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| <b>Theme of the lesson:</b>       | UNIT 1 CITY AND VILLAGE<br>Lesson 1. Toshqo'rg'on                                                                                                                                                                                                                                           |
| <b>Aim of the lesson:</b>         | to talk with pupils about Famous villages and towns in Uzbekistan                                                                                                                                                                                                                           |
| • <b>Upbringing aim:</b>          | 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.                                                                                           |
| • <b>Educational aim:</b>         | 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.                                                                                 |
| • <b>Developmental aim:</b>       | 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.                          |
| <b>Type of the lesson:</b>        | 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. |
| <b>Methodology of the lesson:</b> | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |

**Procedure of the lesson:**

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

UNIT.1 CITY AND VILLAGE  
Lesson 1. Toshqo'rg'on

**Vocabulary:**

dinosaur ['daɪnəsɔː] – dinozavr  
village ['vɪlɪdʒ] – qishloq  
mountain ['maʊntɪn] – tog'  
valley ['vælɪ] – vodi

castle ['kɑːsl] – qasr  
stone [stəʊn] – tosh  
blossom ['blɒsəm] – guldasta, gullash, gul  
footprint ['fʊtprɪnt] – iz, oyoq izi

**1 Answer the questions.**

- When did dinosaurs live?
- How large were they?
- How tall were they?
- What did they eat?
- Do you know why dinosaurs died many years ago?
- Where can we see dinosaurs today?
- Do you like dinosaurs?

**2a Listen to the dialogue and answer the questions.**

- Who are these children?
- Where do they live?
- What are their villages famous for?

**2b Work in pairs.**

- A: Write about Toshqo'rg'on.  
B: Write about Oltinsoy.


Toshqo'rg'on is a big village in the mountains and it is very beautiful. Oltinsoy is a beautiful, small village in a valley. Toshqo'rg'on means a castle of stone. The houses there are made of stone. In spring all the trees are in blossom. They are big and strong. The village is called Oltinsoy because it is near the river Oltinsoy. The village is very famous because there is a dinosaur path in the mountains near the village. The water in the river is clean but very cold. The village is an interesting place because there is a big, old tree there. There are 23 dinosaur footprints on the path. The tree is very, very big and many years ago people had a school in it. In summer, if you go to the village, you can see the tree school. A lot of tourists and scientists come to see them every summer.

**3 Work in groups of 4/5. Describe the place where you live.**

e.g. My village is ...(name). It is in the mountains. There are many apple trees near the village and in spring they are in blossom. They are very beautiful. And in autumn the apples in our village are delicious!

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

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| <b>Grammar</b> | <b>Remember:</b><br>There is a big, old tree. It is very, very big ... There are many apple trees. They are ... |
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| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p>  <p><b>Dinosaurs</b> are a diverse group of animals of the <u>clade Dinosauria</u>. They first appeared during the <u>Triassic</u> period, 231.4 million years ago, and were the dominant terrestrial <u>vertebrates</u> for 135 million years, from the beginning of the <u>Jurassic</u> (about 201 million years ago) until the end of the <u>Cretaceous</u> (66 million years ago), when the <u>Cretaceous–Paleogene extinction event</u> led to the extinction of most dinosaur groups at the close of the <u>Mesozoic Era</u>. The <u>fossil</u> record indicates that <u>birds</u> evolved from <u>theropod</u> dinosaurs during the Jurassic Period and, consequently, they are considered a subgroup of dinosaurs by many paleontologists.<sup>[1]</sup> Some birds survived the extinction event that occurred 66 million years ago, and their descendants continue the dinosaur lineage to the present day.<sup>[2]</sup></p> <p><a href="http://ans-to.ru/uplfile/image/dino.jpg">http://ans-to.ru/uplfile/image/dino.jpg</a> <a href="http://en.wikipedia.org/wiki/Dinosaur">http://en.wikipedia.org/wiki/Dinosaur</a></p> |
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| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Hometask:</b>    | Homework is given according to the academic plan.                            |

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| <b>Theme of the lesson:</b>                                       | Lesson 2. How do I get to ... ?                                                                                                                                                                                                                                                             |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Asking for and giving directions                                                                                                                                                                                                                                  |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 2. How do I get to ... ?

**1a Look, listen and repeat**

| Vocabulary:                                                                                                                                              |                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| post office [pəʊst] ['ɔʃɪs] – pochta<br>art gallery [ɑːt] ['gæl(ə)rɪ] – san'at gallereyasi<br>theatre ['θiətə] – teatr<br>pharmacy ['fɑːməsi] – dorixona | opposite ['ɒpəzɪt] – qaramaqarshi<br>go as far as [gəʊ] [æz][faː][æz] – iloji boricha ko'proq, uzoqroq<br>on the corner ['kɔːnə] – burchakdagi |

**1b Point and say.**

**2a Chain Drill.**

e.g. A: Where's the art gallery?  
 B: It's next to the theatre.  
 C: Where's the bus stop?  
 D: It's in front of the market.

**2b Work in pairs. Ask and answer as in 2a.**

**3a Listen and say the place.**

A: Excuse me. How do I get to ...?  
 B: Go along this street as far as Amir Temur Street. It's on the corner.  
 A: Excuse me. How do I get to ...?  
 B: Go along this street and turn right. It's next to the post office.  
 A: Excuse me. How do I get to ...?  
 B: Go along this street as far as the bank. It's opposite the library.

**3b Listen and repeat.**

**4 Work in pairs. Ask and answer about the places on the map as in 3a.**

How do I get to ...? near opposite next to on the corner in front of in ... Street/Square

**5a Copy the map and draw these places:**


bank library post office bus stop art gallery supermarket market school theatre

**5b Work in pairs. Picture dictation.**

A: Excuse me. Is there an art gallery near here? How do I get to the art gallery?  
 B: Go along this street as far as ... . It's ...

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                |                                                                                                                                                         |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b> | <b>Remember:</b><br>How do I get to the bus stop? Go along this street as far as the bank.<br>Turn right. It's opposite the market. It's on the corner. |
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| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br><br><a href="http://tx.english-ch.com/teacher/jocelyn/direction.jpg">http://tx.english-ch.com/teacher/jocelyn/direction.jpg</a> |
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| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Hometask:</b>    | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_

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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 3. Language Centre                                                                                                                                                                                                                                                                   |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about City life: Nukus Language Centre                                                                                                                                                                                                                                  |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 3. Language Centre

**Vocabulary:**

|                                                                                                                                                                        |                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language ['læŋgwɪdʒ] til<br>Centre ['sentə] – markaz<br>Progress ['prəʊgres] – yuksalish, taraqqiyot<br>Welcome ['welkəm] xush kelibsiz<br>Teen [ti:n] – falokat, ofat | Join [dʒɔɪn]–qo'shilmoq<br>Dancing ['dɑ:ɪn(t)ɪŋ]–o'ynayash, o'ynovchi<br>drama ['drɑ:mə] drama<br>chess [tʃes] shaxmat<br>newspaper ['nju:z,peɪpə] gazeta |
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**1a Answer the questions.**

- Is there a Language Centre in your city/ village?
- If so, is it popular?
- What do people do in a Language Centre?
- Why do children go there?

**1b Listen and find the Language Centre.**

**1c Read a leaflet about the Language Centre and say what information you can get from it.**

Through education to the prosperity of Karakalpastan

Welcome to Progress!

Every day from 9am to 6pm

The Progress Centre Nukus

8, Dosnazarov Street, 742015

Nukus, Republic of Karakalpakstan

UZBEKISTAN

More information:

e-mail: [progress@freenet.uz](mailto:progress@freenet.uz)

[www.progress-center.freenet.uz](http://www.progress-center.freenet.uz)

Business school

Language learning centre

- English and German
- Pre-school programme
- Teen club "Shigis" – "Sunrise"
- Sport programmes

**2a Listen to a student at the Language Centre and answer.**

- Does the Language Centre teach only English?
- Does the Language Centre have classes for all ages?

**2b Listen again and say True or False.**

- Pupils have language classes six times a week.
- Language classes are very popular in Nukus.
- The Business School has teachers from other countries.
- Only school children can go to the Language Centre.
- Students at the Centre do different activities during their lessons: watch videos, sing, dance, etc.
- There are no sports activities in the Language Centre so they want to start some sports classes.

**2c Answer the questions.**


- Would you like to go to the Language Centre?
- What other clubs would you like to go to?
- What would you like to do at the club?

**3 Work in pairs.**

Pupil A: Look at this page.

Pupil B: Look at the Homework page.

## 1 HOUR LESSON PLAN - FLY HIGH 7

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                | <p>Pupil A: You are a pupil. Meet the Head Teacher of the Language Centre to join. Look at the list of activities and choose the things you want to do.</p> <p><b>LANGUAGE CENTRE</b><br/>Choose from the following fantastic activities;</p> <ul style="list-style-type: none"> <li>• computer games</li> <li>• video films</li> <li>• dancing lessons</li> <li>• drama lessons</li> <li>• music lessons</li> <li>• chess club</li> <li>• book corner with easy reading books</li> <li>• making newspapers</li> <li>• Remember: 1 9K</li> </ul> <p><a href="http://www.progress-center.freenetuz">www.progress-center.freenetuz</a><br/><a href="mailto:progress@freenet.uz">progress@freenet.uz</a></p> |
| <b>Grammar</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <div style="text-align: center;">  </div> <p><a href="http://www2.kimep.kz/international/photos/Photo%20Album_KIMEP_in_Pictures/KIMEP%20Language%20Centre.jpg">http://www2.kimep.kz/international/photos/Photo%20Album_KIMEP_in_Pictures/KIMEP%20Language%20Centre.jpg</a></p>                                                                                                                                                                                    |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Hometask:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

Deputy director on educational affairs: \_\_\_\_\_

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| <b>Theme of the lesson:</b>                                       | Lesson 4. Cambridge                                                                                                                                                                                                                                                                         |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Things you can do in a city                                                                                                                                                                                                                                       |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 4. Cambridge

This is the lesson plan of SAIDALIYEVA SHAHINOZA:

**1a Look at the map and answer the questions.**

What country is it in?  
 What part of the country is it in?  
 What do you know about Cambridge?

**1b Read and check your answers to 1a.**

Cambridge is a very old city in the east of England about 80 kms from London. It is famous for its university.

**2a Read quickly and say which of these places are in a town or city near you.**

**2b Read quickly again and say which things are free.**

**DISCOVER CAMBRIDGE**

**Puppet Theatre - 1**

A small friendly theatre with puppet shows for adults and children. On Saturdays and during the school holidays you can learn how to make a puppet put on a show! Tel. 01223 533333 (tickets) Open Tues-Sat

**Martin's internet café - 2**

Enjoy a cup of tea with your friends. Then play your favourite computer games or talk on-line on the computer to your friends overseas. Or find information for the school project on the Internet. Open 7 days a week 11.00am-11.00pm £ 1 per hour

**Boating - 3**

Sit back and relax. See the University from a boat. Enjoy a sunny day in a punt on the River Cam. Punting looks easy - and it is easy, if you know the secret! See the University from a boat. Scudamore's Boat Hire Open 10.00am-7.00pm

**Cambridge University - 4**

The students at Cambridge University live and study in colleges. Some of the most famous colleges are King's College and Peterhouse. King's is famous for its choir who sing all kinds of music and make a lot of recordings. Open all year round except 23 Dec - 3 Jan and 24 April -25 June (exam time) Free admission

**2c Read, guess the meaning and check in the Wordlist.**


| Vocabulary:                                                                                                                                         |                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| admission [əd'mɪʃ(ə)n] kirish, qabul qilish<br>puppet ['pʌpɪt] qo'g'irchoq<br>except [ɪk'sept] - qabul qilish<br>country ['kʌntri] davlat, mamlakat | University [ˌjuːnɪ'vɜːsɪtɪ] universitet<br>Enjoy [ɪn'dʒɔɪ] mazza, rohatlanmoq<br>Relax [rɪ'læks] o'zini bo'sh qo'ymoq, rohatlanmoq, dam olmoq<br>Colleges ['kɒlɪdʒ] kolledj |

**2d Work in pairs. Ask and answer**

e.g. What three places would you like to visit most? I'd like to visit ...

**3 Work in groups. Ask and answer.**

|                |  |
|----------------|--|
| <b>Grammar</b> |  |
|----------------|--|

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| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p>  <p>The <b>city of Cambridge</b> is a <b>university town</b> and the <b>administrative centre</b> of the county of <b>Cambridgeshire, England</b>. It lies in <b>East Anglia</b>, on the <b>River Cam</b>, about 50 miles (80 km) north from <b>London</b>. According to the <b>United Kingdom Census 2011</b>, its population was 123,867 (including 24,488 students).<sup>[3]</sup> This makes Cambridge the second largest city in Cambridgeshire after <b>Peterborough</b>. There is archaeological evidence of settlement in the area during the <b>Bronze Age</b> and <b>Roman</b> times; under <b>Viking</b> rule Cambridge became an important trading centre. The first <b>town charters</b> were granted in the 12th century, although city status was not conferred until 1951.<br/> <a href="http://en.wikipedia.org/wiki/Cambridge">http://en.wikipedia.org/wiki/Cambridge</a></p> |
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| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Homework:</b>    | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_



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| <b>Theme of the lesson:</b>                                       | Lesson 5. Apple Day                                                                                                                                                                                                                                                                         |
| <b>Aim of the lesson:</b> to talk with                            | pupils about Village festivals                                                                                                                                                                                                                                                              |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
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| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 5. Apple Day

A is for apples , Adams County, Pennsylvania, apples!  
 Visit the 37<sup>th</sup> National Apple Harvest Festival  
 October 6-7 4 13-14, 2002 in the Heart of Apple Country,  
 Arendtsville, Pennsylvania 8am-6pm baily, Rain or Shine Fresh Adams Apples Arts and Crafts Free Entertainment Food, Food and More Food Fun for Everyone!  
 Admission:  
 Adults \$6; Children Under 12 Free Parking included. No Pets  
 Information: 717-677-9413 or 717-334-6274  
[www.appleharvest.com](http://www.appleharvest.com) E-mail: [appleharvest@cvn.net](mailto:appleharvest@cvn.net)

**1a Read the leaflet and answer the questions.**

- When is the National Apple Festival?
- What can you do there?
- Which country is the Festival in?
- How much does it cost for you to go there?
- What time is it open?
- Where can you get more information about it?

**1b Read the words, guess the meaning and write.**

| Vocabulary:                                                               |                                                                                        |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| harvest ['hɑ:vɪst] xosil<br>heart [hɑ:t] yurak<br>crafts [krɑ:ft] - xunar | entertainment [,entə'teɪnmənt] ko'ngil ochar<br>equipment [r'kwɪpmənt] qurilma, uskuna |

**2 Listen and answer the questions.**

- What countries have special days for apples?
- Are Apple Days and Apple Festivals a new tradition or an old one?
- Why do people celebrate Apple Day?

**3a Copy your teacher's table. Read and complete.**

Our festival is popular with all ages - so why not come and join in? There is entertainment, delicious food, a market, live folk music, a petting zoo for children, and much more - you have to see it to believe it - and it's all to celebrate apples.

Be sure to bring all the family for an unforgettable day full of fun!

You can:

- take part in the Longest of the Longest Peel competition and win a prize. (The last winner peeled 36 cms in one piece!)
- see the latest farming equipment - and drive it!
- learn how to make tasty new apple dishes
- drink fresh apple juice and eat delicious apple pies!
- 3b Read the words, guess the meaning and write.

popular petting zoo celebrate peel

**3c Answer the questions.**


- Do you like this holiday?
- What events would you like to visit or take part in?
- What do children/adults wear?
- What activities do you have?
- What food do you have?
- Do you like the festival?

**4a Answer the questions.**

- Do you have any local festivals or special days in your area?
- What festival is it?
- When do you have it?

**4b Work in groups. Choose a festival or special day and complete the table about it.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Grammar</b><br><b>r</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p>  <p><a href="http://1.bp.blogspot.com/_K6Nm8ixh3pU/TT_fEJmk3GI/AAAAAAAAA0/Nhf_g5IUFHs/s1600/Apple+Day+Publicity+Poster+A4.jpg">http://1.bp.blogspot.com/_K6Nm8ixh3pU/TT_fEJmk3GI/AAAAAAAAA0/Nhf_g5IUFHs/s1600/Apple+Day+Publicity+Poster+A4.jpg</a></p> <hr/> <p><b>Apple Day</b> is an annual celebration, held in October, of <a href="#">apples</a> and <a href="#">orchards</a>. It is celebrated mainly in the <a href="#">United Kingdom</a>. Apple Day was initiated by <a href="#">Common Ground</a> in 1990 and has been celebrated in each subsequent year by people organizing hundreds of local events. Common Ground describe the day as a way of celebrating and demonstrating that variety and richness matter to a locality and that it is possible to effect change in your place. Common Ground has used the apple as a symbol of the physical, cultural and genetic diversity we should not let slip away. In linking particular apples with their place of origin, they hope that orchards will be recognized and conserved for their contribution to local distinctiveness, including the rich diversity of wild life they support.</p> <p><a href="http://en.wikipedia.org/wiki/Apple_Day">http://en.wikipedia.org/wiki/Apple_Day</a></p> |  |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

Deputy director on educational affairs: \_\_\_\_\_

**1 HOUR LESSON PLAN - FLY HIGH 7**

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 6. Project                                                                                                                                                                                                                                                                           |
| <b>Aim of the lesson:</b>                                         | to teach pupils work independently                                                                                                                                                                                                                                                          |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

**Lesson 6. Project.**

**1 Make a poster about your town/village. Write about:**

1. Location
2. How to get there
3. Interesting and famous places, sights, people, etc.
4. What events you have, when, what people can do, what they can eat there, etc.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>A <b>village</b> is a place where people live, normally in the countryside. It is usually larger than a hamlet and smaller than a <b>town</b> or <b>city</b>. In some places, it may be a kind of <a href="http://simple.wikipedia.org/wiki/Village">local government</a>.<br/><a href="http://simple.wikipedia.org/wiki/Village">http://simple.wikipedia.org/wiki/Village</a></p> <p>A <b>town</b> is usually a place with a lot of houses, but not a <b>city</b>. As with cities, there is more than one way to say what a town is in different countries. In some places, it is a kind of <a href="http://simple.wikipedia.org/wiki/Town">local government</a>.<br/><a href="http://simple.wikipedia.org/wiki/Town">http://simple.wikipedia.org/wiki/Town</a></p> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Hometask:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Deputy director on educational affairs: \_\_\_\_\_



# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | UNIT 2. YOUR HEALTH Lesson 1. I've got a pain in my ...                                                                                                                                                                                                                                     |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Parts of the body                                                                                                                                                                                                                                                 |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

UNIT 2. YOUR HEALTH  
Lesson 1. I've got a pain in my ...

**1 Play Simon Says.**

**2a Look, listen and repeat.**

**Vocabulary:**

|                                                                                                                                 |                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Thumb [θʌm] большой палец bosh barmoq<br>Nail [neɪl] ноготь tirnoq<br>Shoulder ['ʃəʊldə] плечо yelka<br>Knee [niː] колено tizza | Tongue [tʌŋ] язык til<br>Back [bæk] спина bel<br>Stomach ['stʌmək] желудок oshqozon<br>Ankle ['æŋkl] лодыжка kaft |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|

**2b Work in pairs. Ask and show**

e.g. Show me your right wrist.

**3 Look, read and translate into your mother tongue.**

Mum, I've got a pain in my wrist

**4 Play Snowball.**

e.g. A: This is my wrist.

B: This is my wrist and this is my head.

**5a Listen to the conversations and answer the question.**

What are the problems?

e.g. Alisher has got a pain in his ear.

Alisher: Mum, I've got a pain in my

ear. I can't hear you.

Mum: Oh, poor you.

**5b Listen and complete.**

Doniyor: I've got a pain in my...1...

I can't ...2...

Bahrom: Oh, poor you.

Kate: I've got a pain in my ...3...

I can't ...4...

Marina: Yes, you can. You've got a pain in your ...5...6...

**6 Work in pairs. Make your own conversations.**

e.g. A: Mum, I've got a pain in my back. I can't sweep the yard.

B: Oh, poor you.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 | <b>Remember:</b><br>thumb m            tongue ng<br>wrist r            knee n<br>stomach [k]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br><br><b>Health</b> is "a state of complete <a href="#">physical</a> , <a href="#">mental</a> , and <a href="#">social</a> well-being and not merely the absence of <a href="#">disease</a> " according to the <a href="#">World Health Organization</a> (WHO). <sup>[1][2]</sup> <i>Physical</i> is about the body. <i>Mental</i> is about how people think and feel. <i>Social</i> talks about how people live with other people. It is about <a href="#">family</a> , work, school, and friends.<br><a href="http://simple.wikipedia.org/wiki/Health">http://simple.wikipedia.org/wiki/Health</a> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

Deputy director on educational affairs: \_\_\_\_\_

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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 3. I've brushed my teeth                                                                                                                                                                                                                                                             |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Duties and responsibilities                                                                                                                                                                                                                                       |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 3. I've brushed my teeth

**Vocabulary:**

|                                                                                                                                 |                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| finish ['fɪnɪʃ] заканчивать tugatish<br>wash [wɒʃ] мыть yuvish<br>water ['wɔ:tə] смачивать suvlash<br>clean [kli:n] чистый toza | iron ['aɪən] гладить, утюжить dazmollash<br>cook [kuk] готовить pishirish<br>help [help] помогать yordam berish<br>tidy ['taɪdɪ] опрятный, чистый toza |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Look, listen and repeat.**

Mum, can I play with my friends, now?

|        |                                                                                                                                                                                                                           |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I have | finished my homework<br>tidied my room<br>washed the clothes<br>watered the vegetables in the garden.<br>cleaned the shoes<br>ironed the clothes<br>cooked the dinner and washed up<br>helped my father with the animals. |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1b Read and answer.**

1. When did she do these things?
2. Do we know exactly when she did them?
3. Is it important to know?

**2a Listen and repeat.**

|           |            |            |
|-----------|------------|------------|
| wash      | washed     | washed     |
| look      | looked     | looked     |
| finish    | finished   | finished   |
| visit     | visited    | visited    |
| tidy      | tidied     | tidied     |
| translate | translated | translated |
| clean     | cleaned    | cleaned    |
| iron      | ironed     | ironed     |
| watch     | watched    | watched    |
| answer    | answered   | answered   |

**2b Listen and write in the correct column,**

[t] [d] [ɪd]

e.g. looked ironed visited

**2c Play Snowball.**

e.g. A: I've washed the clothes.

B: I've washed the clothes and I've cooked the dinner.

Well, go and wash then.

**3a Listen and say why Botir cannot go to bed.**

**3b Chain Drill. Use activity 1a.**

e.g. A: Have you finished your homework?

B: Yes, I have. / No, I haven't.

**3c Play Parents and Children.**


e.g. A: Have you washed your face and hands?

B: Yes, I have.

A: Good girl/boy.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

1 HOUR LESSON PLAN - FLY HIGH 7

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Grammar</b></p>                 | <p><b>Remember:</b><br/>                 I've (haven't) cleaned my shoes. Have you washed your hands? No, I haven't. I No, I have not. (Yes, I have.)<br/>                 A: Have you brushed your hair? B: No, I haven't. A: Why not?<br/>                 Look and say: cut or hurt.</p> <p><i>Perfect tense</i></p> <p>The Perfect is about <i>completion</i>: actions which are completed. The tense refers to a period in the past. In English the Perfect is made by <b>have + -ed</b> or variations of that form.<sup>[3]</sup></p> <ul style="list-style-type: none"> <li>• Present perfect refers to a time which begins in the past and continues to the present. Examples: <i>I have lived in Dover since my birth. She has discovered it. She has done it now!</i></li> <li>• Past perfect, or pluperfect, refers to an action before another action in the past. Examples: <i>She had not been home since her parents divorced. I had discovered that he had taken my key.</i></li> <li>• Present continuous progressive perfect: <i>She has been discovering that grammar is not so easy as she thought...</i></li> <li>• Past continuous progressive perfect: <i>They had been finding it difficult.</i></li> <li>• Future perfect refers to an event before a future event. Examples: <i>She will have finished her report for the next board meeting. By now she will have discovered the key.</i></li> <li>• Future continuous progressive perfect: <i>I'm sure she will have been looking for that.</i></li> </ul> <p>Verb endings: <b>-ed</b> = finished; <b>-ing</b> = continuing</p>                                                                                      |
| <p><b>Additional information:</b></p> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p><b>Tooth</b></p> <p>A <b>tooth</b> (plural <b>teeth</b>) is a small, <a href="#">calcified</a>, whitish structure found in the <a href="#">jaws</a> (or <a href="#">mouths</a>) of many <a href="#">vertebrates</a> and used to <a href="#">break down food</a>. Some animals, particularly <a href="#">carnivores</a>, also use teeth for hunting or for defensive purposes. The roots of teeth are covered by <a href="#">gums</a>. Teeth are not made of bone, but rather of multiple tissues of varying density and hardness. The cellular tissues that ultimately become teeth originate from the embryonic germ layer, the <a href="#">ectoderm</a></p> <p>The general structure of teeth is similar across the vertebrates, although there is considerable variation in their form and position. The <a href="#">teeth of mammals</a> have deep roots, and this pattern is also found in some fish, and in <a href="#">crocodilians</a>. In most <a href="#">teleost</a> fish, however, the teeth are attached to the outer surface of the bone, while in <a href="#">lizards</a> they are attached to the inner surface of the jaw by one side. In <a href="#">cartilaginous fish</a>, such as sharks, the teeth are attached by tough <a href="#">ligaments</a> to the hoops of <a href="#">cartilage</a> that form the jaw.<sup>[1]</sup></p> <p><a href="http://en.wikipedia.org/wiki/Teeth">http://en.wikipedia.org/wiki/Teeth</a></p>  |
| <p><b>Assessment:</b></p>             | <p>Marking pupils according to their homework and activities during the lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Homework:</b></p>               | <p>Homework is given according to the academic plan.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

Deputy director on educational affairs: \_\_\_\_\_

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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 4. He's broken his leg                                                                                                                                                                                                                                                               |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Accidents                                                                                                                                                                                                                                                         |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 4. He's broken his leg

**Vocabulary:**

|                                                                                                                                                                            |                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Break [breɪk] ломать, разбивать sindirish</b><br><b>Speak [spi:k] говорить gapirish</b><br><b>write [raɪt] писать yozish</b><br><b>take [teɪk] брать; хватать olish</b> | <b>do [du] делать, выполнять bajarish</b><br><b>come [kʌm] приходиться kelish</b><br><b>see [si:] видеть ko'rish</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|

**1 Listen and repeat.**

|       |       |         |      |          |      |
|-------|-------|---------|------|----------|------|
| break | broke | broken  | put  | put      | put  |
| speak | spoke | spoken  | cut  | cut      | cut  |
| write | wrote | written | hurt | hurt     | hurt |
| take  | took  | taken   | be   | was/were | been |
| do    | did   | done    | go   | went     | gone |
| come  | came  | come    | have | had      | had  |
| see   | saw   | seen    |      |          |      |

**2a Look at the pictures and answer the question.**

What's the matter?

