ol>				
	,. i Oui SO	ino mixturo into u ir jing pun			
	5 Write how to r	nake milk tea or omelette			
Grammar	5 Write how to r	make milk tea or omelette			
Grammar					
		make milk tea or omelette Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.			
Additional in	nformation:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,			
Grammar Additional in Assessment: Homework:	nformation:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.			

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Theme of the lesson:		Lesson 4. Who cooks on a picnic?					
Aim of the l							
_	inging 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.					
• Educa	tional 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.					
• Develo	pmental 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.					
• Lingui	stic competences	By the end of the lesson pupils will be able to talk about cooking on a picnic					
Type of the		Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and					
- <b>J P C C C C C C C C C C</b>		abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.					
Method of t	he lesson:	Traditional, non-traditional, modern, interactive					
Equipments	:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.					
		Main part of the lesson:					
Organizatio	nal part:	Greeting. Working with pupils on duty.					
Checking fo	r homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for					
revision of t	he previous lesson						
		Lesson 4. Who cooks on a picnic?					
		Vocabulary:					
		match[mætʃ]-gugurt					
		saucepan['sɔɪspən]-kastryulka					
		spoon[spuxn]–qoshiq					
	teaspoon['tiɪspuɪn]-choy qoshig'i						
	fork[fɔːk]-vilka						
	opener['əup(ə)nə]–ochqich						
	thermos['θɜɪmɔs]–termos						
ino.	flask[flaɪsk]-flyaga, flakon, kolba						
ess	picnic['pɪknɪk]–piknik						
Procedure of the lesson:	tent[tent]-chodir, tent						
f tl	1a Find the words in the Wordlist and write the meaning.						
ue o	We matches saucepan spoon teaspoon fork can opener thermos flask picnic tent piala kazan						
Inp		1b Listen and repeat.					
oce		c Work in pairs. Point and say.					
Pro		pictures. Find what is the same/different.					
	e.g. The British family has sausages. The Uzbek family has shashlik.						
	2 b Answer the questions.						
	1. What things do you use when you want to cook on a picnic?						
	<ol> <li>What things do you use when you want to cook at home?</li> <li>Who usually cooks the meals in uzbek homes?</li> </ol>						
	<ul><li>4. Who usually cooks on a picnic?</li></ul>						
	3a Write a list of 12 things for a picnic						
	3b Work in groups. Compare your lists. Write one list of seven important things.						
	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.						
3d Listen and compa		npare.					
Grammar							
		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.					
Homowork		Homework is given according to the academic plan					
Homework:		Homework is given according to the academic plan.					

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Theme of th		Lesson 5. Food for special days			
Aim of the l					
• 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.			
Educa	tional 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.			
• Develo	opmental 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.			
т.	••	By the end of the lesson pupils will be able to talk about food for special days			
	istic competences				
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 t		Traditional, non-traditional, modern, interactive			
Equipments	:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
		Main part of the lesson:			
Organizatio		Greeting. Working with pupils on duty.			
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for			
revision of t	he previous lesson:	their homework.			
		Lesson 5. Food for special days			
		Vocabulary:			
		smell[smel]-xid, xidlash			
		taste[teɪst]-maza, tatib ko'rish			
		attractive[əˈtræktɪv]-maftunkor, jozibador			
		wheat[(h)wiɪt]-bug'doy			
	1a Find the words i	n the Wordlist and write the meaning.			
	smell taste attractive	wheat			
	1b Listen and repea	t.			
	1c Chain Drill.				
	e.g. The flowers sme	ll good.			
	Mm. This palov	is/are wonder ul			
	The flowers	look(s) good			
in:	T es chocolates	smell(s) attractive			
SSC	This classroom	taste(s) bad			
e le	This water	nice			
th		lay Choose and Say.			
of	e.g. A: Shashlik.				
ıre	B: This shashlik tastes good.				
edı		, crayons, flowers, Fanta, shashlik, cake, text book, ice cream			
Procedure of the lesson:	2 a Work in groups. Answer the questions.				
P	1. What special days do you know?				
	2. What do you do on those days?				
	2b Listen to Anvar's letter to Lucyand answer the questions.				
	<ol> <li>What day is Anvar talking about?</li> <li>What food do people cook?</li> </ol>				
	2c Copy, listen again and complete. 2 d Answer the questions.				
	1 Do you eat sumalak?				
	2 Do you like it?	λ.			
	3 What happens to th	e stones and nuts*?			
		rite the names of the food and the days we cook it.			
		redients Days we cook it			
		meat, rice, raisins, carrot, onion,			
	<b>°</b> .	ckpeas			
	4 Write your favourite food for a special day.				
Grammar					
Additional i	nformation: R	eview of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,			
		agazines, answering questions.			
Assessment	I	Marking pupils according to their homework and activities during the lesson.			
Homework:		Homework is given according to the academic plan.			

Aim of the lesson:			
• Up-bringing aim: According to the lesson's educational purpose improve pupils' knowledge, experie	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 writin			
• Educational aim: According to the lesson's educational purpose improve pupils' personal qualities li			
improve pupils' ideal-political knowledge, to form their developing skills and abili			
• Developmental aim: According to the lesson's educational purpose develop pupils' personal skills, Eng			
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, a			
Type of the lesson:Lessons of communication of new knowledge; Lessons of fixation of knowledge a			
abilities; Lessons of verification and control of knowledge; Lessons of systematiza	tion 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.			
	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for		
	their homework.		
Lesson 6. Project         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.         1. Make your group Pizza Cafe menu.         2. Make a leaflet for your Cafe.         3. Advertise your Cafe.			
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.			
I.Make your group Pizza Cafe menu.2.Make a leaflet for your Cafe.			
3. Advertise your Cafe.			
Grammar			
Of allimat			
Additional information: Review of the lesson, doing exercises, listening to audio files, watching video lessons, m	ovies, 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.			

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HEAD OF TEACHING PROCESS:

Theme of th						
	he lesson:	Unit 9 At the table				
Aim of the l	lesson:	Lesson 1. Would you like?				
	ringing 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.				
• Educa	ational 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.				
• Develo	opmental 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.				
	iistic competences	By the end of the lesson pupils will be able to offer and ask for food				
Гуре 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 t	the lesson:	Traditional, non-traditional, modern, interactive				
Equipments		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
1.1		Main part of the lesson:				
Organizatio	onal part:	Greeting. Working with pupils on duty.				
Checking fo	or homework and the previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils fo their homework.				
		Lesson 1. Would you like?				
		Vocabulary:				
		roll[rəul]–o'ramoq				
		yogurt['jɔɡət]–yogurt				
		bread[bred]-non				
		cheese[tʃiɪz]-pishloq				
		delicious[dɪ'lɪʃəs]−mazali				
	1a Find the words a	cereal['sɪərɪəl]-bo'tqa				
02		elf to some cheese.				
<b>.</b>	1b Listen, read and 2 Chain Drill. Help yourself to some 3 Play At the Table. Mother: Would you 1 Anvar: Yes, please. 1 Mother: Here you are Mother: Would you 1 Lucy: Yes, please. 1 It's delicious. Pass me Mother: Here you are 4a Answer the quest 1. What do pe 2. What do you 4b Copy. Listen and 4c Answer the quest	<ul> <li>is.</li> <li>like some cereal</li> <li>repeat.</li> <li>e pizza. Thank you. Mm. It's delicious. Help yourself to some sandwiches. Thank you. Mm. They're delicious.</li> <li>ike some yogurt?</li> <li>Mm. It's delicious Pass me some bread, please.</li> <li>e. Help yourself.</li> <li>ike a roll?</li> <li>Mm.</li> <li>e a piece of cheese, please.</li> <li>e. Help yourself</li> <li>tions.</li> <li>ople usually have for breakfast?</li> <li>ou think Anvar and Malika want for breakfast?</li> <li>I tick the things Anvar and Malika eat for breakfast</li> </ul>				
Grammar Additional i	8. Would you 1b Listen, read and 2 Chain Drill. Help yourself to some 3 Play At the Table. Mother: Would you 1 Anvar: Yes, please. 1 Mother: Here you are Mother: Would you 1 Lucy: Yes, please. 1 It's delicious. Pass me Mother: Here you are 4a Answer the quest 1. What do you 4b Copy. Listen and 4c Answer the quest 5a Work in pairs. Luce e.g. The Whitfields h 5b Copy and completing 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 4c Answer the quest 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 5c Answer t	<ul> <li>is.</li> <li>like some cereal repeat.</li> <li>e pizza. Thank you. Mm. It's delicious. Help yourself to some sandwiches. Thank you. Mm. They're delicious.</li> <li>ike some yogurt?</li> <li>Mm. It's delicious Pass me some bread, please.</li> <li>help yourself.</li> <li>ike a roll?</li> <li>Mm.</li> <li>e a piece of cheese, please.</li> <li>help yourself</li> <li>ions.</li> <li>ople usually have for breakfast?</li> <li>u think Anvar and Malika eat for breakfast</li> <li>ions, in the Wordlist.</li> <li>ook and say.</li> <li>ave coffee. The Abdullaevs have tea.</li> <li>ite.</li> <li>ite.</li></ul>				
Brocedure	8. Would you 1b Listen, read and 2 Chain Drill. Help yourself to some 3 Play At the Table. Mother: Would you 1 Anvar: Yes, please. 1 Mother: Here you are Mother: Would you 1 Lucy: Yes, please. 1 It's delicious. Pass me Mother: Here you are 4a Answer the quest 1. What do you 4b Copy. Listen and 4c Answer the quest 5a Work in pairs. Luce e.g. The Whitfields h 5b Copy and completing 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 4c Answer the quest 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 1. Are there a 2. Which do you b Copy. Listen and 5c Answer the quest 5c Answer t	<ul> <li>is.</li> <li>like some cereal</li> <li>repeat.</li> <li>e pizza. Thank you. Mm. It's delicious. Help yourself to some sandwiches. Thank you. Mm. They're delicious.</li> <li>ike some yogurt?</li> <li>Mm. It's delicious Pass me some bread, please.</li> <li>help yourself.</li> <li>ike a roll?</li> <li>Mm.</li> <li>e a piece of cheese, please.</li> <li>help yourself</li> <li>tions.</li> <li>ople usually have for breakfast?</li> <li>u think Anvar and Malika want for breakfast?</li> <li>it tex the things Anvar and Malika eat for breakfast</li> <li>ions, in the Wordlist.</li> <li>ook and say.</li> <li>ave coffee. The Abdullaevs have tea.</li> <li>te.</li> <li>ions,</li> <li>lot of differences between breakfast in Uzbekistan and breakfast in England?</li> <li>ou like: English breakfast or your breakfast?</li> </ul>				

Theme of the lesson:		Lesson 2. School lunches		
Aim of the l				
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.		
• Educa	tional 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.		
• Develo	opmental 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.		
<ul> <li>Lingu</li> </ul>	istic 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 t		Traditional, non-traditional, modern, interactive		
Equipments	5:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.		
		Main part of the lesson:		
Organizatio		Greeting. Working with pupils on duty.		
	or homework and he previous lesson:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.		
	•	Lesson 2. School lunches		
		Vocabulary:		
		Hungry['hʌŋɡrɪ]-och qolmoq		
		Thirsty['0315t1]-changamog		
		Cook[kuk]-oshpaz		
		Queue[kjuɪ]-navbat		
		Canteen[kæn'tiɪn]-maktab oshxonasi		
	1a Match the words and phrases with the picture.			
••	1 to be hungry			
son	2 to be thirsty			
Procedure of the lesson:	3 a cook			
he	4 a queue 1b Listen, read and	ranat		
oft	1 pasta	Tepeat.		
re o	2 a kind of			
np	3 to queue			
oce	1c Work in pairs. P	lav Mime It.		
Pro	2a Work in groups.			
	2b Report.			
		ur group eat in the canteen.		
		from a British newspaper. Write the foods the English pupils like/don't like.		
		Write a list of the food you like in your school canteen.		
		he Estover pupils wrote to their school director. Answer the questions.		
	Dear Mr James			
		ool canteen meals for two weeks. The meals I are delicious. But we would like more healthy food. For example		
		ed potatoes not chips. We would like more an you help us. Thank you.		
3b Write a letter to your school director. Grammar				
Jimmul				
Additional		eview of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,		
	m	agazines, answering questions.		
A	-	Marking munils according to their homeness is and activities during the l		
Assessment	:	Marking pupils according to their homework and activities during the lesson.		
Homework	•	Homework is given according to the academic plan.		

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Theme of the l		Lesson 3. Restaurant	s and cafes		
Aim of the less					
• Up-bring	ging aim:	grammar rules, new v	words, improve their listening, readin		
Educatio	onal aim:			pils' personal qualities like behavior, education etc. to	
			-political knowledge, to form their de		
• Developr	nental aim:		' self educational skills, analyzing an	pils' personal skills, English learning, motivational d systematizing skills of knowledge, develop to report	
• Linguisti	ic competences		son pupils will be able to talk about e	eating places	
Type of the les		Lessons of communicabilities; Lessons of	cation of new knowledge; Lessons of	f fixation of knowledge and of developing skills and c; Lessons of systematization and revision of	
Method of the	lesson:	Traditional, non-trad	itional, modern, interactive		
Equipments:		Textbook "Fly High	6", pictures, Internet, Computers, pro	jector, etc.	
		-	Main part of the lesson:		
Organizationa		Greeting. Working w	ith pupils on duty.		
	nomework and		s. Pupils remember the words from the	ne past lesson. Checking homework. Marking pupils for	
revision of the	previous lesson:	their homework.	Lange 2 Destaurate and and		
			Lesson 3. Restaurants and caf	es	
			Vocabulary:	-	
			comfortable['kʌmf(ə)təbl]-qu	-	
			snack[snæk]-yengil tamad		
		eat	ing habits['iɪtɪŋ] ['hæbɪts]–ovqatlaı	nish odatlari	
			fashionable['fæ∫(ə)nəbl]-moda <u>o</u>	ga oid	
		fast fo	od[ˌfɑɪst'fuɪd]-tez tayyorlanadigan	ovqat, fast fud	
			fries[fraɪz]-fri(kartofel)		
			cheap[tʃiɪp]-arzon		
			expensive[ɪk'spen(t)sɪv]–qimi	mat	
1	a Find the words in	n the Wordlist			
	Comfortable		snack	choyhona	
	eating habits		fashionable	fast food	
Locedure of the lesson:	ew big clean tradit <b>b Work in groups.</b> 1 Where ar 2 What are 3 You can 4 Which of 5 What do <b>a Read and choose</b> Fast food 2 America fast food came fro Millions of America fast food: pizza, frid cheap. Now there a and Mirburger in Ta <b>b Read and say Tr</b> 1. Americans 2. McDonald	Vrite other words you kn ional Answer the questions the the people in the pictur the differences between eat in these places. What these places are in Uzbe you know about Uzbek a the best title. can ways 3 Typical Amer m America. McDonald's ans eat in fast food restau- es, hamburgers and hot d re fast food restaurants i	res? these places? else can you do? skistan? ind English eating habits? rican s, Kentucky Fried Chicken and Pizz urants. McDonald's is a symbol of Ar logs are famous kinds of fast food. Fa in a lot of countries. For example, we w. aurants.	a Hut are famous and popular fast food restaurants. nerican life and culture. The typical American food is ast food is not usually expensive. It is quick and quite e can find McDonald's in China, Russia and England	
3	<ul> <li>4. There are American fast food restaurants in many countries.</li> <li>5. There are no fast food restaurants in Uzbekistan.</li> <li>3c Work in groups. Answer the questions. <ol> <li>Do you eat/like fast food? What kinds of food?</li> <li>Do you know any other kinds of food from America or Europe?</li> <li>Is there any Uzbek fast food? What is it? Where can you get it?</li> <li>Which is more healthy: fast food or traditional food? Why?</li> </ol> </li> </ul>				
Grammar		•			
Additional info		agazines, answering ques	tions.	atching video lessons, movies, reading books,	
Assessment:			ding to their homework and activities	s during the lesson.	
Homework:		Homework is given a	according to the academic plan.		

