

**Фаргона вилоят халқ таълими ходимларини қайта
тайёрлаш ва уларнинг малакасини ошириш
институти**

Тил ва адабиёт таълими кафедраси

**Parties
and
Lessons**

ТАВСИЯНОМА

Фаргона-2015

Ушбу тавсиянома умумий ўрта таълим мактаби инглиз тили фани ўқитувчилари ва мустақил равишда инглиз тили фанини ўрганувчилар учун мўлжалланган.

Муаллиф: М.Жакбаров - ФВХТХҚТМОИ тил ва адабиёт таълими кафедраси ўқитувчиси

Такризчилар: Х.Тўхтарова – ФВХТХҚТМОИ тил ва адабиёт таълими кафедраси мудири

А.Гаджибаева – ФВХТХҚТМОИ тил ва адабиёт таълими кафедраси ўқитувчиси

Г.Муинова – Фарғона шаҳар саноат-касб хунар коллежи хорижий тил кафедраси мудири

ФВПҚҚТМОИ Илмий Кенгашининг 2015 йил, _____ ойидаги №_____сонли қарори билан тасдиқланган.

A goat and seven kids

Characters: Mother Goat, 7 kids, Wolf

Scene I

(Mother goat and her kids are at home. Mother goat wants to go to the market to buy some fruit.)

Mother Goat: Don't open the door to anybody.

Kids: All right. Goodbye, Mother.

(Soon the Wolf comes to the goat's house. He knocks at the door.)

Wolf: Open the door. It's me, your mother.

Kids: No! You are not our mother.

The 1st Kid: Our mother's voice is soft.

The 2^d Kid: Our mother's voice is sweet.

The 3rd Kid: Our mother's voice is nice.

The 4th Kid: Our mother's voice is wonderful.

The 5th Kid: She is clever and kind.

The 6th Kid: She is polite and careful.

The 7th Kid: Our mother is good.

The Kids: We mustn't open the door to anybody.

(The Wolf goes away.)

Scene II

(The Wolf comes up to the goat's house again, knocking at the door, speaking in a soft voice.)

Wolf: Open the door. It's me your mother.

Kids: No! You are not our mother.

The 1st Kid: Our mother's voice is softer than yours.

The 2^d Kid: Our mother's voice is sweeter than yours.

The 3rd Kid: Our mother's voice is nicer than yours.

The 4th Kid: Our mother's voice is more wonderful than yours.

The 5th Kid: She is cleverer and kinder than you.

The 6th Kid: She is more polite and more caring than you.

The 7th Kid: Our mother is better than you.

Wolf: I have got some toys for you.

Kids: We don't want any toys from you.

Wolf: Open the door!

Kids: No! You are ugly, bad and awful.

(The Wolf goes away.)

Scene III

(The Wolf comes up to the door.)

Kids: Do you hear? Somebody is at the door.

Wolf: Open the door! It's me your mother

Kids: No! You are not our mother.

The 1st Kid: Our mother's voice is the softest of all voices.

The 2^d Kid: Our mother's voice is the sweetest of all voices.

The 3rd Kid: Our mother's voice is the nicest of all voices.

The 4th Kid: Our mother's voice is the most wonderful of all voices.

The 5th Kid: She is the cleverest and the kindest mother in the world.

The 6th Kid: She is the most polite and most careful mother in the world.

The 7th Kid: Our mother is the best of all.

Wolf: I will break down the door.

Kids: We are not afraid of you!

Wolf: Do you give up? One!

Do you give up? Two!

Do you give up? Three!

(The Wolf breaks the door down and rushes into the room. The fight begins. Five kids are fighting with sticks and brooms. Two kids are making a terrible noise with pans and spoons. The Wolf is frightened. He runs away.)

Scene IV

Mother Goat (*comes in*): What's the matter? What has happened?

Kids: Oh, Mother dear! The Wolf wanted to eat us.

Mother Goat: My dear children, you are the strongest, bravest, the cutest, and the most beautiful kids in the world. I'm very happy!

(She kisses them and gives them the fruit.)

Kids: Mother is the dearest

Of all the friends we know.

She helps us work and helps us play,

That's why we love her so.

Three bears

(A fairy-tale)

Characters:

Father bear, Mother bear, Baby bear, Little girl.

Scene I

Three bears are sitting at the table, drinking milk.

Mother bear: Take your cup, father!

Father bear: Thank you!

Mother bear: Take your little cup, Baby.

Baby bear: Thank you, Mummy dear... . Mother it is too hot!

Father bear: Then let us go for a walk.

The bears go out of the room.

Scene II

A Little Girl comes in and looks round.

Little Girl: Whose room can it be? (*Looking at the table.*)

I am hungry. (*Sits down at the table and tastes the milk.*) Oh, this milk is too hot for me!... Oh, this milk is too cold for me!... This milk is just right for me.
The noise of the Bears' steps is heard. The Girl hides under the table.

Scene III

The Bears enter the room and take their places at the table.

Father Bear: My cup is not full.

Mother Bear: And my cup is not full.

Baby Bear: And my cup is empty. (*They look round.*)

Oh! Who is this! A Little Girl!

Father Bear, Mother Bear, Baby Bear :

Let us eat her up.

Little Girl: No, you won't!

She runs away, The Bears try to catch her, but fall down.

Mother Bear: It's your fault, Father! You fell, and I fell, too!