Dear George  
 We miss you  
 Sorry you are ill  
 Get well soon  
 Your friends

**2b Look. Match the pictures and sentences.**

- 1 Quick! Pass me the ball! Out of my way!
- 2 Ow! Aaaaagh!
- 3 Teacher: What's the matter?  
 George: It's my leg. I've broken my leg.  
 Teacher: Oh, poor you. Let's take him to hospital.
- 4 Children: Hello! Hello! Hello! This is for you.  
 George: It's great to see you. Look.  
 I've broken my leg and I can't go to school for one month.

**2c Look and answer the questions.**

1. What is this card?
2. Do we send cards like this?

**2d Work in pairs. Look at the third picture again. Answer the questions.**

1. Where are the boys?
2. Where is George now?
3. Who has come to see George?
4. How long must he stay in hospital?


**3 Write Botir's sentences in the correct order. Read the dialogue.**

Anvar  
 Ring, ring, ring

- 1 Hello, Anvar speaking.
- 2 Hi, Botir. I don't feel well.
- 3 I've got a cold, a cough, a headache and a temperature.
- 4 Yes, I have. The doctor says I must stay in bed for a few days.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

# 1 HOUR LESSON PLAN - FLY HIGH 7

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p>5 All day.<br/>6 Thanks. See you soon.</p> <p>Botir<br/>A What's the matter?<br/>B Have you seen the doctor?<br/>C Hello, Anvar. It's me, Botir. Why didn't you come to the gym?<br/>D Poor you. Don't worry about the lessons. I can help you.<br/>E How long have you had a temperature?<br/>F Well. Bye then and I hope you feel better tomorrow.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Grammar</b>                 | <p><b>Remember:</b><br/>I don't feel well. I hope you feel better soon.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <div style="display: flex; align-items: flex-start;">  <div> <p><b>Medicine</b> (<span style="font-size: small;">ⓘ</span> <span style="font-size: small;">Ⓐ</span> <span style="font-size: small;">/ˈmɛdɪsɪn/</span>, <span style="font-size: small;">Ⓐ</span> <span style="font-size: small;">/ˈmɛdɪsɪn/</span>) is the <a href="#">applied science</a> or practice of the <a href="#">diagnosis</a>, <a href="#">treatment</a>, and prevention of <a href="#">disease</a>.<sup>[1]</sup> It encompasses a variety of <a href="#">health care</a> practices evolved to maintain and restore <a href="#">health</a> by the <a href="#">prevention</a> and <a href="#">treatment</a> of <a href="#">illness</a> in <a href="#">human beings</a>.<br/><a href="http://en.wikipedia.org/wiki/Medicine">http://en.wikipedia.org/wiki/Medicine</a></p> </div> </div> |
| <b>Assessment:</b>             | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

Deputy director on educational affairs: \_\_\_\_\_

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 5. Have you taken a tablet?                                                                                                                                                                                                                                                          |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Symptoms and advice                                                                                                                                                                                                                                               |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 5. Have you taken a tablet?

**Vocabulary:**

|                                                                                                                                                                                                 |                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| take (an) one aspirin/one tablet three times a day<br>bir kunda 3 ta asperin/tabletka qabul qilish<br>use this cream/these eye/nose drops<br>ushbu kremdan/ko'z/burun tomchilaridan foydalaning | drink hot tea/milk/ herbal (medicine)<br>issiq choy/sut/o'tdan tayyorlangan dori iching<br>have an operation/an injection<br>operatsia qilish/ukol qilish |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

- 1a Find the words in the Wordlist. Write the meaning.**
- 1b Look, listen and repeat.**
- 1c Chain Drill**  
 e.g. A: (Mimes)  
 B: Have you taken a tablet?  
 A: Yes, I have.
- 2a Listen and answer the questions.**
- What is the matter with Rahim?
  - What did the doctor tell him?
- 2b Read and write the missing words. Listen and check.**  
 Rahim: Good morning.  
 Doctor: Morning.  
 Rahim: I've got ...1...and...2...  
 Doctor: Mmm. You must take ...3...4... and you should 5... and ...6...  
 Rahim: Thanks, doctor.  
 Doctor: Bye.
- 2c Work in pairs. Make your own conversations.**  
 Use the following words.  
 A headache, a stomachache, a cold, a sore throat, a pain in my leg/arm, hurt my eye/knee
- 3a Read and translate.**
- Use this cream for sore eyes at bedtime.
  - Take one tablet two times a day for a sore throat.
  - Drink a cup of herbal medicine in the morning and at night.
  - Use three drops in your ear four times a day.
  - Take an aspirin three times a day after meals.
  - You must have injections in the morning and in the evening.
- 3b Read this famous saying. Translate it into your language.**  
 An apple a day keeps the doctor away.
- 3c Do you know any more sayings like this?**

**Grammar**

**Additional information:**

Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.



A **tablet** is a [pharmaceutical](#) dosage form. It comprises a mixture of active substances and [excipients](#), usually in [powder](#) form, pressed or compacted from a powder into a solid dose. The excipients can include diluents, binders or granulating agents, glidants (flow aids) and lubricants to ensure efficient tableting; disintegrants to promote tablet break-up in the digestive tract; sweeteners or flavours to enhance taste; and pigments to make the tablets visually attractive. A polymer coating is often applied to make the tablet smoother and easier to swallow, to control the release rate of the active ingredient, to make it more resistant to the environment (extending its shelf life), or to enhance the tablet's appearance.

[http://en.wikipedia.org/wiki/Tablet\\_\(pharmacy\)](http://en.wikipedia.org/wiki/Tablet_(pharmacy))

**Assessment :** Marking pupils according to their homework and activities during the lesson.

**Homework:** Homework is given according to the academic plan.

Deputy director on educational affairs: \_\_\_\_\_



1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 6. Dear Abby ... please help me                                                                                                                                                                                                                                                      |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Symptoms and advice                                                                                                                                                                                                                                               |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 6. Dear Abby ... please help me.

**Vocabulary:**

|                                           |                                                  |
|-------------------------------------------|--------------------------------------------------|
| letters ['letə] буква письмо, хат, харф   | unkind [ʌn'kaɪnd] злой, недобрый yovuz, yoqimsiz |
| people ['pi:pl] нация, люди odamlar, xalq | pull [pu] тянуть tortish                         |
| job [dʒɒb] работа ish, kasb               | sick [sɪk] больной, kasal, bemor                 |
| problems ['prɒbləm] проблема muammo       | weak [wi:k] бессильный, хрупкий kuchsiz          |

**1 Write any problems you have, e.g. I am very short.**

**2a Read the letters and answer the questions.**

- Who are the letters for?
- Why do people write to her?
- What is her job?
- What problems do children have?

e.g. Natalie is unhappy because a girl in her class is unkind to her.

Dear Abby

I don't know what to do. Sometimes a girl in my class is unkind to me and it makes me very unhappy. She takes my pens and pencils. Sometimes she pulls my hair. Once she asked for money. Please help me.

Love  
Natalie

Dear Abby

I need your help. I play a lot of football. Sometimes I don't feel well. Last week I felt sick and weak after the match. I went to bed. I am scared. What's the matter with me?

Love James

Dear Abby

I don't know what to do. Please advise me. I have terrible spots on my face. I don't want to go to school because I think everyone is looking at me. What can I do?

Love  
Mary

Dear Abby

My baby brother is very thin. He often gets stomach problems. Last week he was ill again. My mum cries and cries. She thinks my little brother is getting worse. Please tell me what to-do. I need your answer very soon.

Love  
John

**2b Copy and complete the table.**

**3a Read Abby's reply and say her advice to Natalie.**

Dear Natalie

I'm sorry to hear you have got problems. You must tell your teacher and mother about this girl. Tell them what she does. Ask your teacher to talk to the girl with you. Ask the girl to be kind to you. When you go home, get together with some of your friends. Good luck! Love Abby


**3b Work in groups of 3. Choose a letter from activity 2a. Write Abby's reply.**

**3c Exchange your reply with other groups. Read their replies. Say which you like best.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                |                                    |
|----------------|------------------------------------|
| <b>Grammar</b> | <b>Remember:</b><br>unhappy unkind |
|----------------|------------------------------------|

# 1 HOUR LESSON PLAN - FLY HIGH 7

|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Additional information:</b></p>  | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>A <b>letter</b> is a <a href="https://en.wikipedia.org/wiki/letter">written message</a> containing information from one party to another.<sup>[1]</sup> The role of letters in <a href="https://en.wikipedia.org/wiki/communication">communication</a> has changed significantly since the nineteenth century. Historically, letters (in paper form) were the only reliable means of communication between two people in different locations.<br/> <a href="http://en.wikipedia.org/wiki/Letter_(message)">http://en.wikipedia.org/wiki/Letter_(message)</a></p> |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                                                                     |
|----------------------------|-------------------------------------------------------------------------------------|
| <p><b>Assessment :</b></p> | <p>Marking pupils according to their homework and activities during the lesson.</p> |
| <p><b>Hometask:</b></p>    | <p>Homework is given according to the academic plan.</p>                            |

Deputy director on educational affairs: \_\_\_\_\_

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | UNIT 3 SPORT Lesson 1. Sports at school                                                                                                                                                                                                                                                     |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Sports they like/don't like                                                                                                                                                                                                                                       |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

UNIT 3 SPORT Lesson 1. Sports at school

**Vocabulary:**

|                                                                                                                                                      |                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| badminton ['bædmɪntən] бадминтон badminton<br>karate [kə'rɑ:tɪ] карате karate<br>swimming ['swɪmɪŋ] плавание suzish<br>tennis ['tenɪs] теннис tennis | basketball ['bɑ:skɪtbɔ:l] баскетбол basketbol<br>gymnastics [dʒɪm'næstɪks] гимнастика gimnastika<br>volleyball ['vɔ:lɪbɔ:l] волейбол volleybol<br>Running ['rʌnɪŋ] бер yugurish |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Look and match.**

|   |            |    |           |
|---|------------|----|-----------|
| 1 | football   | 7  | high jump |
| 2 | swimming   | 8  | long jump |
| 3 | tennis     | 9  | Skating   |
| 4 | volleyball | 10 | Skiing    |
| 5 | kurash     | 11 | Boxing    |
| 6 | Running    |    |           |

**1b Chain Drill.**

e.g. I like volleyball but I don't like running.

**2a Match, listen and repeat.**

- badminton
- karate
- basketball
- gymnastics

**2b Work in pairs. Point and say.**

**2c Work in pairs. Say what you like/don't like**

e.g. A: What sports do you like?

B: I like gymnastics but I don't like karate.

**3a Translate and answer the questions.**

I play football.

I do swimming.

I play tennis.

I do karate.

I play chess.

I do gymnastics.

1. What do you notice?

2. What does 'play' go with? What does 'do' go with?

**3b Find three friends who do/play the same sports as you.**

e.g. A: What sports do you play/do?

B: I play... I do...


**4a Copy and complete the table for Uzbekistan.**

**4b Listen and complete the table for the UK.**

**5 Work in groups of 4. Compare PI lessons in Uzbekistan and the UK.**

e.g. Usually we have one PI lesson a day but in the UK some schools have a double lesson.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 | <b>Remember:</b> 'Play' with games. I play football. 'Do' with sports. I do karate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br> <p><b>Sport</b> (or <b>sports</b>) is all forms of usually <u>competitive physical activity</u> which, <sup>[1]</sup>through casual or organised participation, aim to use, maintain or improve physical ability and skills while providing <u>entertainment</u> to participants, and in some cases, spectators. <sup>[2]</sup>Hundreds of sports exist, from those requiring only two participants, through to those with hundreds of simultaneous participants, either in <u>teams</u> or competing as individuals.</p> <p><a href="http://en.wikipedia.org/wiki/Sport">http://en.wikipedia.org/wiki/Sport</a></p> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Hometask:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

Deputy director on educational affairs: \_\_\_\_\_

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 2. I like kurash. So do I                                                                                                                                                                                                                                                            |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Agreeing and disagreeing with opinions                                                                                                                                                                                                                            |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 2. I like kurash. So do I

**Vocabulary:**

|                                                                                                                                            |                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| basketball ['bɑːskɪtbɔːl] баскетбол basketbol<br>boxing ['bɒksɪŋ] бокс boks<br>high jump [haɪ] [dʒʌmp] прыжок в высоту balandlikka sakrash | football ['fʊtbɔːl] футбол futbol<br>swimming ['swɪmɪŋ] suzish<br>chess [tʃes] шахматы shaxmat<br>long jump [lɒŋ] [dʒʌmp] прыжок в длину uzunlikka sakrash |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1 Play Guess My Favourite Sport**

e.g. A: (Mimes)

B: Your favourite sport is karate

**2a Talk about sports you like and don't like.**

|   |            |                                                |         |                                                                                                                                                           |
|---|------------|------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| I | like       | football<br>basketball<br>volleyball<br>karate | because | it takes a lot of time<br>it's interesting<br>it's fun                                                                                                    |
|   | don't like | swimming<br>running<br>skating                 |         | it makes me healthy<br>it's dangerous<br>it's expensive<br>it makes me strong<br>it trains my body<br>I play with my friends<br>I may break my arm or leg |

**2b Write sentences about yourself**

e.g. I like karate because it's fun.

**3a Listen and repeat.**

**3b Work in groups of 3. Chain Drill.**

**4a Listen and repeat the conversation.**

A: I don't like volleyball because it's difficult.

B: I don't either.

C: Nor do I.

**4b Work in groups of 3. Chain Drill.**


**5 Listen and say what sports the children like/don't like and why.**

**6 Work in groups. Discuss different sports.**

e.g. We like/don't like ... because .... The English children like/don't like .... So/Nor do we.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                |                                                                                               |
|----------------|-----------------------------------------------------------------------------------------------|
| <b>Grammar</b> | <b>Remember:</b><br>I like ... So do I. I do too. I don't like .... I don't either./Nor do I. |
|----------------|-----------------------------------------------------------------------------------------------|

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br> <p><b>Kurash</b> (<i>kuresh, koresh</i> and variants; <a href="#">Uzbek kurash</a>, <a href="#">Turkmen göreş</a> <sup>[1]</sup> <a href="#">Bashkir көрәш</a> (<i>köräş</i>), <a href="#">Tatar küreş</a>, <a href="#">күреш</a>, <a href="#">көрәш</a>, <a href="#">көрәш</a>, <a href="#">Kazakh күрес kures</a>, <a href="#">Azeri güleş</a>, <a href="#">Chuvash</a>кӳрешӹ) is one of the <a href="#">Turkic</a> terms for "wrestling" (from <a href="#">Old Turkic keriş</a>, c.f. Turkish <a href="#">güreş</a>) and specifically refers to a number of <a href="#">folk wrestling</a> styles practiced in Central Asia. The Tatar wrestling is the main competition at the Tatar folk festival <a href="#">Sabantuy</a>.<sup>[2]</sup><br/> <a href="http://en.wikipedia.org/wiki/Kurash">http://en.wikipedia.org/wiki/Kurash</a></p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                     |                                                                              |
|---------------------|------------------------------------------------------------------------------|
| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Hometask:</b>    | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------|----------|----------|-------|-----------|------------|---------|--------|--------|--------|---------|------------|--------|
| <b>Theme of the lesson:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Lesson 3. Girls in sport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Aim of the lesson:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | to talk with pupils about Sports for men and for women                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Upbringing aim:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Educational aim:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Developmental aim:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Type of the lesson:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Methodology of the lesson:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Materials and equipments:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Procedure of the lesson:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Organizational part:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Checking for homework and revision of the previous lesson:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>This is the lesson plan of SAIDALIYEVA SHAHNOZA:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Lesson 3. Girls in sport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Vocabulary:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <b>Beach volleyball</b> ['vɔ:lɪbɔ:l] пляжный волейбол plyaj volleyboli<br/> <b>skating</b> ['skertɪŋ] катание на коньках konkida uchish<br/> <b>table tennis</b> ['tenɪs] теннис stol tennis         </td> <td style="padding: 5px; text-align: center;"> <b>Kurash kurash</b><br/> <b>gymnastics</b> [dʒɪm'næstɪks] гимнастика gimnastika<br/> <b>skiing</b> ['ski:ɪŋ] катание на лыжах chang'ida uchish         </td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Beach volleyball</b> ['vɔ:lɪbɔ:l] пляжный волейбол plyaj volleyboli<br><b>skating</b> ['skertɪŋ] катание на коньках konkida uchish<br><b>table tennis</b> ['tenɪs] теннис stol tennis | <b>Kurash kurash</b><br><b>gymnastics</b> [dʒɪm'næstɪks] гимнастика gimnastika<br><b>skiing</b> ['ski:ɪŋ] катание на лыжах chang'ida uchish |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Beach volleyball</b> ['vɔ:lɪbɔ:l] пляжный волейбол plyaj volleyboli<br><b>skating</b> ['skertɪŋ] катание на коньках konkida uchish<br><b>table tennis</b> ['tenɪs] теннис stol tennis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Kurash kurash</b><br><b>gymnastics</b> [dʒɪm'næstɪks] гимнастика gimnastika<br><b>skiing</b> ['ski:ɪŋ] катание на лыжах chang'ida uchish                                              |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>1 Read and say if this sport is for boys or girls, or for both.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <table style="width: 100%; border: none;"> <tr> <td>basketball</td> <td>boxing</td> <td>karate</td> <td>high jump</td> </tr> <tr> <td>football</td> <td>swimming</td> <td>chess</td> <td>long jump</td> </tr> <tr> <td>volleyball</td> <td>skating</td> <td>tennis</td> <td>boxing</td> </tr> <tr> <td>kurash</td> <td>running</td> <td>gymnastics</td> <td>skiing</td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | basketball                                                                                                                                                                               | boxing                                                                                                                                      | karate           | high jump     | football | swimming | chess | long jump | volleyball | skating | tennis | boxing | kurash | running | gymnastics | skiing |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | basketball                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | boxing                                                                                                                                                                                   | karate                                                                                                                                      | high jump        |               |          |          |       |           |            |         |        |        |        |         |            |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | football                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | swimming                                                                                                                                                                                 | chess                                                                                                                                       | long jump        |               |          |          |       |           |            |         |        |        |        |         |            |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | volleyball                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | skating                                                                                                                                                                                  | tennis                                                                                                                                      | boxing           |               |          |          |       |           |            |         |        |        |        |         |            |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | kurash                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | running                                                                                                                                                                                  | gymnastics                                                                                                                                  | skiing           |               |          |          |       |           |            |         |        |        |        |         |            |        |
| e.g. A: Basketball is for boys.<br>B: I agree./I don't agree because I think basketball is for both.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>2a Answer the questions.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <ol style="list-style-type: none"> <li>1. Do you like to watch sports programmes on TV?</li> <li>2. What sports do you like to watch?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>2b Read and answer the questions.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <ol style="list-style-type: none"> <li>1. Why are they writing?</li> <li>2. Who are they writing to?</li> </ol> <p>Dear TV Director</p> <p>There are no TV programmes where women do sport. Men are always on television playing football, basketball or volleyball. I know men's football teams are popular. But women play football too. Our National Uzbek women's team is strong but I have never seen them on TV. Why? Girls in our class are stronger and faster than boys. Sometimes we play football with boys and win. So we want to know about women playing football, volleyball and other sports. We think it is interesting for many people. Yours</p> <p>Rano Latipova, 12, Fergana</p> <p>Dear TV Director</p> <p>I like sports very much and sports programmes are my favourite. Yesterday I saw a programme about women boxing. I don't know why women do boxing. I think this sport is only for men. It was awful to see women beating each other. They were so aggressive. I do not want my mother, or sister, or my future wife to do this sport. I do not know why you showed this competition on TV. Women should do beautiful sports such as gymnastics or figure skating. Boxing and karate are for men.</p> <p>Yours</p> <p>Temur Qosimov, 14, Karshi</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>2c Read and say who you agree with and why.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| e.g. I agree/I don't agree with ... because .... sport (n)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>3 Group work. Say what sport you like to do and why</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| e.g. I like gymnastics because it's a very beautiful sport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Grammar</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Remember:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">sport (n)</td> <td>sports (adj)</td> </tr> <tr> <td>sports programme</td> <td>sports centre</td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | sport (n)                                                                                                                                                                                | sports (adj)                                                                                                                                | sports programme | sports centre |          |          |       |           |            |         |        |        |        |         |            |        |
| sport (n)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | sports (adj)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| sports programme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | sports centre                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Additional information:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p><b>Women's sports</b> include amateur and professional competitions in virtually all <a href="#">sports</a>. Female participation in sports rose dramatically in the twentieth century, especially in the last quarter, reflecting changes in modern societies that emphasized gender parity. Although the level of participation and performance still varies greatly by country and by sport, <a href="#">women's</a> sports have broad acceptance throughout the world, and in a few instances, such as <a href="#">tennis</a> and <a href="#">figure skating</a>, rival or exceed their male counterparts in popularity. An important aspect about women's sports is that women usually do not compete on equal terms against men.<sup>[1]</sup></p> <p><a href="http://en.wikipedia.org/wiki/Women's_sports">http://en.wikipedia.org/wiki/Women's_sports</a></p> |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Assessment :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |
| <b>Hometask:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                          |                                                                                                                                             |                  |               |          |          |       |           |            |         |        |        |        |         |            |        |

Deputy director on educational affairs: \_\_\_\_\_



# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 4. The President's Cup                                                                                                                                                                                                                                                               |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Tennis in Uzbekistan                                                                                                                                                                                                                                              |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

## Lesson 4. The President's Cup

### Vocabulary:

|                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>international</b> [ˌɪntəˈnæʃ(ə)n(ə)]<br>интернациональный, международный халқаро<br><b>result</b> [rɪˈzʌlt] результат natija<br><b>court</b> [kɔːt] корт ko'rt<br><b>tournament</b> [ˈtuənəmənt] турнир, соревнование turnir, musobaqa<br><b>ceremony</b> ˈserɪməntʃ церемония marosim | <b>medal</b> ['med(ə)] медаль, орден medal, orden<br><b>racket</b> ['ræktɪ] ракетка raketka<br><b>trainer</b> ['treɪnə] инструктор; тренер trener, murabbiy<br><b>sports kit</b> [spɔːts] [kɪt] спортивный инвентарь sport jihozi |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Find the words in the Wordlist. Write the words and translation.**

**1b Listen and repeat.**

**2a Say what you know/want to know about the President's Cup**

e.g. A: The President's Cup is a tennis tournament in Uzbekistan.

B: I want to know who was the first winner of the Cup.

**2b Read the text and answer the questions.**

1. Who speaks at the opening and closing ceremonies?
2. What countries take part in the Cup?
3. Can people in Great Britain watch the President's Cup on TV?

The President's Cup of Uzbekistan

Tennis is one of the great international sports. But until a few years ago, tennis was not popular in Uzbekistan. Now it is one of the most popular sports in the country. Many towns and villages in Uzbekistan have beautiful new tennis courts and thousands of people enjoy playing tennis. The game became popular because of the President's Cup. The President's Cup Tennis Tournament is the biggest tennis tournament in Uzbekistan, and one of the most famous tournaments in the World. It takes place every year in Tashkent at the Yunusobod Tennis Complex. This complex has one of the most modern tennis courts in the World. The best international tennis players take part in the President's Cup. Tennis fans can watch stars such as Oleg Ogorodov from Uzbekistan, Nicolas Escude from France, Marat Safin and Evgeny Kafelnikov from Russia, Stefano Pescosolido from Italy, Karsten Brasch from Germany, Evan Ran from Israel, Tim Henman from Great Britain and many other famous tennis players.

You can watch the President's Cup on TV in Uzbekistan and in more than 100 countries around the World. The President of Uzbekistan welcomes the players at the opening ceremony of the tournament and wishes them good luck. At the end, in the closing ceremony, he congratulates the players and presents prizes to the winners.