Theme of the l		Lesson 4. Lay the table
Aim of the less		
• Up-bring	ging 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.
• Educatio	onal 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.
• Developr	nental 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.
• Linguisti	c competences	By the end of the lesson pupils will be able to talk about eating habits
Type of the les		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:
Organizationa	l part:	Greeting. Working with pupils on duty.
Checking for <b>b</b>	nomework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils fo
revision of the	previous lesson:	their homework.
		Lesson 4. Lay the table
		Vocabulary:
		napkin['næpkɪn]-salfetka
		sideways['saɪdweɪz]-yon bilan, chekkada
		lay the table [leɪ] ['teɪbl]- dasturxon yozmoq
		on the left[ɔn] [left]-chapga
		on the right[ɔn] [raɪt]-o'ngga
		refuse[rɪˈfjuɪz]–rad qilmoq
		accept[ək'sept]-qabul qilmoq
Loccedure of the second	<ol> <li>Use youn</li> <li>Don't tal</li> <li>Don't sit</li> <li>Hold you</li> <li>Don't rea</li> <li>Use a for</li> <li>Say 'No,</li> <li>Play Who Is It</li> <li>g. Pupil A: He's n</li> <li>upil B: It's Hamic</li> <li>upil A: Yes, it is.</li> <li>Work in pairs. I</li> <li>a Draw how you</li> </ol>	sht ad repeat. If? e's the hospital? left. s and Diibar's suggestions. napkin. k when you eat. sideways. ur spoon with your right hand. d when you eat. k for fish. thank you' if you don't want something. ? next to Ikrom. l. /No, it isn't. Play Who Is It?
B A	g. A: Draw the b : OK. .: Draw the salt ne	
Grammar		
Additional info		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,
A 00000000		magazines, answering questions.
Assessment: Homework:		Marking pupils according to their homework and activities during the lesson.
Homework		Homework is given according to the academic plan.

Main part of the lesson:           Organizational part:         Greenization works.           Checking for homework and creision of the previous lesson:         Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.           Vocabulary:           Vocabulary:           Vocabulary:           Vocabulary:           Country[korth]-an'anavly Indian[Tructon]-Hindistonlik, hind tili Italian[trebarb]-Haldyalki, taliujan tili Chinese[tfarintz]-Xitoylik, xitoy tili           I Look at the picture and answer the questions.           Where are they? How do you know?           2 Answer the questions.           Where are they? How do you know?           2. Nould you like traditional food? Why?Whynot?           Can you use chopsiticks?           3 Read and say True or False.           I. Do you use chopsiticks??           3 Read and choose the best title.           I. In England people can ear Chinese restaurants. For example, in London there are Chinese restaurants like the one in the picture. But look again. The young people are using chopsiticks and eating Chinese food, but their table manners are British. For example, in China there are no metal sponts and people do not drink water with their meal. <th colspand="" p<="" th=""><th></th><th></th><th></th></th>	<th></th> <th></th> <th></th>						
Aim of the lesson:       According to the lesson's educational purpose improve pupits 'knowledge, experience. Teach pupils are grammar rules, new works, improve their listening, mading, anal speech and writing sells.         • Educational aim:       According to the lesson's education all purpose improve pupits 's roowledge, experience. Teach pupils are many index, improve pupits' is facel point and incomplete pupits' sells. Tessons of communicative sells.         • Developmental aim:       According to the lesson's education all subsection of pupits' persons distils. English terming, motivational skills, develop pupits' persons of fixation of knowledge. Lessons of own idea, communicative sells, many is and sells. English terming, motivation all abilities. Lessons of vertification and countrol of knowledge: Lessons of ixation of knowledge: Lessons of section and merision of a bilities. Lessons of vertification and countrol of knowledge: Lessons of systematization and revision of the revision and the previous lesson:         Method of the lesson:       Traditional, non-tradification, and countrol of knowledge: Lessons of systematization and revision of the revision of the previous lesson:         Version of the previous lesson:       Lessons of commission of the wrots from the past lesson. Checking homework. Marking pupils for their homework.         Revision of the previous lesson:       Lessons of the countries, manners         Version of the previous lesson:       Lessons of the previous lesson:         Normal systematization of the systematization of the previous lesson:       Lessons of the previous lesson:         Normal systematization of the previous lesson:       Lessons of the previou	Theme of the	e lesson:	Lesson 5. Times, countries, manners				
Educational aim:         Fabreational aim:         Fabreational aim:         Fabreational aim:         Fabreational aim:         According to the lesson's educational pupose inprove pupits' personal qualities like behavior, education etc.         According to the lesson's educational pupose inprove pupits' personal stills, Equils harming, motivational skills, develop pupits' estimating a skills and abilities.         Linguistic competence:         By the end of the lesson's educational skills, mainty and skills, Equils harming, motivational skills, develop pupits' estimations and the lesson's education etc.         Linguistic competence:         By the end of the lesson's educational skills, analyzing and systematizing skills of faworkedge, lessons of toxino of two wideas, communication of alw knowledge; Lessons of toxino of two wideas, communication of alw knowledge; Lessons of the sesons 'Particular lessons' and the lesson: Particular lessons and the pupits' is refractive to the sesons' particular lessons.         According to the works Particular lessons and the lesson: Particular lessons and the lesson: Particular lessons.         According to the works Partitesson of the particular lessons.	Aim of the le	esson:					
Improve pupils' ideal-political knowledge, to form their developing skills and abilities.     According to the lessons 'develop pupils' results and abilities.     According to the lesson's 'develop pupils' results and abilities.     Jinguistic competences     By the end of the lesson pupils will be able to talk about countries and manners     Type of the lesson:     Lessons of communicative skills.     Lessons of forkannel besons, 'Excursion lessons, Practical lesson.     Method of the lesson:     Traditional, non-traditional, modern, interactive     Traditional, non-traditional, modern, interactive     Main part of the lesson:     Commit of the lesson:	• Up-brin	grammar rules, new words, improve their listening, reading, oral speech and writing skills.					
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 mamers           Type of the lesson:         Lessons of communication of show knowledge: Lessons of systematization and revision of knowledge: Combined (mixed) lessons; Evcursion lessons; Pravical lessons.           Method of the lesson:         Traditional, non-traditional, modern, interactive Fundaments:           Traditional part:         Greeting, Working with pupils on duty.           Checking for homework and revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.           Contry[kontr]-davlat, mamalakat           Traditional[mart:         Contry[kwnrd]-davlat, mamalakat           Traditional[mart:         Contry[kwnrd]-davlat, mamalakat           Traditional[mart:         Contry[kwnrd]-davlat, mamalakat           Traditional[mart:         Chinese[famil-tallyalik, itallyan till           Chinese[famil-tallyalik], itallyan till         Chinese food?           Nowled	• Educat	ional aim:	improve pupils' ideal-political knowledge, to form their developing skills and abilities.				
Ungenistic completences         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 fusion of Knowledge and of developing skills and ablitties: Lessons of travels in the control of knowledge: Lessons of systemaization and revision of knowledge: Lessons of travels in the communication of new knowledge: Lessons of travels of systemaization and revision of knowledge: Lessons of travels in the communication of new knowledge: Lessons of travels in the communication of new knowledge: Lessons of travels in the communication of the works applied lessons: Exercise in the second of the common of the works applied lesson:           Organizational part:         Creating, Work with pupils on duy.           Clecking for homework and revision of the works Pupils rom there the words from the past lesson. Checking homework. Marking pupils for their homework.           Country[Kontr]-daviat, manners           Vocabulary:           Vocabulary:           Country[Kontr]-daviat, manners           Vocabulary:	Develop	pmental aim:	skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report				
Type of the lesson:         Lessons of communication of new knowledge: Lessons of fixation of knowledge: Lessons of systematization and revision of knowledge: Lessons of systematization and revision of how ledge: Lessons of systematization and revision of the provide systematization and revision of the lesson:           Organizational part:         Greeting, Working with pupils on duy.           Checking for homework and revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for therison of the previous lesson:         Lesson 5. Times, countries, manners           Country[Kuntra]-davlat, manalakat         Traditional (model Ym 2/K) (hold) and an anavy indian (Tradar)-Hindischnik, hind till italian(Tradar)-Hindischnik, hindi the care they? How do you know?           2 Answer the questions.         Out on you use chopsitcks?         Answer the questions.           Where are they? How do you know?         Answer the questions.         Now of you know?           3 Cada and say True or False.         In composition of the words from the soft from trust with therison the any otic	• Linguis	stic competences					
Equipments:         Textbook "Fty High 6", pictures, laternet, Computers, projector, etc.           Organizational part:         Greeting, Working with pupils on dury.           Checking for homework and revision of the provious lesson:         Greeting, Working with pupils on dury.           Checking for homework and revision of the provious lesson:         Lesson 5. Times, countries, manners           Vocabulary:         Lesson 5. Times, countries, manners           Vocabulary:         Vocabulary:           Image: Country [Kontru]-daviat, marnalakat         Traditional[tright](b]]-an 'anaviy           Indiant/ndrsn]-Hindistonik, hind till         Italian[tair_the_tran]-till(b], hind till           Vocabulary:         Administration of the work?           2 Answer the questions.         No you kice vest Indian/Italian/Chinese food? Why?/Whynot?           3. Can you use chopsitck??         A Read and say True or Fabe.           In every country in big cites 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 chopsitcks and eating Chinese food, but their table manners are British. For example, in London there are Chinese restaurants like the one in the picture. But look again. The young people are using chopsitcks and eating Chinese food, but their table manners are British. For example, in London there are Chinese restaurants like the one in the picture. But look again. The young people are using chopsitcks and eating Chinese food. but their table manners are British. For example, in London ther			abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of				
Main part of the lesson:           Organizational part:         Greenization works.           Checking for homework and creision of the previous lesson:         Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.           Vocabulary:           Vocabulary:           Vocabulary:           Vocabulary:           Country[korth]-an'anavly Indian[Tructon]-Hindistonlik, hind tili Italian[trebarb]-Haldyalki, taliujan tili Chinese[tfarintz]-Xitoylik, xitoy tili           I Look at the picture and answer the questions.           Where are they? How do you know?           2 Answer the questions.           Where are they? How do you know?           2. Nould you like traditional food? Why?Whynot?           Can you use chopsiticks?           3 Read and say True or False.           I. Do you use chopsiticks??           3 Read and choose the best title.           I. In England people can ear Chinese restaurants. For example, in London there are Chinese restaurants like the one in the picture. But look again. The young people are using chopsiticks and eating Chinese food, but their table manners are British. For example, in China there are no metal sponts and people do not drink water with their meal. <th colspand="" p<="" td=""><td>Method of th</td><td>ne lesson:</td><td>Traditional, non-traditional, modern, interactive</td></th>	<td>Method of th</td> <td>ne lesson:</td> <td>Traditional, non-traditional, modern, interactive</td>	Method of th	ne lesson:	Traditional, non-traditional, modern, interactive			
Organizational part:         Creeting, 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. Times, countries, manners         Vocabulary:           Country[KAntra]-davlat, mamalakat Traditional[tradth[shi]]-an'anavy Indian[Tradtshi]-lindiston[thk, hind till Intalian[Tradtshi]-lindiston[thk, hind till Intalian[Tradtshi]-lindiston[thk], hind till Intalian[Tradtshi]           1         Look at the picture and answer the questions.           Where are they? How do you know?         Answer the questions.           1         Do you like traditional food? Why?Whynot?           2         Mowel fabre car Indian?/Lilian/Chinese food? Why?Whynot?           3         Coun you use chopsticks??           4         Read and say Three or Fabre.           1         In ergspreedup con use Chopsticks??           3         Read and say Three or Fabre.           1         In England people at the Chinese people in Chinese restaurants.           4         Read and say Three or Fabre.           1         In England people at the C	<b>Equipments:</b>		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
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.           Image: Second							
Total and the previous lesson:         their homework.           Lesson 5. Times, countries, manners         Vocabulary:           Country[Kontr]-davlat, marnalakat Traditional[tra'davlat, marnalakat Traditional[traditional][traditional[traditional][traditional][traditional[traditional][traditional][traditional[traditional][traditional][traditional][traditional][traditional][traditional[traditional][traditindavlat][traditional][traditindavlat][traditional][traditindavlat			Greeting. Working with pupils on duty.				
Vocabulary:           Country[Kontrgl-davlat, mamalakat Traditional[tra'davlat, mamalakat Traditional[tra'davlat, mamalakat Traditional[tra'davlat, mamalakat]           Interference of the second of							
Country[kntr]-davlat, mamalakat Traditional[trg/dtj(a)n(a)]]-an'anavy indian['ndran]-Hindistonlik, hind tili italian['rdran]-Hindistonlik, kind tili italian['rdran]-Hindistonlik, kind tili italian['rdran]-Hindistonlik, kind tili italian['rdran]-Hindistonlik, kind tili italian['rdran]-taliyalik, italiyan tili Chinese['tjar'nirz]-Xitoylik, xitoy tili           1 Look at the picture and answer the questions. Where are they? How do you know?         I. Do you like traditional food? Why?/Whynot?           2 Answer the questions.         Whete are thos: No use chopticks?         Would you like to eat Indian/Italian/Chinese food? Why?/Whynot?           3 Read and say True or False.         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.           1. In England people can eat Chinese poople in Chinese restaurants.         4a Read and choose the best tile.           At the table Customs* and traditions. Different countries, different customs         In Inra at meel times, villagers* gather around a central disk 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.           2. In Lapan and China it is impolite* to talk when you eat.         3u beked poople think it is polite* to pour a little tea into the cup for a guest.           4. English people have different manners* from Uzbek people. It is		•	Lesson 5. Times, countries, manners				
Country[kntr]-davlat, mamalakat Traditional[trg/dtj(a)n(a)]]-an'anavy indian['ndran]-Hindistonlik, hind tili italian['rdran]-Hindistonlik, kind tili italian['rdran]-Hindistonlik, kind tili italian['rdran]-Hindistonlik, kind tili italian['rdran]-Hindistonlik, kind tili italian['rdran]-taliyalik, italiyan tili Chinese['tjar'nirz]-Xitoylik, xitoy tili           1 Look at the picture and answer the questions. Where are they? How do you know?         I. Do you like traditional food? Why?/Whynot?           2 Answer the questions.         Whete are thos: No use chopticks?         Would you like to eat Indian/Italian/Chinese food? Why?/Whynot?           3 Read and say True or False.         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.           1. In England people can eat Chinese poople in Chinese restaurants.         4a Read and choose the best tile.           At the table Customs* and traditions. Different countries, different customs         In Inra at meel times, villagers* gather around a central disk 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.           2. In Lapan and China it is impolite* to talk when you eat.         3u beked poople think it is polite* to pour a little tea into the cup for a guest.           4. English people have different manners* from Uzbek people. It is			Vocabulary:				
Traditional[tro'd1f(a)n(a)l]-an'anaviy Indian['Indexn]-Hindistonlik, hindi tili Italian['Indexn]-Hindistonlik, hindi tili Italian['Indexn]-Hindistonlik, hindi tili Italian['Indexn]-Hindistonlik, hindi tili Italian['Indexn]-Hindistonlik, hindi tili Italian['Indexn]-Hindistonlik, hindistant tili Chinese['far'niz]-Xitoylik, xitoy tili 1. Loo you like traditional food? Why?/Whynot? 2. Nould you like to eat Indian/Italian/Chinese food? Why?/Whynot? 3. Do you like traditional food? Why?/Whynot? 3. Can you use chosticks*? 3. Read and say True or False. 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 chosticks and eating Chinese food, but their table manners are British. For example, in China there are no metal spoons and people are using chosticks and eating Chinese food, but their table manners are British. For example, in China there are no metal spoons and people are using chosticks 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. 1. In England people can eat Chinese food. 2. In England people at like (Chinese people in Chinese restaurants. 4a Read and abcose the best title. At the table Customs* and traditions Different countries, different customs 1. 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. 2. In Japan and China it is impolite* to talk when you eat. 3. Ubek people think it is yolite* to oras marked with ***. 4. Copy and complete the table. 4. Work in groups. Answer the questions. 1. Why do Uzbeks poura a little tea? 3.							
1000000000000000000000000000000000000							
Italian[*tehran]-Italiyalik, italyan tili         Chinese[*ga*nirz]-Xitoylik, xitay tili         I Look at the picture and answer the questions.         Where are they? How do you know?         2 Answer the questions.         1.       Do you like traditional food? Why?/Whynot?         2.       Would you like to cal Indian/Italian/Chinese food? Why?/Whynot?         3.       Con you use chopsticks*?         3 Read and say True or False.         In revery country in big cities there are many kinds of restaurants. For example, in London there are Chinese restaurants like the one in the picture. Buildow gould can eat Chinese food.         1.       In England people can eat Chinese food.         2.       In revery country in big cities example, in Chinas there are no metal spoons and people do not drink water with their meal.         1.       In England people can eat Chinese food.         2.       In England people can eat Chinese food.         2.       In 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.         2.       In Japan and China it is impolite* to talk when you eat.         4.       English people have different manners* from Uzbek people. It is polite to cut bread with a knife and to pour							
Chinese['tfa'nirz]-Xitoylik, xitoy tili           I Look at the picture and answer the questions. Where are they? How do you know?           2 Answer the questions.           1. Do you like traditional food? Why?/Whynot?           2. Would you like to eat Indian/Italian/Chinese food? Why?/Whynot?           3. Can you use chopsticks?           3 Read and say True or False.           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.           1. In England people can eat Chinese food.           2. In England people can eat Chinese food.           3. In England people can eat Chinese food.           4. Read and choose the best title.           At the table Customs* and traditions Different countries, different customs           1. In Irra 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.           3. Uzbek people think it is polite* to talk when you eat.           4. English people eate 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.           4. English people have different manners* from							
<ul> <li>ivegout</li> <li>ivegout</li> <li>i Look at the picture and answer the questions. Where are they? How do you know?</li> <li>2. Answer the questions.         <ol> <li>Do you like traditional food? Why?/Whynot?</li> <li>Would you like to eat Indian/Italian/Chinese food? Why?/Whynot?</li> <li>Can you use chopsticks*?</li> </ol> </li> <li>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.         <ol> <li>In England people can eat Chinese people in Chinese restaurants.</li> <li>Aa Read and choose the best title.</li> <li>In England people can eat Chinese people in Chinese restaurants.</li> <li>4a Read and choose the best title.</li> <li>At the table Customs* and traditions Different countries, different customs</li> <li>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.</li> <li>In Japan and China it is impolite* to paul a litte tea into the cup for a guest.</li> <li>Uzbek people think it is polite* to pour a little tea into the cup for a guest.</li> <li>4b Read and write the meaning of the words marked with '*'.</li> <li>4c Copy and complete the table.</li> <li>4d Work in groups. Answer the questions.</li> <li>Why do you think English people pour a lot of tea?</li> <li>Why do you think English people pour a lot of tea?</li> <li>Why do you think English</li></ol></li></ul>							
Where are the y? How do you know?         2 Answer the questions.         1. Do you like traditional food? Why?/Whynot?         2. Would you like to eat Indian/Italian/Chinese food? Why?/Whynot?         3. Can you use chopsticks?         3 Read and say True or False.         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.         1. In England people can use Chinese food.         2. In England people eat like Chinese people in Chinese restaurants.         4a Read and choose the best title.         At the table Customs* and traditions Different countries, different customs         1. 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.         2. In Japan and China it is impolite* to talk when you eat.         3. Uzbek people think it is polite to our a little tea into the cup for a guest.         4. English poople 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.         4. Bead and write the meaning of the words marked with **'.         4. Copy and complete the table.<			Chinese['tʃaɪ'niɪz]–Xitoylik, xitoy tili				
1. Which countries' manners are close to your manners?         2. Why do Uzbeks pour a little tea?         3. 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.		<ol> <li>Would yo</li> <li>Can you u</li> <li>3 Read and say Tri</li> <li>In every country in</li> <li>the picture. But loo example, in China</li> <li>In England</li> <li>In England</li> <li>In England</li> <li>A Read and choos</li> <li>At the table Custon</li> <li>In Iran at Then they around* ti</li> <li>In Japan a</li> <li>Uzbek peed</li> <li>English per cup for a g</li> <li>4b Read and comp</li> </ol>	<ul> <li>a like to eat Indian/Italian/Chinese food? Why?/Whynot?</li> <li>se chopsticks*?</li> <li>ne or False.</li> <li>a big cities there are many kinds of restaurants. For example, in London there are Chinese restaurants like the one in ok again. The young people are using chopsticks and eating Chinese food, but their table manners are British. For there are no metal spoons and people do not drink water with their meal.</li> <li>d people can eat Chinese food.</li> <li>d people eat like Chinese people in Chinese restaurants.</li> <li>e the best title.</li> <li>ns* and traditions Different countries, different customs</li> <li>meal times, villagers* gather around a central dish or tray* on the floor. Everyone washes their hands before they eat. take food with the right hand only. They help themselves from the side of the tray nearest* to them. They kneel*</li> <li>ne dish.</li> <li>nd China it is impolite* to talk when you eat.</li> <li>ople think it is polite* to pour a little tea into the cup for a guest.</li> <li>oople have different manners* from Uzbek people. It is polite to cut bread with a knife and to pour a lot of tea into the guest. But it is very impolite to make a noise* when you eat.</li> <li>the meaning of the words marked with '*'.</li> </ul>				
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.		<ol> <li>Which countries' manners are close to your manners?</li> <li>Why do Uzbeks pour a little tea?</li> </ol>					
magazines, answering questions.         Assessment:       Marking pupils according to their homework and activities during the lesson.	Grammar						
Assessment: Marking pupils according to their homework and activities during the lesson.	Additional in						
	Assessment:						
	Homework:		Homework is given according to the academic plan.				