Baby bear: And I fell because you fell.

(*All together, shaking their heads*): And the Little Girl run away. Oh! Oh!
Oh!

Tom Candy and the Prince

(*After the Prince and the Pauper by Mark Twain*)

Characters:

Tom Candy, a poor boy of 12

Prince, a boy of 12

Minister, Soldier

Scene

A room in a palace. Young Prince in rich clothes is standing at the window and looking out.

PRINCE: (*Through the window to the soldier at the gates*):

What has happened? What does this boy want, soldier?

SOLDIER: He wants to get in and see you.

PRINCE: Let him in. I want to talk to him.

The door opens and Tom Candy, a poorly dressed boy, comes in. He looks round in surprise.

PRINCE: Hello, boy! What's your name?

Tom: My name is Tom Candy.

PRINCE: Where do you live?

Tom: I live in Offal Court.

PRINCE: Do you like it there?

Tom: Oh, it is very interesting there. There are many children there. Do you have friends?

PRINCE: No, I have no boy-friends.

Tom: And with whom do you play?

PRINCE: I play alone.

Tom: Oh, how dull it is!

PRINCE: Yes, it is very dull here. I want you to stay here and play with me.

Tom: Oh, no. I'd better go to my Offal Court. Your soldiers are very angry.

PRINCE: Tom, I want to go with you.

Tom: You can't in this dress. Everybody will know you are the Prince.

PRINCE: Tom, give me your dress.

Tom: All right. Take it.

They exchange their dresses. The boys look very much alike.

PRINCE: What is this blue mark on your hand?

Tom: The soldier has struck me.

PRINCE: How dared he!

He runs out of the room. Tom runs to the window.

Tom: He is at the gates. He wants to struck the soldier. How brave he is. Oh, what's it? The soldier throws him out!

MINISTER: *(comes in and bows to Tom)*: Breakfast is ready.

Tom: What is it? What are you?

MINISTER: Don't you know me? I'm your Minister.

Tom: What's Minister? I'm Tom Candy, and I don't know you.

MINISTER: Oh, the Prince has gone mad. He has forgotten his name!

Tom: What are you saying?

MINISTER: You are my Prince.

Tom: I am Tom Candy, I tell you. The Prince has gone to Offal Court.

MINISTER: I shall call the doctor! You are not well!

Tom: I am all right. Bring me something to eat. I must wait for the Prince here.

The Minister goes out and brings in a tray with breakfast. Tom takes the tray, puts it on the floor, sits near it and begins to eat with his hands. The Minister covers his head with hi hands and runs out.

Tom: He is mad. How does the Prince live here?

At this moment shouts are heard at the gates. Tom runs to the window and sees the Prince fighting with the soldiers at the gates.

Tom: Soldier! Let this boy in!

PRINCE: *(running into the room)*: Tom! Give me back my dress. He doesn't know me in your dress.

Tom: *(glad to see him)*: take your dress and give me back my dress. I can't live here. Your Minister is mad.

MINISTER: *(running in)*: The doctor will come in a minute.

He stops and looks at the two boys with surprise.

Tom: Good bye, Prince.

He runs out.

PRINCE: *(turning to the Minister)*: What are you looking at, Minister? It's time for breakfast

Welcome Navruz

Participants

The 1 – leader

The 2 – leader

Dehkan – bobo

Bahor-oy

Bahor-oy’s friends

Momo-er

Momom-er’s children

Journalist from the USA

Journalist from great Britain

Journalist from India

The room is decorated beautifully. The teachers, the guests are sitting round the table. The teacher comes into the room and says: “Good morning , dear guests.

Welcome to our party. Our pupils prepared a performance devoted to Navruz Holiday.

Please see and enjoy it.’

(The tape-recorder is switched on and everybody hears the voices of different birds, the voice of water, karnais and surnais. Two leaders appear on the stage and declare the performance opened.)

The 1- leader:

“Today is Navruz,
Today is Navruz,
We are happy and gay
This Navruz Day. ”

The 2 - leader.

“ Today, today
Is Navruz Day
On that happy day in March
All the children dance and play.

The 1 - leader : Dear teachers and guests! What beautiful spring is coming after winter.

The 2 – leader: And together with the spring comes a very interesting Merry New year Holiday – Navruz.

The 1 – leader: No holiday can do without music, poetry, sings, dances.

The 2 – leader: These are the call – signs of Navruz.

(The sound of a spring melody of the waltz “Bahor” is being heard. And very slowly the personages of native folklore in the form of a picturesque caravan enter the stage).

The leaders introduce them to the spectators.

The 1 – leader: This is Dehkon – bobo.

The 2 – leader: Next is Spring – the beauty Bahor-oy. She is the hostess of the holiday.

The 1 – leader: Now charming girls appear. They are friends of Bahor-oy.

The 2 – leader: And now you see Momoer – The Mother of land and her children.

Bahor –oy and her friends waltzing with the branches of apricot.

The 1- leader: Now with great pleasure we pass the turn to our favourite heroes of Navruz. The members of caravan greet everybody at background of the national music.

Bahor-oy : Good-bye, winter. Good –bye frosts. Hallo spring. Hallo Land. Hallo the Sun. Hallo greenery. The holiday has come. Welcome Navruz! A new life! A New Year! A spring day! Happiness to all of you!