**3 Work in pairs. Ask and answer.**

Pupil A: Look at this table. Pupil B: Look at the Project page

Name: Oleg Ogorodov

Date of birth: July 16, 1972

City: Tashkent

Sports club: Dinamo

Began to play: at 7

Results: winner of the World Junior Team Cup, Florida, USA, 1990;

- silver medal, European Junior Championship, Zagreb, Yugoslavia, 1990;
- bronze medal in the team competition, Asian Games, Bangkok, Thailand, 1998.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br><br>The <b>ATP Tashkent Open</b> is a defunct <a href="#">ATP Tour</a> affiliated <a href="#">tennis</a> tournament played from 1997 to 2002. It was held in <a href="#">Tashkent</a> in <a href="#">Uzbekistan</a> and was played on <a href="#">outdoor hard courts</a> .<br><br>Although no <a href="#">ATP 250</a> level tournaments have been played in Tashkent since then, there is, since 2008, a Challenger event played in Tashkent, the <a href="#">Tashkent Challenger</a> .<br><br><a href="http://en.wikipedia.org/wiki/ATP_Tashkent_Open">http://en.wikipedia.org/wiki/ATP_Tashkent_Open</a> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Deputy director on educational affairs: \_\_\_\_\_



# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 5. Sport: for and against                                                                                                                                                                                                                                                            |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Reasons for and against doing sport                                                                                                                                                                                                                               |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 5. Sport: for and against

**Vocabulary:**

|                                                                                                                                                                                     |                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>friends</b> [frend] друг; подруга do'st, dugona<br><b>water</b> ['wɔ:tə] вода suv<br><b>pool</b> [pu:l] бассейн basseyn<br><b>near</b> [nɛ] ближний, близлежащий yaqin, yaqinida | <b>healthy</b> ['helθɪ] здоровый sog'<br><b>strong</b> [strɔŋ] сильный kuchli<br><b>agree</b> [ə'gri:] соглашаться qo'shilish, rozi bo'lish<br><b>because</b> [br'kɔz] потому что, так как, поскольку chunki |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

- 1a Write five sports you like/don't like and why.**  
 e.g. I like football because I can play with my friends.  
 I don't like swimming because I am afraid of water.
- 1b Work in pairs. Find sports you both like/don't like and say why.**  
 e.g. We both like football because we can play with our friends. We don't like swimming because we are afraid of water and there is no pool near our house.
- 2 Translate the sentences. Find the difference in the meaning of the words 'sport' and 'sports'.**  
 I think sport is very important in my life it makes me healthy. I like different sports but football is my favourite.
- 3a Work in groups. Say why sport is good.**  
 e.g. I think that sport is good for me because it makes me healthy.
- 3b Change groups. Share your ideas**  
 e.g. A: I think that sport is good for our health.  
 B: I agree with you that sport is good for our health and it makes us strong.  
 C: Yes, I know that sport makes us strong and ... .
- 4a Work in groups. Say why/when sport is bad.**  
 e.g. I don't think sport is good for me because it takes a lot of time.
- 4b Change groups. Share your ideas**  
 e.g. A: I think that sport is bad because it takes a lot of time.  
 B: I agree with you that sport is bad because it takes a lot of time and because of this children don't do their homework on time. C: I agree with you that sport... because ... .

|                |                                                                                               |
|----------------|-----------------------------------------------------------------------------------------------|
| <b>Grammar</b> | <b>Remember:</b><br>I think/don't think that...<br>I know that...<br>I agree/disagree that... |
|----------------|-----------------------------------------------------------------------------------------------|

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br><b>Etymology</b><br>"Sport" comes from the <a href="#">Old French</a> <i>desport</i> meaning "leisure", with the oldest definition in English from around 1300 being "anything humans find amusing or entertaining". <sup>[6]</sup><br>Other meanings include gambling and events staged for the purpose of gambling; hunting; and games and diversions, including ones that require exercise. <sup>[7]</sup> Roget's defines the noun sport as an "activity engaged in for relaxation and amusement" with synonyms including diversion and recreation. <sup>[8]</sup><br><a href="http://en.wikipedia.org/wiki/Sport#Meaning_and_usage">http://en.wikipedia.org/wiki/Sport#Meaning_and_usage</a> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                     |                                                                              |
|---------------------|------------------------------------------------------------------------------|
| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Hometask:</b>    | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_

**1 HOUR LESSON PLAN - FLY HIGH 7**

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

|                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                       |                |                |                    |                           |                     |                           |                   |                   |  |                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|--------------------|---------------------------|---------------------|---------------------------|-------------------|-------------------|--|------------------------|
| <b>Theme of the lesson:</b>                                                                                                                                            | Lesson 6. Project                                                                                                                                                                                                                                                                                                                                                                                                     |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <b>Aim of the lesson:</b> to teach pupils work independently                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                       |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| • <b>Upbringing aim:</b>                                                                                                                                               | 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.                                                                                                                                                                                                                     |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| • <b>Educational aim:</b>                                                                                                                                              | 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.                                                                                                                                                                                                           |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| • <b>Developmental aim:</b>                                                                                                                                            | 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.                                                                                                                                                    |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <b>Type of the lesson:</b>                                                                                                                                             | 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.                                                                                                                           |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <b>Methodology of the lesson:</b>                                                                                                                                      | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                                                                                                                                                     |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <b>Materials and equipments:</b>                                                                                                                                       | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                                                                                                                                                 |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <b>Procedure of the lesson:</b>                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                       |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <b>Organizational part:</b>                                                                                                                                            | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                                                                                                                                                |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <b>Checking for homework and revision of the previous lesson:</b>                                                                                                      | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                                                                                                                                          |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <b>This is the lesson plan of SAIDALIYEVA SHAHNOZA:</b>                                                                                                                | Lesson 6. Project.                                                                                                                                                                                                                                                                                                                                                                                                    |                |                |                    |                           |                     |                           |                   |                   |  |                        |
|                                                                                                                                                                        | <p><b>1 Answer the questions.</b></p> <ol style="list-style-type: none"> <li>1. What is a debate?</li> <li>2. Where do we have debates?</li> <li>3. Have you ever taken part in a debate? What was the debate about?</li> <li>4. Who takes part in debates?</li> <li>5. What happens in a debate?</li> <li>6. Where do we sit in a debate?</li> </ol>                                                                 |                |                |                    |                           |                     |                           |                   |                   |  |                        |
|                                                                                                                                                                        | <p><b>2 Read and use these phrases in the debate.</b></p> <table border="0"> <tr> <td>I agree.</td> <td>I don't agree.</td> </tr> <tr> <td>So do I/ I do too.</td> <td>I don't either. Nor do I.</td> </tr> <tr> <td>I like ... because.</td> <td>I don't like ... because.</td> </tr> <tr> <td>I think that... .</td> <td>I don't think so.</td> </tr> <tr> <td></td> <td>I don't think that....</td> </tr> </table> | I agree.       | I don't agree. | So do I/ I do too. | I don't either. Nor do I. | I like ... because. | I don't like ... because. | I think that... . | I don't think so. |  | I don't think that.... |
|                                                                                                                                                                        | I agree.                                                                                                                                                                                                                                                                                                                                                                                                              | I don't agree. |                |                    |                           |                     |                           |                   |                   |  |                        |
| So do I/ I do too.                                                                                                                                                     | I don't either. Nor do I.                                                                                                                                                                                                                                                                                                                                                                                             |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| I like ... because.                                                                                                                                                    | I don't like ... because.                                                                                                                                                                                                                                                                                                                                                                                             |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| I think that... .                                                                                                                                                      | I don't think so.                                                                                                                                                                                                                                                                                                                                                                                                     |                |                |                    |                           |                     |                           |                   |                   |  |                        |
|                                                                                                                                                                        | I don't think that....                                                                                                                                                                                                                                                                                                                                                                                                |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <p><b>3 Work in groups. Give your reason for and against the motion.</b></p> <p>'Sport is always a good thing. We should have sports lessons every day at school.'</p> |                                                                                                                                                                                                                                                                                                                                                                                                                       |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <b>Grammar</b>                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                       |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <b>Additional information:</b>                                                                                                                                         | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.                                                                                                                                                                                                                                                                       |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <b>Assessment :</b>                                                                                                                                                    | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                          |                |                |                    |                           |                     |                           |                   |                   |  |                        |
| <b>Hometask:</b>                                                                                                                                                       | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                     |                |                |                    |                           |                     |                           |                   |                   |  |                        |

Deputy director on educational affairs: \_\_\_\_\_

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| <b>Theme of the lesson:</b>                                       | UNIT 4 OLYMPIC GAMES Lesson 1. The origin of the Olympic Games                                                                                                                                                                                                                              |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about History of the Olympic Games                                                                                                                                                                                                                                      |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

**UNIT 4 OLYMPIC GAMES**  
Lesson 1. The origin of the Olympic Games

**1a Find the words in the Wordlist. Write the words and translation.**

| Vocabulary:                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">origin ['ɔːrɪdʒɪn] начало,<br/>источник происхождение kelib chiqish<br/>festival ['festɪv(ə)l] фестиваль festival<br/>Olympic [ə'lɪmpɪk] олимпийский Olimpiya<br/>competitions [,kɒmpə'tɪʃ(ə)n] соревнование, состязание<br/>musobaqa</p> | <p style="text-align: center;">honour ['ɒnə] слава, почёт, честь shan, sharaf, shon-shuxrat<br/>record ['rekɔːd] рекорд rekord<br/>poetry ['pəʊɪtri] поэзия; стихи she'r<br/>character ['kærəktə] характер, личность qaxramon, shaxs</p> |

**1b Listen and repeat.**

**2a Say what you know and what you want to know about the Olympic Games.**

**2b Read and check your answers to 2a.**

The Origin of the Olympic Games  
The origin of the Olympic Games was in Greece. The first Games took place in a valley called 'Olympia' and the Games got their name from this place. In those days the Games took place every four years and they lasted for five days. During the five days there were athletics competitions and competitions in music and poetry. The original Olympic Games were only for men. The Modern Olympic Games began in 1896 when a Frenchman, Baron Pierre de Coubertin, decided to organise international Olympic Games. He thought that athletics were important for forming a person's character. He also thought the Games could help world peace. The first modern Olympic Games took place in 1897 in Athens, the capital of Greece. Women began to compete in 1900. Most competitors in the Games are amateurs. They take part for fun and for a love of sport - not for money. There are no prizes, only medals.

**2c Read and answer the questions.**

1. Where do the modern Olympic Games take place?
2. Who can take part in the modern Olympics?
3. What prize do Olympic champions get?

**3 Read the text again and find words.**  
Find a phrase which means 'participate'  
Guess the meaning of the words: athletics, last, during, prize

**4a Look and answer.**


1. Where are the football players?
2. Are they playing football now?
3. Do they want to do this sport?
4. When do they want to do it?

**4b Read and translate.**  
A: What are they going to do?  
B: They are going to play football.  
C: They are going to win the game.

**4c Chain Drill.**  
e.g. A: What are you going to watch at the next Olympics?  
B: I'm going to watch the athletics.

**5 Work in pairs. Ask and answer about what you want to watch at the next Olympic Games**  
e.g. A: I'm going to watch the kurash and the gymnastics.  
B: I'm going to watch the kurash too. And I'm going to watch the running.

1 HOUR LESSON PLAN - FLY HIGH 7

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 | <b>Remember:</b><br>I'm going to watch the gymnastics.<br>S/he's going to watch the running.<br>We're going to watch the kurash.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br><br> <p>The modern <b>Olympic Games</b> (French: <i>Jeux olympiques</i><sup>[1]</sup>) are the leading international sporting event featuring summer and winter sports competitions in which thousands of athletes participate in a <a href="#">variety of competitions</a>. The Olympic Games are considered to be the world's foremost sports competition with more than 200 nations participating.<sup>[2]</sup> The Olympic Games are held every four years, with the <a href="#">Summer</a> and <a href="#">Winter Games</a> alternating, meaning they each occur every four years but two years apart. Their creation was inspired by the <a href="#">ancient Olympic Games</a>, which were held in <a href="#">Olympia, Greece</a>, from the 8th century BC to the 4th century AD. Baron <a href="#">Pierre de Coubertin</a> founded the <a href="#">International Olympic Committee</a> (IOC) in 1894. The IOC is the governing body of the <a href="#">Olympic Movement</a>, with the <a href="#">Olympic Charter</a> defining its structure and authority.<br/> <a href="http://en.wikipedia.org/wiki/Olympic_games">http://en.wikipedia.org/wiki/Olympic_games</a></p> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

Deputy director on educational affairs: \_\_\_\_\_

# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 2. Olympic Symbols                                                                                                                                                                                                                                                                   |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Olympic flag, motto, logo, ceremonies                                                                                                                                                                                                                             |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

## Lesson 2. Olympic Symbols

### Vocabulary:

|                                                                                                                                                                                                                                                                       |                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">judge [ˈdʒʌdʒ] судья hakam<br/>represent [ˌreprɪˈzent] изображать; представлять vakil<br/>bo'lmoq, taqdim etmoq, tasvirlamoq<br/>flag [flæɡ] знамя, флаг bayroq<br/>circle [ˈsɜːkl] сфера, область круг doira, dumaloq<br/>chizmoq</p> | <p style="text-align: center;">journey [ˈdʒɜːni] путешествие, поездка (обычно сухопутное)<br/>sayohat<br/>committee [kəˈmɪti] комитет, комиссия qo'mita<br/>colour [ˈkʌlə] цвет rang</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Find the words in the Wordlist. Write the words and translation.**

1. judge
2. represent
3. journey
4. committee

**1b Listen and repeat.**

**2a Work in pairs. Look and answer the questions.**

1. Why does the Olympic flag have five circles?
2. What do these colours mean?
3. Do you know what the words of the motto mean?
4. Who is/was the president of the International Olympic Committee?
5. What does the Committee do?

**2b Read and check your answers.**

**Olympic Symbols**

The Olympic Games have their own flag and motto. The flag is white with five circles. The circles represent the five continents of Africa, Asia, Australia, Europe and North and South America. The circles are black, blue, green, red and yellow. The flag of every country in the games has at least one of these colours. The motto of the Olympics is 'Faster, higher, stronger'. The most exciting moment of the opening ceremony is the lighting of the Olympic Flame, another symbol of the Olympic Games. Runners bring a torch from the valley of Olympia in Greece. Thousands of runners take part in the journey. The journey starts four weeks before the opening of the Games. At the opening ceremony, the final runner carries the torch to the stadium, and lights the new Olympic Flame. Then there is a very big song, dance and music show. The Olympic Flame burns until the end of the Games. The International Olympic Committee works hard between the Games. They choose the place for the next Olympics and new sports for them too.

**2c Read again and guess the meaning of the words:**

motto, flame, torch and ceremony.

**3 Answer the questions.**

1. Do you know anything about the National Olympic Committee of Uzbekistan?
2. Where does it meet?
3. Who is the president of the National Olympic Committee?

**4a Work in pairs/threes. You want to organise Olympic Games for teenagers in Uzbekistan. Design a symbol and motto for the Uzbekistan Teenage Olympics.**

**4b Present your symbol and motto.**

e.g. The sun is a good symbol for the Uzbekistan Teenage Olympics because our country is very sunny. Our motto is 'Fit today, champion tomorrow!'

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>The <b>Olympic symbols</b> are icons, <a href="#">flags</a> and symbols used by the <a href="#">International Olympic Committee</a> to promote the <a href="#">Olympic Games</a>. Some - such as the flame, fanfare, and theme - are more common during Olympic competition, but others, such as the flag, can be seen throughout the year.<br/><a href="http://en.wikipedia.org/wiki/Olympic_symbols">http://en.wikipedia.org/wiki/Olympic_symbols</a></p> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

Deputy director on educational affairs: \_\_\_\_\_

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 3. Teenage Champions                                                                                                                                                                                                                                                                 |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about The Abdumavlonov karate champions                                                                                                                                                                                                                                 |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

Lesson 3. Teenage Champions

**1a Look at the pictures and answer the questions.**

- What sport are these boys doing?
- Do you know the boys' names?

**1b Read the newspaper article and choose a title for it.**

- Young heroes
- Young champions of Uzbekistan
- Zafar boys are world champions
- (your own title)

They go to school number six in Bekobod. They are ordinary pupils. But they are not ordinary. They have more than seventy medals - about fifty of them gold medals! A'zam, Farrux and Parviz Abdumavlonov were born in a small village near Bekobod called Zafar. The brothers are teenage champions. They are the karate champions of Uzbekistan and Asia and Europe - in fact they are the world champions! They should thank their father - he was their first trainer. Their success began in 1998 when they won the National Youth Championship, the Asian Tournament and the European Cup. They won eight gold medals altogether - and they were just ten, eight and six years old! Since that early success, the brothers have won more and more medals. President I. Karimov has congratulated the young champions.

| Date | Competition                          | Result                           |
|------|--------------------------------------|----------------------------------|
| 1999 | World Youth Karate Championship      | Gold, silver and bronze          |
| 2000 | World Youth Karate Championship      | Winners                          |
|      | Santa Claus International Tournament | Nine medals                      |
| 2001 | World Youth Karate Championship      | Two gold, one silver, one bronze |

**1 c Find the words in the text and guess the meaning.**

| Vocabulary:                                                   |                                          |
|---------------------------------------------------------------|------------------------------------------|
| ordinary [ˈɔːd(ə)n(ə)rɪ] обычный, обыкновенный; простой oddiy | gold [gəʊld]золото золотой oldin         |
| call [kɔːl]кричать; окликать chaqirish                        | silver [ˈsɪlvə]серебро серебряный kumush |
|                                                               | bronze [brɒnz]бронза бронзовый bronza    |


**1d Ask and answer about the brothers' activities.**

e.g. A: What competitions did the brothers participate in 1999? How did they do?  
 B: They participated in the World Youth Karate Championship. They won gold, silver and bronze medals.

**1e Answer the questions.**

- Do you know someone who is good at sport?
- What sport does s/he do?
- Has s/he won any prizes?

|                |                                                                 |
|----------------|-----------------------------------------------------------------|
| <b>Grammar</b> | <b>Remember:</b><br>The brothers have won 13 medals since 2000. |
|----------------|-----------------------------------------------------------------|

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. <div style="text-align: center;">  </div> <p>A <b>champion</b> (from the late Latin <i>campio</i>) is the <b>victor</b> in a <b>challenge</b>, <b>contest</b> or <b>competition</b>. There can be a territorial pyramid of championships, e.g. local, regional / provincial, state, national, continental and world championships, and even further (artificial) divisions at one or more of these levels, as in <b>soccer</b>. Their champions can be accordingly styled, e.g. national champion, world champion.</p> <p><a href="http://en.wikipedia.org/wiki/Champion">http://en.wikipedia.org/wiki/Champion</a></p> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                     |                                                                              |
|---------------------|------------------------------------------------------------------------------|
| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Hometask:</b>    | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_



|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 4. Uzbekistan and the Olympics                                                                                                                                                                                                                                                       |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Muhammadqodir Abdullaev, boxer                                                                                                                                                                                                                                    |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 4. Uzbekistan and the Olympics

**Vocabulary:**

|                                                                                                                                                               |                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| synchronised swimming [ˈsɪŋkrənɪzɪd] [ˈswɪmɪŋ] синхронное плавание<br>синхрон сузish<br>radio programme [ˈreɪdɪəʊ] [ˈræʊgræm] радио программы<br>radio dastur | diving [ˈdaɪvɪŋ] ныряние; погружение<br>sho'ng'ish watch [wɑtʃ] часы soat, ko'rish<br>victory [ˈvɪkt(ə)rɪ] победа g'alaba |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|

**1a Look at the pictures and answer the questions.**

- Do you know these sports? diving water polo synchronised swimming
- Do you like them?
- Do you want to do any of them?

**1b Listen to the radio programme 'Sportsweek' and complete the table.**

|           |             |          |  |
|-----------|-------------|----------|--|
| Monday    | e.g. Diving | Friday   |  |
| Tuesday   |             | Saturday |  |
| Wednesday |             | Sunday   |  |
| Thursday  |             |          |  |

**1c Work in pairs. Ask and answer about sports events you want to watch.**

e.g. A: What sports event are you going to watch? And when?  
 B: I'm going to watch the diving on Monday.

**2a Look at the picture and answer the questions.**

- Do you know the athlete in the picture?
- What is he famous for?

**2b Read the interview and write Wh-questions for each answer.**

e.g. What's your name?  
 1. Muhammadqodir Abdullayev.  
 2. I was born on the fifteenth of November 1973 in Andijan.  
 3. I began to do boxing when I was 13.  
 4. My trainer now is Mars Kuchkarov.  
 5. My first big victory was in 1995 at the Central Asian Games in Tashkent. I won a gold medal.  
 6. In 1997 I was the Asian Champion.

**2c Work in groups. Ask and answer about athletes and choose one to talk about.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                |  |
|----------------|--|
| <b>Grammar</b> |  |
|----------------|--|

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br><br>National Olympic Committee of the Republic of Uzbekistan logo<br><a href="#">National Olympic Committee</a><br>Country/Region  <a href="#">Uzbekistan</a><br>Code UZB<br>Created 199<br>Recognized 1993<br>Continental Association <a href="#">OCA</a><br>President Mr <a href="#">Mirabror Usmanov</a><br>Secretary General Mr <a href="#">Oybek Kasimov</a><br>Website <a href="http://www.olympic.uz">www.olympic.uz</a><br><a href="http://en.wikipedia.org/wiki/National_Olympic_Committee_of_the_Republic_of_Uzbekistan">http://en.wikipedia.org/wiki/National_Olympic_Committee_of_the_Republic_of_Uzbekistan</a> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                     |                                                                              |
|---------------------|------------------------------------------------------------------------------|
| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Hometask:</b>    | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_

# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 5. The Millennium Games                                                                                                                                                                                                                                                              |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about The Sydney Olympics, 2000                                                                                                                                                                                                                                         |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

## Lesson 5. The Millennium Games

### Vocabulary:

|                                                                                                                                                        |                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Greece [grɪs]Греция Yunoniston, Gretsiya<br>Australia [ɔs'treɪliə]Австралия Avstraliya<br>torch [tɔ:tʃ]осветительный прибор, факел, фонарь<br>Mash'ala | exciting [ɪk'saɪtɪŋ]возбуждающий, волнующий hayajonli<br>athlete [ˈæθli:t]спортсмен; легкоатлет sportchi, atlet<br>Turkey ['tɜ:kɪ]Турция Turkiya<br>mascot ['mæskət]талисман tumor<br>bird [bɜ:d]птица qush |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 1 Play Who Knows The Most?

#### 2a Work in pairs. Read and choose the right answer.

1. Greece/Australia made the Olympic torch.
2. The Sydney Olympic Games began in May/March.
3. One famous athlete/many athletes brought the torch from Greece to Australia

#### 2b Listen and check your answers in 2a.

#### 3 Look and say how the torch can come to Uzbekistan.

e.g. The torch can go from Greece to Turkey by boat.

#### 4a Look at the pictures. Read and answer the questions.

1. What kinds of animal are they?
2. What are their names?
3. What is a mascot?

Dear Dilbar

I'm having a great time here in Sydney. The different sports are exciting, and there are lots of other exciting things too. For example the mascots are really great! They are called Oily, Syd and Millie. They are Australian animals and they are the symbols of the Sydney Games. The kookaburra is an Australian bird. She got her name, Oily, from the word 'Olympics'. She's a symbol of friendship and honesty. Then there's Syd (from Sydney). He's a platypus with a duck's nose. He's the symbol of the city of Sydney and its people. The third mascot is Millie. She's an Australian animal - an echidna. She's the symbol of the new millennium. So now I've got a mascot too. He's called Ozzie (from Australia) and he's a cute, cuddly koala. Love Gemma

#### 4b Read and answer the questions.

1. Do you like the Sydney mascots?
2. Have you/your friend got a mascot? If yes, what is it like?

#### 5a Work in pairs/threes. Design a mascot for the Uzbekistan Teenage Olympics.

#### 5b Present your mascot

e.g. Our mascot is a cheetah because there are cheetahs in Uzbekistan. We think a cheetah is a good mascot because it can run very fast and it is beautiful. We are going to call it 'Uz' from Uzbekistan.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br>The <b>Sydney 2000 Summer Olympic Games</b> or the <b>Millennium Olympic Games/Games of the New Millennium</b> , officially known as the <b>Games of the XXVII Olympiad</b> , were an international <a href="#">multi-sport event</a> which was celebrated between 15 September and 1 October 2000 in <a href="#">Sydney, New South Wales, Australia</a> . It was the second time that the Summer Olympics were held in the <a href="#">Southern Hemisphere</a> , the first one being in <a href="#">Melbourne, Victoria in 1956</a> .<br><a href="http://en.wikipedia.org/wiki/Sydney_Olympic_Games">http://en.wikipedia.org/wiki/Sydney_Olympic_Games</a> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Hometask:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



Deputy director on educational affairs: \_\_\_\_\_

# 1 HOUR LESSON PLAN - FLY HIGH 7

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

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                                                                                                                          | Lesson 6. Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Aim of the lesson:</b> to teach pupils work independently                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| • <b>Upbringing aim:</b>                                                                                                                                             | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| • <b>Educational aim:</b>                                                                                                                                            | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| • <b>Developmental aim:</b>                                                                                                                                          | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Type of the lesson:</b>                                                                                                                                           | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Methodology of the lesson:</b>                                                                                                                                    | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Materials and equipments:</b>                                                                                                                                     | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Procedure of the lesson:</b>                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Organizational part:</b>                                                                                                                                          | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Checking for homework and revision of the previous lesson:</b>                                                                                                    | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| This is the lesson plan of SAIDALIYEVA SHAHNOZA:                                                                                                                     | Lesson 6. Project.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                      | Project 1<br>Some people think the Olympic Games are a good thing because competitions make us work harder and do new things. Other people think that they are a bad thing because people sometimes do bad things in order to win.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                      | <b>1 Write three good things and three bad things about the Olympic Games. Use the words to help you.</b><br>e.g. I think the Olympic Games are a good/bad thing because ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• sport is fun</li> <li>• the athletes are amateurs</li> <li>• we can develop international contacts</li> <li>• competition makes people nervous</li> <li>• the Olympics are interesting</li> <li>• sport is good for our bodies and our minds</li> <li>• towns and cities build new sports centres</li> <li>• sports competitions form a person's mind</li> <li>• they make young people want to do sport</li> <li>• we can develop international understanding</li> <li>• they are more about selling souvenirs and clothes with logos than about sport</li> <li>• countries like to win medals</li> <li>• athletes do not play for money</li> <li>• the Olympics are exciting</li> <li>• competition makes people do bad things</li> <li>• it is just a way to make money</li> <li>• people like to compete</li> <li>• it is more about travel than sport</li> </ul> |
|                                                                                                                                                                      | <b>2 Work in pairs. Tell your partner your ideas.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                      | <b>3 Report to the class. Take a class vote: 'The Olympic Games are a good/bad thing'.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                      | <b>Project 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                      | <b>1 Make a leaflet for the Uzbekistan Teenage Olympics.</b><br>Include the following:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• motto</li> <li>• logo</li> <li>• mascot(s)</li> <li>• flag</li> <li>• uniform for all the people who work in the sports centre where the games are going to be</li> <li>• a programme of the sports for the Olympics. Say which days and in which sports halls the events are going to be</li> <li>• draw a plan of the sports centre and show the restaurants, sports halls, car park, medical centre, toilets, etc.</li> <li>• say what hours the sports centre is open and how much it costs to for a day</li> </ul>                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                      | <b>2 Display your leaflet.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>3 Walk round the display and find:</b>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• similarities to and differences from your leaflet</li> <li>• one thing you like about each of the other leaflets</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Grammar</b>                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Additional information:</b>                                                                                                                                       | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Assessment :</b>                                                                                                                                                  | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Hometask:</b>                                                                                                                                                     | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Deputy director on educational affairs: \_\_\_\_\_

# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                   |                                                                                                                                                                                                                                                                                             |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>       | UNIT 5 CLOTHES<br>Lesson 1. National costumes                                                                                                                                                                                                                                               |
| <b>Aim of the lesson:</b>         | to talk with pupils about National costume in Uzbekistan & the UK                                                                                                                                                                                                                           |
| • <b>Upbringing aim:</b>          | 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.                                                                                           |
| • <b>Educational aim:</b>         | 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.                                                                                 |
| • <b>Developmental aim:</b>       | 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.                          |
| <b>Type of the lesson:</b>        | 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. |
| <b>Methodology of the lesson:</b> | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |

### Procedure of the lesson:

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

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

| UNIT 5 CLOTHES<br>Lesson 1. National costumes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                           |       |         |     |       |                 |                    |  |          |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------|---------|-----|-------|-----------------|--------------------|--|----------|--|--|
| <b>Vocabulary:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                           |       |         |     |       |                 |                    |  |          |  |  |
| duppi дуппи do'ppi<br>shawl [ʃɑ:l]платок, шаль ro'mol<br>atlas ['ætləs] атлас atlas<br>chopon чорон<br>kalish kalish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | kavush kavush<br>mahsi mahsi<br>embroidered [ɪm'brɔɪdəd]<br>украшенный вышивкой, вышитый zag yuritib tikilgan<br>wear [weə] носить kiyish |       |         |     |       |                 |                    |  |          |  |  |
| <b>1 Look, listen and repeat.</b><br>1 duppi                      4 chopon                      7 mahsi<br>2 shawl                      5 kalish                      8 embroidered<br>3 atlas                      6 kavush                      9 to wear                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                           |       |         |     |       |                 |                    |  |          |  |  |
| <b>2 Say and write what clothes your family wear every day and on special days</b><br>e.g. My father wears a duppi every day. My father often wears Uzbek national costume.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                           |       |         |     |       |                 |                    |  |          |  |  |
| <b>3a Read the letter and identify the people in the picture.</b><br>Dear Lucy<br>How are you? I hope you and your family are well.<br>Yesterday I went to my cousin Bahodir's wedding party with my grandmother. We wore national costume. My grandmother wore mahsi and kavush (sometimes she wears kalish), a grey dress and a big shawl on her head. I wore my atlas dress, and an embroidered duppi. There were many guests from all parts of Uzbekistan. Bahodir's uncle came from Karshi. He wore kalish and mahsi, and a brightly coloured embroidered duppi. But men in the Fergana valley don't wear a brightly coloured embroidered duppi. Theirs are only embroidered in white, and our Tashkent style duppi is dark green or blue. I love our national costume. Do you have a national costume in Britain? I'm looking forward to hearing from you.<br>Love<br>Dilbar |                                                                                                                                           |       |         |     |       |                 |                    |  |          |  |  |
| <b>3b Compare your national costume with the ones in the letter. Say which you like best.</b><br>e.g. In Tashkent they have a dark green or blue duppi but we have a brightly coloured duppi. The Tashkent duppi is nice, but I like our duppi best.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                           |       |         |     |       |                 |                    |  |          |  |  |
| <b>4 Find the words in the Wordlist. Write the words and translation</b><br>kilt apron skirt lace cap                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                           |       |         |     |       |                 |                    |  |          |  |  |
| <b>5 Look at the picture and complete the table.</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Country</th> <th style="width: 30%;">Men</th> <th style="width: 30%;">Women</th> </tr> </thead> <tbody> <tr> <td>e.g. Uzbekistan</td> <td>maxsi, kalish, ...</td> <td></td> </tr> <tr> <td>Scotland</td> <td></td> <td></td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                           |       | Country | Men | Women | e.g. Uzbekistan | maxsi, kalish, ... |  | Scotland |  |  |
| Country                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Men                                                                                                                                       | Women |         |     |       |                 |                    |  |          |  |  |
| e.g. Uzbekistan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | maxsi, kalish, ...                                                                                                                        |       |         |     |       |                 |                    |  |          |  |  |
| Scotland                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                           |       |         |     |       |                 |                    |  |          |  |  |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br><b>Folk costume (also regional costume, national costume, or traditional garments) expresses an <u>identity</u> through <u>costume</u> which is usually associated with a geographic area or a period of time in history, but can also indicate social, marital and/or religious status. Such costumes often come in two forms: one for everyday occasions, the other for <u>festivals</u> and <u>formal wear</u>.</b><br>Following the outbreak of <u>romantic nationalism</u> , the peasantry of <u>Europe</u> came to serve as models for all that appeared genuine and desirable. Their dress crystallised into so-called "typical" forms, and enthusiasts adopted it as part of their <u>symbolism</u> .<br><a href="http://en.wikipedia.org/wiki/National_costume">http://en.wikipedia.org/wiki/National_costume</a> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Hometask:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

Deputy director on educational affairs: \_\_\_\_\_

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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 2. What size do you take?                                                                                                                                                                                                                                                            |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Buying clothes                                                                                                                                                                                                                                                    |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 2. What size do you take?

**1a Look, listen and repeat.**

**Vocabulary:**

T-shirt ['ti:ʃɜ:t] футболка; тенниска futbolka, tenniska  
 Trousers ['trauzəz] брюки, штаны shim  
 Jeans [dʒi:nz] джинсы jinsi  
 Jacket ['dʒækɪt] куртка жакет; пиджак kostyum, pidjak  
 Cardigan ['kɑ:dɪgən(jə)] кардиган, шерстяная кофта на пуговицах без воротника, kardigan, yoqasiz tugmali jundan to'qilgan kofta  
 Sweater ['swetə] свитер, пуловер sviter

Belt [belt] пояс, ремень; портупоя; корсет belbog', kamar  
 Shorts [ʃɔ:ts] шорты short  
 Blouse [blauz] блузка, кофточка bluzka, kofta  
 Sock [sɒk] носок rauroq  
 Tights [taɪts] колготки колготки kolgotka  
 To try...on ['traɪŋ] примерка kiyib ko'rmoq  
 Size [saɪz] размер габариты, объём хайм, razmer

**1b Point and say.**

**1c Chain Drill.**

e.g. A: (Points to his sweater.) A yellow sweater.

B: White socks.

**2 Play Line Up.**

e.g. A: What size shoes do you take?

B: I take a size 36.

**3 Read and answer the questions.**

Anvar: Mum I'm going to wear my jeans tonight. Where are they?

Mum: No, you aren't. You're going to wear trousers not jeans.

1. Is 'jeans' singular or plural? How do you know?
2. How many jeans does Anvar want?
3. Look in activity 1a. Find more words like 'jeans'.

**4a Look and answer the questions.**

1. Where is it?
2. Who do you see in the picture?
3. What season is it?
4. What kind of clothes can you see?
5. What are they talking about?
6. What do you think they are going to do?

**4b Listen and check.**

**4c Listen and answer the questions.**

1. What did Malika and her mother want to buy?
2. What did they ask about first?
3. Was a size 40 Malika's size?
4. Why didn't they buy a size 38?

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 | <b>Remember:</b><br>to try something on jeans<br>I take a size 36.<br>Can I try it on?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br><br>In <b>clothing</b> , <b>clothing size</b> refers to the label sizes used for garments sold <b>off-the-shelf</b> . There are a large number of standard sizing systems around the world for various garments, such as <b>dresses</b> , tops, <b>skirts</b> , and <b>trousers</b> . Made-to-order garments require measurements to be taken, but these do not need to be converted into national standard form.<br><a href="http://en.wikipedia.org/wiki/Clothing_sizes">http://en.wikipedia.org/wiki/Clothing_sizes</a> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

Deputy director on educational affairs: \_\_\_\_\_



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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 3. School uniform                                                                                                                                                                                                                                                                    |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about School uniforms around the world                                                                                                                                                                                                                                  |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 3. School uniform

**Vocabulary:**

|                                                                               |                                                                                                                          |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| uniform ['ju:nɪfɔ:m] <b>форменная одежда, форма</b><br>uniforma, maxsus forma | musical ['mju:zɪk(ə)] <b>музыкальный musiqaviy, musiqa</b><br>partner ['pɑ:tnə] <b>компаньон; партнёр; пайщик sherik</b> |
| shirt [ʃɜ:t] <b>рубашка; блуза; сорочка ko'yulak</b>                          | Swap [swɔ:p] <b>менять, обменивать almashish</b>                                                                         |

**1 Look and say whose uniform it is and who wears uniform in Uzbekistan.**

e.g. It's a nurse's uniform. Nurses wear uniform in Uzbekistan.

**2 a Listen and answer the questions.**

- Which countries are the pupils from?
- Do they wear uniform?

**2b Copy, listen and complete the table.**

| Country | Boys                                    | Girls |
|---------|-----------------------------------------|-------|
| UK      | e.g. White shirt and dark blue trousers |       |

**2c Answer the questions.**

- Do you like to wear a school uniform?
- Which country's uniform do you like best?
- Did your parents wear school uniform?

**3a Look and say why the speaker uses a question.**

A: You wear a uniform in your school, don't you? Yes, we do.

B: Michael, you don't wear a uniform in your school, do you? No, we don't.

**3b Listen and repeat.**

**3c Ask and answer. Use the verbs in the cloud.**

wear speak like (sport/games) play (a musical instrument/games) get up/go to bed eat

e.g. A: You get up at seven o'clock, don't you?

B: Yes, I do./No, I don't.

**3d Write five things you think you know about your partner, but you aren't sure**

e.g. You don't like winter sports, do you?

**3e Swap books and answer your partner's questions.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                |                                                                                                                                                            |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b> | <b>Remember:</b><br>You wear a school uniform in your school, don't you? Yes, we do. You don't wear a school uniform in your school, do you? No, we don't. |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>A <b>school uniform</b> is an <b>outfit</b>—a set of standardized clothes—worn primarily for an educational institution. They are common in <b>primary</b> and <b>secondary schools</b> in various countries (see list of countries below). When used, they form the basis of a school's <b>dress code</b>. Boys' uniforms often consist of dark short or long <b>trousers</b> and a light-coloured <b>shirt</b>, often with a <b>tie</b>. Girls' uniforms vary greatly between countries and schooling systems, but typically consist of a <b>dress</b> or <b>blouse</b> worn either with a <b>skirt</b> or <b>culottes</b> or under a <b>pinafore</b>; some countries allow girls to wear trousers. The use of a <b>blazer</b> or suit-like <b>jacket</b> for either gender is also fairly common, especially in countries with relatively cold weather. While some countries have school uniforms that are essentially standard in all schools using it, others have each school with an individual uniform, varying in and often making use of badges.</p> <p><a href="http://en.wikipedia.org/wiki/School_uniform">http://en.wikipedia.org/wiki/School_uniform</a></p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                     |                                                                              |
|---------------------|------------------------------------------------------------------------------|
| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Hometask:</b>    | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_



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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 4. What's it made of?                                                                                                                                                                                                                                                                |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about clothes                                                                                                                                                                                                                                                           |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

Lesson 4. What's it made of?

**1a Find the words in the Wordlist. Write the words and translation.**

| Vocabulary:                                                                                       |                                                                 |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| cotton ['kɒt(ə)n]хлопок рахта<br>silk [sɪk]шёлк ирак<br>polyester [ˌpɒlɪˈestə]полиэстер poliester | leather ['leðə]кожа тери<br>fur [fɜː]мех, одежда из меха то'уна |

**1b Chain Drill**  
 e.g. A: I've got a cotton skirt.  
 B: I've got polyester trousers.

**2a Look and answer the questions.**  
 A: What's the skirt made of?  
 B: It's made of....  
 A: What are the shirts made of?  
 B: They're made of....  
 A: Where's the skirt made?  
 B: It's made in ... .  
 A: Where are the shirts made?  
 B: They're made in ....

**2b Chain Drill.**  
 My skirt's made of cotton. It's made in Uzbekistan.

**3 a Look at the picture and answer the questions.**

- Who can you see in the picture?
- Where is he?
- Who is he thinking about?
- What does he want to do?

**3b Listen and check.**

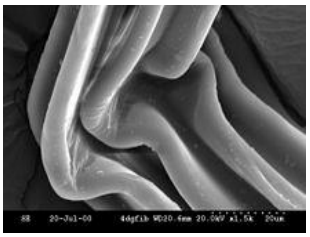
**3c Copy, listen again and complete the notes.**

|                            |
|----------------------------|
| name of the present: ***** |
| made of: *****             |
| made in: *****             |
| size: *****                |
| colour: *****              |

**4 Write about the national costume you wear on special days.**  
 Write about: name, colour, what it is made of, where it is made and size  
 e.g. For weddings I wear a kilt. It is very beautiful and very warm. It is red and black. It is made of wool. It is made in Scotland. I take a size 36.

|                |                                                                                                           |
|----------------|-----------------------------------------------------------------------------------------------------------|
| <b>Grammar</b> | <b>Remember:</b><br>What is it made of? It is made of cotton. Where is it made? It is made in Uzbekistan. |
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| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br><b>Polyester</b> is a category of <a href="#">polymers</a> which contain the <a href="#">ester functional group</a> in their main chain. Although there are many polyesters, the term "polyester" as a specific material most commonly refers to <a href="#">polyethylene terephthalate</a> (PET). Polyesters include naturally occurring chemicals, such as in the <a href="#">cutin</a> of <a href="#">plant cuticles</a> , as well as synthetics through <a href="#">step-growth polymerization</a> such as <a href="#">polycarbonate</a> and <a href="#">polybutyrate</a> . Natural polyesters and a few synthetic ones are biodegradable, but most synthetic polyesters are not. Depending on the chemical structure, polyester can be a <a href="#">thermoplastic</a> or <a href="#">thermoset</a> , there are also <a href="#">polyester resins</a> cured by hardeners; however, the most common polyesters are thermoplastics. <sup>[1]</sup><br><a href="http://en.wikipedia.org/wiki/Polyester">http://en.wikipedia.org/wiki/Polyester</a> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                     |                                                                              |
|---------------------|------------------------------------------------------------------------------|
| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Hometask:</b>    | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_

# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 5. We think that ...                                                                                                                                                                                                                                                                 |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Reasons for and against school                                                                                                                                                                                                                                    |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 5. We think that ...

### Vocabulary:

|                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>against</b> [ə'gen(t)st] <b>против qarshi</b><br/> <b>nice</b> [naɪs] <b>хороший, приятный, милый, славный ajoyib, yoqimli, yaxshi</b><br/> <b>same</b> [seɪm] <b>(the same) тот (же) самый; этот же; один и тот же xuddi shu, bir xil</b></p> | <p style="text-align: center;"><b>cheap</b> [tʃi:p] <b>дешёвый, недорогой arzon</b><br/> <b>materials</b> [mə'tɪəriəl] <b>материал; сырьё хом ashyo</b><br/> <b>suits</b> [s(j)uɪt] <b>костюм подходить, mos kelmoq, kostyum</b><br/> <b>believe</b> [br'i:lɪ:v] <b>верить ishonch, ishonmoq</b></p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Write about the clothes you are wearing today**

e.g. I'm wearing...

**1b Play Find Someone Who's Wearing ....**

e.g. Malika's wearing...

**2a Look at the pictures and compare**

e.g. Dilshod's wearing a school uniform.

**2b Read the letters and answer the question.**

Do you agree with Bahodir Alievich's or Ibrohim Asadovich's pupils?

Dear Bahodir Alievich

We pupils of your school decided to write this letter because we want school uniforms. The pupils of the next school are against it. But we think that pupils should wear school uniform when they go to school. It is nice if pupils wear the same uniform. We know that many families have little money. For this reason school uniforms must be made of cheap but nice materials. Boys should wear suits, white shirts and ties. Girls should wear skirts (not very short and not very long) and a white blouse or some other colour blouse. In Great Britain many schools have their own school uniform. We want a uniform too. We believe that you can help us.

Thank you  
Your pupils

Dear Ibrohim Asadovich

We do not want school uniforms. We are against it because:

- 1 Some uniforms are very expensive. Some pupils can't buy them.
- 2 If we have a uniform some pupils are not going to wear it. It is sad for us to wear uniform when other pupils are not wearing it.
- 3 A uniform is not going to make us better pupils. A pupil can be the best learner in the class without a uniform.
- 4 At the moment everybody wears what he/she can find. Is it bad if we wear what we want to?

Please do not introduce school uniform in our school.

Thank you  
Your pupils

**2c Work in groups. Read and answer the pupils' letters**

e.g. Group A: You are Bahodir Alievich.

Group B: You are Ibrohim Asadovich.

**2d Play We Believe That.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                |                                                                                                                                |
|----------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b> | <b>Remember:</b><br>School uniforms are good.<br>We think school uniforms are good.<br>We think that school uniforms are good. |
|----------------|--------------------------------------------------------------------------------------------------------------------------------|

|                                |                                                                                                                                                 |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|

|                     |                                                                              |
|---------------------|------------------------------------------------------------------------------|
| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
|---------------------|------------------------------------------------------------------------------|

|                  |                                                   |
|------------------|---------------------------------------------------|
| <b>Homework:</b> | Homework is given according to the academic plan. |
|------------------|---------------------------------------------------|

Deputy director on educational affairs: \_\_\_\_\_

# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | UNIT 6 SHOPPING AND CUSTOMERS' RIGHTS Lesson 1. Shopping centres                                                                                                                                                                                                                            |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Types of shop                                                                                                                                                                                                                                                     |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

## UNIT 6 SHOPPING AND CUSTOMERS' RIGHTS Lesson 1. Shopping centres

### Vocabulary:

|                                                                                                                                               |                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| biscuits ['bɪskɪt]сухое печенье quruq pecheniye<br>shoes [ʃu:]туфля; полуботинко оуоq kiyim<br>pen [pen] перо (писчее) ; ручка с пером ruchka | cassette [kə'set]касцета kasseta<br>coat [kəʊt]пиджак; куртка kurtka<br>dress [dres](женское) платье одежда ko'yлак, kiyim<br>doll [dɒl] кукла (детская игрушка) qo'g'irchoq, o'yinchoq |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### 1 make new words with 'shop'

|                                                       |                                                             |
|-------------------------------------------------------|-------------------------------------------------------------|
| book<br>shoe<br>corner<br>electrical<br>toy<br>sports | furniture<br>flower<br>clothes<br>chemist's<br>food<br>shop |
|-------------------------------------------------------|-------------------------------------------------------------|

#### 1b Say which shops you can see in the picture

e.g. I can see an electrical shop.

#### 1c Chain Drill.

A: Where can I buy an iron?

B: In the electrical shop.

biscuits, an iron, shoes, pens, cassettes, a coat, a dress, a doll

#### 2a Look and answer.

1 Where is the text from?

#### corner shop /./ BrE / convenience food store AmE

- n a small shop. Usually but not always on a corner, which may sell almost any small items, such as food, cigarettes, alcohol, and other things needed every day. Corner shops are usually open for longer hours than other shops.

**CULTURAL NOTE** In the UK many corner shops are owned and run by Indian or Pakistani families. In the US, convenience stores are usually part of a group of shops owned by a company. In both countries the shops are open earlier and later than most other shops.

#### 2b Read and say how a corner shop is different from other shops.

#### 2c Answer the questions.

1. Do we have corner shops in Uzbekistan?
2. Where is the nearest corner shop to your school?
3. Is there a corner shop where you live?

#### 3 Work in pairs. Read the conversation and answer the question.

What did she buy?

Assistant: Hello. What can I do for you?

Gulnora: I need a school bag. That one is cheap. Can I see it?

Natasha: Mm. Yes, it's very nice.

Assistant: I think it's very nice too.

Gulnora: Oh, yes. I'm going to buy it. I'd like this, please.

Assistant: Here you are.... Thank you.

#### 4a Work in groups of 3. Make your corner shop.

- Choose a name.
- Write 20 things you sell.
- Decide when you open and close.
- Decide who is the sales assistant.


#### 4b Play Customer and Sales Assistant.

What can I do for you? Can I help you? Sorry, we don't sell/we haven't got any. Yes, we've got some.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                |                                                                                                             |
|----------------|-------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b> | <b>Remember:</b><br>n + n = new n<br>shoe + shop = shoe shop<br>but<br>corner shop<br>electrical (adj) shop |
|----------------|-------------------------------------------------------------------------------------------------------------|

## 1 HOUR LESSON PLAN - FLY HIGH 7

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>A <b>strip mall</b> (also called a <b>shopping plaza</b>, <b>shopping center</b>, or <b>mini-mall</b>) is an open-air <a href="#">shopping mall</a> where the stores are arranged in a row, with a <a href="#">sidewalk</a> in front. Strip malls are typically developed as a unit and have large <a href="#">parking lots</a> in front. They face major traffic <a href="#">arterials</a> and tend to be self-contained with few pedestrian connections to surrounding neighborhoods. <a href="http://en.wikipedia.org/wiki/Strip_mall">http://en.wikipedia.org/wiki/Strip_mall</a></p>  |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Deputy director on educational affairs: \_\_\_\_\_

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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 2. Bargain for the best price                                                                                                                                                                                                                                                        |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Buying clothes that fit at good prices                                                                                                                                                                                                                            |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 2. Bargain for the best price

**Vocabulary:**

|                                                                                                                          |                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| fit [fɪt] подгонка mos keltirish<br>small [smɔ:l] маленький kichik, kichkina<br>expensive [ɪk'spens(t)ɪv] дорогой qimmat | price [praɪs] цена narx<br>bargain ['bɑ:ɡɪn] соглашение, торговая сделка savdo kelishuvi<br>shopping ['ʃɒpɪŋ] покупка товаров харид qilish<br>cost [kɒst] цена; стоимость turmoq (narx ma'nosida) |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Look at the Homework in Lesson 1. Listen and repeat.**

**1b Look and guess the meaning.**

1. This dress is too big. It doesn't fit me.
2. This dress fits you.
3. These trousers are too small. They don't fit me.
4. These trousers fit me.

**1c Chain Drill**

e.g. This shirt fits me.

**2a Listen to the conversation and answer the questions.**

1. What does he buy?
2. Does he try them on?

**2b Read and complete the conversation between the sales assistant and the customer.**

Assistant: Can I help you?

Customer: Yes, I like this shirt, but it's expensive. Can you make it cheaper?

Assistant: How much do you want to pay?

Customer: I don't want to spend all my money. What's your best price?

Assistant: ...

**3 Work in pairs. Play At the Market**

e.g. Assistant: Can I help you?

Customer: I'm going to buy some shoes. Have you got these shoes in a size 36, please?

**4a Answer the questions.**

1. How often do you go shopping?
2. Do you enjoy shopping?
3. Do you go window shopping?

**4b Listen and answer.**


1. What shops do they go to?
2. What do they buy?
3. How many people are there?

**4c Work in pairs. Answer the questions.**

1. Do boys and girls go shopping together in Uzbekistan?
2. Who likes to go shopping most in Uzbekistan?
3. What was the last thing you bought?
4. Where and when did you buy it/them?
5. How much did it/they cost?

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

**Grammar** Remember: It fits me. It looks nice. I'm going to buy it. It's too big. It doesn't fit me. I'm not going to buy it.

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                       |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br>Shoppers at <a href="#">Yonge-Dundas Square</a> in <a href="#">Toronto, Canada</a> , in December 2009<br>A <a href="#">retailer</a> or <i>shop</i> is a business that presents a selection of <a href="#">goods</a> or <a href="#">services</a> and offers to <a href="#">sell</a> them to customers for money or other goods. <b>Shopping</b> is an activity in which a customer browses the available goods or services presented by one or more retailers with the intent to purchase a suitable selection of them. In some contexts it may be considered <a href="#">leisure</a> activity as well as an <a href="#">economic</a> one.<br>A woman shopping at a <a href="#">shopping mall</a> in the <a href="#">United States</a> in December 2005.<br>The shopping experience can range from delightful to terrible, based on a variety of factors including how the customer is treated, convenience, and mood. <sup>[1]</sup> <a href="http://en.wikipedia.org/wiki/Shopping">http://en.wikipedia.org/wiki/Shopping</a> |  |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

**Assessment :** Marking pupils according to their homework and activities during the lesson.

**Hometask:** Homework is given according to the academic plan.

Deputy director on educational affairs: \_\_\_\_\_



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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 3. Customers' rights                                                                                                                                                                                                                                                                 |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about What to do if things don't work                                                                                                                                                                                                                                   |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 3. Customers' rights

**Vocabulary:**

|                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Customers' rights</b> ['kʌstəmə] [raɪt] <b>Права потребителей</b><br/> <b>Iste'molchilar huquqi</b><br/> <b>cassette recorder</b> [kə'set] [rɪ'kɔ:də] <b>кассетный магнитофон</b> kassetali magnitofon<br/> <b>money</b> ['mʌni] <b>деньги</b> pul<br/> <b>shop</b> [ʃɒp] <b>лавка, магазин</b> do'kon, rasta</p> | <p><b>phone call</b> [fəʊn] [kɔ:l] <b>телефонный Звонок</b> telefon qo'ng'irog'i<br/> <b>remote control</b> [rɪ'məʊt] [kən'trəʊl] <b>пульт дистанционного управления</b> boshqaruv pulti<br/> <b>advise</b> [əd'vaɪz] <b>советовать</b> maslahat berish</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Say True or False.**

You buy a cassette recorder. If it doesn't work:

1. you can take it back to the shop
2. you can get your money back
3. the shop can repair it
4. the shop can give you some other things for the same money
5. you can get 50% of the money back
6. you cannot get money back.

**1b Listen and answer the questions.**

1. Who makes the phone call?
2. Who is he talking to?
3. Why does he phone?

**1c Listen and answer the questions.**

1. How long ago did Mr Whitfield buy the cassette recorder?
2. Has he got the receipt?
3. What is the problem with the cassette recorder?