_ Hour: _	_
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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 air	skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.			
• Linguistic compet	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 homewor				
revision of the previous	their homework.			
<b>3 Work in g</b> <b>2a to help y</b> e.g. Do not t <b>4 Show you</b> <b>5 Discuss w</b>	your teacher 'Good manners in your classroom. Use your mother tongue. hups. Decide on and write ten Good manners' for your class. Ask your teacher for help if necessary. Use the list in Lesson 4 Activity			
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 th	a losson.	Unit 10 Round the world in 14	dave		
I IICHIC UI UI	C 105011.	Lesson 1. Continents, countrie			
Aim of the le		•			
• Up-bri	inging aim:		cational purpose improve pupils' prove their listening, reading, or	knowledge, experience. Teach pupils new al speech and writing skills.	
• Educat	tional aim:		cational purpose improve pupils' knowledge, to form their develo	personal qualities like behavior, education etc. to pping skills and abilities.	
Develo	pmental aim:	According to the lesson's educ	cational purpose develop pupils' cational skills, analyzing and sy	personal skills, English learning, motivational stematizing skills of knowledge, develop to report	
• Lingui	stic competences			nents and countries, -use huge numbers	
Type of the		Lessons of communication of abilities; Lessons of verification	new knowledge; Lessons of fixa	ation of knowledge and of developing skills and ssons of systematization and revision of	
Method of tl	he lesson:	Traditional, non-traditional, m			
Equipments	:	Textbook "Fly High 6", pictur	es, Internet, Computers, projecto	or, etc.	
			part of the lesson:		
Organization		Greeting. Working with pupils			
	r homework and he previous lesson:	Revision of the words. Pupils their homework.	remember the words from the pa	st lesson. Checking homework. Marking pupils fo	
		I	esson 1. Continents, countries		
			Vocabulary:		
			continent['kɔntɪnənt]-qit'a		
			route[ruɪt]–yo'l, shosse		
			capital['kæpɪtəl]-poytaxt		
			Asia['eɪ∫ə]–Osiyo		
			Africa['æfrɪkə]-Afrika		
			Europe['æfrɪkə]-Yevropa		
		North Ame	rica[ˌnɔɪθə'merɪkə]-Shimoliy A	Amerika	
			erica[sauθə'merɪkə]–Janubiy A		
			arctica[æn'tøɪktɪkə]–Antarktika		
	1a Look, listen and 1			•	
	1 the world	2 continent	3 route	4 capital	
÷	5 Asia	6 Africa	7 Europe	8 Australia	
IOSS	9 North America 13 north	10 South America 14 south	11 Antarctica 15 east	12 Which continent is in ? 16 west	
ele	1b Point and say.				
the		listen. Label the continents.			
ure of the lesson:		s is Heggy and friends. We won* a comp route and answer the question.	betition and now we are on a trip* ro	und the world! How much do you know about the world	
nre	We do not visit one co	•			
	3 Look, ask and ans				
Proced	Pupil A: Where's Uzb				
	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.				
	<b>4a Look, listen and repeat.</b> e.g. Kazakhstan is to the north of Uzbekistan.				
	4b Look, ask and an				
	Pupil A: Where is?				
	Pupil B: It's to the of Uzbekistan.				
	5a Read the numbers. What do you notice? 100 one hundred				
	100 one hundred 103 one hundred and three				
	350 three hundred and fifty				
	1,000 one thousand 2,100 two thousand one hundred				
	2,100 two thousand one hundred 3,250 three thousand two hundred and fifty				
	4,678 four thousand six hundred and seventy-eight				
Grammar					
Additional in	nformation:	Review of the lesson, doing exercise	s, listening to audio files, watchi	ing video lessons, movies, reading books,	
		nagazines, answering questions.			
Assessment:		Marking pupils according to the	neir homework and activities dur	ing the lesson.	
Inmound		Homowork is siven assorting	to the goodomic rise		
Homework:		Homework is given according	to the academic plan.		