Dehkon-bobo: We greet and congratulate everybody on the holiday of Navruz – this sacred, national holiday of the people of the ancient and everlasting young East.

The Mother of the Land: Our dear teachers and guests ! A happy holiday to all of you. We wish you to be healthy, happy, successful in everything.

Everybody : Welcome, Navruz! Friendship! Peace! Labour! Happiness!

The leader come out to the stage and say.

The 1 – leader: Dear friends! There are guests – journalists from different countries. They represent the journalists from the USA, Great Britain and India.

The 2 – leader: They will ask questions and Dehkon - bobo, Bahor – oy and her friends, the Mother of the Land will answer their questions. So there are some questions about the history of Navruz.

The first journalist: What does the word “Navruz” mean?

Bahor – oy : The word Navruz is taken from the Persian language and means “a new day” and “a new day” is spring, the time when the nature awakens from its winter sleep.

The second journalist: When does Navruz come in ?

The Mother of the Land: Navruz begins on the 21 – st of March.

The third journalist : Where did Navruz appear ?

Bahor – oy’s friend : It appeared in Middle Asia and it is celebrated in countries of the East : in Irak, Afghanistan, Turkey, Uzbekistan, Tadjikistan, Turkmenistan, Kirgiziya and Kazakhstan, Tataristan, Bashkiriya, Asarbaijan and in the North Caucasus.

*The 1 – journalist :*How old is Navruz ?

Bahor – oy’s friend : The historians consider that Navruz is 2 or 3 thousand years old. It was already celebrated in the 3-d century in Middle Asia and the Nearest East.

The 2- journalist : What writes and poets wrote about Navruz .

Bahor – oy’s friend : There are a lot of legends about ancient Navruz. The most detailed information is given in the books by Abu Raihan Beruni, Omar Hayam in the poems by Navoi and Kashgar.

The 3- journalist : Why is Navruz celebrated in the 21 st of March ?

Dehkan – bobo : It is also a history. It is necessary to take into consideration the laws of nature. There is a calendar New Year and a new Year of Navruz. A calendar New Year is celebrated on the 1st of January when it is the middle of winter, the nature is still asleep, there are no changes or new things in nature. And on the 21 –st of March we have the vernal equinox, that is on this day the duration of the day and the night is equal. It is the time when nature awakens : the flora begins a new life on the Earth. That is why the people of Middle East considered the 21 –st of March the beginning of the New Year.

The 1- journalist : What are the traditions of Navruz ?

Momoer's daughter : Navruz is the holiday of friendship, peace, charity. All the battles come to stop on their quarrel insults. They make presents to each and wish success and prosperity to each other. Peace reigns on the Earth, everybody prepares “sumalak” and sat at the festive table. It is one of the main and important traditions of Navruz.

The 2- journalist : And how is Navruz celebrated now ?

Bahor – oy's friend : Due to reconstruction in our country Navruz holiday has come to life again. The Council of Ministers of the Uzbek Republic worked out a law that the 21 –st of March is a day off. You can find a lot of information about Navruz in newspapers, magazines, there are special programmes on TV and radio, the poets, the composers – new songs. But the most important is the following according to an ancient custom every participant of the holiday should carry out 3 conditions. ”

The 3- journalist : What are these conditions ?

Momoer's daughter : The 1 – st condition with labor : each person should plant flowers and three saplings of trees, to water gardens, yards, sport grounds, streets, streams into order. The second condition is to set oneself to be merry and to do good deeds, to get reconciled with those in quarrels, and make presents to each other. The 3- d condition is to try to live a new, to be attentive to everybody, to be merciful.

The 1- journalist : What is the secret of Navruz?

Bahor – oy : Navruz – is the most ancient and light spring holiday.

Bahor –oy's friend: Navruz – is a New Year.

Bahor –oy's friend: Navruz – is the awakening of nature, fauna and flora on the Earth,. It is the time of blossoms and triumph of beauty.

Bahor –oy's friend: Navruz – is peoples love to the land and its gifts, it is the hope for abundant harvest.

Bahor –oy's friend: Navruz – is the holiday of hospitality.

Momoer's daughter: Navruz – is the holiday of peace, friendship, fraternity, equality.

Momoer's daughter: “Navruz – is the holiday strengthening moral spirits, mutual confidence and national dignity.

Momoer's daughter: Navruz teaches everybody to be kind and wise.

Momoer's daughter: Navruz is demonstration of crafts, art and strength.

The 2- journalist: The traditional meal of Navruz is delicious sumalak. What can you say about it?

Momoer: There is such a legend about sumalak. A very very long time ago there lived a poor old man. So in his year under shelter he carefully kept a handful of wheat seeds. But one day a spring rain wetted the seeds and some clay the seeds grew up. Seeing it the old man got disappointed very much. There was nothing to eat at home. He looked green sptoats, cut and pounded them and began to boil. The first time he tried it, it was sour.”

Momoer’s daughter continues the story: Now to eat eat?- asked the old man and kept on boiling after several hours of boiling it, he tasted it once more. And, this time it was quite different. It was a very delicious and sweet sumalak. This way spring had fad the old man.

Bahor – oy and her friends:

The poem “Sumalak”
Rainbow bridge is in the sky,
Green grass tells that soon Navruz
In the cattle sumalak
For us our mother cooks.

The swallow flew in our house
Brought spring on her both wings, but,
An elm tree is in deep sleep still.
The early morning wakes me up.