**1d Read the statements in Activity 1a, listen and write True, False or Don't Know.**

**2 Answer the questions.**

1. Have you/your family ever bought a thing that didn't work/was bad?
2. If you did, what was it?
3. Did you take it back to the shop?
4. If you did, what did the shop do?
5. If you didn't, why didn't you take it back?

**3a Read and answer the questions.**

14 Leypark Street Cambridge CB5 7PK

Mr Smith

Customer Rights Officer

Cambridge City Council

Dear Mr Smith

I am writing to you about a problem I have with a TV. I bought the TV at Comet in the High Street last week on 24 November. In the shop I asked the shop assistant for a TV with a remote control. My mother is old and she cannot walk very well so a remote control is useful for her. The shop assistant told me this Sony TV had a remote control. But that is not true. There is no remote control. Yesterday I went to Comet and complained but they say it is not their problem.

Please advise me. What can I do? I look forward to hearing from you.

Yours sincerely

John Priddy



**1 HOUR LESSON PLAN - FLY HIGH 7**

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ol style="list-style-type: none"> <li>1. Who is the letter from'</li> <li>2. Who is the letter to?</li> <li>3. What is the problem?</li> <li>4. What does the writer want?</li> </ol> <p><b>3b Work in pairs/groups. Give advice.</b><br/>e.g. You should go to the shop again.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Grammar</b>                 | <p><b>Remember</b><br/>It s broken.<br/>It doesn't work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p><b>Consumer protection</b> is a group of laws and organizations designed to ensure the rights of consumers as well as fair trade competition and the free flow of truthful information in the marketplace. The laws are designed to prevent businesses that engage in fraud or specified unfair practices from gaining an advantage over competitors; they may also provide additional protection for the weak and those unable to take care of themselves. Consumer protection laws are a form of government <a href="#">regulation</a>, which aim to protect the rights of <a href="#">consumers</a>. For example, a government may require businesses to disclose detailed information about products—particularly in areas where safety or public health is an issue, such as food. Consumer protection is linked to the idea of "consumer rights" (that consumers have various rights as consumers), and to the formation of <a href="#">consumer organizations</a>, which help consumers make better choices in the marketplace and get help with <a href="#">consumer complaints</a>.<br/><a href="http://en.wikipedia.org/wiki/Customer_rights">http://en.wikipedia.org/wiki/Customer_rights</a></p> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

Deputy director on educational affairs: \_\_\_\_\_

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 4. Buy mine. It's the best.                                                                                                                                                                                                                                                          |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about The best shampoo in Central Asia!                                                                                                                                                                                                                                 |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 4. Buy mine. It's the best.

**Vocabulary:**

|                                                                                              |                                                                                              |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>advert</b> [əd'vɜ:t] реклама; объявление<br>reklama berish, e'lon qilish                  | <b>advertising</b> [əd'vɜ:tɪzɪŋ] рекламная деятельность, рекламный бизнес<br>reklama biznesi |
| <b>advertisement</b> [əd'vɜ:tɪsmənt] объявление; реклама; анонс, извещение<br>reklama, e'lon | <b>product</b> ['prɒdʌkt] продукт; продукция; выработка, изделие<br>mahsulot                 |
| <b>advertiser</b> [əd'vɜ:təɪzə] рекламодатель<br>reklama beruvchi                            | <b>consumer</b> [kən'sju:mə] потребитель<br>iste'molchi                                      |

**1 Look, listen and repeat.**

ad    advert    advertisement    advertiser    advertising    product    consumer

**2a Look and answer the questions**

1. What kind of text is it?
2. Where do we find it?
3. Do you know any adverts?

**2b Read and match.**

1. logo
2. name
3. picture of product
4. information about product
5. where/how to get product
6. slogan

**3 Make sentences**

e.g. The tastiest juice in the world

|                  |                  |                                                                                                              |                                                                                |
|------------------|------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| The              | best             | video horror film book CD<br>mobile phone<br>technology<br>magazine<br>computer<br>shampoo<br>bread<br>palov | in 2002.<br>in Tashkent.<br>in the world.<br>in Central Asia.<br>this century. |
|                  | cheapest         |                                                                                                              |                                                                                |
|                  | biggest          |                                                                                                              |                                                                                |
|                  | first            |                                                                                                              |                                                                                |
|                  | smallest         |                                                                                                              |                                                                                |
|                  | newest           |                                                                                                              |                                                                                |
|                  | latest           |                                                                                                              |                                                                                |
|                  | funniest         |                                                                                                              |                                                                                |
|                  | strangest        |                                                                                                              |                                                                                |
|                  | most frightening |                                                                                                              |                                                                                |
| tastiest         |                  |                                                                                                              |                                                                                |
| most exciting    |                  |                                                                                                              |                                                                                |
| most interesting |                  |                                                                                                              |                                                                                |

**4a Work in groups. Make an advert.**

1. Choose a product.
2. Design a logo for it.
3. Draw a picture of it.
4. Write the words of the advert.
5. Write a slogan.

**4b Display your advert.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 | <b>Remember:</b> superlative + object + time/place    The best English book ever.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br><b>Advertising or advertizing</b> <sup>[1][2][3]</sup> is a form of <b>communication</b> for <b>marketing</b> and used to encourage, <b>persuade</b> , or manipulate an audience (viewers, readers or listeners; sometimes a specific group) to continue or take some new action. Most commonly, the desired result is to drive consumer behavior with respect to a commercial offering, although political and ideological advertising is also common. This type of work belongs to a category called <b>affective labor</b> . <sup>[citation needed]</sup><br><a href="http://en.wikipedia.org/wiki/Advertisement">http://en.wikipedia.org/wiki/Advertisement</a> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Hometask:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



Deputy director on educational affairs: \_\_\_\_\_

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 5. Advertising                                                                                                                                                                                                                                                                       |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about For and against advertising                                                                                                                                                                                                                                       |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 5. Advertising

**Vocabulary:**

|                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>shampoo [ʃæm'pu:] шампунь shampoo<br/>                 use [ju:z] использовать, пользоваться ishlatmoq, foydalanmoq<br/>                 thing [θɪŋ] вещь, предмет narsa, buyum<br/>                 Introduction [ˌɪntrə'dʌkʃ(ə)n] введение, вступление kirish qismi</p> | <p>necessary ['nesəs(ə)rɪ] необходимый, нужный kerakli<br/>                 important [ɪm'pɔ:t(ə)nt] важный, значительный muhim<br/>                 educate ['edʒukeɪt] ['edju-] воспитывать, обучать ta'lim berish</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Buy PANTENEPRO-V. Makes your hair straight and shiny. Remember only PANTENE PRO - V has 'a secret ingredient' to make your hair really straight.

**1a Look at the advert and say what you think it is about.**

**1b Read and check.**

Were you right?

**1c Answer the questions.**

1. Do you use shampoo? Why?/Why not?
2. Do you use this shampoo?
3. Did you know this shampoo before?
4. Do you want to use it now? Why?

**2a Look at the parts of the text and match.**

1. Introduction
2. Good things about advertising
3. Bad things about advertising
4. Conclusion

Advertising: Good or bad?

A

Advertising companies say advertising is necessary and important. It informs people about new products. Advertising hoardings in the street make our environment colourful. And adverts on TV are often funny. iSometimes they are mini-dramas and we wait for the next programme in the mini-drama.'Advertising can educate, too. Adverts tell us about new, healthy products. And adverts in magazines give us ideas for how to look prettier, be fashionable and be successful.

Without advertising life is boring and colourless.

B

Advertising is very powerful. The question is: is it a power for good?

C

So there you are - good or bad? I don't know what you think, but I'm going to watch TV ... until the adverts start. Then I'm going to make a cup of tea!

D

But some consumers argue that advertising is a bad thing. They say that advertising is bad for children. Adverts make children 'pester' their parents to buy things for them. Advertisers know we love our children and want to give them everything. So they use children's 'pester power' to sell their products. Finally, consumers say, if there is advertising there must be rules. Some adverts advertise unhealthy things like cigarettes and make people waste their money.

**2b Find these words in the text. Guess what they mean. Say how you know.**

powerful hoardings pester

**2c Copy and complete with the information from the text.**

Advertising

| Advantages         | Disadvantages  |
|--------------------|----------------|
| e.g. informs us    | makes products |
| about new products | more expensive |

**2d Read and answer the questions.**

1. Which sentences contain the main ideas?
2. Which sentences contain supporting information?

**1 HOUR LESSON PLAN - FLY HIGH 7**

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p>3. Which sentences do we need for a summary?</p> <p><b>2e Say True or False or Don't know.</b></p> <ol style="list-style-type: none"> <li>The writer is for advertising.</li> <li>The writer is against advertising.</li> <li>Say why you think so.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Grammar</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>In Latin, ad vertere means "to turn toward."<sup>[citation needed]</sup> The purpose of advertising may also be to reassure employees or shareholders that a company is viable or successful. Advertising messages are usually paid for by <a href="#">sponsors</a> and viewed via various <a href="#">traditional media</a>; including <a href="#">mass media</a> such as <a href="#">newspaper</a>, <a href="#">magazines</a>, <a href="#">television commercial</a>, <a href="#">radio advertisement</a>, <a href="#">outdoor advertising</a> or <a href="#">direct mail</a>; or <a href="#">new media</a> such as <a href="#">blogs</a>, <a href="#">websites</a> or <a href="#">text messages</a>.</p> <p>Commercial advertisers often seek to generate increased <a href="#">consumption</a> of their <a href="#">products</a> or <a href="#">services</a> through "<a href="#">branding</a>," which involves associating a product name or image with certain qualities in the minds of <a href="#">consumers</a>. <a href="#">Non-commercial</a> advertisers who spend money to advertise items other than a consumer product or service include political parties, interest groups, religious organizations and governmental agencies. <a href="#">Nonprofit organizations</a> may rely on free modes of <a href="#">persuasion</a>, such as a <a href="#">public service announcement</a> (PSA).</p> <p><a href="http://en.wikipedia.org/wiki/Advertising">http://en.wikipedia.org/wiki/Advertising</a></p> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

Deputy director on educational affairs: \_\_\_\_\_

# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 6. Project                                                                                                                                                                                                                                                                           |
| <b>Aim of the lesson:</b>                                         | to teach pupils work independently                                                                                                                                                                                                                                                          |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 6. Project.

**1a Read and answer the questions.**

1. Who is the letter to?
2. Who is the letter from?
3. What is going to happen?
4. Why did they write the letter?
5. Is the letter formal or informal? How do you know?
6. Do the writers know the person they are writing to? How do you know?

The Leader of the Mahalla Committee Tstiqolol' \*-1  
25 Istiqlol Street  
Andijon City

February 21\*-2

Dear Leader\*-3

We have seen the plan for a new advertising hoarding outside the bank on Navbahor Street. We are writing to tell you we are\*-4 against this plan. We already have some advertising hoardings in our mahalla. They advertise things like biscuits, mobile phones and cassettes. Children see the hoardings and ask their parents to buy the things. The things are very expensive.\*-5 Parents cannot buy the things and they feel sorry. Children learn bad habits. Please do not put up any new advertising hoardings.\*-6

Yours sincerely\*-7

Senior.citizens of the mahalla\*-8

1. address of the person you write to
2. date
3. greeting
4. reason for letter
5. arguments
6. request
7. closing
8. name/signature

**1b Work in groups. Answer the questions.**

1. Are you for or against advertisements? Why?
2. Do you agree the letter of the senior citizens of the mahalla? Why?/Why not?

Group 1 For  
e.g. We are for advertisements because they ....

Group 2 Against  
e.g. We are against advertisements because they ....

**1c You are the leader of the mahalla committee. Write your letter to senior citizens of the mahalla.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

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

Deputy director on educational affairs: \_\_\_\_\_

|                                   |                                                                                                                                                                                                                                                                                             |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>       | UNIT 7 LEISURE<br>Lesson 1. My favourite hobby is ...                                                                                                                                                                                                                                       |
| <b>Aim of the lesson:</b>         | to talk with pupils about The most/least popular activities in the UK                                                                                                                                                                                                                       |
| • <b>Upbringing aim:</b>          | 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.                                                                                           |
| • <b>Educational aim:</b>         | 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.                                                                                 |
| • <b>Developmental aim:</b>       | 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.                          |
| <b>Type of the lesson:</b>        | 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. |
| <b>Methodology of the lesson:</b> | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |

**Procedure of the lesson:**

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

UNIT 7 LEISURE Lesson 1. My favourite hobby is ...

**Vocabulary:**

|                                                                                                                                                                 |                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| growing ['grəʊɪŋ] растущий,<br>поднимающийся o'sayotgan<br>flower ['flaʊə]цветок gul<br>play [pleɪ] играть o'yin, o'ynash<br>Collect [kə'lekt] собирать yig'ish | Reading ['redɪŋ]чтение o'qish<br>Writing ['raɪtɪŋ]писание yozish<br>cartoon [kɑ:'tu:ɪn] карикатура мультипликация multfilm<br>Photos ['fəʊtəʊ] фотография, снимок surat |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1 Work in groups. Ask and answer**

e.g. I like growing flowers. What about you?

|              |          |           |                |          |
|--------------|----------|-----------|----------------|----------|
| Playing      | Cartoons | The dutar | Museums        | Going to |
| Watching     | Photos   | Stamps    | Coins          | Taking   |
| Listening to | Music    | Discos    | Embroidery     | Making   |
| Collecting   | Badges   | Poems     | Models         | Drawing  |
| Reading      | Flowers  | Comics    | Computer games | Doing    |
| Writing      |          |           |                | Growing  |

**2 Look at the photo of Nodira and the questions below. Guess the correct answers. Listen and check your answers.**

1 What does Nodira collect?

a badges                      b coins

2 How many coins has she got?

a one hundred              b two hundred

3 Which are her favourite coins?

a Russian b Spanish

**3 Read the table and complete the sentences.**

The most popular leisure activities for English boys and girls.

|                              | Boys 13 | Girls 13 |                         | Boys 13 | Girls 13 |
|------------------------------|---------|----------|-------------------------|---------|----------|
|                              | 19      | 19       |                         | 19      | 19       |
| Indoor activities            |         |          | Outdoor activities      |         |          |
| Watching TV                  | 98%     | 98%      | Going to the cinema     | 42%     | 56%      |
| Playing computer games       | 66%     | 36%      | Going to concerts       | 12%     | 15%      |
| Reading books                | 68%     | 86%      | Going to sports matches | 32%     | 16%      |
| Listening to music           | 91%     | 96%      | Meeting friends         | 85%     | 85%      |
| Playing a musical instrument | 19%     | 24%      | Going shopping          | 68%     | 90%      |
| Sewing                       | 2%      | 40%      | Going to amusement      | 21%     | 9%       |
| Making models                | 59%     | 49%      | parks                   |         |          |
| Drawing                      | 50%     | 40%      |                         |         |          |

e.g. 1 The most popular activity for boys is watching TV.

2 The most popular activity for girls is ... .

3 The most popular indoor activity for girls is ... .

4 The most popular outdoor activity for girls is ... .

5 The most popular indoor activity for boys is ... .

6 The most popular outdoor activity for boys is ... .

7 The least popular activity for girls is ... .

8 The least popular activity for boys is ... .

9 The least popular indoor activity for boys is ... .

10 The least popular outdoor activity for boys is ... .

11 The least popular indoor activity for girls is ... .


12 The least popular outdoor activity for girls is ... .

**4 Work in groups. Ask and answer about your favourite activities. Report.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:



# 1 HOUR LESSON PLAN - FLY HIGH 7

|                                |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Additional information:</b> |  | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>A <b>hobby</b> is a regularly undertaken activity that is done for pleasure, typically, during one's <a href="http://en.wikipedia.org/wiki/Leisure">leisure</a> time. Hobbies can include: the collection of themed items and objects, engaging in creative and artistic pursuits, playing sports, along with many more examples. By continually participating in a particular hobby, one can acquire substantial skill and knowledge in that area.</p> <p><a href="http://en.wikipedia.org/wiki/Hobby">http://en.wikipedia.org/wiki/Hobby</a></p> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Hometask:</b>               | Homework is given according to the academic plan.                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Deputy director on educational affairs: \_\_\_\_\_

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 2. He likes carving                                                                                                                                                                                                                                                                  |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Popular hobbies in Uzbekistan                                                                                                                                                                                                                                     |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 2. He likes carving

**Vocabulary:**

|                                                                                                                                                                                                                                   |                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| bead [bi:d]шарик бусина, бисерина sharcha<br>ring [riŋ] кольцо uzuk<br>bracelet ['breɪslɪt]браслет taqinchoq<br>model ['mɒd(ə)]модель; макет model<br>decoration [ˌdek(ə)'reɪʃ(ə)n]украшение; убранство<br>taqinchoq, dekoratsiya | wood [wʊd]лес древесина yog'och<br>exhibition [ˌeksɪ'biʃ(ə)n]выставка ko'rgazma<br>ornament ['ɔːnəmənt] украшение, орнамент ornamet, taqinchoq<br>carving ['kɑːvɪŋ]резная работа; резьба, резной орнамент;<br>o'ymakorlik |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1 Look, listen and repeat.**

bead ring bracelet model decoration wood exhibition ornament carving

**2 Read and write who does these hobbies.**

1. makes different things from paper. It's origami - 'folded paper'. She has many figures in her collection. She makes animals, birds, flowers, cars, boats and so on. She uses scissors, paper and a pencil and usually does origami at the weekend.
2. makes bracelets, rings and other decorations from beads of different colours. It's great! She doesn't do 'fenichka' every day, only once or twice a week. She gives her decorations to her relatives and friends.
3. usually practises every day for half an hour. He takes lessons once a week from a teacher. He makes jugs, bowls for washing and smoking, trays and other things. When he finishes school he wants to be a metal worker.
4. makes animals and people in national costume. She is a member of the school sewing club and goes there three times a week. She has made a lot of animals: dogs, bears, rabbits, snakes. They are often in the school exhibition. Her friends enjoy looking at them.
5. makes toys from wood. There are twenty toys in his collection. Sometimes he helps his father to make ornaments on tables, vases and doors. He does carving once a week. He wants carving to be his future job.
6. spends many happy hours fishing in lakes, ponds and rivers. He is very proud when he catches a lot offish. He gives them to his family and friends.
  - Viktor
  - Masha
  - Rustam
  - Munira
  - Adelya
  - Aziz

**3 Work in pairs. Ask and answer.**

e.g. A: Who does carving?

B: Do you agree?

A: Yes/No, I think it's ....

**4 Copy, listen and complete.**

**5 Chain Drill.**

e.g A: When I'm older I'm going to do carving. What about you?

B: When I'm older I'm going to join the origami club. What about you?

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br><b>Carving</b> is the act of using <a href="#">tools</a> to shape something from a material by scraping away portions of that material. The technique can be applied to any material that is solid enough to hold a form even when pieces have been removed from it, and yet soft enough for portions to be scraped away with available tools. Carving, as a means for making <a href="#">sculpture</a> , is distinct from methods using soft and malleable materials like <a href="#">clay</a> or melted <a href="#">glass</a> , which may be shaped into the desired forms while soft and then harden into that form. Carving tends to require much more work than methods using malleable materials. <sup>[1]</sup><br><a href="http://en.wikipedia.org/wiki/Carving">http://en.wikipedia.org/wiki/Carving</a> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Hometask:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 3. Popular TV programmes                                                                                                                                                                                                                                                             |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Popular TV programmes in Uzbekistan                                                                                                                                                                                                                               |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

## Lesson 3. Popular TV programmes

### Vocabulary:

|                                                                                                                                                                                     |                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>habit</b> ['hæbɪt] обыкновение; обычай, традиция, заведённый порядок<br><b>long</b> [lɒŋ] длинный; больше своей ширины<br><b>hobby</b> ['hɒbi] хобби, увлечение, любимое занятие | <b>Morning Star</b> ['mɔ:ɪŋ] [stɑ:] утренняя звезда<br><b>motherland</b> ['mʌðəlænd] отечество, отчизна, родина<br><b>journey</b> ['dʒɜ:ni] путешествие, поездка ( <i>обычно сухопутное</i> ) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1 Work in pairs. Interview your partner about his/her television habits.**

1. Do you like watching TV?
2. What programmes do you like best?
3. Does TV help you at school?
4. For how long do you watch TV each day?
5. What do you think about adverts?
6. What do you like most - watching TV or doing another hobby?

**2 Work in groups. Read and tell the class which programmes are popular in your group**

e.g. Rustam likes cartoons, Oksana and Shahnoza like Morning Star, and Alisher likes thrillers.

|                                                                                                                                                                                  |                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Uz TV1<br>8.35 Kamalak Programme for children.<br>10.00 I serve my Motherland.<br>13.30 Cartoon time.<br>17.10 Football. Samarkand v Andijan.<br>18.20 Oltin toj. TV game.       | TTV<br>7.00 a.m. News and weather.<br>7.15 a.m. The big trip. Young travelers as they journey round the world.<br>4.00 p.m. Today's day. History quiz.<br>9.20 p.m. Film: In the Deep Woods. A thriller.<br>11.00 p.m. The Video Show. Pop music videos. |
| TV 4<br>8.05 Morning star.<br>12.20 Travellers' club.<br>14.00 News.<br>17.00 Win a million! The quiz show with big prizes.<br>19.35 Film: Leon with Jaen Reno. An action movie. |                                                                                                                                                                                                                                                          |

**3 Chain Drill.**

Mother: Aziz, there's something wrong with the TV. So you can't watch cartoon time. What will you do?

e.g. I'll play chess. And what will you do?

**4 Work in groups. Say what you will do.**

It's Saturday. You want to go for a walk, but it's raining. What will you do?

e.g. I'll listen to music and I'll read Fly High 7. What about you?

**5 Some famous American basketball players are coming to visit your school and talk to the pupils. You must help your teacher prepare for the visit. Say what you will do.**

e.g. We'll sweep the yard.

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 | <b>Remember:</b> I'll/I will play chess. What will you do?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br>A <b>television program</b> (usually <b>television programme</b> in the <a href="http://en.wikipedia.org/wiki/United_Kingdom">United Kingdom</a> ), also called <b>television show</b> , is a segment of content intended for broadcast on <a href="http://en.wikipedia.org/wiki/television">television</a> . It may be a one-time <a href="http://en.wikipedia.org/wiki/production">production</a> or part of a periodically recurring series. A single program in a series is called an <a href="http://en.wikipedia.org/wiki/episode">episode</a> .<br>A television series that is intended to comprise a limited number of episodes is usually called a <a href="http://en.wikipedia.org/wiki/miniseries">miniseries</a> or <a href="http://en.wikipedia.org/wiki/serial">serial</a> . Series without a fixed length are usually divided into <a href="http://en.wikipedia.org/wiki/seasons_or_series">seasons or series</a> , yearly or semiannual installments of new episodes. While there is no defined length, US industry practice tends to favor longer seasons than those of some other countries.<br><a href="http://en.wikipedia.org/wiki/Television_program">http://en.wikipedia.org/wiki/Television_program</a> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

Deputy director on educational affairs: \_\_\_\_\_

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 4. Watching TV - is it good?                                                                                                                                                                                                                                                         |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about For and against TV                                                                                                                                                                                                                                                |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 4. Watching TV - is it good?

**Vocabulary:**

|                                                                                                                                                 |                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| fun [fʌn] веселье quvonch<br>table ['teɪbl] стол stol<br>conversation [ˌkɒnvə'seɪʃ(ə)n] разговор suhbat<br>TV [ti:'vi:]телевидение televideniye | weather ['weðə] погода ob-havo<br>nothing ['nʌθɪŋ] ничто хечх narsa<br>thriller ['θrɪlə] триллер; остросюжетный фильм triller,<br>o'tkir suujetli film |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

**1 Copy your teacher's table, listen to the conversation and complete.**

Interviewer: Aziz, do you like watching TV?

Aziz: Well, I watch TV or video when the weather's bad and I have nothing else to do.

Interviewer: What programmes do you like best?

Aziz: Nature programmes, cartoons, thrillers - they are exciting - and sports programmes. They're fun.

Interviewer: What about education programmes?

Aziz: No, they're boring.

Interviewer: Okay. Thank you.

Interviewer: Go'zal, do you like watching TV?

Go'zal: Yes, of course. It's great. I enjoy it and there are lots of interesting things. I learn a lot of things from TV.

Interviewer: Can you give an example?

Go'zal: Sure. The education

programmes and the news help me a lot with my lessons

Interviewer: What about programmes for pleasure?

Go'zal: Er.. music and quizzes. They're wonderful.

Interviewer: Cartoons?

Go'zal: They are funny but I don't like them.

Interviewer: I see. Okay.

Interviewer: Masha, are you for or against TV?

Masha: I think it's a waste of time. And if you watch TV for many hours it's dangerous for your eyes.

Interviewer: So, you think watching TV is unhealthy, do you?

Masha: Yes, I do. And there's a lot of rubbish on TV especially when they show ads. I like reading in my free time best. But sometimes I watch quizzes like 'The field of wonders' or a comedy.

Interviewer: Thank you.

**2 Read the dialogues and answer the questions.**

1. Why does Aziz like watching TV?
2. What programmes does he like best?
3. Does Go'zal learn from TV?
4. What programmes help her at school?
5. What programmes does she watch for pleasure?
6. Is Masha for or against TV?
7. Why does Masha like reading most?
8. What does she think about ads?