Theme of the lesses: Lesse: L		_			
• Up-bringing aim         According to the Isson's educational purpose improve pupits' increasing and spect and writing skills.           • Betractional aim:         According to the Isson's educational purpose improve pupits' present qualities like their increasing, readings, and a present and a bittle.           • Developmental aim:         According to the Isson's educational purpose develop pupits' present qualities like their improve pupits' indicades, to form their developing stills and abilities.           • Linguistic competences         If the Isson's educational purpose develop pupits' presental skills. Indication Between pupits' in the Isson's education of according to the Isson's education of according to a diversity of the Isson.           • Linguistic competences         If the Isson's education of new knowledge. Isson's of fixation of according to a diversity of the Isson's education and revision of the New Isson's Is			Lesson 2. We're in Europe		
Use of the server integration of the server int			According to the legen's educational numbers immerse multiplicated to a matter a Treatment it		
Educational aim:     According to the lesson's educational purpose purpors' present qualities like halves of education etc to improve purpors' index polytical according to the lesson's educational purpose develop purpis' personal skills, fragish lesson's educational purpose develop purpis' personal skills of knowledge, develop to report own ideas: communicative skills, and your and advittee.     Linguistic competences     Type of the lesson:     Lesson of communicative skills.     Type of the lesson:     Tabilonal, not relational, note: Lesson's of faultion of <i>Knowledge</i> , and of developing skills and thirtsee.     Type of the lesson:     Tabilonal, not relational, note: Interactive     Equipments:     Teathook. "Traditional, note: Interactive     Equipments:     Teathook." Traditional, note: Interactive     Creating Working with early be eased of the lesson:     Traditional, note: Interactive     Creating Working with early be eased of the lesson:     Traditional, note: Interactive     Creating Working with early be eased of the lesson:     Traditional, note: Interactive     Creating Working with early be eased of the lesson:     Traditional, note: Interactive     Vocabulary:     Great British     Cereating Working with early be eased of the lesson:     Traditional, note: Interactive     Vocabulary:     Great British     Cereating Working with British eased provide the work from the past lesson. Checking homework. Marking pupples     Vocabulary:     Great British     Cereating Working with British eased provide the work from the past lesson. Checking homework. Marking pupples     Vocabulary:     Great British     Cereating Working with British British     Cereating Working with British British     Cereating Working Working Marking Homework     Vocabulary:     Vorabulary:     Vorabulary	• Up-bringing aim:				
Improve pripils ideal-political knowledge, to form that developing stills and abilities.           • Developmental aim:         According to the lesson's calculational purpose develop puppil's personal skills, functional dealing, functional skills, and the control skills, analyzing and systematizing skills of knowledge, develop to report own ideas. Communicative skills.           • Linguistic competences         By the end of the lesson's calculational skills, analyzing and systematizing and explorations and capitals.           Type of the lesson:         Traditional, nort-radionariation of the stresson.           Functional and the control of the lesson.         Traditional, nort-radionaria, nodern, interactive           Replayments:         Traditional, nort-radionaria, nodern, interactive           Creating the interactive         Functionary provides and the stresson.           Traditional parti         Greening, Working with pupils on duits.           Creating the interactive         Functionary provides and the stresson.           Traditional parti         Greening, Working with pupils on duits.           Creating the interactive resonary.         Maint effect and the neurope.           Vacabulary.         Greening (dynamatics).           Creat Strainal Creations, Papils Remember the work from the pase lesson. Checking homework. Marking pupils for their homework.           Traditional strain of Knowskips, Franskya         Russiff/Yal-Kossya           Creat Strainal Creatowskips, Franskya         Russiff/Yal-Kos	• Educa	tional aim:			
<ul> <li>Developmental aim:         <ul> <li>According to the lesson: solucational purpose develop purpli's periodia skills, developments, periodia skills, develo</li></ul></li></ul>	Euuca				
Unguistic competences         By the edit of the lesson public will be able to tail about European countries and capitals           Type of the lesson:         Lessons of communication of new knowledge; Lessons of fination of howeledge and of developing skills and abbitist: Lessons of vorification and cornol of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons;           Method of the lesson:         Traditional, nook "Tly High 6", pictures, Internet; Computers, projector, etc.           Organizational part:         Creeting: Working with pupls on duy.           Checking of nonework and         Revision of the works. Pupls arremether the works from the past lesson. Checking homework. Marking pupls for the lesson:           Creeting of nonework and         Revision of the works. Pupls arremether the works from the past lesson. Checking homework. Marking pupls of the homework.           Iteri homework and         Gereating/gestimation/legaretimatimatin/legaretimat	Develo	pmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational		
<ul> <li>Linguistic competences</li> <li>By the end of the lesson upplis will be able to talk about European countries and capitels.</li> <li>Type of the lesson:</li> <li>Lessons of commination of new knowledge: Lessons of Nation of Natowledge and of eveloping skills and abilities. Lessons of verification and control of knowledge: Lessons of systematization and revision of knowledge: Lessons of neutrino the Nowledge: Lessons of Nation of Natowledge: Lessons of Nation of Nato</li></ul>		-			
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 networks of knowledge; Lessons of systematization and revision of Knowledge; Lessons; Practical lessons.           Greening:         Traditional, non-traditional, modern, interactives           Greening:         Greening. Working with pupils on duty.           Checking for homework and revision of the vords. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.           Creating:         Greening: Working with pupils on duty.           Checking for homework and revision of the vords. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.           Isolation:         Greening: Working with pupils on duty.           Checking for homework and revision of the vords. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.           Isolation:         Greening: Pupils: Elseoning: Pupils: Pupils: Elseoning: Pupils: Elseoning: Pupils: Elseoning: Pupils: Pupils: Pupi					
abilities: Lessons of verification and control of knowledge: Lessons for systemaziation and revision of knowledge: Lessons. Traditional, modern, interactive Equipments:           Method of the lesson:         Traditional, non-traditional, modern, interactive Equipments:           Organizational part:         Creating with public besons: Excursion lessons: Practical lessons.           Organizational part:         Creating with public boosts.         Checking homework. Marking public for the vords. Public Premember the words from the past lesson. Checking homework. Marking public for their homework.           Checking for homework and revision of the words. Public Premember the words from the past lesson. Checking homework. Marking public for their homework.         Create Britain[great/brit30]-Boyuk Britaniya           Create Britain [great/brit30]         Create Britain[great/brit30]-Boyuk Britaniya         Create Britain [great/brit30]-Boyuk Britaniya           Careate Britain         Cereate Britain [great/brit30]-Boyuk Britaniya         Cereate Britain [great/brit30]-Boyuk Britaniya           Careate Britain         Cereate Britain and Norther Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland.           United Kingdom (the UK)         Ubits and copy. Draw the*x— route and answer the question.         Where are we today?           Start Britain and Norther Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland.         Low of the Britain and Norther Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland.           Datiett         Ch					
Inditional, one radiitoral, modern, interactive           Combined (mixed) lessons: Excursion fessons: Practical lessons.           Main part:           Traditional, part:           Combined (mixed) lessons: Excursion fessons: Practical lesson.           Organizational part:           Conserver and revision of the previous lesson:           Lesson 2. We're in Europe           Vacabulary:           Creat Britain Greet/During (heremother the words from the past lesson. Checking homework. Marking pupils for their homework.           Lesson 2. We're in Europe           Vacabulary:           Creat Britain Greet/During (heremother the words, Paruk fast)           Green Britain Greet/During (heremother the words, Paruk fast)           Green Britain Greet/During (heremother the words, Paruk fast)           Green Britain Green/Green	Type of the	lesson:			
Method of the lesson:         Traditional, non-traditional, modern, interactive           Equipments:         Textbook FY high 6°, pictures, hitternet, Computers, projector, etc.           Organizational part:         Greecing, Working with pupils on duly.           Checking for homework and review.         Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.           It is previous lesson:         Lesson 2. We're in Europe           Vocabulary:         Greeting, Working Vith, public Springer: Driviolo-Buyuk Britaniya           Greet Britain[.great/Driviolo-Buyuk Britaniya         Greeting Vith, Paracifran:00-Fansiya           Russial (r/g)=Rossiya         Poland[Ppauland]-Polsha           Ia Look, listen and repeat.         Greet Britain [.great/Driviol-Buyuk Britaniya           Germany degrament-Germaniya         France           Russia         Poland[Ppauland]-Polsha           Ia Look, listen and repeat.         Greet Britain and Northern Ireland.           Great Britain         Great Britain and Northern Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland.           United Kingdom of Great Britain and Northern Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland.           London in the capital of the UK and Tengent.         Zb Listen, check and repeat.           Zb Listen, check and repeat.         Zb Listen, check and repeat.					
Equipments:         Textbook "FF, High 6", pictures, Internet, Computers, projector, etc.           Organizational part:         Greening, Working with pupils on duty.           Checking of homework and revision of the words. Pupils remember the words from the past lesson. Checking homework, Marking pupils for their homework.         Revision of the words. Pupils remember the words from the past lesson. Checking homework, Marking pupils for their homework.           Iservision of the previous lesson:         Iservision of the words. Pupils remember the words from the past lesson. Checking homework, Marking pupils for their homework.           Iservision of the previous lesson:         Iservision of the words. Pupils Premember the words from the past lesson. Checking homework, Marking pupils for their homework.           Iservision of the previous lesson:         Iservision of the words. Pupils Premember the words from the past lesson. Checking homework. Marking pupils for their homework.           Iservision of the previous lesson:         Iservision of the words. Pupils Berting Marking Mark	Mothod of t	ha lassan:			
Main part of the lesson:           Organizational part:         Greening: Working with pupils on duty.           Checking for homework and revision of the previous lesson:         Revision of the works. Pupils remember the works from the past lesson. Checking homework. Marking pupils for their homework.           Lesson 2. We're in Europe           Vocabulary:           Creat Britain (gree:Drivi(b)=Ewyuk Britaniya Cermany(Bgs:mont)-Germanya France(Francy(D)=Fransiya Russia[*tv[0]=Rossiya Poland['pauland]=Polsha           In Look, listen and repeat. Creat Britain Germany France Russia Poland United Kingdom (the UK)           Use and output the *v- route and answer the question.           Where are we today?           Za Read and match the country and capital. The United Kingdom (freat Britain all Northen Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland. London is the capital of the UK and of England.           J. Listen, check and repeat. Cread Britain all Statis in Europe. Pupil B: Its part of Great Britain all Kin is Europe. Pupil B: Its part of Great Britain all Kin is Europe. Pupil B: Its part of Great Britain all Northen Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland. London is the capital of Wales? Pupil B: Its capital Of Wales? Pupil B: Its part of Great Britain all Kin is Europe. Pupil B: Its carifit. Subtem check acpital of Wales? Pupil B: Its carifit. Sub cod and answer th					
Organizational part:         Greeting, Working with pupils on duy.           Checking for howework 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 2. We're in Europe         Vocabulary:           Creat Britain[grearbrit(a)]-Boyuk Britaniya Germany(bg:mann)-Germanya         France[fram(05]-Fransiya Russia[tv/a]-Rossiya Poland[poulsed]-Polsha           Ia Look, listen and repeat.         Germany [bg:mann]-Germanya Germany [bg:mann]-Germanya           France Russia         Poland[poulsed]-Polsha           Ia Look, listen and repeat.         Germany [bg:mann]-Germanya           Germany [bg:mann]         France Russia           Poland[ United Kingdom (the UK)         Ib Listen and copy. Draw the 'v route and answer the question.           Where are we today?         Ze Read and match the country and capital.           The United Kingdom of Great Britain and Northen Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland. Loudon is the capital of the UK and of England.           2b Listen, check and repeat.         Creat Britain [Great Britain]           2b Listen, check and repeat.         Creat Britain and Northen Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland. Loudon is the capital of the UK and the reports.           2b Listen, check and repeat.         Creat Britain and Northen Ireland (the UK) has four oparts: England, Scotland, Wales and Northern Ir	Equipments	•			
Otherwork and revision of the works. Pupils remember the works from the past lesson. Checking homework. Marking pupils for revision of the previous lesson:         Lesson:         Lesson:         Lesson:         Vocabulary:         Vocabulary:         Vocabulary:         Great Britain(greeTbrita)-Buyuk Britaniya         Franceffrancityol-Fonsitya         Poland[pauland]-Polsha         Tanceffrancityol-Fonsitya         Poland[pauland]-Polsha         Tance francityol-Fonsitya         Poland [Dauland]-Polsha         Tance francityol-Fonsitya         Poland [Dauland]-Polsha         Tance francityol-Fonsitya         Poland [Dauland]-Polsha         Tance francityol-Fonsitya         Poland (Dauland)-Polsha         Tance francityol-Fonsitya         Poland (Dauland)-Polsha         Tance francityol-Fonsitya         Poland (Dauland)-Polsha         Tance francityol-Fonsitya         Poland (Dauland)-Polsha         Tance francityol-Fonsitya         Poland (Dauland)-Polsha <th>Organizatio</th> <th>nal part:</th> <th></th>	Organizatio	nal part:			
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Pupil A: Wher's Wales?         Pupil B: It's part of Great Britainand it's in Europe.         Pupil B: It's part of Great Britainand 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.         I 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?         What 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 bear 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 hat 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.	les	2a Read and mate	the country and capital.		
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magazines, answering questions.         Assessment:       Marking pupils according to their homework and activities during the lesson.	A 1 19/4	o	<b>N</b> 1 A 1 1 1 1 1 1 1 1 A 1 A 1 A 1 A 1 A		
Assessment: Marking pupils according to their homework and activities during the lesson.	Additional i				
			magazines, answering questions.		
	Account		Marking nunils according to their homework and activities during the lossen		
Homework:         Homework is given according to the academic plan.	Assessment:		warking pupils according to men nonework and activities during the lesson.		
Trome work. In first a second me to the academic plan.	Homework		Homework is given according to the academic plan		
	HUILUWUI K.		Tomo work is given according to the academic plan.		

	the lesson:	Lesson 3. Brr! North Amer	rica			
	of the lesson:         Up-bringing aim:       According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils not grammar rules, new words, improve their listening, reading, oral speech and writing skills.					
	<i>.</i>			eading, oral speech and writing skill we pupils' personal qualities like be		
• Educational aim:				eir developing skills and abilities.	navior, education etc. to	
• Deve	elopmental aim:	According to the lesson's of	educational purpose develo educational skills, analyzin	p pupils' personal skills, English le ng and systematizing skills of know		
• Ling	guistic competences	,		out North American continent, cou	ntries and population	
Type of th		Lessons of communication	of new knowledge; Lesso cation and control of know	ons of fixation of knowledge and of edge; Lessons of systematization a	developing skills and	
	f the lesson:	Traditional, non-traditiona				
Equipmen	nts:	Textbook "Fly High 6", pi		s, projector, etc.		
Iraanizat	tional part:	M Greeting. Working with pu	Iain part of the lesson:			
	for homework and			om the past lesson. Checking home	work. Marking pupils fo	
	f the previous lesson:	their homework.		···· ··· · · · · · · · · · · · · · · ·	8 F - F	
			Lesson 3. Brr! North An	nerica		
			Vocabulary:			
			million['mɪljən]–mil	lion		
			area['ɛərɪə]-maydo	on		
			population[,pɔpjə'leɪʃ(ə)	n]-aholi		
		square kil	ometer[skwɛə] [kɪˈlɔmɪtə	]-kvadrat kilometr		
			dangerous['deɪndʒ(ə)rəs	]-xavfli		
	1 Look at Workbook	Lesson 2 Activity 3d. Talk		-		
		nost dangerous animal.				
	The snake is the longe					
	2a Read and answer					
				ow. Brrr! Put your coats on.* Look	at the world map.	
		map in your exercise book.		te.		
		things Heggy and his friend				
		the Wordlist. Write the me	aning.			
		llion area approximately (approx.) pulation square kilometre (sq.km)				
ä	nonulation square ki	Iometre (sa km)				
sson:						
e lesson:	3b Look, listen and r 4a Look at the table.	epeat.				
the lesson:	<b>3b Look, listen and r</b> <b>4a Look at the table.</b> e.g. Pupil A: Which co	epeat. Ask and answer. buntry is the largest?				
of the lesson:	3b Look, listen and r 4a Look at the table.	epeat. Ask and answer. buntry is the largest?				
-	<b>3b Look, listen and r</b> <b>4a Look at the table.</b> e.g. Pupil A: Which co Pupil B: is the large	epeat. Ask and answer. buntry is the largest? est country. ies in the North American con				
-	<b>3b Look, listen and r</b> <b>4a Look at the table.</b> e.g. Pupil A: Which co Pupil B: is the large There are three countr	epeat. Ask and answer. puntry is the largest? est country. ies in the North American con The United States	Canada	Mexico		
-	<b>3b Look, listen and r</b> <b>4a Look at the table.</b> e.g. Pupil A: Which co Pupil B: is the large There are three countr Capital	epeat. Ask and answer. pountry is the largest? est country. ies in the North American con The United States Washington	Canada Ottawa	Mexico Mexico City		
-	<b>3b Look, listen and r</b> <b>4a Look at the table.</b> e.g. Pupil A: Which co Pupil B: is the large There are three countr Capital Population	epeat. Ask and answer. pountry is the largest? est country. ies in the North American con The United States Washington 264% million	Canada Ottawa 320 million	Mexico Mexico City 105 million		
-	<b>3b Look, listen and r 4a Look at the table.</b> e.g. Pupil A: Which co         Pupil B: is the large         There are three countr         Capital         Population         Area in square	epeat. Ask and answer. puntry is the largest? est country. ies in the North American con The United States Washington 264% million 91/2 million	Canada Ottawa 320 million 10 million	Mexico Mexico City 105 million 2 million		
-	3b Look, listen and r         4a Look at the table.         e.g. Pupil A: Which co         Pupil B: is the large         There are three countr         Capital         Population         Area in square         kilometres	epeat. Ask and answer. puntry is the largest? st country. ies in the North American con The United States Washington 264% million 91/2 million approx.	Canada Ottawa 320 million	Mexico Mexico City 105 million		
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-	3b Look, listen and r         4a Look at the table.         e.g. Pupil A: Which co         Pupil B: is the large         There are three countr         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun	epeat. Ask and answer. puntry is the largest? est country. ies in the North American con The United States Washington 264% million 91/2 million approx. try is the largest? try has the largest population	Canada Ottawa 320 million 10 million approx.	Mexico Mexico City 105 million 2 million		
-	3b Look, listen and r         4a Look at the table.         e.g. Pupil A: Which cc         Pupil B: is the large         There are three countr         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun	epeat.         Ask and answer.         puntry is the largest?         st country.         ies in the North American con         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population         try is the smallest?	Canada Ottawa 320 million 10 million approx.	Mexico Mexico City 105 million 2 million		
-	3b Look, listen and r         4a Look at the table.         e.g. Pupil A: Which cc         Pupil B: is the large         There are three countr         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American con         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population'         try is the smallest?         try has the smallest	Canada Ottawa 320 million 10 million approx.	Mexico Mexico City 105 million 2 million		
-	3b Look, listen and r         4a Look at the table.         e.g. Pupil A: Which cc         Pupil B: is the larger         There are three countr         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun         4. Which coun         4. Which coun         4. Which coun	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American con         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population'         try is the smallest?         try has the smallest	Canada Ottawa 320 million 10 million approx.	Mexico Mexico City 105 million 2 million		
-	3b Look, listen and r         4a Look at the table.         e.g. Pupil A: Which cc         Pupil B: is the larger         There are three countr         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun         4. Which coun	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American con         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population'         try is the smallest?         try has the smallest         Ask and answer.         he population of the United States is two	Canada Ottawa 320 million 10 million approx. ?	Mexico Mexico City 105 million 2 million approx.		
-	3b Look, listen and r         4a Look at the table.         e.g. Pupil A: Which cc         Pupil B: is the larger         There are three countr         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun         4. Which coun         5. Coun         6. Coun	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American com         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population         try is the smallest?         try has the smallest         Ask and answer.         he population of the United States is two is the United States?	Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h	Mexico Mexico City 105 million 2 million approx.		
-	<b>3b Look, listen and r 4a Look at the table.</b> e.g. Pupil A: Which cor         Pupil B: is the larger         There are three countre         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun         4. Which coun         5. Pupil A: How big         Pupil B: The population         e.g. Pupil A: How big         Pupil B: The area of the	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American com         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population?         try is the smallest?         try has the smallest         Ask and answer.         he population of the United States is two is the United States is two is the United States is nine and a	Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h	Mexico Mexico City 105 million 2 million approx.		
-	<b>3b Look, listen and r 4a Look at the table.</b> e.g. Pupil A: Which co         Pupil B: is the larger         There are three countre         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun         4. Which coun         5. Pupil A: How big         Pupil B: The population         e.g. Pupil A: How big         Pupil B: The area of the set of th	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American com         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population?         try is the smallest?         Ask and answer.         he population of the United States is two         is the United States ?         ne United States is nine and a         he United States?	Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h	Mexico Mexico City 105 million 2 million approx.		
-	<b>3b Look, listen and r 4a Look at the table.</b> e.g. Pupil A: Which co         Pupil B: is the larger         There are three countre         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun         4. Which coun         5. Pupil A: How big         Pupil B: The area of the         1. population/t         2. area/the Unit	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American com         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population?         try is the smallest?         Ask and answer.         he population of the United States is two         is the United States ?         ne United States is nine and a         he United States?	Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h	Mexico Mexico City 105 million 2 million approx.		
-	<b>3b Look, listen and r 4a Look at the table.</b> e.g. Pupil A: Which co         Pupil B: is the larger         There are three countre         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun         4. Which coun         5. Pupil A: How big         Pupil B: The area of the         1. population/t         2. area/the Uni         3. area/Mexico	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American com         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population?         try is the smallest?         Ask and answer.         he population of the United States is two         is the United States ?         ne United States?         ted States?         ?	Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h	Mexico Mexico City 105 million 2 million approx.		
	<b>3b Look, listen and r 4a Look at the table.</b> e.g. Pupil A: Which co         Pupil B: is the larger         There are three countre         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun         4. Which coun         5. Pupil A: How big         Pupil B: The area of the         1. population/t         2. area/the Unit	epeat. Ask and answer. puntry is the largest? est country. ies in the North American country. The United States Washington 264% million 91/2 million approx. try is the largest? try has the largest population try is the smallest? Ask and answer. he population of the United States on of the United States is two is the United States? the United States? ted States? ? Canada	Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h	Mexico Mexico City 105 million 2 million approx.		
	<b>3b Look, listen and r 4a Look at the table.</b> e.g. Pupil A: Which co         Pupil B: is the large         There are three countr         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun         4. Which coun         5. Which coun         6. g. Pupil A: What is to         Pupil B: The area of the         1. population/t         2. area/the Uni         3. area/Mexico         4. population/t	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American com         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population?         try is the smallest?         Ask and answer.         he population of the United States is two is the United States?         ne United States is nine and a he United States?         red States?         ?         Canada         Mexico	Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h	Mexico Mexico City 105 million 2 million approx.		
Procedure of the lesson: Braumar	<b>3b Look, listen and r 4a Look at the table.</b> e.g. Pupil A: Which co         Pupil B: is the large         There are three countr         Capital         Population         Area in square         kilometres         1. Which countrol         2. Which countrol         3. Which countrol         3. Which countrol         4. Which countrol         5. population/t         6. area/Mexicontrol         6. area/Canadat	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American com         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population?         try is the smallest?         Ask and answer.         he population of the United States is two is the United States?         ne United States is nine and a he United States?         red States?         ?         Canada         Mexico	Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h	Mexico Mexico City 105 million 2 million approx.		
Grammar	<b>3b Look, listen and r 4a Look at the table.</b> e.g. Pupil A: Which cor         Pupil B: is the large         There are three countr         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun         3. Which coun         4. Which coun         5. Pupil A: What is the table.         e.g. Pupil A: What is the population         e.g. Pupil A: How big         Pupil B: The area of the table.         1. population/t         2. area/the Uni         3. area/Mexicoo         4. population/t         6. area/Canada	epeat. Ask and answer. puntry is the largest? est country. ies in the North American com The United States Washington 264% million 91/2 million approx. try is the largest? try has the largest population? try is the smallest? try has the smallest? Ask and answer. he population of the United States is two is the United States? the United States? the United States? ted States? ? Canada Mexico ?	Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h half million square kilome	Mexico         Mexico City         105 million         2 million         approx.		
Grammar	<b>3b Look, listen and r 4a Look at the table.</b> e.g. Pupil A: Which co         Pupil B: is the larger         There are three countr         Capital         Population         Area in square         kilometres         1. Which coun         2. Which coun         3. Which coun         4. Which coun         5. population/t         6. area/the Uni         7. area/the Uni         7. area/the Uni         8. area/Mexico         4. population/t         5. population/t         6. area/Canada	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American com         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population?         try has the smallest?         Ask and answer.         he population of the United States is two         is the United States?         ne United States?         ?         Canada         Mexico         ?         view of the lesson, doing exer	Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h half million square kilome	Mexico Mexico City 105 million 2 million approx.	reading books,	
Grammar	<b>3b Look, listen and r 4a Look at the table.</b> e.g. Pupil A: Which cor         Pupil B: is the larger         There are three countr         Capital         Population         Area in square         kilometres         1. Which countrol         2. Which countrol         3. Which countrol         3. Which countrol         4. Which countrol         5. pupil A: What is the table.         e.g. Pupil A: How big         Pupil B: The area of the table.         1. population/t         2. area/the Unitrol         3. area/Mexico         4. population/f         5. population/f         6. area/Canada         attinformation:       Rev	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American com         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population?         try has the smallest?         Ask and answer.         he population of the United States is two         is the United States?         ne United States?         red States?         ?         Canada         Mexico         ?         view of the lesson, doing exer         gazines, answering questions.	Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h half million square kilome	Mexico         Mexico City         105 million         2 million         approx.	reading books,	
Frammar	<b>3b Look, listen and r 4a Look at the table.</b> e.g. Pupil A: Which cor         Pupil B: is the larger         There are three countr         Capital         Population         Area in square         kilometres         1. Which countrol         2. Which countrol         3. Which countrol         4. Which countrol         5. pupil A: How big         Pupil B: The area of the lable.         1. population/t         2. area/the Unitrol         3. area/Mexico         4. population/f         5. population/f         6. area/Canada         1         area/the unit         7         1         1         1         1         1         1         1 <td>epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American com         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population?         try has the smallest?         Ask and answer.         he population of the United States is two         is the United States?         ne United States?         ?         Canada         Mexico         ?         view of the lesson, doing exer</td> <td>Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h half million square kilome cises, listening to audio file</td> <td>Mexico         Mexico City         105 million         2 million         approx.</td> <td>reading books,</td>	epeat.         Ask and answer.         puntry is the largest?         est country.         ies in the North American com         The United States         Washington         264% million         91/2 million         approx.         try is the largest?         try has the largest population?         try has the smallest?         Ask and answer.         he population of the United States is two         is the United States?         ne United States?         ?         Canada         Mexico         ?         view of the lesson, doing exer	Canada Ottawa 320 million 10 million approx. ? States? hundred sixty-four and a h half million square kilome cises, listening to audio file	Mexico         Mexico City         105 million         2 million         approx.	reading books,	