Please, mum give me sumalak,
Tasty dish(meal), it is for us
Sumalak’s another cause
To meet one more time my lass.

Let us run against the wind,
Follow after a butterfly,
If you notice a red tulip
Put it on your hair, my friend.

Let’s hand out door to door
Fulfilled bowls of sumalak.
If we also knock your door
Open or you will be in lack.

*The tape recorder is switched on and everybody hears the song “Sumalak.”
Bahor – oy and her friends and Momoer’s daughters are dancing.*

The 2- leader: There are some directions of Dehkon – bobo, Bahor – oy, Momoer and her children.

Dehkon bobo: Please, love our native land, take care of nature! Take care of trees, flowers and birds!

Momoer’s daughter: Please, on this day knock at the door of a lonely, sick man and warm him with your tender words, give him presents.

Bahor – oy: On this day smile at each other, please.

Bahor – oy’s friend: Let everybody live in peace and friendship.”

Bahor – oy’s friend: Forget all your insults and troubles, be careful and alternative to each other.

Momoer’s daughter: Let Navruz bring peace and friendship, health and wealth to our people , to everybody.

Momoer’s Daughter: Let success and luck attend everybody.

The 1 – leader : Our party is coming to the end. Thank you for your attention.

The 2 – leader: Thank you. Good- bye.

Topic: Holidays and festivals

The theme of the lesson: Festivals and holidays.

The aim of the lesson: to focus on holidays, their main features, descriptions. To

develop pupils writing, reading, listening and oral practice.

The equipment of the lesson: cards, books, pictures, tape-recorder, school things.

The procedure of the lesson.

I The beginning of the lesson:

1) Greeting

Teacher: Good morning, pupils!

Pupils: Good morning!

Teacher: Sit down, please.

2) Duty’s report:

Teacher: Who is on duty today?

Pupil: I am on duty today.

Teacher: is anybody absent?

Pupil: no, today all are present.

3) Making up the English language atmosphere:

Teacher: Now, who can tell me, what season is it now?

Pupil: It is autumn.

Teacher: Very good! Can you tell me what holidays do we have in autumn?

Pupil: We celebrate the Independence Day of Uzbekistan on the 1st of September, on the 1st of October Teachers Day and Halloween in November.

Teacher: What holidays do you know besides these ones?

Pupil: I know New Years Day, Easter, Christmas, the 8th of March is Women’s Day, the 21st of March is Navruz and the 9th of May is the Memorial Day.

Teacher: I see you know a lot of holidays. Thank you very much.

II The main part of the lesson.

1) Checking up the homework.

At the previous lesson the pupils were asked to write a short speech about their favourite holidays. The teacher asks the pupils to tell the class about their favourite holidays and give reason for their choice.

2) Warm up.

Play the game “My word, your sentence”. Every pupil should choose a word they learned at the previous lesson about celebrations, e.g. trick, witch, bonfire etc.

Then they take turns to say their words and call someone up from the class who used the word in their sentence, e.g. On April Fool’s Day people play tricks on each other.

3) Auding.

Aim: Listening for festival descriptions, identifying the festivals.

Pupils will be divided into two groups using cards. Then they will hear five short holiday descriptions on the tape. The task is to identify the holidays and to write down their key words or expressions.

The group with the correct answer wins.

Tapescript:

1 I really enjoy this day. In the morning we try to play tricks and jokes on each other. It’s great fun.

2 I heard so much about this holiday. Last year I went to Uzbekistan and saw the celebration for myself. It’s a very wonderful holiday. There are a lot of people everywhere.

3 Witches, black cats and pumpkin lanterns... quite a scary holiday, really.

4 The best time is when there’s snow and you can go out and build a snowman. The presents are nice, of course.

5 I really like the idea of celebrating love. Last year I got two cards. I still don’t know who sent them.

Answers:

1 April Fool’s Day.

2 Navruz.

3 Halloween.

4 Christmas.

5 Valentines Day.

Key words and expressions

1 play tricks and jokes

2 went to Uzbekistan, wonderful

3 witches, black cats, pumpkin lanterns

4 snow, presents

5 love, cards

IV Reading

Aim. Reading for details. Reading expressively.

One group should read the text about Valentine's day and another group about Halloween. After reading, they will retell the text to each other. Then both groups should answer to each other's comprehension questions about the text.

1a Text Valentine's Day 14 February

In the 3rd century, a Roman priest named Valentine was put in prison because he secretly married lovers against the order of Emperor Claudius. He got a death sentence.. On 14th February he wrote a note to his friend, the daughter of a prison guard, and signed it: "love from your Valentine".

2a They send cards, flowers, sweets, red paper hearts to someone they love.

1b Text Halloween 31 October

2b To keep spirits and ghosts away.

3b Children dress up in costumes and masks as witches, go round to houses and play "trick and treat" on people.

4b Jack-o-lantern(a face cut out of pumpkin with a lighted candle inside).

V Consolidation part.

Pupils should solve crosswords, recite poems about the holidays. For example:

Remember, remember the fifth of November
Gunpowder, treason and plot
I see no reason why Gunpowder treason
Should ever be forgot.

Guy Fawkes, Guy Fawkes, "twas his intent"
To blow up the King and the Parliament
With three score barrels of powder below
Poor old England to overthrow.

But by God's providence he was catch'd
With darkened lantern and slow burning match
Holloa boys, holloa boys, make the bells ring
Holloa boys, holloa boys, God saved the King!

The active group wins.

VI The end of the lesson:

1 Marking

2 Homework

To write a text about any holiday that they have in their culture.

Topic: “Animals”

The theme of the lesson: Talking about animals. Wild animals.

The aim of the lesson: Teaching dialogues and monologues about animals, reading and discussing the text. To develop pupils writing, reading, listening and oral practice. To present and practise new vocabulary.

The equipment of the lesson: cards, books, pictures, tape-recorder, school things.

The procedure of the lesson.

I The beginning of the lesson:

1) Greeting

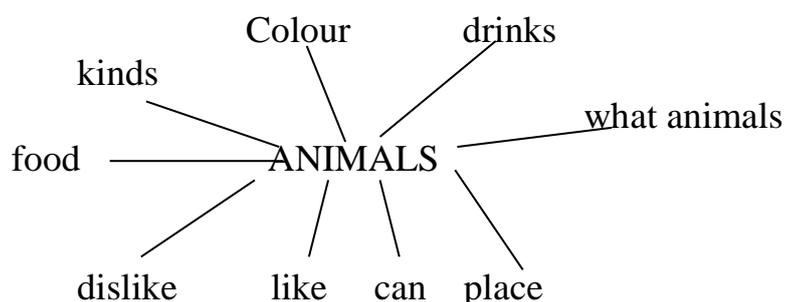
Teacher: Good morning, pupils!

Pupils: Good morning!

Teacher: Sit down, please.

II) Making up the English language atmosphere:

Today we'll speak about animals, what they can do.



III The main part of the lesson.

Checking up the homework.

Answer the questions:

T: What animals do you know?

P: A dog, a monkey, a cat, a crocodile, a cow...

T: What color can animals be?

P: Pink, black, yellow, white, grey...

T: What can animals do?

P: They can jump, run, swim, fly, climb...

T: Where can animals live?

P: In a forest, in a house, in a Jungle, on a farm...

T: What do they like to eat?

P: Meat, fish, carrots, apples, cabbage...

T: What do animals like to drink?

P: They like to drink milk, water.

T: What kind of animals do you know?

P: Domestic and wild animals.

Let's play the game "Wild animals". I'll throw the ball to each of you in turn. When

you catch it, you must name a wild animal. Do it as quickly as you can.

(The pupil who makes a mistake goes out of the game.)

That'll do. I see that you know the names a lot of wild animals.

Let's have a rest and play a game "A cat and a mouse".

P1: I'm a cat.

P2: I'm a mouse. One, two, three. You can catch me.

The cat catches a mouse.

IV Auding.

Listen attentively and answer the questions.

Mike's pet.

Mike has a pet. It's a puppy. The puppy's name is Dolly. She is black and white.

Her ears and nose are black. Her eyes are brown. Her tail is short. Dolly is clever

and funny. She has a toy mouse and likes to play with it. She tries to catch the toy

mouse and eat it. Every day Dolly goes to school with Mike and carries his school

bag. She likes meat, bones, soup and water. She dislikes porridge and orange juice.

Mike likes his puppy very much.

T: Answer my questions:

1 What pet does Mike have?

2 What is the puppy's name?

3 What colour are his ears and nose?

4 What colour are her eyes?

5 What does she have?

6 What does she like to do?

7 What does Dolly like to eat and to drink?

8 Does Mike like his pet?

Agree or disagree.

T: A monkey is a domestic animal.

P: I disagree with you. Monkey is a wild animal.

P1: An elephant is a small animal.

P2: I disagree with you. Elephant is a big animal.

P1: A cat likes to eat apples.

P2: I disagree with you. A cat doesn't like to eat apples. It likes to eat fish.

V Consolidation part. (reflection)

T: Who has a pet?

P: I have.

Pupils ask questions about the pet.

What is it? What colour is it? What can it do?

What does it like to do? Where does it live?

P1, P2, P3 ... tell about their pets.

Most children love animals. They have pets at home and take care of them.

But some

boys and girls give their pets too much food to eat. That's why their pets become too fat

and can't run and jump well. Look at this puppy! (The boy shows the picture of a fat

puppy and reads the poem.)

Boy: Spot is a plump puppy,

Still he can jump.

Jump, puppy, jump, puppy!

Jump, puppy, jump.

If you jump plenty

You'll not be so plump.

So jump, puppy,

Plump puppy, jump!

Jump, puppy, jump.

T: Do you know any poems about animals?

PP: Yes, we do.

Your friends have earned some poems and want to tell you. Now listen to them.

(The pupils go to the blackboard and recite the poems in turn. They have pictures

of the animals which they speak about in their hands.)

P1: I love my cat

It's warm and fat.

My cat is grey,

It likes to play.

P2: My dog is clever, strong and quick,

It's name is Spot, my name is Nick.

My dog is nice, my dog is gay,

We play together every day.

Through heavy snow, rain and fog

I go walking with my dog.

My father always tells me: "Mind,

The dog must not be left behind."

P3: I love little pussy,

Her coat is so warm,
And if I don't hurt her
She'll do me no harm.
So I'll not pull her tail,
Or drive her away,
But Pussy and I
Very gently will play.
She will sit by my site
And I'll give her some food,
And Pussy will love me
Because I am good.

P4: I love all kinds of animals,
Dogs, cats and rabbits.
I love all kinds of animals,
I know their little habits.

P5: If I had plenty of money,
Do you know what I do?
I'd buy such lots of animals
And have my own little Zoo.
But they wouldn't be in cages,
They'd be free to run around.
And there's one thing they would know,
That thing is to be safe and sound.

P6: Fly little bird, fly!
Fly into the blue sky.
One, two, three
You are free.

P7: I have a dog
His name is Jack
His head is white
And his ears are black.

T: Let's have a rest and do some exercises.
Stand up.

P: I am standing up.

T: Fly like a bird.

P: I am flying like a bird.

T: Run like a lion.

P: I am running like a lion.

T: Jump like a hare.

P I'm jumping like a hare.

T: Swim like crocodile.
P: I'm swimming like a crocodile.
T: Walk like a bear.
P: I am walking like a bear.

Guess game

One of the pupils describes a toy – animal. The other pupils have to guess what is it.

P1: It's a wild animal. It's yellow. It lives in a Jungle. It can jump and run very well. It likes to eat meat and drink water. What is it?

P2: Is it a giraff?

P1: No, it isn't.

P3: Is it a tiger?

P1: No, it isn't.

P4: Is it a lion?

P1: Yes, it is.

Now listen to my riddles and try to guess them.

1) I am big and I am strong
And my trunk is very long.

(An elephant)

2) I have a bushy tail,
Sometimes I am grey and sometimes I'm red,
I like nuts.
What am I?

(A squirrel)

4) This animal is small,
It lives in the woods
And runs very fast.
It's afraid of everything.
What animal is it?

(A hare)

5) There is an animal that has a beautiful yellow skin with black stripes on it. It has a very fierce wild animal. It lives mostly in hot countries.

(A tiger)

6) This animal can go without food and water for a long time. What is it?

(A camel)

VI The end of a lesson:

1 Marking

2 Homework.

Well, boys and girls. It's very good that you know so much about animals, that you have pets at home, and you take care of them. None of us must ever forget that animals and birds are our friends. Our lesson is over. Have a nice day. Good-bye!

Mirobod district school 294 **Yusupova D.**

Reading for discussion
Read the dialogue.

Are you happy with the way you are taught English?

Interviewer: Guliya, I know you have been learning English for almost five years and you are planning to become an interpreter. What do you feel about learning grammar? Do you think your teacher spends too much or too little time on it?

Guliya: Of course, you must learn grammar in any language. After all, you can't build a house without foundations. But that's all we do at school – grammar, grammar and more grammar, for half an hour four times a week! We have to do many drills.

Int: So grammar is important, but not too much of it. But should it be taught in isolation?

Guliya: No, you need to practise grammar with vocabulary. It's not good when you learn new words but don't have much practice using them with the grammar you've learnt.

Int: With vocabulary – is it better to learn a few words at a time and practise them, rather than a lot of words by heart?

Guliya: Practice helps you to memorize the words. Also I remember words better if they are related to my interests. I have no problem learning words connected with my hobby which is animals and wildlife.

Int: One of the problems for learners of English is phrasal verbs – to get on, to get along with and so on, and, of course idioms. Is it a problem for you? Have you learnt enough idioms to cope with?

Guliya: They are very difficult. And you have to keep yourself up-to-date with them too. For example, when I first came to England I used the idiom "It is raining cats and dogs" very proudly, and everyone laughed at me because it is so old-fashioned and the average English person doesn't use this expression.

Int: So, make sure the idioms you learnt are up-to-date. Now, how about pronunciation? A lot of students find that hard.

Guliya: English intonation is awful! I mean, it is the most difficult part of pronunciation, because if you get it wrong, people think you are rude. Intonation is far more difficult than learning to pronounce words correctly. It is important both formal and informal English – how to ask for information, how to be polite. Let me give you an example. My English teacher phoned me yesterday asking about something he wanted to know and I just said "no". Then, when I thought it afterwards, I realized that I had sounded rude. I should have said "I'm afraid I don't know" –or something like that. Learning social English is very useful, take writing letters in English for example.

Int: What advice would you give to people who are just beginning to learn English?

Guliya: I find reading very helpful – I read books, newspapers, magazines and other periodicals. I try to guess the meaning of words I don't know from their context. This helps me to read more quickly. But I also look words up in the dictionary and make a note of the most useful ones.

Int: How about listening to pop music?

Guliya: Yes – that can be useful. I was a bit disappointed actually, because some songs have such silly words, though the music is lovely. Listening to the radio and watching videos and educational TV programmes in English help me, too. Especially listening to the news. I was very proud when I realized that I could easily get the idea of what I was listening to.

Int: As I can see, learning a language isn't as simple as all that. You can learn rules for grammar and pronunciation and also for vocabulary, but the most difficult feature of any language is perhaps learning the elements for which there are no written rules – for example “social English”. This means learning about expected ways of behavior, knowing what sort of English to use in different situations, formal or informal and how to understand what is said, all that is so easy and natural in your mother tongue.

Imagine that you are Guliya and answer these questions:

1. Is it necessary to learn grammar? 2. Should one practise grammar and vocabulary together or in isolation? 3. Which is better: to practise using new words or learn them by heart? 4. Are idioms easy to learn? 5. Why is it important to keep yourself up-to-date with idioms? 6. Why is it important to use the right intonation when you talk to people? 7. Why is it useful to try to guess the meaning of words from the context? 8. What can one do to learn to understand spoken English? 9. What is the most difficult feature of learning a language? 10. What does “social English” mean?

Speak about the way you are learning English. Answers to these questions will help you.

Where and when did you begin learning English? 2. Who was your first English teacher? What can you remember about your first English classes? 3. What do you find most interesting (most useful and effective; most amusing) about learning English? 4. Do you read anything in English? Have you read any English books up to the end? What were the books? Did you find them difficult? 5. Do you think reading in English is useful? In what way? Do you use dictionaries to look up words you don't know? What do you prefer: to read stories in easy English or to have difficult texts for reading? Why? 6. What is the easiest way for you to learn new words? How many new words can you learn at a time? Do you learn new words in isolation or in context? 7. Do you like grammar drills? Do you find them important? Easy? Difficult? Useless? Boring? Do you think you have too many grammar drills at school? Do you agree that you must learn grammar in any language? 8. Do you think correct pronunciation and intonation are important in learning English? How can wrong pronunciation and intonation

lead you to misunderstanding? Do you think the same is true about learning Uzbek? 9. While learning a language you learn to listen and understand what you hear, you learn to write, to ... and to How can you complete these sentence? 10. What do you and your friends find most difficult about learning English? What are your strong and weak points? 11. How are you planning to use English in future?

Make up dialogues and act them out.

1. Two students from different schools are talking about the way they are taught English. One of them is very happy about her/his English classes, the other is not.

2 A mother (father) and daughter (son) are talking about the way English was taught twenty-five years ago and the way it is taught now.

Turn the notes into questions and interview one of your classmates.

- | | |
|--|---|
| 1. what / your / full / name? | 10 you / have/ holidays /in / summer? |
| 2. where / you / born? | 11 how long / you / study / English? |
| 3. when / you / born ? | 12 You / speak / other / languages ? |
| 4. where / you / live ? | 13 what / you / enjoy doing in English? |
| 5. how long / you / live there?
leave school? | 14 What / you / want / to do after you |
| 6. you / have / brothers / sisters ? | 15 What / be / your dream? |
| 7. they / younger / older? | 16 You / like / working on the computer? |
| 8. what / you / do / free time? | 17 What / the three things /that / you
enjoy doing? |
| 9. you / be / other towns / countries? | 18 What / the three things / that / you /
hate /doing? |

English – a language of the world

Answer the questions:

- How long have you been learning English?
- Do you learn English only at school (college)?
- Where else is it possible to learn a foreign language?
- Have you ever tried to learn English on your own (reading books, watching educational programmes on TV, videos and films in English, taking an English course outside school, etc)?
- Which of these ways of learning a language do you find most effective? Why?
- How much time do you think a person should learn a foreign language to be able to say:
 - I can speak English.
 - My English is fluent.
- Do you think it is possible to know a second language as well as native speakers do?

8. Why are you learning English? Do you find it interesting? Hard? Useful? How can it be useful?

9. Why do people learn foreign languages as you see it?

10. Do you think language learning has become less popular or more popular recently? Try and prove it.

11.

Social English

It's important that you should use good English at your lessons. These phrases can be helpful in class.

I'm sorry I'm late
English?

What do you call this thing in

I'm afraid I've left my book at home.

Can I say it like that?

Can I have a copy, please?

Sorry I didn't get this. Could

you

Shall I read this text?

say it again, please?

Shall I do this exercise on the blackboard?
sentence?

Could you repeat last

How do you pronounce this word?
please?

Could you explain it again,

I'm not sure how to put/say it in English.
board?

Could you write it up on the

What's a better way of saying this?

Is it my turn?(Am I next?)

How do you spell...?

Is there any homework this

week?

What page are we on?

I'm sorry, I can't see the

board.

I didn't quite catch what you said?

Why are we doing this?

Would you speak more slowly, please?

Think of what you should say if:

1. you don't know to spell a word; 2. you don't understand what your teacher has just said; 3. you want to get a copy of something; 4. you want to find out how to say something in English ; 6. you want the teacher to write a word up on the blackboard ; 7. you don't know to pronounce a word; 8. you want to know the English word for "yer qimirlash"; 9. you want to know if it's your turn to read the text; 10. you've left your book at home and want to say you are sorry; 11. you want to know how to say something in a better English; 12. you don't know how to say something in English and want your teacher to help you.

These are six English idioms in which colours are mentioned. Read the idioms and then say which of them you can use in the sentences below.

Go our Idioms

1. to give a black look – yomon, jahil bilan qarash

2. once in a blue moon – ba'zida, deyarli hech qachon

3. to be (feel) blue – xafa, yomon kayfiyatda bo'lish

4. to be like a red rag to a bull – buqaga qizil latta ta'sir qilganday, birovga ta'sir qilish

5. a white elephant – qimmat, lekin foydasiz sovgʻo

6. to be yellow – qo'rqish, qo'rqqoqlik qilish.

- a My daddy has a car, but he doesn't drive and he has no garage.
- b Jack is not brave at all, he always runs away when we fight.
- c My aunt Polly can't stand long hair and platform shoes.
- d I think he hates me. He always looks at me angrily.
- e What has happened? Why are you so sad?
- f Call me more often. You hardly ever call me these days.

Phrasal verbs

1. to get on

- a) The boy got on his bike and rode away.
- b) How is he getting on with his English?

2. to get off

We got off the train in London.

To get on / to get off the bus; but to get into / out of the car

3. to get along

my dog and my cat get along with each other.

4. to get out

Get out of the room now.

5. to get up

What time do you get up?

6. to get away

The thieves got away with our money.

7. to get over

He can't get over his illness yet.

8. to get down to work / business

It's 11 o'clock. It's time to get down to work.

Complete the sentences using the missing words: over, to, on, out, off, along, up, away.

1. Jack always gets ... early; he is a farmer and has a lot of work to do. 2. Ladies and gentlemen, I think it is time to get down ... business. 3. I'm afraid that our secret can get 4. Does she get ... well with her classmates? 5. If you are going to the Tower you should get ... at the next stop. 6. Hello! How are you getting 7. Don't let him get ... with my bike. 8. The old lady got ..of the car with difficulty. 9. That news was a real shock and we still can't get ... it. 10. Get ... the bus near London Bridge and go as far as Trafalgar Square.

English only

A It is a good idea to speak only English in English lessons.

English outside the classroom. Questionnaire B

1 Do you listen to English outside the classroom?	
If yes, where?	
What do you listen to?	
How often?	
If no, why not?	Nothing to listen to
	Don't feel like it?

2 Do you ever write in English outside the classroom?	
If yes, what do you write?	
How often?	
If no, why not?	Too difficult
	No one to write too

Talk about your answers. How can you use English more often outside the classroom? Share your ideas with other people in your class.

Presenting adjectives (chudo- alfavit)

A – angry, amazing, attractive, awful

B – bad-tempered, beautiful, big, blue, boring, bossy, brave, brilliant, brown, busy

C – careful, casual, charming, cheap, cheerful, clean, clever, cold, comfortable, confident, considerate, cool, cotton, courageous, cute

D – dark, dirty

E – excellent, exiting, expensive

F – fair, famous, fantastic, fast, fat, fine, friendly, funny

G – generous, good, good-looking, greedy, green, grey

H – handsome, helpful, honest, horrible, hot

I – interesting, impolite

J – jingle, jolly, joyful

K – kind, kid-glove, kingly, kitish

L – large, lazy, long, lovely, loyal

M – magic, marvelous, messy, modern

N – natural, new, neat, nice, noble

O – obedient, old, oval

P – pleasant, polite, poor, pretty

Q – quick, quiet

R – red, respectful, rich, romantic, round, rude

S – sad, scared, selfish, serious, short, shy, silk, silly, slow, small,
 smart, sociable, special, straight, strong, sweet
T – talkative, tall, thick, thin tidy, trustworthy, turned-up
U – ugly, unkind, untidy, unusual, useful, usual
V – various, very kind
W – warm, wavy, weak, white, wise, wonderful, woolen
X – xanthous, xeric
Y – young, yellow
Z – zealous, zingy

Memory game

Match the words and write the “pairs” on the right.

Attractive	air	_____
Caring	sweater	_____
Clean	girl	_____
Turned-up	horse	_____
Woolen	nose	_____
Strong	mother	_____
White	woman	_____
Dirty	boy	_____
Smart	blouse	_____
Little	dog	_____

“What kind”

“A”	“B”
river	long, fast, clean
mother	kind, helpful, caring
friend	loyal, sociable, considerate
nose	turned-up, long, straight
mouse	Grey, shy, small
hair	wavy, dark, short
weather	awful, cold, lovely
book	interesting, expensive, modern
washing machine	expensive, important, heavy
tiger	fast, beautiful, dangerous
man	tall, handsome, strong

Look at the list of adjectives and divide them into three categories:

a) adjectives describing a person's appearance; b) adjectives describing a person's character; c) adjectives describing other qualities.

attractive	lonely	mysterious	clever	pleasant
boring	modest	strong	polite	shy
educated	smart	fat	brave	careless
fragile	slim	curious	honest	lazy
independent	attentive	young	great	free
unhappy	stupid	wicked	wise	dull
famous	short	tall	thin	lovely
noble	progressive	serious	sad	slow
greedy	small	ugly	poor	tidy
bouncy	cheerful	gloomy	stern	firm

CONTENTS

A GOAT AND SEVEN KIDS.....	4
THREE BEARS.....	5
WELCOME NAVRUZ.....	8
HOLIDAYS AND FESTIVALS.....	12
ANIMALS.....	15
ARE YOU HAPPY WITH THE WAY YOU ARE TAUGHT ENGLISH?.....	20
ENGLISH – A LANGUAGE OF THE WORLD.....	22

LITERATURE

1. C.J. BRUMFIT. Communicative Methodology in Language Teaching. Cambridge: Cambridge University Press. 1984.
2. M.CANALE. From Communicative Competence to Communicative Language Pedagogy. 1983.
3. R. MURPHY. Essential Grammar in Use. Cambridge University Press. 1990.
4. Б,Я,Лебединская. ENGLISH От чтения к устной речи, Пособие по английскому языку,- Москва,1992,
5. L.A.ALMAZOVA. A BRIDGE TO SPOKEN ENGLISH. MOSCOW. HIGH SCHOOL. 1989.
6. V.D.ARAKIN. ENGLISH-RUSSIAN DICTIONARY. MOSCOW.1992.

ФВПҚТМОИнинг нашриёт бўлимида 20 нусхада чоп этилган
ва шаҳар, туманларга жўнатилган