**3 Read and complete.**


Television

|                            |               |
|----------------------------|---------------|
| Advantages                 | Disadvantages |
| e.g. We can learn from TV. |               |

**4 Debate. 'TV is waste of time. Teenagers should not watch TV'.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

# 1 HOUR LESSON PLAN - FLY HIGH 7

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                     |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Grammar</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                     |
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p><b>Television (TV)</b> is a <a href="#">telecommunication medium</a> for transmitting and receiving moving images that can be <a href="#">monochrome (black-and-white)</a> or colored, with or without accompanying sound. "Television" may also refer specifically to a <a href="#">television set</a>, <a href="#">television program</a>, or <a href="#">television transmission</a>.</p> <p>The etymology of the word has a mixed Latin and Greek origin, meaning "far sight": Greek <i>tele</i> (τῆλε), far, and Latin <i>visio</i>, sight (from <i>video</i>, <i>vis</i>- to see, or to view in the first person).<br/> <a href="http://en.wikipedia.org/wiki/Tv">http://en.wikipedia.org/wiki/Tv</a></p> |  |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |

Deputy director on educational affairs: \_\_\_\_\_



|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 5. I won't stay in town                                                                                                                                                                                                                                                              |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Summer camps                                                                                                                                                                                                                                                      |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 5. I won't stay in town

**Vocabulary:**

|                                                                                                                                                                                              |                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>happy ['hæpɪ] счастливый baxtli, qivonchli<br/>wonderful ['wʌndəf(ə)] замечательный ajoıyb<br/>camp [kæmp] лагерь lager<br/>training ['treɪnɪŋ] обучение тренировка trening, o'qitish</p> | <p>Fancastic [fæn'tæstɪk] фантастический fantastik<br/>improve [ɪm'pru:v] улучшаться yaxshilash<br/>village ['vɪlɪdʒ] деревня, село qishloq<br/>soft toys [sɔft] [tɔɪ] yumshoq o'yinchoq</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Read and say where Oleg and Shahnoza will go in the summer and why they will go there.**

Dear Boris

I am very happy because I saw Rustam yesterday and he told me about a wonderful sports camp. So I've decided to go there in July. I won't go to the mountains. I'll go to this camp because I can do football training there and do lots of other sports too. Fancastic! And I'll improve my English too. All the training will be in English because the trainers are American, so I won't forget my English during the summer. At weekends there will be competitions, games and songs. Great! I hope you can come too.

Yours

Oleg

Dear Granny

Sorry you are not well. You know I like it in the village so I won't go to a summer camp this year, I'll come and stay with you. Then I can help you. I'll do the washing and the cleaning so you won't have to work. You'll have a rest. I'll do the cooking and the washing up, you won't have to do anything. But in the evenings I hope you won't be too tired to help me. I want to make some soft toys for my friends. I'll write again soon.

Lots of love

Shahnoza

**1b Read and say what Oleg and Shahnoza will do at the sports camp and in the village.**

**1c Work in pairs. Pupil A will go to a sports camp. Pupil B will go to a village. Ask and answer what you will do in these places**

**1d Read the letters again and correct the sentences**

e.g. No, Oleg won't go to the mountains, he'll go to a sports camp.

- Oleg will go to the mountains this summer.
- Oleg will go to the sports camp in August.
- Oleg will go to the sports camp because he can do kurash training there.
- Oleg will forget his English in the summer holidays.
- At weekends there won't be any competitions, games or songs.
- Shahnoza will go to a summer camp this year.
- Shahnoza's granny will work hard this summer.
- Shahnoza will have a rest in the summer.
- Shahnoza won't make soft toys for her friends.
- Shahnoza won't write to her granny again.

**2a Look at the poster on the next page. Read and choose the camp you want to go to.**

e.g. I'll go to the sports camp, because I want to learn new games and sports

**2b Find other pupils who want to go to the same camp. Ask and answer.**

e.g. Where will you go in the summer?

**2c Work in groups. Say why you want to go to the camp**

e.g. I want to go to the 'Land of Fantasy' camp because I want to improve my English.

**2d Write a letter to your friend about the camp you will go to. Use the letters in 1a as an example.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                |                                                                            |
|----------------|----------------------------------------------------------------------------|
| <b>Grammar</b> | <b>Remember:</b> I/you/he/she/we/they will go to the camp will not = won't |
|----------------|----------------------------------------------------------------------------|

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>A town is a <a href="#">human settlement</a> larger than a <a href="#">village</a> but smaller than a <a href="#">city</a>. The size definition for what constitutes a "town" varies considerably in different parts of the world, so that, for example, many "small towns" in the <a href="#">United States</a> would be regarded as villages in <a href="#">Europe</a>, while many European "small towns" would qualify as cities in the United States.<br/><a href="http://en.wikipedia.org/wiki/Town">http://en.wikipedia.org/wiki/Town</a></p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                     |                                                                              |
|---------------------|------------------------------------------------------------------------------|
| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Homework:</b>    | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_



**1 HOUR LESSON PLAN - FLY HIGH 7**

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

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------|-------------------------|--------------------|-------------------|-----------------------------------------|-------------------------------|-------------------------|----------------------|-----------------------------------|--------------------|-----------------------------|---------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 6. Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Aim of the lesson:</b>                                         | to teach pupils work independently                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Upbringing aim:</b>                                            | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Educational aim:</b>                                           | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Developmental aim:</b>                                         | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Type of the lesson:</b>                                        | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>This is the lesson plan of SAIDALIYEVA SHAHNOZA:</b>           | Lesson 6. Project.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
|                                                                   | <p><b>1a Work in groups. Design a summer camp.</b><br/>                 Write an advert for your camp. Draw a plan of the camp. Say:</p> <table border="0"> <tr> <td>-what kind of camp it will be</td> <td>-what games you will play</td> </tr> <tr> <td>-when you will go there</td> <td>-who you will meet</td> </tr> <tr> <td>-where it will be</td> <td>-what animals and birds will live there</td> </tr> <tr> <td>-what will be there and where</td> <td>-what you will organise</td> </tr> <tr> <td>-where you will live</td> <td>-what you can recycle in the camp</td> </tr> <tr> <td>-where you will go</td> <td>-how long you will be there</td> </tr> <tr> <td>-what hobbies you will do</td> <td></td> </tr> </table> <p><b>1b Present your camp to the class.</b></p> | -what kind of camp it will be | -what games you will play | -when you will go there | -who you will meet | -where it will be | -what animals and birds will live there | -what will be there and where | -what you will organise | -where you will live | -what you can recycle in the camp | -where you will go | -how long you will be there | -what hobbies you will do |
| -what kind of camp it will be                                     | -what games you will play                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| -when you will go there                                           | -who you will meet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| -where it will be                                                 | -what animals and birds will live there                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| -what will be there and where                                     | -what you will organise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| -where you will live                                              | -what you can recycle in the camp                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| -where you will go                                                | -how long you will be there                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| -what hobbies you will do                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Grammar</b>                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Additional information:</b>                                    | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Assessment :</b>                                               | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |
| <b>Hometask:</b>                                                  | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                           |                         |                    |                   |                                         |                               |                         |                      |                                   |                    |                             |                           |

Deputy director on educational affairs: \_\_\_\_\_

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| <b>Theme of the lesson:</b>                                       | UNIT 8 GEOGRAPHY<br>Lesson 1. We're going to Britain                                                                                                                                                                                                                                        |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about The UK: regions, counties, government                                                                                                                                                                                                                             |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

UNIT 8 GEOGRAPHY  
Lesson 1. We're going to Britain

**Vocabulary:**

|                                                                                                                                      |                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| commonwealth ['kɒmənweɪθ] государство davlat<br>Parliament ['pɑːləmənt] парламент parlament<br>power ['paʊə] сила, мощь kuch, qudrat | colony ['kɒləni] колония koloniya<br>rule [ruːl] правило qoida<br>capital ['kæpɪtəl] столица poytaxt<br>county ['kaʊnti] графство округ graflik, okrug |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

**1 Read and answer.**

1. Is Anvar happy or sad?
2. Why?

**2 Do the quiz. True or False?**

1. The official name of Great Britain is the UK.
2. Great Britain has three parts: Wales, England and Scotland.
3. The capital of Great Britain is Edinburgh
4. Great Britain is an island.

**3 Read and complete the map.**

Right. Now, before we go you need to learn about the places we're going to visit. Britain is divided into more than 90 counties. The counties around the capital are called the Home Counties. There's a 'county' town (or administrative centre) in each county. Many counties are named after a city. Cambridge is the county town of Cambridgeshire, to the north of London. Oxford is in Oxfordshire, to the north-west of London and York is in North Yorkshire, to the north of Cambridge. But Manchester is in Greater Manchester, to the south-west of York and London is in Greater London!

Wow. We've won the English competition! We're going to visit the UK and the USA on a school exchange. Hurray!

**4a Translate the sentences.**

A: Britain is divided into three parts.  
B: Someone divided Britain into three parts.

**4b Answer the questions.**

1. What is the difference between the two sentences?
2. How many parts does the verb have? What are they?

**4c Find other examples in the text Translate them.**

**5a Find in the Wordlist and translate**

Commonwealth Parliament power colony to rule

**5b Listen to the cassette letter from the English pupils and answer the questions.**

1. Who is the Head of State in Britain?
2. Does the Queen rule the country?
3. What does the Queen do?
4. What happened in 1949?
5. Who does the real power in Britain belong to?
6. What questions do the English pupils ask?

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 | <p><b>Remember:</b><br/>Great Britain is divided into three parts. Many counties are named after a city.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>The <b>United Kingdom of Great Britain and Northern Ireland</b>,<sup>[nb]</sup><sup>[1]</sup> commonly known as the <b>United Kingdom (UK)</b> or <b>Britain</b>, is a <b>sovereign state</b> located off the north-western coast of <b>continental Europe</b>. The country includes the island of <b>Great Britain</b>, the north-eastern part of the island of <b>Ireland</b>, and many smaller islands. <b>Northern Ireland</b> is the only part of the UK that shares a <b>land border</b> with another state—the <b>Republic of Ireland</b>.<sup>[nb]</sup><sup>[8]</sup> Apart from this land border, the UK is surrounded by the <b>Atlantic Ocean</b> in the west and north, the <b>North Sea</b> in the east, the <b>English Channel</b> in the south, and the <b>Irish Sea</b> in the west.</p> <p>The UK's form of government is a <b>constitutional monarchy</b><sup>[9]</sup><sup>[10]</sup> with a <b>parliamentary system</b> and its <b>capital city</b> is <b>London</b>. It is one of the <b>Commonwealth Realms</b>. The United Kingdom consists of <b>four countries</b>: <b>England</b>, <b>Scotland</b>, <b>Wales</b> and <b>Northern Ireland</b>.<sup>[11]</sup> The latter three have <b>devolved</b> administrations,<sup>[12]</sup> each with varying powers,<sup>[13]</sup><sup>[14]</sup> based in their capital cities, <b>Edinburgh</b>, <b>Cardiff</b> and <b>Belfast</b>, respectively. <b>Guernsey</b>, <b>Jersey</b> and the <b>Isle of Man</b> are <b>Crown dependencies</b> and are not part of the UK.<sup>[15]</sup> The United Kingdom has fourteen <b>British Overseas Territories</b>.<sup>[16]</sup> These are remnants of the <b>British Empire</b> which, at its height in the late 19th and early 20th centuries, encompassed almost a quarter of the world's land mass and was the <b>largest empire in history</b>. British influence can be observed in the <b>language</b>, <b>culture</b> and <b>legal systems</b> of many of its former colonies.</p> <p><a href="http://en.wikipedia.org/wiki/United_Kingdom">http://en.wikipedia.org/wiki/United_Kingdom</a></p> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Hometask:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



Deputy director on educational affairs: \_\_\_\_\_

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| <b>Theme of the lesson:</b>                                       | Lesson 2. We're in America                                                                                                                                                                                                                                                                  |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about The USA: states, their location, features                                                                                                                                                                                                                         |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 2. We're in America

**Vocabulary:**

|                                                                                                                                              |                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Alaska [æ'læskə] Аляска<br>Minnesota [ˌmɪnɪ'səʊtə] Миннесота<br>California [ˌkælɪ'fɔːniə] Калифорния<br>New Jersey [ˌnjuː'dʒɜːzi] Нью-Джерси | Michigan ['mɪʃɪɡən] Мичиган<br>Illinois [ˌɪlɪ'nɔɪ] Иллинойс<br>Montana [ˌmɒn'tænə] Монтана<br>Florida ['flɒrɪdə] Флорида |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|

**1 Look, listen and repeat.**

- 1 Alaska
- 2 Minnesota
- 3 California
- 4 New Jersey
- 5 Michigan
- 6 Illinois
- 7 Montana
- 8 Florida

**2a How much do you know about the USA? Read and say True or False.**

1. New York is the capital of the USA.
2. There are cowboys in America today.
3. You can meet Mickey Mouse in Florida.
4. If you want to be a filmstar, you should go to California.

**2b Read about the places the pupils are going to visit in America. Check your answers to 2a**

The USA is divided into 50 states and the District of Columbia. Some states are famous for their noisy cities. Others are famous for their trees and mountains. Some states have kilometres and kilometres of farmland. The largest state is Alaska. You can see big bears there. Michigan is situated in the valley of the Great Lakes. New Jersey, on the Atlantic coast, is famous for its gardens, and Minnesota, for its wonderful wheat fields. Abraham Lincoln, the sixteenth president, began his political activity in Illinois and this state is called the Land of Lincoln. California is situated on the west coast and is famous for Hollywood and films. Montana is full of sheep and cows. It's also the land of cowboys, Indians and rodeo. Do you know what Florida is famous for?

**3a Work in pairs. Point and say which state is in the north/south/west/east of the USA.**

e.g. Montana is in the north-west.

**3b Work in pairs. Ask and answer.**

e.g. A: What is Montana famous for?  
 B: It's famous for its cowboys, rodeo and Indians.

**4 Listen to the pupils' trip round New York and number the places in order.**

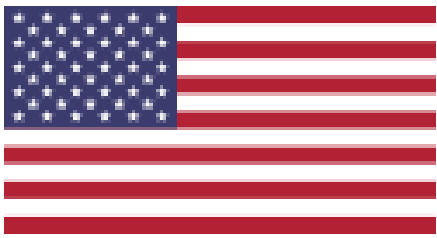
- a The Empire State Building
- b The Metropolitan Museum
- c The Hudson River
- d Central Park

**5 Ask and answer.**

e.g. A: Where would you like to go and why?  
 B: I'd like to go to the Statue of Liberty, because I want to see it and walk inside it.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Grammar                        |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> | <p>The <b>United States of America (USA or U.S.A.)</b>, commonly referred to as the <b>United States (US or U.S.)</b> or <b>America</b>, is a <a href="#">federal republic</a><sup>[10][11]</sup> consisting of 50 <a href="#">states</a> and a <a href="#">federal district</a>. The <a href="#">48 contiguous states</a> and the federal district of <a href="#">Washington, D.C.</a> are in central <a href="#">North America</a> between <a href="#">Canada</a> and <a href="#">Mexico</a>. The state of <a href="#">Alaska</a> is the northwestern part of North America, west of Canada and east of Russia which is across the <a href="#">Bering Strait</a> in <a href="#">Asia</a>, and the state of <a href="#">Hawaii</a> is an archipelago in the mid-North <a href="#">Pacific</a>. The country also has five populated and nine unpopulated <a href="#">territories</a> in the Pacific and the <a href="#">Caribbean</a>.</p> <p>At 3.79 million square miles (9.83 million km<sup>2</sup>) in total and with around 315 million people, the United States is the <a href="#">fourth-largest in total area</a>, the fifth largest in the contiguous area and third in <a href="#">population</a>.</p> <p>It is one of the world's most <a href="#">ethnically diverse</a> and <a href="#">multicultural</a> nations, the product of large-scale <a href="#">immigration from many countries</a>.<sup>[12]</sup> The <a href="#">geography</a> and <a href="#">climate of the U.S.</a> is also extremely diverse, with deserts, plains, forests, and mountains that are home to a wide variety of wildlife.</p> <p><a href="http://en.wikipedia.org/wiki/Usa">http://en.wikipedia.org/wiki/Usa</a></p> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



Deputy director on educational affairs: \_\_\_\_\_

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| <b>Theme of the lesson:</b>                                       | Lesson 3. East or west, home is best!                                                                                                                                                                                                                                                       |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Uzbekistan: regions, capital, features                                                                                                                                                                                                                            |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 3. East or west, home is best!

**Vocabulary:**

|                                                                                                                                                            |                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| East [i:st] восток Sharq<br>West [west] запад G'arb<br>North [nɔ:θ] север Shimol<br>South [sauθ] юр Janub<br>railway ['reɪlweɪ] железная дорога temir yo'l | between [br'twi:n] между o'rtasida, orasida<br>famous ['feɪməs] знаменитый mashhur<br>historical [hɪs'tɔ:rɪk(ə)] исторический tarixiy<br>monument ['mɒnjəmənt] памятник; монумент yodgorlik<br>ancient ['eɪn(t)(ə)nt] древний; старинный qadimiy |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Match the names and places**

- |            |    |           |
|------------|----|-----------|
| 1 Nukus    | 7  | Karshi    |
| 2 Urgench  | 8  | Samarkand |
| 3 Namangan | 9  | Bukhara   |
| 4 Andijan  | 10 | Navoi     |
| 5 Fergana  | 11 | Djizzak   |
| 6 Termez   | 12 | Gulistan  |
|            | 13 | Tashkent  |

**1b Listen and check your answers.**

**2a Listen and say which towns from 1a are not mentioned in the text.**

Katya: Uzbekistan is in Central Asia between the Amu Darya and the Syr Darya Rivers. It is divided into the Republic of Karakalpakstan, 12 regions and the capital of the Republic, Tashkent. Samarkand is the centre of Samarkand region. It is more than 2,500 years old. It is famous all over the world for its historical monuments, such as the Registan and Bibi-Khonum.

Tom: Are we going to see these places tomorrow?

Katya: Sure we are. Termez is in the centre of Surkhandaiya region. It is a port and railway centre. Urgench is the administrative, economic and cultural centre of Khorezm region. Some of our most famous scientists and philosophers, Beruni and al horezmi, lived there-. Now Namangan. It is one of the oldest towns in Uzbekistan. Today it is an important industrial centre. It is famous for khon atlas. Damien! Are you listening or are you asleep?

Damien: What? Oh, sorry.

Katya: Navoi is named after the Uzbek poet and thinker Alisher Navoi. You can ride camels there.

Damien: Wow! Can we go there and ride camels?

Katya: Sure. Now Kashkadarya region. Amir Temurwas from Kashkadarya. You know him as Tamerlane. Fergana is a big industrial and cultural centre in the east. It is famous for fruit. The Great Silk Road went through Fergana and connected it with China, India and other countries. Djizzak is the centre of a big cotton-growing region. Bukhara is famous for its scientists and poets such as Rudaki and Avicenna. Andijan, home of the poet Mukhammad Bobur, is another ancient city. Like Djizzak and Bukhara, Andijan is on the Silk Road. Nukus is the capital of the Republic of Karakalpakstan. It is a centre for silk worms and...

Victoria: Can we go there? I'd like to see silk worms...

**2b Read and complete Victoria's notes.**

|                                 |                           |
|---------------------------------|---------------------------|
| Region                          | Famous for                |
| e.g. Samarkand 2,500 years old. | Registan and Bibi Khonum. |

**2c Work in pairs. Imagine you are Victoria. Choose the three places you most want to visit and say why.**

e.g. I've chosen ... because I want to see/I'm interested in ...

This is the lesson plan of SAIDALIYEVA SHAHNOZA:



|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                              |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Grammar                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                              |
| Additional information: | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p><b>Uzbekistan</b> (U.S. pronunciation:  /uz.'bɛk.i.'stæn/, U.K. pronunciation:  /uz.'bɛk.i.'stɑ:n/), officially the <b>Republic of Uzbekistan</b> (<i>Uzbek: O'zbekiston Respublikasi, Ўзбекистон Республикаси</i>) is a <u>landlocked country</u> in <u>Central Asia</u>. Before 1991, it was part of the <u>Soviet Union</u>.</p> <p>Once part of the <u>Persian Samanid</u> and later <u>Timurid</u> empires, the region which today includes the Republic of Uzbekistan was conquered in the early 16th century by nomads who spoke an <u>Eastern Turkic</u> language. This region was subsequently incorporated into the <u>Russian Empire</u> in the 19th century, and in 1924 it became a bounded constituent republic of the Soviet Union, known as the <u>Uzbek Soviet Socialist Republic (Uzbek SSR)</u>. It subsequently became the independent Republic of Uzbekistan on 31 August 1991 (officially, from the following day). Most of Uzbekistan's population today belong to the <u>Uzbek ethnic group</u> and speak the <u>Uzbek language</u>, one of the family of <u>Turkic languages</u>. Uzbekistan's economy relies mainly on commodity production, including <u>cotton</u>, <u>gold</u>, <u>uranium</u>, and <u>natural gas</u>. Despite the declared objective of <u>transition</u> to a <u>market economy</u>, Uzbekistan continues to maintain economic controls, which deter foreign investment and imports and benefit domestic 'import substitution'. The policy of a gradual, strictly controlled transition to the market economy has nevertheless produced beneficial results in the form of economic recovery after 1995. Uzbekistan's domestic policies on human rights and individual freedoms have been criticised by some international organizations.<sup>[5]</sup></p> <p> <a href="http://en.wikipedia.org/wiki/Uzbekistan">http://en.wikipedia.org/wiki/Uzbekistan</a></p> |                                                                              |
| Assessment :            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marking pupils according to their homework and activities during the lesson. |
| Homework:               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 4. Tashkent - capital city                                                                                                                                                                                                                                                           |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Buildings and features of Tashkent                                                                                                                                                                                                                                |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 4. Tashkent - capital city

**Vocabulary:**

|                                                                                                                                                                                                                                                                              |                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| intercontinental [ˌɪntəˌkɒntɪˈnɛnt(ə)]<br>МЕЖКОНТИНЕНТАЛЬНЫЙ qit'alararo<br>hotel [(h)ə(u)'tel] гостиница, отель mehmonxona<br>Business Centre ['bɪznɪs] ['sɛntə] торговый центр biznes markaz<br>Square [skweə] квадрат kvadrat, maydon<br>Museum [mjuː'ziːəm] музей, muzey | Tower ['taʊə] башня minora<br>Metro ['metrəʊ] метро metro<br>building ['bɪldɪŋ] здание bino<br>river ['rɪvə] река daryo<br>conservatoire [kən'sɜːvətɔɪr] консерватория<br>konservatoriya |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- a Intercontinental Hotel
- b Aquapark
- c Tashkent Business Centre
- d Uzbek National Theatre
- e Navoi Theatre
- f Mustaqillik Square
- g Oliy Majlis
- h Amir Temur Museum
- i TV Tower
- j Metro

**1a Look and answer the questions.**

1. Have you ever been to Tashkent?
2. Which buildings do you know?

**1b Listen and number the buildings in the order of the bus tour. Which building is not on the tour?**

**1c Look and say which places you would like to visit/have visited.**

e.g. I'd like to visit the TV Tower because I can see all of Tashkent from the top.

**2 Say True or False. Correct the false sentences.**

e.g. Tashkent isn't situated on the Syr Darya River. It's situated on the Chirchik River.

1. Tashkent is situated on the Syr Darya River.
2. Tashkent is called 'stone city'.
3. Tashkent is called a city of lakes.
4. Films are shown in the Navoi theatre.
5. The Music Conservatoire is named after Alisher Navoi.
6. A lot of important meetings are held in Tashkent.
7. The capital of Uzbekistan is called Toshqo'rg'on.
8. Operas are performed in the Navoi theatre.

**3a Read the questions and answers.**

Is Great Britain divided into four parts? No, it isn't. It's divided into three parts. How many parts is Uzbekistan divided into? It's divided into 12 regions, the capital Tashkent and the Republic of Karakalpakstan.

**3b Write five question, for your partner.**

e.g. Is Great Britain divided into four parts?

**3c Work in pairs. Answer your partner's questions.**

e.g. No, it isn't. It's divided into three parts.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                     |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 | <b>Remember:</b><br>Tashkent is not/isn't situated on the Tashkent River.<br>Is Great Britain divided into three parts?<br>How many parts is Great Britain divided into?                                                                                                                            |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br><br><b>Tashkent</b> (/ˌtæʃˈkɛnt/; <b>Uzbek</b> : Tashkent, Тошкент [tɒʃˈkɛnt]; <b>Russian</b> : Ташкент, [tɐsˈkʲɛnt]; literally "Stone City") is |

## 1 HOUR LESSON PLAN - FLY HIGH 7

the capital of [Uzbekistan](#) and of the [Tashkent Province](#). The officially registered population of the city in 2008 was about 2.2 million.<sup>[1]</sup>



During its long history, Tashkent has had various changes in names and political and religious affiliations.

<http://en.wikipedia.org/wiki/Tashkent>



**Assessment :**

Marking pupils according to their homework and activities during the lesson.

**Homework:**

Homework is given according to the academic plan.

Deputy director on educational affairs: \_\_\_\_\_

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 5. What do the flags say?                                                                                                                                                                                                                                                            |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Flags, nationalities, languages                                                                                                                                                                                                                                   |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 5. What do the flags say?

**Vocabulary:**

|                                                                                                                                                                                                            |                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| nationality [ˌnæʃ(ə)'nælətɪ] национальность millat<br>French [frentʃ] французский язык fransuz tili<br>represent [ˌreprɪ'zent] изображать tasvirlamoq, ifodalamoq<br>nation ['neɪʃ(ə)n] народ xalq, millat | proud [praʊd] гордый mag'rur<br>stripe [straɪp] полоса; полоска yo'l-yo'l chiziq<br>peace [pi:s] мир tinchlik<br>nature ['neɪtʃə] природа tabiat<br>crescent ['kres(ə)nt] полумесяц yarimoy |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Look at the flags and say the country.**

Hello. I'm Carol. I'm from...  
 Hello. I'm Tom. I'm from...  
 Hello. I'm Damien. I'm from...  
 Hello. I'm Aisha. I'm from...  
 Hello. I'm Anvar. I'm from...  
 Hello. I'm Shelley. I'm from...

**1b Listen and repeat.**

| Country       | Nationality     | Language         |
|---------------|-----------------|------------------|
| New Zealand   | a New Zealander | English          |
| Great Britain | English         | English          |
| The USA       | American        | American English |
| Uzbekistan    | Uzbek           | Uzbek            |
| Australia     | Australian      | English          |
| Canada        | Canadian        | English, French  |

**1c Work in pairs. Look at the picture in 1a. Introduce people and countries.**

e.g. Hello. I'm Carol. I'm from Canada. I'm Canadian. I speak English and French. This is Tom...