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Theme of th	e lesson:		Lesson 4. The longest, the biggest			
Aim of the l			Lesson in the tongest, the object in			
	inging aim:		According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new			
• Up-br	inging ann:		grammar rules, new words, improve their listening, reading, oral speech and writing skills.			
• Educa	tional 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.			
Develo	opmental 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.			
• Lingui	istic competences	5	By the end of the lesson pupils will be able to talk about transports and their speed, -use superlative adjectives			
Type of the			Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and			
-54-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-			abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of			
			knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.			
Mathad of t	he lesson.		Traditional, non-traditional, modern, interactive			
Method of t						
Equipments	S:		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
			Main part of the lesson:			
Organizatio	onal part:		Greeting. Working with pupils on duty.			
	or homework and		Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for			
	he previous lesso		their homework.			
revision or e	ine previous lesso		Lesson 4. The longest, the biggest			
			Vocabulary:			
			Brazil['bræzɪl]-Braziliya			
			Transport[træn'spɔɪt]-transport			
			Amazon['æməz(ə)n]-Amazonka			
			Helicopter['helɪkɔptə]-vertolyet			
			Boat[beut]-qayiq			
			Airplane['ɛəpleɪn]-samolyet			
			Scary['skɛərɪ]–qo'rqinchli			
	1a Look, listen a	and re				
	Brazil		Transport Amazon			
	Helicopter		Boat Airplane			
			Boat Alipiale			
	Scary					
		1b Point and say.				
	2 Look, copy an	d tick	the transport Heggy and his friends use.			
	on foot (1) ****					
ä	donkey (2) ****					
S0]	car (3) ****					
les	boat (4) ****					
Je	airplane (5) ****	k				
of the lesson:	helicopter (6) **	**				
jo :	hencopier $(0)^{**}$					
JIL6	horse (7) ****					
ıpə	bus (8) ****	• • • •				
00		's lette	and match the animals and texts.			
Procedur	Armadillo (a)					
	vampire bat (b)					
	jaguar (c)					
	alligator (d)					
			Dear Friends at Home			
	South America	is fan	nous 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				
			a 'house' on their backs* like a tortoise. Armadillos don't eat hedgehogs - they eat insects*!			
			w in the forest in Brazil was a vampire bat. It was small and slow but Heeeeelp! Do you know the story of			
			mpire bat. It drank his blood*. We didn't stay long in that forest!			
	See you soon. I	Love H	eggy			
	3b Translate.					
	1 in the north of	2 to the formula $1$	e north of			
			ts in 3a and complete the table.			
Grammar	The biggest, the					
	information:					
Auditional	mormation:		ew of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,			
		maga	izines, 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 th		Lesson 5. Kiwis, koalas and kangaroos				
Aim of the l						
• Up-br	inging 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.				
Devel	opmental 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.				
• Lingu	istic competences	By the end of the lesson pupils will be able to talk about animals in different continents				
Type of the		Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and				
Type of the	lesson:	abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of				
		knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.				
Method of t	ha lassan:	Traditional, non-traditional, modern, interactive				
Equipments	8:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
0		Main part of the lesson:				
Organizatio		Greeting. Working with pupils on duty.				
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
revision of t	the previous lesson					
		Lesson 5. Kiwis, koalas and kangaroos				
		Vocabulary:				
		koala[kəu'aɪlə]-koala				
		penguin['pengwin]-pengvin				
		Australia[ɔs'treɪlɪə]-Avstraliya				
		New Zealand[,njuː'ziːlənd]-Yangi Zelandiya				
		monkey["mʌŋkɪ]-maymun				
	1a Look, read an	l repeat.				
	kiwi koala kangar	oo penguin Australia New Zealand				
	1b Match the ani	nals and countries.				
ä	1c Point and say.					
105		e.g. Kiwis live in New Zealand				
les		write T for True or F for False.				
he	2b Match the wor	rds and the kind of transport.				
oft	1 tram 2 bus 3 ca					
Procedure of the lesson:		Talk about the best/worst kinds of transport.				
mp		is the worst kind of transport?				
ce		nd the bus are the worst kinds of transport. They make the air very dirty. We call this pollution*.				
Pro	3a Look at the pi					
		ons. Guess the bold words.				
	1. What car	n you see in the picture?				
		rees 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 che					
		ups. Report to the class.				
		I the elephant and the monkey ask the Old Bird?				
		Dld Bird answer them?				
		Old Bird clever?				
C	4. What do	you think? Who is the best animal in the forest?				
Grammar						
A J J * 4 * 1 *		Deview of the lesson doing avancing listonic - to				
Auditional		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.				
Assessment	•	marking pupils according to their nomework and activities during the resson.				
Homework	•	Homework is given according to the academic plan.				
Homework:		Tome work to given according to the academic plan.				

Theme of the	e lesson:	Lesson 6. Project.			
Aim of the l	esson:				
• Up-br	inging 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.			
• Educa	tional 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.			
Devel	opmental 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.			
<ul> <li>Lingu</li> </ul>	istic 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 t	he 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	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for			
revision of the previous lesson:		their homework.			
ü.		Lesson 6. Project			
<sup>3</sup> 1 spelling Dictation.		on.			
Procedure of the lesson:	2a Work in grou	f 3/4. Make a poster. Write about the size, population, famous places and nature of the country.			
GroupA: Great Britain					
Group B: Australia and		a and New Zealand			
Group C: The USA		A			
Group D: Uzbekistan		tan			
Group E: Canada					
		oster and talk about the country.			
Grammar					
		view of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,			
mag		magazines, answering questions.			
Assessment	:	Marking pupils according to their homework and activities during the lesson.			
Homework		Homework is given according to the academic plan.			

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HEAD OF TEACHING PROCESS:

Theme of the		Unit 12 Geography and p	opulation				
	c 1035011.	Lesson 1. Do you know U					
Aim of the le					·		
	nging 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.					
	tional aim:	improve pupils' ideal-pol	itical knowledge, to form the	ir developing skills and a			
Developmental aim:     Linguistic competences		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.					
		By the end of the lesson	pupils will be able to talk abo				
Type of the l	esson:	abilities; Lessons of verifi	n of new knowledge; Lesson ication and control of knowle nixed) lessons; Excursion less	edge; Lessons of systema	ge and of developing skills and tization and revision of		
Method of the lesson: Equipments:		Traditional, non-tradition		·			
			ictures, Internet, Computers, Main part of the lesson:	projector, etc.			
Organizatio	nal part:	Greeting. Working with p					
	r homework and			m the past lesson. Check	ing homework. Marking pupils for		
revision of th	ne previous lesson:	their homework.	-				
			Lesson 1. Do you know Uzb	ekistan?			
			Vocabulary:				
			Sea[six]-dengiz				
			South[sau0]-janub				
			North[nɔɪθ]–shimo				
			West[west]-g'arb				
	1a Look and match.		East[i1st]-sharq				
	The Chimgan M		The Fergana Valley	,	The Aral Sea		
	The Syr Darya I		The Amu Darya River		The Zarafshan River		
	The Kyzylkum		2				
	1b Listen and check						
	1c Listen and repea	t.					
	<b>2 Chain Drill.</b> A: Where is the Aral	Seal					
		Uzbekistan. Where's					
. <b>::</b>	3 Work in pairs. As						
yon	e.g. Where's?						
ba j	4a Look and match. Tashkent	Samarkand	Forgene	Nukus	Termez		
ing	Kokand	Namangan	Fergana Urgench	Navoi	Bukhara		
zunz	4b Work in pairs. A		orgenen	T WY OF	Dummu		
angi mavzuning bayoni:	Pupil A: Look at thi Pupil B: Look at pa	s page. ge 59.					
an	Pupil B: Is it Bukhara	5. It's in the South of Uzbek a?	Istan.				
	Pupil A: 1. Tashkent 2. Samar	kand 4. Nukus					
	5. Termez						
	10. Bukhara						
	5 Choose the right answer.						
	1. The population of Uzbekistan is approximately 20 million/26% million.						
	<ol> <li>The population of Kazakhstan is approximately 17/20 million.</li> <li>The Amu Darya River is approximately 1.500/2.540km long.</li> </ol>						
	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.						
	<ol> <li>The area of Kazakhstan is approximately 3.200.000/2.700.000 sq km.</li> <li>The Zarafshan River is approximately 1300/877</li> </ol>						
		lan River is approximately 13 Play Uzbekistan Quiz.	000/077				
	The longest river in U		The population of Uzbekistan is (2)				
	Bukhara is in (3) U	Jzbekistan	A famous sea in Uzbekistan is (4)				
	The Fergana (5)is		Tashko	ent is in (6) of Uzbekis	stan.		
Crommer	i ne smallest rainfall	in Uzbekistan is in (7)					
Grammar   Additional iı	nformation: Re	view of the lesson, doing exe	rcises, listening to audio file	s, watching video lessons	s. movies, reading books		
		agazines, answering questions		,	,, 100, reading 000Kb,		
			to their homework and activ	ities during the lesson.			
Assessment:			ding to the academic plan.				