**2a Listen, read and say which flags are not described.**

Anvar: It says here 'A national flag represents a nation, its history. It expresses ideas. It makes people proud of their country.  
 Tom: Yeah. I think that's fine. So tell me about your flag, then.  
 Anvar: Well, you can see our flag has three stripes, blue, white and green. Blue represents sky and water. White represents peace and good luck and green represents nature and new life.  
 Tom: I see. What about the two thin red lines?  
 Anvar: They represent the power of life.  
 Tom: That's interesting. And 12 stars... I know it means perfection. Am I right?  
 Anvar: Yes, you are. And the last thing is the crescent moon. It represents the new Republic. Now what about the Stars and Stripes?  
 Tom: Easy. We have 13 red and white stripes on a dark blue background. They represent the 13 colonies of the first independent America. The 50 white stars represent the 50 states. Red represents valour, white purity and blue justice. Now Damien, tell us about the Union Jack.  
 Damien: Our flag is made from three flags. The red cross of St. George on a white background for England, the white cross of St. Andrew on a blue background for Scotland and the red cross of St. Patrick on a white background for Ireland. It represents the union of these countries.

**2b Work in pairs. Ask and answer.**


e.g. A: What do the stripes on the American flag represent?  
 B: They represent the 13 colonies of the first independent America.

**2c Work in pairs. Guess what the symbols on the other flags represent.**

e.g. A: What do the stars on the Australian flag represent?  
 B: I think that they represent the territories of Australia.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

1 HOUR LESSON PLAN - FLY HIGH 7

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                     |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Grammar                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                     |
| Additional information: | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>Flag</p> <p>A <b>flag</b> is most of the time a piece of fabric with a distinctive design that is usually rectangular and used as a symbol, as a signaling device, or decoration.<sup>[1]</sup> The term <i>flag</i> is also used to refer to the <a href="#">graphic design</a> employed by a flag, or to its depiction in another medium.</p> <p>The first flags were used to assist military coordination on battlefields, and flags have since evolved into a general tool for rudimentary signalling and identification, especially in environments where communication is similarly challenging (such as the maritime environment where <a href="#">semaphore</a> is used). National flags are potent patriotic symbols with varied wide-ranging interpretations, often including strong military associations due to their original and ongoing military uses. Flags are also used in messaging, <a href="#">advertising</a>, or for other decorative purposes. The study of flags is known as <a href="#">vexillology</a>, from the <a href="#">Latin</a> word <i>vexillum</i>, meaning flag or <a href="#">banner</a>.</p> <p><a href="http://en.wikipedia.org/wiki/Flag">http://en.wikipedia.org/wiki/Flag</a></p> |  |
| Assessment :            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                     |
| Homework:               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                     |

Deputy director on educational affairs: \_\_\_\_\_

# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                                                                                                                                                                   | Lesson 6. Project                                                                                                                                                                                                                                                                           |
| <b>Aim of the lesson:</b> to teach pupils work independently                                                                                                                                                  |                                                                                                                                                                                                                                                                                             |
| • <b>Upbringing aim:</b>                                                                                                                                                                                      | 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.                                                                                           |
| • <b>Educational aim:</b>                                                                                                                                                                                     | 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.                                                                                 |
| • <b>Developmental aim:</b>                                                                                                                                                                                   | 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.                          |
| <b>Type of the lesson:</b>                                                                                                                                                                                    | 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. |
| <b>Methodology of the lesson:</b>                                                                                                                                                                             | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                                                                                                                                                              | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                                                                                                                                                               |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                                                                                                                                                                   | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b>                                                                                                                                             | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |
| This is the lesson plan of SAIDALIYEVA SHAHNOZA:                                                                                                                                                              | Lesson 6. Project.                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                               | You are going to prepare a quiz for your classmates. Use the verbs in the cloud to help you. Write all the questions and statements on a piece of paper. Write all the answers on another piece of paper. <b>WRITE CLEARLY!</b>                                                             |
|                                                                                                                                                                                                               | collect sort deliver take divide into situate on made of<br>made in made from call name after interested in show                                                                                                                                                                            |
|                                                                                                                                                                                                               | <b>1a Work in groups. Write five Wh- questions and the answers to them. Number your questions and your answers.</b>                                                                                                                                                                         |
|                                                                                                                                                                                                               | <b>1b Write five Yes/No questions.</b>                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                               | <b>1c Write 10 True and False statements.</b>                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                               | <b>QUESTIONS</b><br>e.g. 1 How many parts is Uzbekistan divided into?                                                                                                                                                                                                                       |
|                                                                                                                                                                                                               | <b>ANSWERS</b><br>e.g. It is divided into 12 regions and ...                                                                                                                                                                                                                                |
|                                                                                                                                                                                                               | <b>QUESTIONS</b><br>e.g. 1 Is Britain divided into two parts?                                                                                                                                                                                                                               |
|                                                                                                                                                                                                               | <b>ANSWERS</b><br>e.g. 1 No, it is divided into four parts                                                                                                                                                                                                                                  |
| <b>STATEMENTS</b><br>e.g. 1 Tashkent is situated on the River Chirchik.<br>2 The opera theatre in Tashkent is named after Avicenna.                                                                           |                                                                                                                                                                                                                                                                                             |
| <b>ANSWERS</b><br>1 Yes, it is.<br>2 No, it isn't. It's named after Alisher Navoi.                                                                                                                            |                                                                                                                                                                                                                                                                                             |
| <b>2 Check your work VERY carefully. Then give your papers to your teacher to check.</b><br><b>You lose a point if you have made a mistake with the verbs (spelling, word order, singular/plural, tense)!</b> |                                                                                                                                                                                                                                                                                             |
| <b>3 Do the quiz. Good luck!</b>                                                                                                                                                                              |                                                                                                                                                                                                                                                                                             |
| <b>Grammar</b>                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                             |
| <b>Additional information:</b>                                                                                                                                                                                | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.                                                                                                                                             |
| <b>Assessment :</b>                                                                                                                                                                                           | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                |
| <b>Hometask:</b>                                                                                                                                                                                              | Homework is given according to the academic plan.                                                                                                                                                                                                                                           |

Deputy director on educational affairs: \_\_\_\_\_



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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | UNIT 9 TRAVELLING<br>Lesson 1. From Italy to China                                                                                                                                                                                                                                          |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Transport and Marco Polo                                                                                                                                                                                                                                          |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

UNIT 9 TRAVELLING Lesson 1. From Italy to China

**Vocabulary:**

|                                                                                                                                                                                      |                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| slow [sləʊ] медленный sekin<br>cheap [tʃi:p] недорогой arzon<br>fast [fɑ:st] быстрый tez<br>dangerous ['deɪndʒ(ə)rəs] опасный xavfli<br>interesting ['ɪnrəstɪŋ] интересный qiziqarli | healthy ['helθɪ] здоровый sog'lom<br>comfortable ['kʌmf(ə)təbl] удобный qulay<br>the best for nature best [best] [fɔ:ɪ] ['nɜ:ftə]<br>tabiat uchun eng yaxshi<br>expensive [ɪk'spen(t)sɪv], [ek-] дорогой qimmat<br>romantic [rə'mæntɪk] романтический romantik |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Where do you want to go? ... How do you want to go there?

**1a Work in pairs. Look at the picture.**

Ask and answer.

**1b Chain Drill.**

e.g. A: What country do you want to go to? How do you want to go there?

B: I want to visit India. I want to go there on a horse.

**2 Say which is the slowest**

e.g. **I think going on foot is the slowest way. I walk slowly**

the slowest, the cheapest, the fastest, the most dangerous, the most interesting,

the healthiest, the most comfortable, the best for nature, the most expensive, the most romantic

**3a Answer the questions.**

1. How do you think people travelled in the thirteenth century?
2. What transport did they use?
3. Did it take a long time to travel to other countries?
4. Why did they go to other countries?
5. Do you know any famous travelers from the past?

**3b Read the text and follow Marco Polo's journey from Italy to China on the map.**

Marco Polo

Marco Polo is famous for his journeys across Asia. He was one of the first Europeans to travel in Mongolia and China. He wrote a famous book called 'The Travels'. He was born in Venice, Italy in 1254. In 1272, when he was only 17 years old, he travelled to Asia with his father and uncle. The journey was very long. They visited a lot of places and saw wonderful things: eye glasses, ice-cream, spaghetti and the riches of Asia. After three years they entered China through the Great Wall. In 1275 Kublai Khon, the Emperor of China, met the visitors at his Summer Palace in the capital of China at Xanadu. The palace was very beautiful. There were a lot of gold things and silk curtains. The Emperor gave a big banquet. There were more than a thousand people in the palace. On the emperor's birthday 5,000 soldiers rode through the city to the palace on elephants. Marco Polo visited some huge markets, where merchants from all over the world bought and sold all kinds of things. He was happy to see one of the greatest cities of the thirteenth century and spent 18 years in China. When he returned to Italy in 1295, he became a popular storyteller. People came to his home to hear stories about his journeys in the East. Many of them did not believe him. When he died, he said: 'I haven't told half of what I saw, because no one can believe it.'

**3c Read the text again and answer the questions.**

1. How long did Marco Polo spend travelling?
2. What products do you think Marco Polo brought from Asia to Europe?
3. What does 'huge' mean?

**3d Look at the map and say what transport Marco Polo used on his trip.**

e.g. From Italy to Cyprus he travelled by ship.

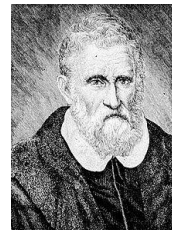
**4 Work in pairs. Talk about what transport you want to use now to repeat Marco Polo's trip.**

e.g. From Italy to Cyprus we want to go by plane.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

1 HOUR LESSON PLAN - FLY HIGH 7

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Grammar                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Additional information: | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>Marco Polo</p> <p><b>Marco Polo</b> (IPA: <a href="#">/ˈmɑːrkəʊ ˈpɔːləʊ/</a>; Italian pronunciation: <a href="#">[ˈmarko ˈpɔːlo]</a>; c.1254 – January 8–9, 1324)<sup>[1]</sup> was an <a href="#">Italian</a> merchant traveler from the <a href="#">Republic of Venice</a><sup>[2][3]</sup> whose travels are recorded in <i>Livres des merveilles du monde</i>, a book which did much to introduce Europeans to Central Asia and China. He learned the mercantile trade from his father and uncle, <a href="#">Niccolò and Maffeo</a>, who traveled through Asia, and apparently met <a href="#">Kublai Khan</a>. In 1269, they returned to Venice to meet Marco for the first time. The three of them embarked on an epic journey to Asia, returning after 24 years to find Venice at war with <a href="#">Genoa</a>; Marco was imprisoned, and dictated his stories to a cellmate. He was released in 1299, became a wealthy <a href="#">merchant</a>, married and had three children. He died in 1324, and was buried in <a href="#">San Lorenzo</a>.</p> <p>His pioneering journey inspired <a href="#">Christopher Columbus</a><sup>[4]</sup> and many other travellers. There is a substantial literature based on his writings. Polo influenced European cartography, leading to the introduction of the <a href="#">Fra Mauro map</a>.</p> <p><a href="http://en.wikipedia.org/wiki/Marco_polo">http://en.wikipedia.org/wiki/Marco_polo</a></p> |  |
| Assessment :            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Homework:               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |



Deputy director on educational affairs: \_\_\_\_\_

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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 2. The Silk Road                                                                                                                                                                                                                                                                     |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Tourists and the Silk Road                                                                                                                                                                                                                                        |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 2. The Silk Road

**Vocabulary:**

|                                                                                                                                                                                                      |                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Silk Road [sɪlk] [rəʊd] Великий шёлковый путь<br>Buyuk ipak yo'li<br>travel ['træv(ə)l] путешествовать sayohat<br>cross [krɒs] крест хож<br>tourist ['tuəɪst] турист, туристический turistik, turist | Beautiful beautiful ['bjʊtəf(ə)l], [-ful] красивый chiroyli<br>interesting ['ɪntərəstɪŋ] интересный qiziqarli<br>Real [rɪəl] реальный real, haqiqiy<br>carpet ['kɑ:pt] ковёр gilam |
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**1a Answer the questions.**

1. Do you know what the Silk Road is?
2. Why was it called the Silk Road?
3. Where does the Silk Road begin? Where does it end?
4. Who travelled on the Silk Road?

**1b Look at the map o/ the Silk Road,**

What countries does the Silk Road cross?

**1c Listen to the tourists and write them with the places they describe.**

e.g. Frederic Stone. Bukhara.

**1d Listen again and say what the tourists liked in each place.**

e.g. Frederic Stone. Carpets.

**1e Look at what the tourists said. What kind of sentences are these?**

It's more beautiful than I hoped.  
 It's more interesting than I expected.  
 Khiva's older than I thought.

**2a Choose the place on the Silk Road you want to visit. Write what place you want to visit and why.**

e.g. I want to visit Urumchi in China, because I want to taste real Uygur lagmon.

**2b Work in groups. Tell your partner where you want to go.**

**2c Play The Silk Road.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                |                                                                         |
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| <b>Grammar</b> | Remember:<br>It's bigger than I hoped.<br>It's not as big as I thought. |
|----------------|-------------------------------------------------------------------------|

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br>Silk Road<br>The <b>Silk Road</b> or <b>Silk Route</b> is a historical network of interlinking trade routes across the Afro-Eurasian landmass that connected <a href="#">East</a> , <a href="#">South</a> , and <a href="#">Western Asia</a> with the <a href="#">Mediterranean</a> and <a href="#">European</a> world, as well as parts of <a href="#">North</a> and <a href="#">East Africa</a> . The Silk Road includes routes through <a href="#">Syria</a> , <a href="#">Turkey</a> , <a href="#">Iran</a> , <a href="#">Turkmenistan</a> , <a href="#">Uzbekistan</a> , <a href="#">Kyrgyzstan</a> , <a href="#">Pakistan</a> and <a href="#">China</a> . <sup>[2][3]</sup><br>Extending 4,000 miles (6,437 kilometres), the Silk Road gets its name from the lucrative Chinese <a href="#">silk</a> trade which was carried out along its length, and began during the <a href="#">Han Dynasty</a> (206 BC – 220 AD). The central Asian sections of the trade routes were expanded around 114 BC by the Han dynasty, <sup>[4] [not in citation given]</sup> largely through the missions and explorations of <a href="#">Zhang Qian</a> , <sup>[5]</sup> but earlier trade routes across the continents already existed.<br><a href="http://en.wikipedia.org/wiki/Silk_Road">http://en.wikipedia.org/wiki/Silk_Road</a> |
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| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Hometask:</b>    | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_

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| <b>Theme of the lesson:</b>                                       | Lesson 3. Planning a trip                                                                                                                                                                                                                                                                   |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about How to plan a successful trip                                                                                                                                                                                                                                     |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 3. Planning a trip

**Vocabulary:**

|                                                                                                                                                                       |                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| pack [pæk] пачка упаковывать paket, qadoqlamoq<br>free [fri:] свободный bepul, bo'sh<br>local ['ləuk(ə)l] местный mahalliy<br>suitcase ['s(j)u:tkeɪs] чемодан jamadon | panic ['pæni:k] паника vahima<br>trip [tri:p] путешествие; поездка, экскурсия sayohat<br>journey ['dʒɜ:ni:] путешествие, поездка (обычно сухопутное)<br>sayr qilish |
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**1 Find the words in the Wordlist. Write the meaning and part of speech.**

pack free local suitcase panic trip journey travel

**2a Match the texts and the topics.**

1. you pack your things
2. you are lost
3. you are planning your trip
4. you want to find something special

How to make your trip enjoyable

- (a) You should think where and why you want to travel. It is very important to choose the place you want to go to carefully. You should think what you want to see or learn about it.
- (b) You should always try to organize a holiday in a city so that you can walk everywhere you want to go. This helps you to get to know the place. Local people can show and tell you many interesting things which are not in the tourist guide, and this information is free.
- (c) you should take comfortable clothes. You should not take many things because we always buy some souvenirs on a holiday. Remember that at end of trip your suitcase is usually full. You should learn the address of the
- (d) place you are staying in and you should take the phone number of the hotel with you. If you get lost do not panic –find a policeman.

**2b Read the texts again. Say what advice the travel writer gives for the situation in 2a.**

**3a Write three suggestions for your penfriend when he/she visits you in Uzbekistan in the summer.**

e.g. You should...

**3b Work in pairs. Tell your partner your suggestions.**

**4a Say what places and things you want your penfriend to see and experience in Uzbekistan.**

e.g. I want him/her to see the Oliy Majlis in Tashkent.

**4b Write the words in the right column:**


Places Buildings People Food e.g. palov

**4c Choose three things from the columns and say why you want to show them to your penfriend.**

e.g. I want to show my friend Samarkand because it's something very famous from Uzbekistan.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                |                                                                                                             |
|----------------|-------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b> | <b>Remember:</b> trip (n) journey (n & v) travel (v) Organise your holiday so that you can walk everywhere. |
|----------------|-------------------------------------------------------------------------------------------------------------|

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| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br>Travel<br><b>Travel</b> is the movement of <a href="#">people</a> between relatively distant geographical <a href="#">locations</a> , and can involve travel by <a href="#">foot</a> , <a href="#">bicycle</a> , <a href="#">automobile</a> , <a href="#">train</a> , <a href="#">boat</a> , <a href="#">airplane</a> , or other means, with or without luggage, and can be one way or round trip. <sup>[1][2]</sup> Travel can also include relatively short stays between successive movements.<br> The origin of the word "travel" is most likely lost to history. The term "travel" may originate from the <a href="#">Old French</a> word <i>travail</i> . <sup>[3]</sup> According to the Merriam Webster dictionary, the first known use of the word travel was in the 14th century. It also states that the word comes from Middle English <i>travailen</i> , <i>travelen</i> (which means to torment, labor, strive, journey) and earlier from Old French <i>travailler</i> (which means to work strenuously, toil). In English we still occasionally use the words <i>travail</i> and <i>travails</i> , which mean struggle. According to Simon Winchester in his book <i>The Best Travelers' Tales</i> (2004), the words travel and travail both share an even more ancient root: a Roman instrument of torture called the tripalium (in Latin it means "three stakes", as in to impale). This link is fascinating given the extreme difficulty of travel in ancient times. Also note the torturous connotation of the word "travailler." Today, travel may or may not be much easier depending upon the destination you choose (i.e., <a href="#">Mt. Everest</a> , the <a href="#">Amazon rainforest</a> ), how you plan to get there ( <a href="#">tour bus</a> , <a href="#">cruise ship</a> , or <a href="#">oxcart</a> ), and whether or not you decide to "rough it" (see <a href="#">extreme tourism</a> and <a href="#">adventure travel</a> ). "There's a big difference between simply being a tourist and being a true world traveler," notes travel writer <a href="#">Michael Kasum</a> . <a href="http://en.wikipedia.org/wiki/Travel">http://en.wikipedia.org/wiki/Travel</a> |
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| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Homework:</b>    | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_

# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 4. Xush Kelibsiz! Welcome!                                                                                                                                                                                                                                                           |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Tourists enjoy their holiday in Uzbekistan                                                                                                                                                                                                                        |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

## Lesson 4. Xush Kelibsiz! Welcome!

### Vocabulary:

|                                                                                                                                                                                                      |                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| caring ['keə(r)ɪŋ] внимательный, заботливый g'amxo'r<br>amazing [ə'meɪzɪŋ] удивительный изумительный ajoʻyb<br>respect [rɪ'spekt] уважение уважать хурмат<br>favourite ['feɪv(ə)rɪt] любимый sevimli | welcome ['welkəm] приветствовать xush kelibsiz<br>speech [spi:tʃ] речь nutq<br>place [pleɪs] место joy<br>town [taʊn] город; городок shaxarcha |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Find the words in the Wordlist.**

Write the meaning and part of speech.  
 caring amazing respect

**1b Listen and repeat.**

**2a Answer the questions.**

- 1 Why do many people come to Uzbekistan?
- 2 What places do they usually visit?
- 3 Have you met any tourists in your place?
- 4 If yes, why do they come to your town/village?
- 5 If no, find reasons why they should come to your place.

**2b Read the interview and match the questions and answers.**

- 1 What was your favourite day?
- 2 What advice can you give?
- 3 Why do you like this place?
- 4 What's the best thing?

(a) We like the beauty of the country, the food is cheap and the sun's always shining. The grass is green and the trees are in blossom. Oh, and we like the colourful national costumes. I'm going to buy a duppi and a chopon to take home. People in America will love them.  
 (b) The culture and the people, who are friendly, kind and caring. You really notice that people are open. The other amazing thing is the respect they have for older people and their love of children.  
 (c) We started the day with a tour of Samarkand, visited an old. mosque, and went shopping in the bazaar. We had dinner in one of the hundreds of small restaurants in the side streets.  
 (d) Respect the Uzbek rules, their way of life, and the country's natural beauty. To understand the country the best thing to do is to visit a choyhona. In the choyhona you can meet a lot of interesting people, get advice, eat, drink and even sleep.

**2c Answer the questions.**

1. Where were the tourists?
2. What season was it?
3. Where did they like to eat?

**3 Read the text again and find the phrases from the Remember box. Say what part of speech 'amazing' and 'caring' are.**

**4a Think about one of your trips and answer the questions in 2b.**

**4b Work in pairs. Interview your partner.**

**5 Work in pairs. Help the tourists find the right place. Use the map in Lesson 6.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                |                                                      |
|----------------|------------------------------------------------------|
| <b>Grammar</b> | <b>Remember:</b><br>an amazing thing a caring person |
|----------------|------------------------------------------------------|



**1 HOUR LESSON PLAN - FLY HIGH 7**

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>Additional information:</b></p> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>Uzbekistan</p> <p><i>Geography</i></p> <p>Uzbekistan has an area of 447,400 square kilometres (172,700 sq mi). It is the 56th largest country in the world by area and the 42nd by population.<sup>[6]</sup> Among the <a href="#">CIS</a> countries, it is the 5th largest by area and the 3rd largest by population.<sup>[7]</sup></p> <p>Uzbekistan lies between latitudes <a href="#">37°</a> and <a href="#">46° N</a>, and longitudes <a href="#">56°</a> and <a href="#">74° E</a>. It stretches 1,425 kilometres (885 mi) from west to east and 930 kilometres (580 mi) from north to south. Bordering <a href="#">Kazakhstan</a> and the <a href="#">Aral Sea</a> to the north and northwest, <a href="#">Turkmenistan</a> to the southwest, <a href="#">Tajikistan</a> to the southeast, and <a href="#">Kyrgyzstan</a> to the northeast, Uzbekistan is one of the largest <a href="#">Central Asian</a> states and the only Central Asian state to border all the other four. Uzbekistan also shares a short border (less than 150 km or 93 mi) with <a href="#">Afghanistan</a> to the south.</p> <p>Uzbekistan is a dry, <a href="#">landlocked</a> country. It is one of two <a href="#">doubly landlocked</a> countries in the world — that is, a country completely surrounded by landlocked countries — the other being <a href="#">Liechtenstein</a>. In addition, due to its location within a series of <a href="#">endorheic</a> basins, none of its rivers lead to the sea. Less than 10% of its territory is intensively cultivated irrigated land in river valleys and oases. The rest is vast desert (<a href="#">Kyzyl Kum</a>) and mountains.</p> <p>The highest point in Uzbekistan is the <a href="#">Khazret Sultan</a>, at 4,643 metres (15,233 ft) above sea level, in the southern part of the <a href="#">Gissar Range</a> in <a href="#">Surkhandarya Province</a>, on the border with Tajikistan, just northwest of <a href="#">Dushanbe</a> (formerly called Peak of the 22nd Congress of the Communist Party).<sup>[7]</sup></p> <p>The climate in the Republic of Uzbekistan is continental, with little <a href="#">precipitation</a> expected annually (100–200 millimeters, or 3.9–7.9 inches). The average summer high <a href="#">temperature</a> tends to be 40 °C (104 °F), while the average winter low temperature is around −23 °C (−9 °F).<sup>[8]</sup></p> <p>Major cities include <a href="#">Andijan</a>, <a href="#">Bukhara</a>, <a href="#">Samarkand</a>, <a href="#">Namangan</a> and the capital <a href="#">Tashkent</a>.<br/> <a href="http://en.wikipedia.org/wiki/Uzbekistan">http://en.wikipedia.org/wiki/Uzbekistan</a></p> |
| <p><b>Assessment :</b></p>            | <p>Marking pupils according to their homework and activities during the lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Hometask:</b></p>               | <p>Homework is given according to the academic plan.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



Deputy director on educational affairs: \_\_\_\_\_



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| <b>Theme of the lesson:</b>                                       | Lesson 5. World Spots                                                                                                                                                                                                                                                                       |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Famous places in the USA and the UK                                                                                                                                                                                                                               |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 5. World Spots

**Vocabulary:**

|                                                                                                                                                                                                                                                            |                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| the Statue of Liberty ['stætʃu:ɪ], [-tʃu:ɪ], ['lɪbətɪ]<br>Статуя Свободы Ozodlik haykali<br>Big Ben [bɪg] [ben] Big Ben<br>the Tower of London ['tauə] ['lʌndən]<br>London Minorasi<br>the New York skyline [ˌnju:ˈjɔ:ɪk] ['skɑ:lɪn] Nyu York ufq chizig'i | the Golden Bridge ['gəʊld(ə)n] [brɪdʒ]<br>Золотой Мост Oltin ko'prik<br>Trafalgar Square [trə'fælgə] [skweə]<br>Трафальгурская Площадь<br>Trafalgar maydoni |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Look and match pictures and names.**

1. the Statue of Liberty
2. Big Ben
3. the Tower of London
4. the New York skyline
5. Rushmore .
6. the Golden Bridge
7. Trafalgar Square

**1b Listen and repeat.**

**1c Point and say.**

**2a Say which places are in the USA and which are in the UK.**

**2b Work in pairs. Say what places you want to visit and why.**

e.g. I want to visit the Statue of Liberty because it's very famous in the world.

**3a Look at the picture and answer the questions.**

1. What do you see in the picture?
2. Where is it?
3. What does the statue have in its hand?

**3b Read the text and check your answers in 3a.**

**The Statue of Liberty**

One of the most famous statues in the world stands on an island in New York. This statue is the Statue of Liberty - a woman holding a torch. Visitors can go inside the statue. The statue is so large that as many as twelve people can stand inside the torch. Many people can stand in other parts of the statue. The statue weighs 225 tons and is about 100 metres high.

The statue of Liberty was put up in 1886. It was a gift to the United States from the people of France for America's 100th birthday. French people gave money for the statue. Americans designed and built the pedestal. The French engineer Alexander Eiffel, who was famous for his Eiffel Tower in Paris, found out how to make the heavy statue stand. People who come to the United States see the Statue of Liberty holding her torch. She symbolises a welcome to a land of freedom.


**3c Read the text again and say True or False.**

1. The Statue of Liberty is a special gift from the French people to the USA.
2. Americans designed the statue.
3. The Statue of Liberty was a gift for the 100th birthday of the USA.
4. The Statue of Liberty symbolises a woman with a torch.
5. Visitors can see the inside part of the statue.

**3d Say what you know about the other places in the pictures.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

**1 HOUR LESSON PLAN - FLY HIGH 7**

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                | <p><b>4a Think of five other buildings, places and statues in other countries.</b></p> <p><b>4b Work in groups. Play Where is it?</b></p> <p><b>5 Choose a place in the pictures from 1a or any place in your country. Write a postcard to your penfriend about it. Use the homework in Lesson 4 to help you.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Grammar</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>Statue of Liberty</p> <div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p>The <b>Statue of Liberty</b> (<i>Liberty Enlightening the World</i>; French: <i>La Liberté éclairant le monde</i>) is a <a href="#">colossal neoclassical sculpture</a> on <a href="#">Liberty Island</a> in the middle of <a href="#">New York Harbor</a>, in <a href="#">Manhattan, New York City</a>. The statue, designed by <a href="#">Frédéric Auguste Bartholdi</a> and dedicated on October 28, 1886, was a gift to the United States from the <a href="#">people of France</a>. The statue is of a robed female figure representing <a href="#">Libertas</a>, the <a href="#">Roman goddess</a> of freedom, who bears a torch and a <i>tabula ansata</i> (a tablet evoking the law) upon which is inscribed the date of the <a href="#">American Declaration of Independence</a>, July 4, 1776. A broken chain lies at her feet. The statue is an icon of freedom and of the United States: a welcoming signal to immigrants arriving from abroad.</p> <p>Bartholdi was inspired by French law professor and politician <a href="#">Édouard René de Laboulaye</a>, who commented in 1865 that any monument raised to American independence would properly be a joint project of the French and American peoples. Due to the troubled political situation in <a href="#">France</a>, work on the statue did not commence until the early 1870s. In 1875, Laboulaye proposed that the French finance the statue and the Americans provide the site and build the pedestal. Bartholdi completed the head and the torch-bearing arm before the statue was fully designed, and these pieces were exhibited for publicity at international expositions.</p> <p><a href="http://en.wikipedia.org/wiki/Statue_of_Liberty">http://en.wikipedia.org/wiki/Statue_of_Liberty</a></p> </div> </div> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

Deputy director on educational affairs: \_\_\_\_\_

# 1 HOUR LESSON PLAN - FLY HIGH 7

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

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| <b>Theme of the lesson:</b>                                       | Lesson 6. Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Aim of the lesson:</b> to teach pupils work independently      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| • <b>Educational aim:</b>                                         | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| • <b>Developmental aim:</b>                                       | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Type of the lesson:</b>                                        | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>This is the lesson plan of SAIDALIYEVA SHAHNOZA:</b>           | Lesson 6. Project.<br>You are going on a trip. You plan your trip and then you tell your friends about it and ask their advice about your plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                   | <p><b>1 Work in groups. Decide:</b></p> <ul style="list-style-type: none"> <li>• the countries, cities and places you want to visit</li> <li>• when you want to go (season, dates)</li> <li>• how long you are going to go for</li> <li>• how you are going to go there (types of transport)</li> <li>• what you need to take (clothes, books, etc.)</li> <li>• what your purpose is (relaxing, sport, see famous things, visit friends, shopping)</li> <li>• what souvenirs you want to buy</li> <li>• where you are going to stay</li> <li>• what you want to see and do</li> </ul> <p><b>2 Draw a map of your route and complete the diary with your plan (write dates, activities, places, etc.).</b></p> <p><b>3 Plan your presentation.</b></p> <ol style="list-style-type: none"> <li>1. Make sure each group member has something to say.</li> <li>2. Decide who is going to speak first, second, third.</li> <li>3. Decide who will ask for suggestions and answer questions at the end of the presentation.</li> </ol> <p><b>4 Present your presentation to the class.</b></p> |
| <b>Grammar</b>                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Additional information:</b>                                    | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Assessment :</b>                                               | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Hometask:</b>                                                  | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

Deputy director on educational affairs: \_\_\_\_\_

# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
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| <b>Theme of the lesson:</b>                                       | UNIT 10 HOLIDAYS, HOLIDAYS!! Lesson 1. Holiday in Plymouth                                                                                                                                                                                                                                  |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about A seaside holiday in the UK                                                                                                                                                                                                                                       |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

## UNIT 10 HOLIDAYS, HOLIDAYS!! Lesson 1. Holiday in Plymouth

### Vocabulary:

|                                                                                                                                                         |                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| exclamation mark [ˌɛkskləˈmeɪʃ(ə)n] [mɑ:k]<br>восклицательный знак undov belgisi<br>full stop [ful] [stɒp] точка nuqta<br>period [ˈpiəriəd] период davr | question mark [ˈkwɛstʃən] [mɑ:k]<br>вопросительный знак so'roq belgisi<br>colon [ˈkəʊlɒn] двоеточие ikki nuqta<br>comma [ˈkɒmə] запятая vergul |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|

**1 Answer the questions.**

Where do people in your country like to go on holiday?  
 Where do you think people in Britain like to go on holiday?

**2 Work in pairs. Ask questions and write answers.**

Pupil A: Read this page.  
 Pupil B: Read the Project page.

The National Marine Aquarium, one of Britain's most(1) places, is located near Plymouth. Open daily (2) 6pm In the (3)(4) you will see over ten real live sharks. Our guides will tell you interesting facts about these hunters of the sea.

Questions for A

- 1 place/the National/kind of/is/Marine Aquarium/what?
- 2 it/open/does/what time?
- 3 will/over ten/where/sharks/you/see/real?

**3a Find these words in the Wordlist and write the meaning.**

for ages beach seahorse diver

**3b Listen and repeat.**

**4a Listen to the dialogue. Answer the questions.**

What did Anne do in Plymouth? What did she see there?

**4b Listen again and choose the right words.**


- 1 Anne and her granny went to the ... when the weather was ....  
 a beach/cold                                          b theatre/fine                                          c beach/fine
- 2 One day Anne's ... took her to the National  
 a grandparents/Marine Aquarium                  b parents/Marine Aquarium                  c parents/Park
- 3 Skilled ... feed the ... by hand.  
 a fishermen/fish                                          b divers/sharks                                          c divers/fish
- 4 Best of all Anne liked the ... and the ...  
 a divers/sharks                                          b baby seahorses/sharks                                          c divers/baby seahorses

**5 Match the punctuation marks and their names in English.**

1.              a) an exclamation mark
2.              b) a full stop (Br. E.)/a period (Am.E.)
3.              c) a question mark
- 4?             d) a colon
- 5!              e) a comma

This is the lesson plan of SAIDALIYEVA SHAHNOZA.

1 HOUR LESSON PLAN - FLY HIGH 7

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|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Grammar                        | <b>Remember:</b><br>Haven't seen you for ages!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br>Plymouth<br><p><b>Plymouth</b>  /'plɪməθ/ is a <a href="#">city</a> and <a href="#">unitary authority area</a> on the south coast of <a href="#">Devon</a>, England, about 190 miles (310 km) south-west of London. It is situated between the mouths of the rivers <a href="#">Plym</a> to the east and <a href="#">Tamar</a> to the west, where they join <a href="#">Plymouth Sound</a>. Since 1967, the City of Plymouth has included the suburbs of <a href="#">Plympton</a> and <a href="#">Plymstock</a>, which are on the east side of the River Plym. Plymouth's history goes back to the <a href="#">Bronze Age</a>, when its first settlement grew at <a href="#">Mount Batten</a>. This settlement continued to grow as a trading post for the <a href="#">Roman Empire</a>, until the more prosperous village of Sutton, the current Plymouth, surpassed it. In 1620, the <a href="#">Pilgrim Fathers</a> left Plymouth for the <a href="#">New World</a> and established <a href="#">Plymouth Colony</a> – the second English settlement in what is now the United States of America. During the <a href="#">English Civil War</a> the town was held by the <a href="#">Parliamentarians</a> and was besieged between 1642 and 1646.</p> <p><a href="http://en.wikipedia.org/wiki/Plymouth">http://en.wikipedia.org/wiki/Plymouth</a></p> |  |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |



Deputy director on educational affairs: \_\_\_\_\_

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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 2. Exotic America                                                                                                                                                                                                                                                                    |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Holidays in the USA: Hawaii and Arizona                                                                                                                                                                                                                           |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 2. Exotic America

**Vocabulary:**

|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Hawaiian Islands [hə'waɪən] [aɪlənd] Гавайи<br/>                 Gavaya orollari<br/>                 state [stert] государство, страна штат mamlakat, shtat<br/>                 discover [dr'skʌvə] обнаруживать kashf qilish<br/>                 map [mæp] карта xarita</p> | <p>canyon ['kænjən] каньон kanyon<br/>                 deep [di:p] глубокий chuqur<br/>                 narrow ['næəu] узкий tor<br/>                 valley ['væli] долина vodiy</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1a Work in pairs. Write five things you know about the USA.**

**1b Read the two texts. Say what places they are about.**

1 Do you know where the Hawaiian Islands are? Do you know what country they belong to? They are in the central part of the Pacific Ocean and belong to the United States of America. Hawaii became the 50th state of the USA in 1959. Captain Cook found these islands just a few years after he discovered Australia. He put these islands on the map and gave them a name.

2 The famous Rocky Mountains in the USA begin near Denver in Colorado and go up into Canada. South of the Rocky Mountains there are many beautiful canyons. Do you know what a canyon is? It is a deep narrow valley. One of the biggest canyons in the world is the Grand Canyon in Arizona.

**1c Read and match with the texts in**

a Millions of years ago, in the times of the dinosaurs, the Colorado River was much bigger. Today, in the Grand Canyon you can see how big it really was. The word 'grand' means 'very big'.

b He called them the Sandwich Islands. Why this name? It was not because he stopped there to have a sandwich. The Earl of Sandwich was paying for Captain Cook's expedition and this was how the Captain thanked the Earl.

c When tourists take part in a Hawaiian feast, a luau, they have fish, shellfish, coconut pudding, and pineapple, music and hula dancing. The hula is one of the most beautiful dances in the Islands. Some Hawaiian children learn to dance it when they are two years old and it is part of the school lessons.

d The Canyon is over 349 km long and more than 1.5km deep, and 20km wide in places.

e May 1st is a lei day. A lei is a garland of flowers which people wear round their necks. It symbolises Hawaiian hospitality.

f The Canyon has many beautiful colours that change during the day such as red, green, yellow and deep blue. A lot of tourists come to Arizona to see this wonder of the world.

**2 Read and answer the question.**

-Where will Mr. Green go for his holidays: Hawaii or Arizona? Why?

Mr. Green likes travelling very much. He has visited a lot of different countries. Every year he chooses a new country to visit. This year he would like to go to a warm place and try some new food, for example, some seafood. He would like to learn more about people's traditions, and take photos.

**3 Work in pairs. Say what place you would like to go to and why.**

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

**Grammar**

**Additional information:**

Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.



The **Grand Canyon** (**Hopi**: *Ongtupqa*; **Yavapai**: *Wi:kaꞌi:lá*) is a steep-sided **canyon** carved by the **Colorado River** in the **United States** in the state of **Arizona**. It is contained within and managed by **Grand Canyon National Park**, the **Hualapai** Tribal Nation, and the **Havasupai Tribe**. President **Theodore Roosevelt** was a major proponent of preservation of the Grand Canyon area, and visited it on numerous occasions to hunt and enjoy the scenery. It is considered one of the **Seven Natural Wonders of the World**.<sup>[1]</sup>  
[http://en.wikipedia.org/wiki/Grand\\_canyon](http://en.wikipedia.org/wiki/Grand_canyon)

**Rocky Mountains**

The **Rocky Mountains**, commonly known as the **Rockies**, are a major **mountain range** in western **North America**. The Rocky Mountains stretch more than 3,000 miles (4,830 km) from the northernmost part of **British Columbia**, in western **Canada**, to **New Mexico**, in the southwestern **United States**. Within the **North American Cordillera**, the Rockies are somewhat distinct from the **Pacific Coast Ranges** and the **Cascade Range** and **Sierra Nevada** which all lie farther to the west.

[http://en.wikipedia.org/wiki/Rocky\\_mountains](http://en.wikipedia.org/wiki/Rocky_mountains)



**Assessment :**

Marking pupils according to their homework and activities during the lesson.

**Hometask:**

Homework is given according to the academic plan.

Deputy director on educational affairs: \_\_\_\_\_



|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 3. Welcome to Dreamworld!                                                                                                                                                                                                                                                            |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about A holiday in Australia                                                                                                                                                                                                                                            |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 3. Welcome to Dreamworld!

**Vocabulary:**

|                                                                                                                                                                         |                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| eucalyptus [ju:k(ə)'lɪptəs] эвкалипт evkalipt<br>roller-coaster ['rəʊlə,kəʊstə] американские горки<br>kangaroo [kæŋg(ə)'ru:ɪ] кенгуру<br>kilometre [kɪ'lɒmɪtə] километр | entertainment [ˌentə'teɪnmənt] развлечение ko'ngilochar<br>cuddle ['kʌdl] обнимать quchoqlamoq<br>koala [kəu'ɑ:lə] коала<br>dreamworld ['dri:mwɜ:ld] сказочная страна<br>ertaklar mamlakati |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1 Work in pairs. Write five things you know about Australia.**

**2a Find the words in the Wordlist. Write the words and translation.**

eucalyptus roller-coaster entertainment cuddle

**2b Read and say which of these facts you think is the most interesting.**

Do you know that...

... kangaroos can jump more than four metres and travel at seventy kilometres an hour?

... koalas eat one kilo of eucalyptus leaves each day and drink almost nothing?

... the emu is two metres tall and is the second largest bird in the world? It cannot fly, but it can run at fifty kilometres an hour.

... in the seas and rivers of northern Australia you can find crocodiles that are five or six metres long ? They eat fish, animals, kangaroos and, sometimes, people.

**3a Listen and number the pictures.**

**3b Listen again. In pairs write captions for the pictures.**

**3c Answer the questions.**

Would you like to travel to the Gold Coast and visit Dreamworld? Why?/Why not?

**4 Work in pairs. Talk about Australia.**

A: Your partner has been on holiday to Australia. Ask him/her what places he/she visited, what he/she saw there and what he/she liked most of all.

B: You have been to Australia. Answer your partner's questions.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Additional information:</b> | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br>Dreamworld<br>Dreamworld is a large <a href="#">theme park</a> situated on the <a href="#">Gold Coast</a> in <a href="#">Queensland</a> . It is currently <sup>when?</sup> Australia's largest theme park with over 40 rides and attractions including five roller coasters.<br>The park is made up of several themed lands: Ocean Parade, DreamWorks Experience, Wiggles World, Gold Rush Country, Rocky Hollow, Tiger Island and the Australian Wildlife Experience. These lands have a collection of rides, animal exhibits, shows, food outlets and merchandise shops. <sup>[2]</sup><br>Dreamworld is well known as the location of the Australian <a href="#">Big Brother House</a> since the program began in Australia in 2001. In December 2006, Dreamworld expanded its offerings by opening <a href="#">WhiteWater World</a> next door. <sup>[3]</sup> On several occasions during the year, Dreamworld remains open after dark. This event, known as <a href="#">Screamworld</a> , includes all of the thrill rides and a selection of children's rides. <sup>[4]</sup><br><a href="http://en.wikipedia.org/wiki/Dreamworld">http://en.wikipedia.org/wiki/Dreamworld</a> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Hometask:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 4. What makes a good companion?                                                                                                                                                                                                                                                      |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Personality and interests                                                                                                                                                                                                                                         |
| <b>Upbringing aim:</b>                                            | 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.                                                                                           |
| <b>Educational aim:</b>                                           | 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.                                                                                 |
| <b>Developmental aim:</b>                                         | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

Lesson 4. What makes a good companion?

**Vocabulary:**

companion [kəm'pænjən] товарищ компаньон sherik  
hike [haɪk] длительная прогулка; экскурсия;  
путешествие пешком уауов sayr, sayohat qilish  
go hiking ['haɪkɪŋ] туризм отправиться в поход  
sayohayga otlanish

camping ['kæmpɪŋ] отдых в палаточном городке, отдых в кемпинге palatkalardan iborat shaxarchada damolish  
lively ['laɪvlɪ] яркий живой yorqin  
belong to [brɪ'lɔŋ] принадлежать ga tegishli

**1a Find the words in the Wordlist. Write the words and translation.**

travelling companion hike  
go hiking go camping lively belong to

**1b Listen to the interview and answer the questions.**

- Who does Andrew usually go on holiday with?
- Who would he like to go with?
- What do Emma and Melissa think about good companions?

**2a Read and answer the question.**

Andrew said, "I'd rather ride a bike." Does he like riding a bike more or less than other things?

**2b Chain Drill.**

e.g. A: Let's play basketball.  
B: I don't want to play basketball. I'd rather go swimming. And what about you?  
C: I don't want to go swimming. I'd rather watch TV. And what about you?

**2c Work in groups of three. Make dialogues.**

e.g. A: Let's go to the museum.  
B: That's a good idea.  
C: Oh, no. I'd rather go to the sports centre.

**3 Work in pairs. Read and find pairs of companions.**

Hello. My name's Pamela Goldsmith. I'm a teacher in Hedgerow Secondary School. I teach girls and boys who are 13 years old. These are some of my pupils. Who do you think would make good travelling companions?

- Robert is a quiet boy. He doesn't like noisy games. He can do a lot of things, for example, he can make a fire. He enjoys taking photos.
- Amy is a very kind girl. She is always ready to give her things to her friends. She likes a good joke and laughs a lot. Amy is a slow walker and gets tired very quickly. But she's good at riding a bike.
- Fiona doesn't like walking or riding a bike. She likes noisy games and she always wants to win. She likes to make fun of other children.
- Mike is good at sports. He is strong and he never complains. He doesn't talk much and he doesn't like people who talk and laugh a lot. He can be rude to them sometimes.
- Frank is fond of all kinds of travelling: he likes boating, biking, hiking, etc. He is a good story-teller because he knows a lot. Sometimes he forgets to pack the things he needs.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

|                |                                                       |
|----------------|-------------------------------------------------------|
| <b>Grammar</b> | <b>Remember:</b><br>I would rather... (I'd rather...) |
|----------------|-------------------------------------------------------|

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br/>Friendship</p> <p><b>Friendship</b> is a relationship of mutual <a href="#">affection</a> between two or more people.<sup>[1]</sup> Friendship is a stronger form of <a href="#">interpersonal bond</a> than an association. Friendship has been studied in academic fields such as <a href="#">sociology</a>, <a href="#">social psychology</a>, <a href="#">anthropology</a>, and <a href="#">philosophy</a>. Various academic theories of friendship have been proposed, including <a href="#">social exchange theory</a>, <a href="#">equity theory</a>, <a href="#">relational dialectics</a>, and <a href="#">attachment styles</a>. A World Happiness Database study found that people with close friendships are happier.<sup>[2]</sup><br/><a href="http://en.wikipedia.org/wiki/Friendship">http://en.wikipedia.org/wiki/Friendship</a></p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                     |                                                                              |
|---------------------|------------------------------------------------------------------------------|
| <b>Assessment :</b> | Marking pupils according to their homework and activities during the lesson. |
| <b>Homework:</b>    | Homework is given according to the academic plan.                            |

Deputy director on educational affairs: \_\_\_\_\_

# 1 HOUR LESSON PLAN - FLY HIGH 7

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

|                                                                   |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 5. Are you a good companion?                                                                                                                                                                                                                                                         |
| <b>Aim of the lesson:</b>                                         | to talk with pupils about Quiz about travel preferences                                                                                                                                                                                                                                     |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                           |
| • <b>Educational aim:</b>                                         | 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.                                                                                 |
| • <b>Developmental aim:</b>                                       | 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.                          |
| <b>Type of the lesson:</b>                                        | 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. |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                           |
| <b>Materials and equipments:</b>                                  | Textbook "Fly High 7", pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                       |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                             |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                      |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                |

## Lesson 5. Are you a good companion?

### Vocabulary:

|                                                                                                                                                                                                                              |                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>forget</b> [fə'get] забывать о ( <i>чём-л.</i> ) esday chiqarmoq<br><b>spend</b> [spend] тратить, расходовать sarflamoq<br><b>quickly</b> ['kwɪkli] быстро, скоро, поспешно tez<br><b>walk</b> [wɔ:k] идти, ходить yurish | <b>parent</b> ['peərənt] один из родителей; мать <i>или</i> отец<br>ota onalardan bittasi, ona yoki ota<br><b>certainly</b> ['sɜ:t(ə)nli] конечно, естественно tabiiyki<br><b>honestly</b> ['ɒnɪstli], ['ɒnə-] честно rosti |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**1 Answer the questions.**

Do you like hiking?  
 What is your favourite season for hiking?

**2 Work in pairs. Say which of the children in Lesson 4 Activity 3 you would rather go camping/hiking with. Explain why.**  
 e.g. I'd rather go camping/hiking with ... because ....

**3 Write about your ideal companion. Begin like this:**

I would like to travel with a boy/girl who ...

**4 Do the quiz.**

**ARE YOU GOOD CHAMPION?**

1 How would you rather spend your holiday?  
 a Travelling with my parents.  
 b I'd rather go hiking with a group of boys and girls and a teacher.

2 When you go hiking,  
 a you get tired very quickly  
 b you can walk and do more than others.

3 When you get tired or don't like something,  
 a you complain to your parents or friends  
 b you think that you mustn't show it to your parents/friends.

4 You like  
 a telling your companions what you know or have read  
 b listening to your companions' stories.

5 You enjoy  
 a noisy games and sports  
 b quiet games and walks.

6 When you pack, you  
 a always take everything you need  
 b sometimes forget to take something you need.

Count your score.

- 1 a-1      b-2
- 2 a-1      b-2
- 3 a-1      b-2
- 4 a-2      b-1
- 5 a-2      b-1
- 6 a-2      b-1

Read about yourself. Do you agree?  
 6-7 points.

This is the lesson plan of SAIDALIYEVA SHAHNOZA:

**1 HOUR LESSON PLAN - FLY HIGH 7**

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p>Be more active and more organised and you will be a good companion.<br/>             8-10 points.<br/>             You are a good companion. Everyone wants to travel with you.<br/>             11-12 points.<br/>             You are certainly a perfect companion. But did you answer all the questions honestly?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Grammar</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Additional information:</b> | <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.<br/>             companion<br/> <b>Etymology</b><a href="#">[edit]</a><br/>             From <a href="#">Middle English</a> <i>companion</i>, from <a href="#">Old French</a> <i>compaignon</i> ("companion"), from <a href="#">Late Latin</a> <i>compāniōn-</i> (nominative singular <i>compāniō</i>), from <i>com-</i> + <i>pānis</i> (literally, <a href="#">with</a> + <a href="#">bread</a>), a word first attested in the <a href="#">Frankish</a> <i>Lex Salica</i> as a translation of a Germanic word, probably <a href="#">Frankish</a> <i>*galaibo</i>, <i>*gahlaibo</i> ("messmate", literally "with-bread"), from <i>*hlaib</i> ("loaf, bread"). Compare also <a href="#">Old High German</a> <i>galeipo</i> ("messmate"), <a href="#">Gothic</a> <span>𐌲𐌳𐌹𐌶𐌰</span> (<i>gahlaiba</i>, "messmate"), Old Armenian <i>բնկեր</i> (<i>ənker</i>, "friend", literally "messmate"). More at <a href="#">co-</a>, <a href="#">loaf</a>.<br/> <a href="http://en.wiktionary.org/wiki/companion">http://en.wiktionary.org/wiki/companion</a></p> |
| <b>Assessment :</b>            | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Homework:</b>               | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Deputy director on educational affairs: \_\_\_\_\_

**1 HOUR LESSON PLAN - FLY HIGH 7**

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

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme of the lesson:</b>                                       | Lesson 6. Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Aim of the lesson:</b>                                         | to teach pupils work independently                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| • <b>Upbringing aim:</b>                                          | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| • <b>Educational aim:</b>                                         | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| • <b>Developmental aim:</b>                                       | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Type of the lesson:</b>                                        | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Methodology of the lesson:</b>                                 | Traditional, non-traditional, modern, interactive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Materials and equipments:</b>                                  | Textbook “Fly High 7”, pictures, Internet, Computers, projector, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Procedure of the lesson:</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Organizational part:</b>                                       | Greeting. Working with pupils on duty.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Checking for homework and revision of the previous lesson:</b> | Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>This is the lesson plan of SAIDALIYEVA SHAHNOZA:</b>           | Lesson 6. Project.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                   | <p><b>1 Work in pairs. Read, copy and punctuate.</b><br/>do you know that one of the best zoos in Britain is Paignton Zoo You can see plants and animals from different habitats lions zebras gorillas pelicans penguins and a lot of snakes at the zoo It is open every day from 10 am Have a great day out</p> <p><b>2a Work in groups. Think about a good place for a holiday in Uzbekistan or in an imaginary place. Make a poster. Write about</b></p> <ul style="list-style-type: none"> <li>• where this place is</li> <li>• what it is famous for</li> <li>• what people can do there</li> <li>• what things people need to take</li> </ul> <p><b>2b Read other groups' posters. Say what you like about the holiday advertised by them.</b></p> |
| <b>Grammar</b>                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Additional information:</b>                                    | Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Assessment :</b>                                               | Marking pupils according to their homework and activities during the lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Hometask:</b>                                                  | Homework is given according to the academic plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

Deputy director on educational affairs: \_\_\_\_\_