Theme of th		Lesson 2. What is the UK?			
Aim of the l					
• Up-br	inging 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.			
Develo	opmental 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.			
Lingui	istic competences	By the end of the lesson pupils will be able to talk about population, area, and location of the UK			
Type of the		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 t	he lesson.	Traditional, non-traditional, modern, interactive			
Equipments:		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
Equipments	•	Main part of the lesson:			
Organizatio	nalnarte				
Organizatio		Greeting. Working with pupils on duty.			
	r homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for			
revision of t	he previous lessor				
		Lesson 2. What is the UK?			
		Vocabulary:			
		UK[.juɪ'keɪ]-Birlashgan Qirollik			
		Queen[kwixn]-girolicha			
		King[kɪŋ]–qirol			
		Prince[prɪn(t)s]-shaxzoda			
		cher complete the Word Web.			
		s. Write what you know about Great Britain.			
		ad the text. How many of these things did you know?			
	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			
ä		a of the UK is 244,880 square kilometres. The population of the UK is approximately 601>4 million. There are four			
1059	main nationalities: English, Scots*, Welsh* and Irish*. The capital of the UK and England is London; the capital of Scotland is				
les		capital of Wales is Cardiff and the capital of Northern Ireland is Belfast.			
the	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				
of 1		s not the longest. The river Severn is 354 kilometres (km) long. The two highest mountains are Ben Nevis in Scotland			
Procedure of the lesson:		n Wales. The largest lakes are Lough Neagh in Northern Ireland and Loch Ness in Scotland. Two more lakes, Lake			
qu		Ullswater, are popular for sailing* and water skiing.			
эсе	2b Work in pairs				
Pre	1 Answer the questions.				
	2 How many countries are in the UK? What are they?				
		are the main rivers and lakes?			
	4 What other places do you know?				
	<b>3a Talk about two things.</b>				
	e.g. The Thames is 346 kilometres (km) long. The Severn is 354 kilometres (km) long. The Severn is longer than the Thames. 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. <b>3b Translate into your language. What is similar/different?</b>				
	The Zarafshan is longer than the Thames				
	3d Look at Activity 5 in Lesson 1. Make sentences.				
		a is longer than the Amu Darya.			
Grammar					
		Deview of the larger data and the listent of the fit of the list o			
Additional i	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. Welcome to the USA	A!			
Aim of the le						
• Up-bri	inging aim:			cational purpose improve pupils' knowledge, experience. Teach pupils new uprove their listening, reading, oral speech and writing skills.		
• Educa	tional aim:			cational purpose improve pupils' personal qualities like behavior, education etc. to l knowledge, to form their developing skills and abilities.		
Develo	pmental aim:			cational purpose develop pupils' personal skills, English learning, motivational		
• Develo	pinentai ann.			icational skills, analyzing and systematizing skills of knowledge, develop to report		
			own ideas, communicative skil			
• Lingui	stic competences	s		ls will be able to talk about population, area, states, and location of the USA		
Type of the		5	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and			
i jpe or the				on and control of knowledge; Lessons of systematization and revision of		
				I) lessons; Excursion lessons; Practical lessons.		
Method of the lesson:		Traditional, non-traditional, m				
Equipments:				res, Internet, Computers, projector, etc.		
	-			1 part of the lesson:		
Organizatio	nal part:		Greeting. Working with pupils			
	r homework and	ł		remember the words from the past lesson. Checking homework. Marking pupils for		
	he previous lesso		their homework.	······································		
	<b>F</b>			esson 3. Welcome to the USA!		
				Vocabulary:		
			Approx	ximately[ə'proksımətlı]–taxminan		
				sident['prezɪd(ə)nt]–prezident		
			Whi	ite House['(h)wart,haus]-oq uy		
				Metre['miɪtə]–metr		
	1 Play Knowled					
			three things you know about t			
			ment*. Did you find your ideas			
Procedure of the lesson:	<ul> <li>a lot you can do and see! And there are a lot of friendly people you can meet. The population is approximately 264% milling There are many nationalities including* English, German*, Spanish and Uzbek! The capital of the USA is Washing Washington and see the President's home and office - the White House.</li> <li>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 Ocean. And there are many big rivers in the USA: the Mississippi, the Colorado and the Saint Lawrence, for example. If y relax* you can visit the Great Lakes in the north. If you are fit, you can go climbing in the Rocky Mountains. They are 4,000 metres high! You can take a tent and cook your meals on a campfire*. And if you want more, the USA has bor Canada to the north and with Mexico to the south.</li> <li>Don't delay*. Phone us today for a dream holiday. See you soon in the USA!</li> <li>2c Read again and guess the words with '*'. Say how you know. Write the translation.</li> <li>e.g. I'd like to visit the White House because I want to see the President.</li> <li>2d Read the text again, copy and complete the map.</li> <li>2e Where would you like to go in the USA? Why?</li> <li>e.g. I'd like to visit the White House because I want to see the President.</li> <li>4 Look at the tables and ask questions.</li> </ul>		<ul> <li>the White House.</li> <li>cky. To the east of the USA is the Atlantic Ocean and to the west is the Pacific ne Mississippi, the Colorado and the Saint Lawrence, for example. If you want to f you are fit, you can go climbing in the Rocky Mountains. They are more than your meals on a campfire*. And if you want more, the USA has borders* with e you soon in the USA!</li> <li>w you know. Write the translation.</li> <li>see the President.</li> </ul>			
			e USA or Uzbekistan? Which ha	as more people?		
		Uzbeki		The UK		
	Population	26/4 m	illion approx.	601/4 million approx.		
			) sq. km.	244,880 sq.km.		
	River	Amu D	arya - 2,540 km. approx.	Severn - 354 km.		
			an - 3,309 m.	Ben Nevis -1,343 m.		
Grammar						
Additional i	nformation:	Revi	ew of the lesson, doing exercise	es, listening to audio files, watching video lessons, movies, reading books,		
			azines, answering questions.	, <u> </u>		
Assessment:			Marking pupils according to their homework and activities during the lesson.			
Homework:			Homework is given according	to the academic plan.		
II OI IN.			and a second sec	,		

Theme of the lesson:     Lesson 4. Australia: down under								
	Aim of the lesson:							
	inging 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.					
Educa	Educational aim:			According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to				
				ls' ideal-political knowledg				
• Develo	pmental 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.					
• Lingui	stic competer	ices		f the lesson pupils will be a	ble to talk about area,	population, nature of A	ustralia	
Type of the				ommunication of new know				
• -			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:			on-traditional, modern, inte					
Equipments	:		Textbook "Fl	y High 6", pictures, Interne		r, etc.		
				Main part of th	ne lesson:			
Organizatio		_		orking with pupils on duty.				
	r homework			-	the words from the pas	st lesson. Checking hor	nework. Marking pupils for	
revision of t	he previous l	esson:	their homewo		ustralia: down under			
					cabulary:			
					krɔkədaɪl]–timsoh			
				vampire['v	/æmpaɪə]–vampir			
				alligator['a	elıgeıtə]–alligator			
				jungle [ˈdʒ	∧ŋgl]-changalzor			
					['dezət]–cho'l			
					forist]-o'rmon			
	1 Play When	e Is It?						
			ı know about A	Australia.				
			Are your ten tl					
			omplete the m					
:uc	4a Listen an							
esse	4b Play Wh							
le le				orrect the false sentences.				
f th			in the north of					
6 0j			west of Austra					
lur	3 Canberra 4 There are		tal of Australia					
ced			age of Australia.					
Procedure of the lesson:			untains in Aust					
-	7 Australia			iuiiu.				
				er than the population of Uz	zbekistan			
	6 Ask and a							
	e.g. Which is			USA, the UK, Uzbekistan o				
		Uzbekista		The USA	The UK	Australia		
	Population	26 ½ mil	ion approx.	264 <sup>1</sup> / <sub>2</sub> million approx.	60 ¼ million	20 million approx.		
	Aroo	447,400 s	a km	9 ½ million sq.km.	approx. 244,880 sq.km.	8 million sq.km.		
	Area River		a -3,019 km.	Mississippi -3,780 km.	Severn - 354 km.	Murray -2,578 km.		
		The Chin		The Rocky Mountains -	Ben Nevis -1,343m	The Australian Alps		
	Mountains	Mountain		more than 4,000 m.		- 2,300m		
			,	,	1	,		
Grammar								
		1 -		· · · · ·				
Additional i	nformation:			n, doing exercises, listening	g to audio files, watching	ng video lessons, movie	es, reading books,	
		mag	azines, answeri	ng questions.				
Assessment:	:		Marking pup	ils according to their homev	vork and activities duri	ng the lesson.		
Homeser			Homerral	airran agoandir - t- t	domio nlon			
Homework:	Homework: Homework is given according to the academic plan.							

		Date: Grade: Hour: _				
Theme of the	e lesson:	Lesson 5. New Zealand				
Aim of the le						
• Up-bri	nging 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.				
	ional 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.				
• Develo	pmental 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.				
Lingui	stic competences	By the end of the lesson pupils will be able to talk about nature, animals of New Zealand				
Type of the l		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.				
Organization	al norte	Main part of the lesson:				
Organization		Greeting. Working with pupils on duty.           Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
Checking for homework and revision of the previous lesson:		their homework. Lesson 5. New Zealand				
		Vocabulary: cobra['kəubrə]-kobra				
		spider ['spaɪdə]–o'rgamchak				
		kiwi ['kixwix]-kivi				
		kangaroo [,kæŋg(ə)'ruɪ]-kenguru				
		bus [bʌs]-avtobus				
		car[kaɪ]-avtomobil, mashina				
	1 Play Geographi					
Procedure of the lesson:	<ol> <li>Who is t</li> <li>What do</li> <li>What do</li> <li>What is is</li> <li>2c Read the letter</li> <li>Dear Laura</li> <li>Thanks for your arrive* on Sunda there are a lot of the Southern All clean. Mount Co east.</li> <li>Then on Thursda we can go north eggs) because of dancing. Let me</li> <li>2d Answer the qu</li> <li>Would you like to</li> <li>2 e Read the text</li> </ol>	and answer the questions. the letter from? the s she want to do? the letter about? and draw the route. Wetter. I was very happy to read that you want to have a holiday in New Zealand. Here is what we can do. You can y 29 December. Dick can meet you at Wellington airport in the south of North I Island. Wellington is the capital, so things to do. You can stay with us in Wellington for two days. Then I we can get the ferry* to South Island and visit s. They are big mountains near the west coast of South Island." We can walk and climb there. The air is fresh and bk is very high: 3,763 metres. You can see the Tasman Sea to the west of South Island and the Pacific Ocean to the y we can fly back to North Island and go to Lake Taupo. It's a really good place for fishing and relaxing. On Friday to Rotorua. It's a wonderful place with natural hot mud and hot lakes. Just one thing - it smells really bad (like bad the sulphur*! Near Rotorua, we can meet Maori people, eat some typical Maori food and watch traditional Maori mow if you like my plan. Write soon Love Susan estions. go to New Zealand? Mhy?/Why not? and write three questions. bital of New Zealand?				
	<ul> <li>2f Work in pairs. Ask and answer.</li> <li>3 Look at lessons 2,3,4 and 5. Write which country you want to visit and why.</li> <li>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.</li> <li>4 Make sentences.</li> <li>Dangerous: dolphin, shark, whale</li> <li>e.g. The whale is less dangerous than the shark. The dolphin is the least dangerous of them.</li> <li>1. poisonous: cobra, spider, mosquito</li> <li>2. dangerous: crocodile, vampire, alligator</li> <li>3. beautiful: kiwi, kangaroo, koala</li> <li>4. exciting: jungle, desert, forest</li> <li>5. scary: helicopter, airplane, boat</li> <li>6. clean: bus, car, tram</li> <li>7. difficult: maths, geography, history, English</li> </ul>					
Grammar	8. comforta	ble: bus, tram, car				
Additional in		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, nagazines, 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 l	esson:	· · ·				
	inging aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new				
• <b>F</b> ~-	88					
Educa	tional 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.				
Devel	opmental 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.				
• Lingu	istic 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						
-56-0-0-0						
Method of t	he lesson:					
Equipments						
29.00	•					
Organizatio	nal nart·					
101151011 01 0	ine previous lesson.					
	1Spelling Dictatio	Lesson 0. Project				
		Jake a noster about a real or an imaginary country				
		unity, the hag, the rivers, takes and mountains. Fou can use the morniauon in this unit of on this page, of find your				
		kilomatras) population (millions) language(s)				
		Junity to the class.				
ä		ing aim:         According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new works, improve their listening, reading, carl speech and writing skills.           nal aim:         According to the lesson's educational purpose improve pupils' personal skills, tenglish learning, motivational skills, develop pupils' general skills.           nental aim:         According to the lesson's educational purpose develop pupils' personal skills, tenglish learning, motivational skills, develop pupils' general skills.           ecompetences         By the end of the lesson pupils will be able to talk about countries, capitals and cities, and make a poster           son:         Lessons of verification on rew 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 (mixel) lessons; Excursion lessons; Practical lessons.           lesson:         Traditional, non-traditional, modern, interactive           mark and filtige; Combined (mixel) lessons; Excursion lessons; Practical lessons.           lpart:         Greeting: Working with pupils on duty.           nonework and         Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for previous lesson:           lpart:         Greeting: Working with pupils on their storage and skills.           vork in groups. Make a poster about a real or an imaginary county.           raw and of the country, the flag, the rivers, lakes and mountains. You can use t				
Procedure of the lesson:						
les						
he						
if t						
е 0						
lur						
cec						
ro						
Η						
		viously Bombay) Calcutta Madras				
		Languages, rinter and Linguish and more than 100 puter languages.				
Grammar						
01 unitial						
Additional i	information:	view of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books				
Assessment	:	Marking pupils according to their homework and activities during the lesson.				
Homework	:	Homework is given according to the academic plan.				
Homework:						

Theme of th	e lesson:	Unit 13 Nature and climate Lesson 1. Climate of the world				
Aim of the l	esson:	Lesson 1. Chinate of the world				
	inging 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.				
Dovel	opmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational				
• Develo	pinentai ann.	skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report				
		own ideas, communicative skills.				
	istic 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.				
Organizatio	nal nante	Main part of the lesson:           Greeting. Working with pupils on duty.				
Organizatio	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
	he previous lesson:	their homework.				
		Lesson 1. Climate of the world				
		Vocabulary:				
		World[wsːld]–dunyo				
		Dry[draɪ]-quruq				
		Wet[wet]-xo'l				
		Usual['juɪʒ(ə)l]–odatiy				
	1a Answer the ques	weather['weðə]-ob-havo				
	What does the word					
	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					
ü	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.					
the lesson:	1c Answer the ques	tion.				
he l	What's the climate li					
of tl	e.g. It's cold in winte	r. ng of the words. Check in the Wordlist.				
Procedure of		c Circle the Antarctic Circle tundra climate hot and wet hot and dry warm cold				
edu	2b Look, listen and repeat.					
roc	3 Match the animal	s and climates.				
H	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.	n the true day. The sur				
	B: Arctic foxes live in the tundra. Tigers. 5a Look, listen and point.					
	5a Look, listen and point. 5b Answer the question.					
		What climate do the places near the Equator/the Arctic Circle have?				
	<b>6 Chain Drill.</b> e.g. A: Brazil.					
	B: Hot and wet. Aus	ralia.				
	7 Work in pairs. As	k and answer.				
e.g. A: What's the climate like in Central Africa?						
	B: It's hot and wet.					
Additional i	nformation: R	eview of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,				
		agazines, answering questions.				
Assessment		Marking pupils according to their homework and activities during the lesson.				
Homework		Homework is given according to the academic plan.				

		Date: Grade: Hour: _				
Theme of th	e lesson:	Lesson 2. What's the climate like?				
Aim of the l						
	inging 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.				
• Educa	tional 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.				
• Develo	opmental 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.				
• Lingu	istic competences	By the end of the lesson pupils will be able to talk about season and climate				
Type of the		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 t	he lesson:	Traditional, non-traditional, modern, interactive				
Equipments:		Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
		Main part of the lesson:				
Organizatio		Greeting. Working with pupils on duty.				
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
revision of the previous lesson:						
		Lesson 2. What's the climate like?				
		Vocabulary:				
		Climate['klaɪmət]-iqlim				
		Cold[kəuld]–sovuq				
		Hot[hɔt]–issiq				
		Warm[wɔɪm]-iliq				
		Cool[kuɪ]-salqin				
	1 Look at diagra	m A. Answer the questions.				
	1. What's	the climate like in Uzbekistan?				
		the longest/shortest season?				
		to the summers/winters begin?				
	2 Read and guess the climate.					
	The climate is very cold in winter and warm in summer. In winter the animals and birds					
:uc	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					
SSS	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.					
le le	3a Look at graph B. Listen and repeat. average rainfall					
ſ th	The climate of Uzbekistan					
cedure of the lesson:	<b>3b Read the dictionary page. Say what information you can get from the dictionary.</b>					
lur	Rainfall (n) Rain, snow or hail that the					
ced	area has in a period of time, e.g. The desert is an area with very low					
Proc	rainfall. This year					
ł	high.					
		erage means usual, typical.				
	e.g. In Uzbekistan in summer the average temperature is high and average rainfall is very low.					
	<b>3c Answer the q</b>					
	What's the average temperature in Uzbekistan in January and July?					
	What's the average rainfall in January and July? 4a Write the climate for each graph.					
	4a write the chimate for each graph. 4b Match the graphs and countries.					
	40 Match the graphs and countries. 1 Russia 2 Turkmenistan 3 Indonesia 4 Great Britain					
	4 Add and write more countries for each climate.					
	e.g. Hot and dry: Turkmenistan, Uzbekistan, Kyrgyzstan					
	5 Work in groups. Choose a country. Talk about it. Use the questions.					
	Where is the country? 3 What's the average temperature in summer/winter?					
	What's the climate like? 4 What's average rainfall in winter/summer?					
Grammar						
4.1.11/1						
Additional i	information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,				
1		magazines, answering questions.				
Assessment	:	Marking pupils according to their homework and activities during the lesson.				
II						
Homework:		Homework is given according to the academic plan.				

Theme of th		Lesson 3. Save water!				
Aim of the le						
• Up-br	inging 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.				
• Educa	tional aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to				
• Euuca		improve pupils' ideal-political knowledge, to form their developing skills and abilities.				
Develo	opmental 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.				
	istic 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.				
-1-1		Main part of the lesson:				
Organizatio	onal part:	Greeting. Working with pupils on duty.				
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
revision of t	he previous lesson:	their homework.				
		Lesson 3. Save water!				
		Vocabulary:				
		Big[bɪg]-katta				
		Small[smɔɪl]-kichik, kichkina				
		Water['wɔɪtə]-suv				
		Salty['sɔɪltɪ]-tuzli, achchiq				
		Become [bɪ'kʌm]–bo'lmoq				
	1 Say what places ha					
		and answer the questions				
		bigger or smaller 45 years ago?				
		the water of the Amu Darya and Syr Darya usually go?				
		3. Where did the water of the rivers go 45 years ago?				
		<ol> <li>Why is the lake smaller now?</li> <li>Can fresh-water fish live in very salty* water?</li> </ol>				
	2b Read and answer					
	What can you do? e.g					
ï		Syr Darya rivers are smaller than before. The two rivers are very long. Many people use their water for growing				
SSO)	fruit, vegetables and cereals. After the rivers became smaller the Karakum and Kyzylkum deserts grew bigger. What can we do to stop					
of the lesson:	the deserts?					
th		the question. In these sentences is 'recycle' an adjective or a verb?				
	•	ıld recycle paper.				
lure		Id buy recycled paper.				
ced		<ol> <li>We can recycle plastic bottles.</li> <li>We can make coats from recycled paper</li> </ol>				
Procedure	<ol> <li>We can make coals from recycled paper.</li> <li>We can make note books from recycled paper.</li> </ol>					
	<ol> <li>We should recycle glass bottles.</li> </ol>					
	7. We can make new bottles from recycled bottles.					
		the table in the Workbook and complete it.				
		of good things to save our world. People in cities waste a lot of water every day.				
		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.					
	<ul> <li>In summer the water runs when you wait for cold water. You can fill 24 bottles.</li> <li>You have a shower. You use 15 20 litrae of water avery minuted. You can fill 40 hig bettles.</li> </ul>					
	<ul> <li>You have a shower. You use 15 - 20 litres of water every minute! You can fill 40 big bottles.</li> <li>You have a bath. You use 220 litres of water</li> </ul>					
	• 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.					
	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.				
	3c Work in pairs.rite					
Crosses	3c Work in pairs.rite	when you brush your teeth. You can save 46 litres				
Grammar	3c Work in pairs.rite					
	<b>3c Work in pairs.rite</b> e.g. Do not run water	when you brush your teeth. You can save 46 litres				
	3c Work in pairs.rite e.g. Do not run water information: Re	when you brush your teeth. You can save 46 litres view of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,				
Additional i	3c Work in pairs.rite         e.g. Do not run water         information:       Re         ma	when you brush your teeth. You can save 46 litres view of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, gazines, answering questions.				
	3c Work in pairs.rite e.g. Do not run water information: Re ma	when you brush your teeth. You can save 46 litres view of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,				

Thoma of t						
Theme of t	he lesson:	Lesson 4. Save energy!				
Aim of the	lesson:					
	ringing 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.				
	ational aim:	<ul> <li>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.</li> <li>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.</li> </ul>				
• Devel	lopmental aim:					
• Lingu	uistic 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.				
<u> </u>	•	Main part of the lesson:				
Organizati		Greeting. Working with pupils on duty.				
	or homework and the previous lesso	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.				
evision of	the previous lesso	Lesson 4. Save energy!				
		Vocabulary:				
		gas[gæs]–gaz				
		electricity[ˌelek'trɪsətɪ ]–elektr				
		energy['enədʒɪ]–energiya				
		cup[kʌp]-chashka, bokal				
Procedure of the lesson:	<ul> <li>4. How m</li> <li>5. Do you</li> <li>3 Listen and an</li> <li>What drinks are</li> <li>4b Read and an</li> <li>1. How c</li> <li>2. How m</li> <li>4a Read and gu gas electricity m</li> <li>Save energy no</li> <li>When we make make a cup of energy we use five or six cups kettle we shout water and be h</li> <li>4c Look, read a</li> <li>1 Sava</li> <li>2 Use</li> <li>3 Sava</li> <li>4 Dom</li> </ul>	an we save energy? nany cups of tea does your family usually drink? tess the new words. What helped you to guess the new words? nillion bw! tea and coffee we use energy: gas, electricity* and coal. Global warming* comes from energy we use. So each time we tea we make a problem for our world. People drink 229 million cups of tea and coffee every day. We should save the 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 s 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 ld save energy. We should think: how many cups do I want? Water is a problem too. How can we save energy, save ealthy?				
Grammar	e.g. 5b Report to th	e class.				
		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.				
Assessment	t:	Marking pupils according to their homework and activities during the lesson.				

Theme of t	he lesson:	Lesson 5. Save our rain forests!				
Aim of the	lesson:					
-	ringing 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.				
	Incational aim:         According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. improve pupils' ideal-political knowledge, to form their developing skills and abilities.					
• Devel	opmental 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		Traditional, non-traditional, modern, interactive				
Equipment	s:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.				
		Main part of the lesson:				
Organizati		Greeting. Working with pupils on duty.				
Checking for homework and revision of the previous lesson:		n: their homework.				
		Lesson 5. Save our rain forests!				
		Vocabulary:				
		Forest['fɔrɪst]-o'rmon				
		Tree[trix]-daraxt				
	Rain [reɪn]-yomg'ir					
	1 Look, read an	Oxygen['ɔksɪdʒən]–ksilorod				
Procedure of the lesson:	<ul> <li>A rain forest is a forest with tall trees. It rains a lot there.</li> <li>1. Where are the rain forests?</li> <li>2. What is the climate like in a rain forest?</li> <li>3. What countries have rain forests?</li> <li>4. Was the area of rain forests bigger or smaller before 1945?</li> <li>5. Why is the area of rain forests going down now?</li> <li>6. What problems are there?</li> <li>2a Work in groups. Read and give a title to the text.</li> <li>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 allost 50% of the rain forests.</li> <li>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.</li> <li>2b Say what information you can find in the dictionary.</li> <li>Cut down (v)</li> <li>To break a tree.</li> <li>e.g. People cut down trees to make homes.</li> <li>Destroy (v).</li> <li>To break houses or forests</li> <li>e.g. The earthquake destroyed the city.</li> <li>Oxygen (n).</li> <li>A gas that has no colour or smell. It is in air. People, animals and plants must have oxygen to live.</li> <li>e.g. Tree give oxygen to the air.</li> <li>2c Work in pairs. How can we help rain forests?</li> <li>use both sides of paper, use old paper to clean windows, don't write on the desks in school, plant trees bottles</li> <li>3 Look and answer.</li> <li>1. Which picture means 'to recycle'?</li> </ul>					
Grammar	<ul> <li>2. What can we recycle?</li> <li>4 Work in groups. Complete the poster.</li> </ul>					
	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.				
TI		Homework is given according to the academic plan				
Homework	•	Homework is given according to the academic plan.				

Theme of the		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.			
Educa	ational 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.			
• Lingu	istic competences	By the end of the lesson pupils will be able to talk about recycling, reusing things and reducing the dmage 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 t	the lesson:	Traditional, non-traditional, modern, interactive			
Equipments	s:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
1.1.		Main part of the lesson:			
Organizatio	onal part:	Greeting. Working with pupils on duty.			
	or homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for			
	the previous lesson:	their homework.			
	ine previous lesson.				
Procedure of the lesson:	Lesson 6. Project         1 Spelling Dictation.         2 Answer the question.         What things can you reuse?         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         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         3c Say True or False.         1. We save water when we have a bath.         2. 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.         3d Do the quiz.         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.         4. You should do it with water and energy.         5. The favourite drink in Great Britain.         3e Work in groups of 4. Write ten sentences for your group quiz.         Home reading Task 13.				
Grammar	· · · · · · · · · · · · · · · · · · ·				
A 3 3*4* • •					
Additional		eview of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, agazines, 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:		Unit 14 The world of						
Aim of the loggons		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					
• 0p-01	inging ann.					oral speech and writing skills.		
Educa	tional aim:		According to the les	son's educational p	urpose improve pupi	ls' personal qualities like behavior, education et	c. to	
						eloping skills and abilities.		
Devel	opmental aim:					ls' personal skills, English learning, motivationa systematizing skills of knowledge, develop to re		
		own ideas, commun		skins, analyzing and	systematizing skins of knowledge, develop to re	epon		
• Lingu	istic competenc	es	By the end of the lesson pupils will be able to talk about fairy tales					
Type of the						ixation of knowledge and of developing skills a	nd	
						Lessons of systematization and revision of		
M.41.1.64	1 1				Excursion lessons;	Practical lessons.		
Method of t Equipments			Traditional, non-tra		et, Computers, proje	ctor etc		
Equipments			Textbook Thy High	Main part of				
Organizatio	onal part:		Greeting. Working with pupils on duty.					
Checking for	or homework ar	nd	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for					
revision of t	the previous less	son:	their homework.			-		
					hat were you doing .	?		
					ocabulary:			
				• -	swixp]–supurmoq			
					sh['r∧bɪʃ]−axlat			
					axlat qutisi(chelagi)			
			<u> </u>	acuum cleaner['va	ekjuzm,kliznə]-chan	g yutgich		
	1a Look and r Sweep	natch	rubbish	bin	dust	vacuum cleaner		
	2 Write the ve	rhs.	Tubbish	UIII	uusi	vacuum cleaner		
	Play	Sweep	Get	Put	Phone	Smile		
	Watch	watchin	g					
	Run	running						
	Make	making						
			and answer the que					
		Why were the children busy at 11am last Sunday? Last Sunday we were at home. We got up late and had breakfast. After breakfast we wanted to watch TV. Suddenly our granny						
:uo	phoned. She	and gran	dfather wanted to visi	t us. We looked arc	und: our rooms were	untidy. We started to tidy up the rooms. Our		
ess		grandfather and grandmother came at 11 am We were still* busy. Dilbar was dusting the room. Malika and Olim were sweeping the						
of the lesson:	and watch TV		ish in the bin. I was c	leaning the carpet w	with the vacuum clear	her. We made tea and asked our grandparents to	s1t	
oft	3b Answer the		ns					
Ire			e children doing befo	re 11 o'clock?				
edu	2. Do we know when they started to tidy up the rooms?							
Procedure	3. Were the children working after 11 am?							
Ч		Be <b>Compare and translate into your mother tongue.</b> She <b>was dusting</b> 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.							
	<ul> <li>c. They saw that the hedgehogs in the water smiled at them too! Heggy and Chamby were happy.</li> <li>d. One hedgehog was holding a big stone and another hedgehog was holding a long stick*. Heggy and Chamby ran to Heggy's</li> </ul>							
	u. One nedgenog was nothing a big stone and another nedgenog was nothing a long stock. 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.							
	<b>5b Answer the questions.</b> Do you like the story?							
			e or to be angry?					
Grammar								
Additional	information:				ng to audio files, wat	ching video lessons, movies, reading books,		
Assessment	•	maga	azines, answering que		work and activities of	luring the lesson		
Homework			Homework is given			uunig uit itssoii.		
	-				Piuni			

Theme of the lesson:		Lesson 2. An accident					
Aim of th	e lesson:						
• Up-1	grammar rules, new words, improve their listening, reading, oral speech and writing skills.						
• Edu	cational 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.					
• Deve	elopmental 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.					
• Ling	guistic 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 developed abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.							
Method of the lesson:		Traditional, non-traditional, modern, interactive					
Equipmer	nts:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.					
		Main part of the lesson:					
Organizat	tional part:	Greeting. Working with pupils on duty.					
Checking for homework and							
revision o	f the previous lesso	their homework.					
		Lesson 2. An accident					
		Vocabulary:					
		traffic['træfɪk]-yo'l xarakati					
	get on[get on]–(mashinaga) chiqish						
	get off[get of]-(mashinadan) tushish						
		accident['æksɪd(ə)nt]-baxtsiz hodisa					
••		sk Yes/No questions					
SON		ing your homework at 7pm yesterday/on Saturday?					
les	No, I wasn't.						
he	Were you watch	ng i v at?					
ft		Yes, I was.					
Procedure of the lesson:	2a Find the words in the Wordlist. Write the meaning. traffic get on get off accident						
Inf	2b Listen and repeat.						
ğ	20 Listen and repeat. 3a Answer the questions.						
<b>Pro</b>	Are you good at noticing things that happen around you? Do you usually remember what you notice?						
—	3b Look and listen. Answer the question.						
	Did the man notice all the things right?						
	3c Listen again. Find differences.						
	e.g. The bus driver						
	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.						
Grammaı	r						
Additiona	al information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.					
Assessme	nt:	Marking pupils according to their homework and activities during the lesson.					
Homewor	·k:	Homework is given according to the academic plan.					

Thoma of th						
Theme of th	e lesson:	Lesson 3. Do you like fairy tales?				
Aim of the l	esson:					
• Up-bri	inging 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.				
• Educa	tional 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.				
• Develo	opmental 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:				
Organizatio		Greeting. Working with pupils on duty.				
	r homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
revision of t	sion of the previous lesson: their homework.					
		Lesson 3. Do you like fairy tales?				
		Vocabulary:				
		servant['sɜɪv(ə)nt]-xizmatkor				
		bite[baɪt]-tishlamoq				
		fly[flaɪ]-uchmog, pashsha				
	please[plizz]-iltimos, xursand qilmoq					
Procedure of the lesson:	servant bite - bit i 2b Listen and rey 3a Answer the qu 1. Do you 2. How do 3b Look at the pi 3c Listen and ans What did the snak 3d Read. Say how Once upon a tim One day he was world. So he tole The mosquito w He went to the g could not find th (to be continued	(I wasn't. s in the Wordlist. Write the meaning. ly - flew taste - tasted please - pleased beat. testions. like reading fairy tales? fairy tales usually begin in your mother tongue? cture. What do you think the story is about? ower the question. e want the mosquito to do? v fairy tales begin in English. e the snake was king over all the animals. 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 l his servant, the mosquito, to bite all the animals and find which was the most delicious of all. anted to please the king. He went to the forests and jungles, and bit the bears and the monkeys, the foxes and the tigers. rasslands and tasted the gazelles and zebras. He tasted the lions and wolves and rabbits. He tasted all the animals, but e meat to please his king. Then he saw a human baby				
	<ol> <li>Who are the characters* of the fairy tale?</li> <li>What do you know about them?</li> <li>Is the fairy tale complete?</li> <li>How does the story end? What do you think?</li> </ol> <b>4 Work in groups. Talk about the characters. Guess the fairy tale.</b> 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 i	nformation:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.				
Assessment:	<b>:</b>	Marking pupils according to their homework and activities during the lesson.				

Theme of the lesson:       Lesson 4. Can birds and animals talk?         Aim of the lesson:       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 skills, English learning, notivati skills, develop pupils' is elf educational skills, analyzing and systematizing skills of knowledge, develop pupils' personal skills, English learning, motivati skills, develop pupils' is elf educational skills, analyzing and systematizing skills of knowledge, develop is skill advelop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop is skill advelop pupils' self educational skills, analyzing and systematization and revision of knowledge: and of the lesson is of somunication of new knowledge: Lessons of fixation of knowledge and for developing skill abilities. Lessons of communication of new knowledge: Lessons of fixation of knowledge and for developing skill abilities. Lessons of communication of new knowledge: Lessons of fixation of knowledge and of developing skill abilities. Lessons of communication of low works: protector, etc.         Granizational part:       Traditional, non-traditional, modern, interactive:         Equipments:       Traditional common the works. Pupils remember the words from the past lesson. Checking homework. Marking previous lesson:         Checking for homework and Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking previous lesson:       Lesson 4. Can birds and animals talk?         Checking for homework and Revision of the words. Pupils	n etc. to onal o report				
Aim of the lesson:         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' 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, motivati skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, to form their developing skill and abilities.           • Linguistic competences         By the end of the lesson systematizing skills of knowledge, to fork and animals           Type of the lesson:         Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skill abilities; Lessons of verification and notrol of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Practical lessons.           Method of the lesson:         Traditional, non-traditional, moternation, interactive           Equipments:         Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.           Organizational part:         Greeting. Working with pupils on duty.           Checking for homework and revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking prevision of the words. Pupils remember the words from the past lesson. Checking homework. Marking prevision of the words. Pupils remember the words from the past lesson. Checking homework.           I Compl	n etc. to onal o report				
e Educational aim:       According to the lesson's educational purpose improve pupils' personal qualities like behavior, education 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, motivati skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, to form their developing skills and abilities.         • Linguistic competences       By the end of the lesson were skills.         Type of the lesson:       Lessons of communication of new knowledge: Lessons of fixation of knowledge and revision of the lesson:         Traditional, non-traditional, modern, interactive       Equipments:         Textbock "Fly High 6", pictures, Internet, Computers, projector, etc.         Main part of the lesson:       Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking prevision of the previous lesson:         Corecting for homework and revision end the lines and pictures.       Lesson 4. Can birds and animals talk?         Vocabulary:       Iter homework. Marking prevision of the words. Pupils remember the words from the past lesson. Checking homework. Marking prevision of the prevision gene show and pictures.         1       Complete the table.       seep plist[p]-uxlamoq         2       Stote and read. Match the lines and pictures.       <	n etc. to onal o report				
Educational aim:     According to the lesson's educational purpose improve pupils' personal qualities like behavior, education     purpose pupils' ideal-political knowledge, to form their developing skills and abilities.     According to the lesson's educational purpose develop pupils' personal skills, English learning, motivati     skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to     own ideas, communicative skills.     Linguistic competences     By the end of the lesson pupils will be able to talk about birds and animals     Lessons of communicative skills.     Lessons of orerification 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         Traditional, non-traditional, modern, interactive         Greeting. Working with pupils on duty.     Greeting. Working with pupils on duty.     Greeting. Working with pupils on duty.     Lesson 4. Can birds and animals talk?     Vocabulary:         sleep[slitp]-uxlamoq         cook[kul]-pishirmoq         cook[kul]-pishirmoq         cook[kul]-pishirmoq         cook[kul]-pishirmoq         cook[kul]-pishirmoq         cook[kul]-pishirmoq         Shade[[etd]-soya, qorong'ulik     1 Complete the table.     sleep bite fly cook come     2 Listen and read. Match the lines and pictures.     1. There was a young lady of Niger     2. Who smiled when she rode on a tiger     3. They came back from the ride     4. With the lady inside     5. And the sufficient     5. And the sufficient     4. With the lady inside     5. And the sufficient     4. With the lady inside     5. And the sweetest meat?     4. Can down about this bird in your mother tongue?     3. Disten and answer     Which is the sweetest meat?     4. Can dues when any ords.     The bask was skeeping in the shade* of a tree and his mother was cooking food nearby*. The mosquito flew,	onal o report s and				
skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop t 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 skill abilities: Lessons of verification and control 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:         Creeting, Working with pupils on duty.           Checking for homework and         Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking prevision of the previous lesson:           their homework and         Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking prevision of the previous lesson:           Image: the table.         sleep[sll:p]-uxlamoq           coos[kuk]-pishirmoq         coos[kuk]-pishirmoq           coos[kuk]-pishirmoq         shade[[etd]-soya, qorong'ulik           I Complete the table.         sleep bit fly cook come           2 Listen and read. Match the lines and pictures.         1.           1.         There was a young lady of Niger           2.         Who smiled when she rode on a	o report				
• 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 skill 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.           Organizational part:         Greeting. Working with pupils on duty.           Checking for homework and revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking prevision of the previous lesson:           Image: the table.         sleep[Sltp]-uxlamoq cook[kuk]-pishirmoq cook[kuk] pishirmod shade[ferd]-soya, qorong'ulik           1         Cher can be read. Match the lines and pictures.           1         There was a young lady of Niger           2         Who smiled when she rode on a tiger           3         Answer the questions.           1         Do you know the name of this bird in your mother tongue?					
Type of the lesson:       Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skil 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:       Greeting. Working with pupils on duy.         Checking for homework and revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking previous lesson:       Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking previous lesson:         Image: the previous lesson:       Lesson 4. Can birds and animals talk?         Vocabulary:       sleep[slitp]-uxlamoq come[k.m]-kelmoq shade[[ferd]-soya, qorong'ullk         1       Complete the table.       shade[ferd]-soya, qorong'ullk         1       There was a young lady of Niger       Net the lady inside         3.       Answer the questions.       Image: Superiod the superiod the superiod the superiod the superiod the superiod superiod the superiod superiod superiod the superiod superio					
Method of the lesson:       Traditional, non-traditional, modern, interactive         Equipments:       Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.         Main part of the lesson:       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 prevision of the previous lesson:         Vocabulary:       Lesson 4. Can birds and animals talk?         Vocabulary:       sleep[sli1p]-uxlamoq cook[kuk]-pishirmoq cook[kuk]-pishirmoq cook[kuk]-pishirmoq cook[kuk]-pishirmoq cook[kuk]-pishirmoq cook[kuk]-pishirmoq shade[[ferd]-soya, qorong'ulik         1 Complete the table.       sleep bite fly cook come         2 Listen and read. Match the lines and pictures.       1.         1.       Ther was a young lady of Niger         2.       Who smile when she rode on a tiger         3.       They came back from the ride         4.       With the lady inside         5.       And the smile on the face of the tiger.         3a Answer the questions.       1.         1.       Do you know the name of this bird in your mother tongue?         2.       What do you know about this bird?         3b Listen and answer       Which is the sweetest meat?	oupils for				
Main part of the lesson:         Organizational part:       Greeting, Working with pupils on duty.         Checking for homework and revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking previous lesson:         Image: the previous lesson:       Lesson 4. Can birds and animals talk?         Vocabulary:       Vocabulary:         Image: sleep[slip]-uxlamoq       cook[kuk]-pishirmoq         cook[kuk]-pishirmoq       cook[kuk]-pishirmoq         sleep bite fly cook come       shade[[exd]-soya, qorong'ulik         1       Complete the table.       sleep for the previous lesson:         3       There was a young lady of Niger       With the lady inside         5       And the smile on the face of the tiger.       3a Answer the questions.       1.       Do you know about this bird in your mother tongue?         3       Du you know about this bird?       3b Listen and answer       Which is the sweetest meat?       3c Read. Guess the new words.         3       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 was sleeping in the shade* of a tree and his mother was cooking food nearby*. The mosquito flew , down, sat on 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 was sleeping in the shade* of a tree and his mother was cooking food nearby*. The mosquito flew , down, sat on the baby was sleeping in the sh	oupils for				
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revision of the previous lesson:       their homework.         Lesson 4. Can birds and animals talk?         Vocabulary:         sleep[slitp]-uxlamoq         cook[kuk]-pishirmoq         cook[kuk]-pishirmoq         cook[kuk]-pishirmoq         shade[[ferd]-soya, qorong'ulik         1 Complete the table.         sleep bite fly cook come         2 Listen and read. Match the lines and pictures.         1.       There was a young lady of Niger         2.       Who smiled when she rode on a tiger         3.       They came back from the ride         4.       With the lady inside         5.       And the smile on the face of the tiger.         3a Answer the questions.       1.         1.       Do you know the name of this bird in your mother tongue?         2.       What do you know about this bird?         3b Listen and answer       Which is the sweetst meat?         3c Read. Guess the new words.       The baby was sleeping in the shade* of a tree and his mother was cooking food nearby*. The mosquito flew , down, sat on the b	oupils for				
Vocabulary:           sleep[sli:p]-uxlamoq           cook[kuk]-pishirmoq           come[kum]-kelmoq           shade[[erd]-soya, qorong'ulik           1 Complete the table.           sleep bite fly cook come           2 Listen and read. Match the lines and pictures.           1. There was a young lady of Niger           2. Who smiled when she rode on a tiger           3. They came back from the ride           4. With the lady inside           5. And the smile on the face of the tiger.           3a Answer the questions.           1. Do you know about this bird in your mother tongue?           2. What do you know about this bird?           3b Listen and answer           Which is the sweetst meat?           3c Read. Guess the new words.           The baby was sleeping in the shade* of a tree and his mother was cooking food nearby*. The mosquito flew , down, sat on the b					
Item and answer words. State and answer Which is the sweetest meat? <b>3 Read. Guess the new words. State and Section 1</b> (1990) <b>State and Section 2</b> (1990) <b>State and Answer State Ans</b>					
<b>integration of the state of</b>					
I Come[k,m]-kelmoq shade[ʃerd]-soya, qorong'ulik          1 Complete the table.         sleep bite fly cook come         2 Listen and read. Match the lines and pictures.         1. There was a young lady of Niger         2. Who smiled when she rode on a tiger         3. They came back from the ride         4. With the lady inside         5. And the smile on the face of the tiger.         3a Answer the questions.         1. Do you know the name of this bird in your mother tongue?         2. What do you know about this bird?         3b Listen and answer         Which is the sweetest meat?         3c Read. Guess the new words.         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					
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<ul> <li>1 Complete the table. sleep bite fly cook come</li> <li>2 Listen and read. Match the lines and pictures. <ol> <li>There was a young lady of Niger</li> <li>Who smiled when she rode on a tiger</li> <li>They came back from the ride</li> <li>With the lady inside</li> <li>And the smile on the face of the tiger.</li> </ol> </li> <li>3a Answer the questions. <ol> <li>Do you know the name of this bird in your mother tongue?</li> <li>What do you know about this bird?</li> </ol> </li> <li>3b Listen and answer Which is the sweetest meat? 3c Read. Guess the new words. 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 was sleeping in the shade* of a tree and his mother was cooking food nearby*. The mosquito flew , down, sat on 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 was sleeping in the shade* of a tree and his mother was cooking food nearby*. The mosquito flew , down, sat on 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 was sleeping in the shade* of a tree and his mother was cooking food nearby*.</li> </ul>					
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<b>2</b> Listen and read. Match the lines and pictures. <ol> <li>There was a young lady of Niger</li> <li>Who smiled when she rode on a tiger</li> <li>They came back from the ride</li> <li>With the lady inside</li> <li>And the smile on the face of the tiger.</li> </ol> <b>3a Answer the questions.</b> <ol> <li>Do you know the name of this bird in your mother tongue?</li> <li>What do you know about this bird?</li> </ol> <b>3b Listen and answer</b> Which is the sweetest meat? <b>3c Read. Guess the new words.</b> 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 was sleeping in the shade of a tree and his mother was cooking food nearby*. The mosquito flew , down, sat on the baby was sleeping in the shade of the sum o					
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 al the meat of (to be continued)	he where				
3d Read and say True, False or Don't know. Correct false sentences.					
1. The baby and the mother were sleeping in the shade of a tree.					
2. The mosquito bit the baby and liked the human meat.					
3. The mosquito flew away quickly because he wanted to please the king with the good news.					
<ol> <li>A swallow heard the mosquito's words.</li> <li>The mosquito came to the snake's home on the mountains.</li> </ol>					
<ul><li>6. "Oh, my King," said the mosquito, "I don't know which is the sweetest meat in the world".</li></ul>					
3e Answer the questions.					
1. Who is the new character?					
2. Who is talking in this fairy tale?					
3. Who can talk in fairy tales?					
4. 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					
A:(Who?)My friend TimurB:(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.					

Date: \_\_\_\_\_ Grade: \_\_\_\_ Hour: \_

Thomas f	the lease	Lasson 5 A hanny and			
Theme of t Aim of the		Lesson 5. A happy end			
	ringing 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.			
• Educ	ational 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.			
• Deve	lopmental 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			
т.	• ,• ,	own ideas, communicative skills.			
	uistic competences	By the end of the lesson pupils will be able to talk about happy endings of fairy talesLessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and			
Type of the lesson:		abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.			
	the lesson:	Traditional, non-traditional, modern, interactive			
Equipmen	ts:	Textbook "Fly High 6", pictures, Internet, Computers, projector, etc.			
Onconizati	ional nants	Main part of the lesson:           Greeting. Working with pupils on duty.			
	ional part: for homework and	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for			
	the previous lesson:	their homework.			
	F	Lesson 5. A happy end			
		Vocabulary:			
		just[dʒʌst]–faqat			
		hate[hert]-yomon ko'rmoq			
		nest[nest]-in			
		mosquito[mɔs'kiɪtəu]-chivin			
		•			
	1. Work in poirs (	swallow['swɔləu]-qaldirg'och Copy and play Consequences.			
Procedure of the lesson:	<ol> <li>Fairy tales</li> <li>There are of</li> <li>Fairy tales</li> <li>Fairy tales</li> <li>Fairy tales</li> <li><b>3b Listen and answ</b></li> <li><b>3c Read and choose</b></li> <li>Why Mosquitoes C</li> </ol>	ee.       I         are boring.       Ise have happy ends.         are only for small children.       Ise have happy ends.         only good characters in fairy tales.       Ise have happy ends.         teach us many clever things.       Ise have happy ends.         teach us many clever things.       Ise have happy ends.         teach us many clever things.       Ise have happy ends.         teach us many clever things.       Ise hapy ends.<			
	speak, This made t to catch the i swall From that time on When a swallow fl babies. When a sw <b>3d Look at 3d in Le</b> 1 Where do you noti	low flew.down and bit the mosquito's tongue. " bzzz, bzzz," continued the mosquito because now he could not he snake very angry. How did he know the most delicious meat? The mosquito could not say it. The snake wanted ow, but the bird was very quick. The snake could only bite a piece 1 out of his tail before he flew away. the mosquito can only say 'bzzz', and the snake and the swallow hate each other. ies, we can see the V in its tail made by the snake. And we remember the day when the swallow saved the human allow makes a nest in your home, you are very lucky indeed. <b>esson 3 and 3c in Lesson 4. Choose the correct answer.</b> ice the words 'One day' 'Then', 'After that', "From that time on' ?			
	<ul> <li>a at the end of paragraphs*</li> <li>b at the beginning of paragraphs</li> <li>2 Which sentence tells about the event* and which one describes somebody or something?</li> <li>a Then he saw a human baby</li> </ul>				
	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 e	ach other.			
~	B They all lived hap	pily ever after.			
Grammar					
Additional		eview of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,			
A		agazines, answering questions.			
Assessmen		Marking pupils according to their homework and activities during the lesson.			
Homework	<b>S</b> :	Homework is given according to the academic plan.			

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Hour:	

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.				
Educa	ational 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.				
• Devel	opmental 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 t	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 words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for				
revision of the previous lesson:		their homework.				
		Lesson 6. Project				
the						
of	1 Spelling Dictation					
edure o lesson:	2a Work in groups. Write a fairy tale					
du ess	2b Exchange you	r fairy tales.				
JCe	e fairy tales and give a title!					
<b>1</b> Spelling Dictation <b>2a</b> Work in groups. Write a fairy tale <b>2b</b> Exchange your fairy tales.         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,				
mag		magazines, answering questions.				
Assessment	:	Marking pupils according to their homework and activities during the lesson.				
Homework	:	Homework is given according to the academic plan.				

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HEAD OF TEACHING PROCESS: