

**O‘ZBEKISTON RESPUBLIKASI XALQ TA‘LIMI VAZIRLIGI**  
**RESPUBLIKA TA‘LIM MARKAZI**

**INGLIZ TILI**

**fanidan tajriba-tadqiqot maktablarining 5-9-sinflari**  
**uchun ilg‘or pedagogik texnologiyalar asosida tayyorlangan**  
**namunaviy dars ishlanmalari**

**TOSHKENT 2011**



## Grade 5

### Theme: My Classroom

The aim of the lesson.

- a) to introduce and practice words for classroom
- b) To practice correct spelling
- c) To develop pupils reading, speaking and writing skills.

Aids: pictures, posters, markers, a tape-recorder etc.

The procedure of the lesson.

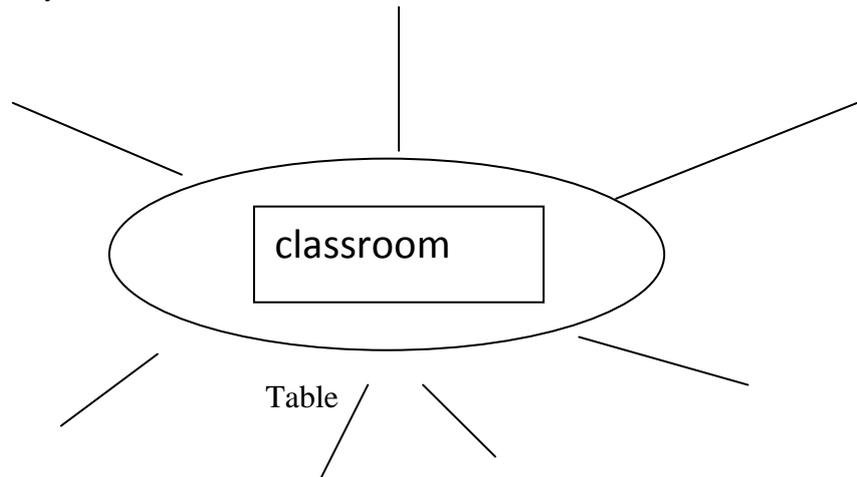
I The beginning of the lesson.

a)Greeting

b)Checking up homework

II Warm up

- 1) To write up the word “classroom” on the poster and ask students to write all the words they can think of that are connected to the words.



- 2) Speaking. Change the underlined letter to make a new word.

BOOK -----LOOK

BOX-----

PEN-----

NINE-----

BLOCK-----

WALL-----

CHAIR-----

III. The main part of the lesson.

1. Learn to read the words. To teach the correct pronunciation.

[e] desk, pencil

[ ] blackboard

[ei] table

[i] picture

[a:] class, classroom

2. To establish the meaning of new words.

1. doska a) picture

2. parta b) map

3. stul c) desk

4. rasm d) wall

5. devor e) blackboard

6. xarita f) chair.

3. Listening to the text.

Look at the picture. This is a classroom. I see a map on the wall. I see a teacher and pupils. The girls and boys are in the classroom. The teacher is at the table. There are some books and note-books on the table. I see pens and pencils on the desk. The desks are yellow. The blackboard and the floor are brown. The bookcase is near the door.

My classroom is clean and light.

4. Working on the text. Answering the questions.

a) Where is the map?

b) What colour is the blackboard?

c) What are there on the table?

d) Where is the bookcase?

5. Guess and say what it is.

a) ---- a thing, where we keep books.

b) ---- a thing we usually have on the wall to write on in the classroom.

c) ---- a thing where pupils sit in class.

d) --- a place we study in.

6. Gap filling and do crossword.

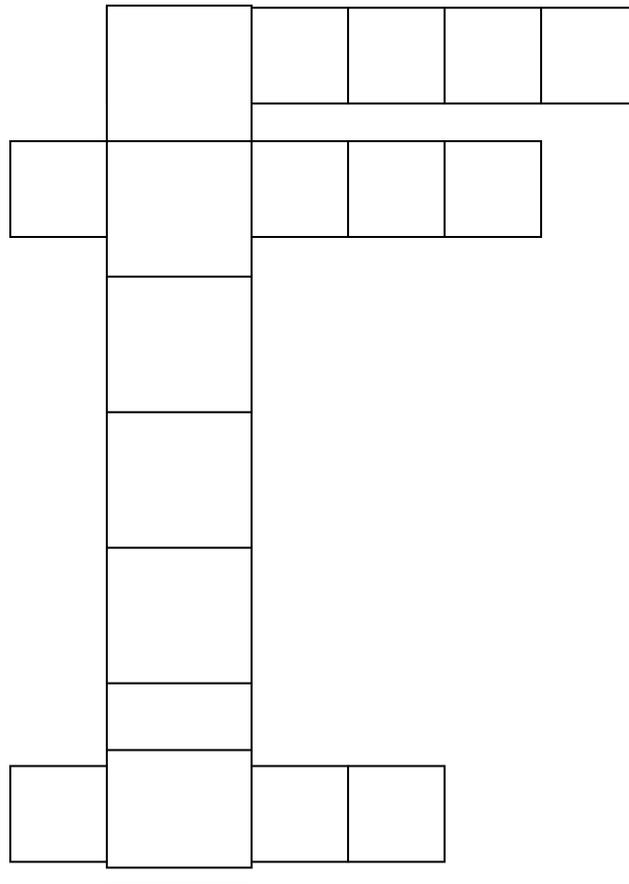
a) There are some ----- in the bookcase.

b) A piece of chalk on the -----.

c) Pupils usually sit at the ----.

d) There are some pictures on the ----.

Crossword



The end of the lesson. \_\_\_\_\_

1) Marking.

2) Homework.

a) Find five classroom things and make up sentences with them.

Black            ble

Pic              case

Ch               board

Book            air

Ta               ture

W                all

## Theme: School things

### The aim of the lesson

- a) To practice correct spelling
- b) To practice listening
- d) To present and practice prepositions of place.

Aids: pictures, tape, markers, paper.

The procedure of the lesson

#### I. The beginning of the lesson

- a) Greeting.
- b) Checking up homework.

#### II Warm up.

1. Word study. Find 13 words →↓

U P E N D E S K Y

R E C L A S S B U

U N O T E B O O K

B C H A I R I C O

B I K B A G M H T

E L D L S C W A H

R U L E R R O E X

U T B C L O C K Z

2. Speaking. Chain drill. To practice using the new vocabulary.

Pupils turn each other by asking "What do you see in the classroom".

P1 I see a blackboard

P2 I see a table

P3 ....

III. The main part of the lesson. 1. To learn pronunciation. Ask PP to listen to the tape and repeating chorus

## The main part of the lesson

1. to learn pronunciation. Ask PP to listen to the tape and repeat in chorus.

[^]rubber, cup, but, run

[ð] ruler, teacher, driver

[ ] chalk, talk, walk

2. Speaking Look at the picture and answer the questions (rasm Vereshchagin IV).

- where is the bag?
- How many books are there on the table?
- what is near the window?
- what is on the blackboard?

3. Translating

- Men stolustida 3 kitobko'ryapman.
- Sumkadadaftarkitoblar bor.
- Bizning sinfxonamizda 15 ta parta bor.

4. Listening Play the tape and listen the poem "A Book"

A book I think, is very like

A little golden door

That takes me into places

Where I've never been before.

5. Speaking. Look at the picture again and say are they True or False.

- The books are on the blackboard.
- The bag is in the bookcase.
- Time table is on the floor.
- The blackboard is near the window.

IV The end of the lesson.

1) marking

2) Homework

a) Learn the poem "A Book"

b) to write an essay on the topic "My classroom".

## The theme: Time table.

The aim of the lesson:

- to introduce and practice words for subjects
- to give further practice in talking about subjects at school.
- to practice reading for detailed information
- to revise auxiliary verb "have got".

Aids: pictures, markers, tape-records, chart

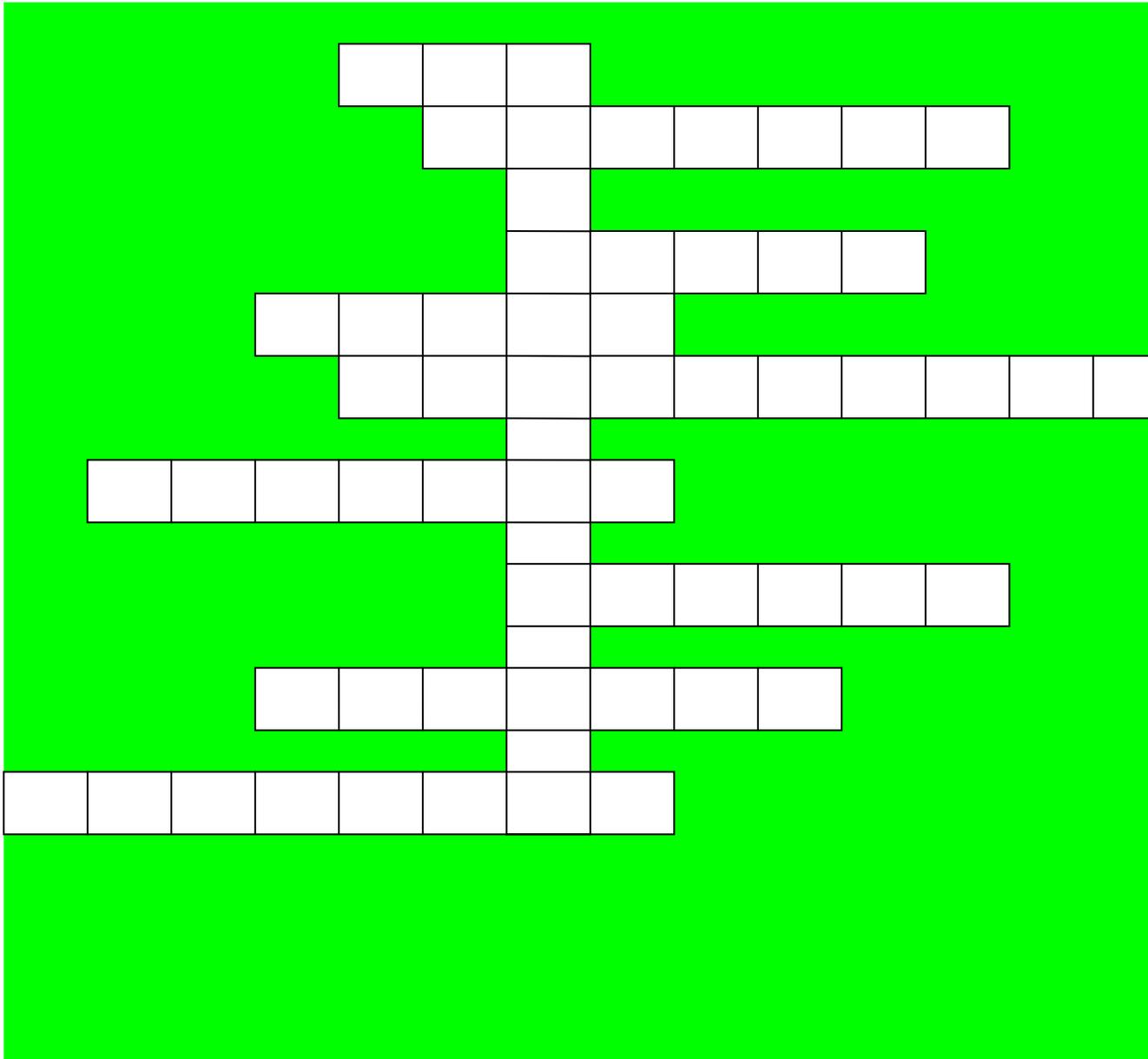
The procedure of the lesson

I The beginning of the lesson.

- a) greeting
- b) checking homework

II Warm up

Introduction new words. Complete the crossword write the names of subjects.



3) Filling gaps.

- a) we can sing a song in ....
  - b) we usually run and jump in.....
  - c) we learn foreign languages in.....
  - d) we study numbers at.....
  - e) you can dran in.....
  - f) we learn past in.....
-

## II The main part of the lesson.

### 1. Reading.

#### Time table

Every day I go to school. On Monday I have four lessons. They are: English, Mathematics, Music and Sport. On Tuesday the first lesson is Uzbek, the second is math's, the third lesson is Russian, the fourth lesson is History and the fifth lesson is Computer.

On Wednesday I have five lessons. They are: Botany, Math's, Literature, , Art and Uzbek. I have Math's, English, Sport, Geography, Russian on Thursday. On Friday I usually have History, Uzbek, Literature, Botany and handicrafts. On Saturday I usually have four lessons. They are: Math's, Handicrafts, Geography, On Sunday I don't go to school. On that day I have a rest with my parents.

### 2. Working on the text.

Pupils complete the time table according to the text.

№	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1						
2						
3						
4						
5						

### 3. Answering.

1. When do you have English?
2. What lessons do you have on Tuesday?
3. Have you got Uzbek on Saturday?
4. How many times do you have Sport in a week?
4. Play a game. Guess what subject is it.

One of the pupils thinks a subject. The other pupils have to ask and guess what is it?

$P_1$  - Can we run and jump in it? – No, we can't

$P_2$  - Do we learn a foreign language? – No, we don't

$P_3$  - Can we use numbers in it? – Yes we can

The end of the lesson

### 1. marking

### 2. Homework

- a) retell the text "Time table"
- b) make up own time table

**The theme: Talking about weather.**

Aims: - to present and practice new vocabulary.

- to enable pupils to talk about the weather

Aids: pictures, cards, papers

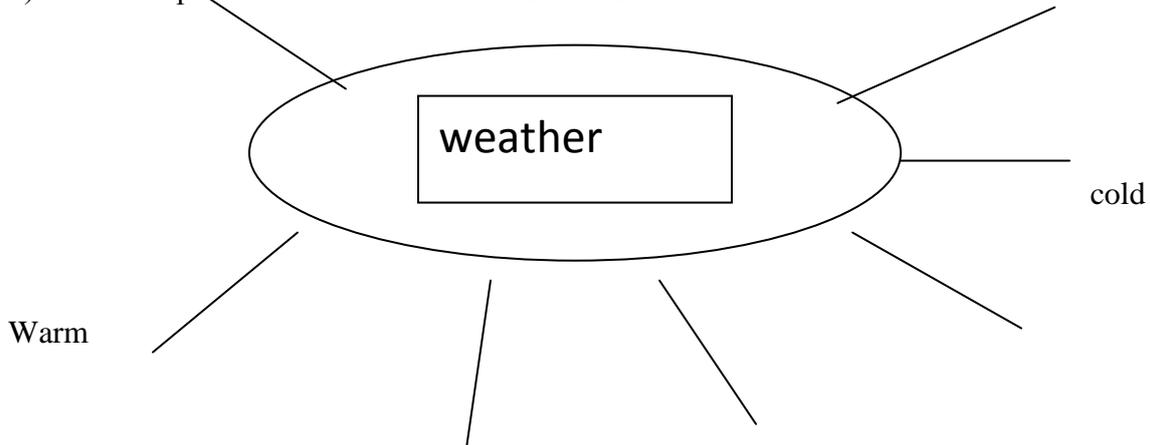
The procedure of the lesson

I The beginning of the lesson

- a) greeting
- b) checking up homework

II warm up

- 1) To write up the word "weather" on toster and that are connected to the word.



- 2. Speaking. Answering the questions

- a) what's the weather like in spring?
- b) In wich season is the weather hot?
- c) what weather do you like?
- d) Is it often cold in winter?
- e) Do you like winter and why?

3. Playing game "Snowball" (to through a ball to each of pupils in turn saying a word belongs to weather. The pupil who catches a ball must make up sentence).

Example: P<sub>1</sub> cold

P<sub>2</sub> it is cold in winter

II (Playing game) The main of the lesson.

1) to develop pronunciation new words

[u :] cool, two, too, blue

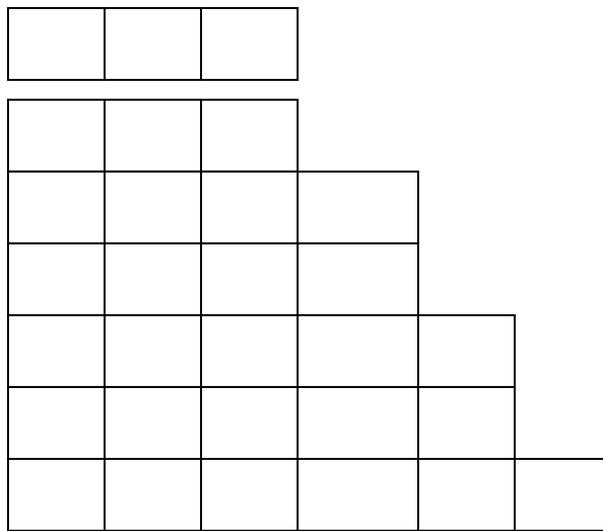
[ɔ] cold, hot, long

[a :] mice: fine: bright: white, ski

[ɔ :] warm: short

[ei] rain: skate

2) Puzzle time Build up the “ladder”



Writing. Make up sentences

			cold	spring
It	often	warm		autumn
	is	always	hot	March
		usually	fine	April
	Isn't	sometimes	dry	September
				October

Example: It isn't always hot in spring.

3. Listening. Play the tape and listen the poem world weather  
In the North it's snowing

And in the South it's hot

In the East the wind is blowing

And in the west it is not.

In the South the sun is shining

And in the west the sky is blue

In the East it's raining

And in the North it's raining too.

4. Consolidation part. To practice asking questions complete the dialogue by asking.

- ?

- There are four seasons in a year

- ?

- The winter months are: December, January, February

- ?

- Yes, it is cold in winter

- ?

- Yes, I like spring.

The end of the lesson.

1) marking

2) Homework

a) Describe the weather in spring in Uzbekistan.

(Make up sentences and draw a picture about it)

b) Learn the poem "world weather".

## Grade 5

### The Theme: Domestic animals.

#### The aim of the lesson:

- a) introduction of new lexical items on the topic “Domestic animals”.
- b) to develop pupil’s reading, speaking, writing skills.
- c) to develop making up dialogue skills.

Aids: Pictures, cards, posters, a tape-recorder, toy animals, a ball.

#### I. The beginning of the lesson;

- a) greeting;
- b) checking up homework.

#### II. introduction of new lexical items on the topic “Domestic animals”.

A pig, a goat, a horse, a sheep, a camel, a cow, a hen, a chicken, a cock, a goose, feed, take care, a duck, a farm, in the country.

#### I. Word study. Repeating the words after the teacher in chorus.

- a) Using the pictures and asking the questions.

What is it? - It’s a cow. What is it? – It’s a sheep. Is it a wild animal? – No, it isn’t.

What animal is it? – It’s a domestic animal. What other domestic animals do you know? – Dogs, cats, sheep, goats, camels, cows, horses.(etc.)

- b) Playing a game “Domestic animals” (to through a ball to each of pupils in turn. When they catch it, he/she must name a kind of animal.) The pupil who makes a mistake goes out of the game.

#### II. Reading skills. Pupils read the text and translate it.

Tom is little boy. He lives in a town. But he always spends his summer holidays on his uncle’s farm. There are many domestic animals: horses, cows, sheep, pigs, ducks, hens, cocks, chickens and some others. Tom likes a little calf most of all. The calf was so nice, it was very little and funny. Tom took good care of the calf. Soon they became friends. Tom began to understand the animal language. He was very nice to his new pet.

#### III. Making up the dialogues. Play a guessing game. Think of a domestic animal. Let your classmates guess what animal it is by asking you different questions. Answer only “Yes” or “No”.

1. Is it a bird?
2. Is it an animal?
3. Is st big?
4. Is it little?
5. Is it brown?
6. Is it grey? Etc
7. Does it eat grass(meat, fish, vegetables, etc)?
8. Does it live in the house(on a farm)?

#### IV. Learning the song about animals.

Listen to the song “I found a cow”(o‘qituvchi diskka yozib oladi)

## **I Found a cow.**

I found a cow!

How?

I found a bear!

Where?

I found a hen!

When?

I found a bear!

I found a hen!

I found a cow!

Wow!

### V. The end of the lesson.

1. Marking.

2. Homework.

a) To learn a song "I found a cow".

b) To write the text about one animal without saying what it is. Pupils must guess. For example.

It is a domestic animal. It lives on a farm. It can run and jump very well. It likes to eat grass and drink water. It is usually grey, brown or white. What is it? (a goat)

## Grade 6.

### Theme: “Meals. English and Uzbek meals”.

The beginning of the lesson:

- a) Greetings
  - b) Checking up H/w
- I. Warm up.

With the help pictures and food (dishes). To teach the name of different meals, food. To ask pupils to look at the picture or dishes and described it.



II. A stage. “At the competition”. Take part some pupils: cooks (from Uzbekistan, Italy, Gr. Britain) interviewer, juries.

1. The cook from Uzbekistan cooks palov. He/she describes his/her meal. He/she specs about ingredients...



2. The cooks from Italy cooks pizza.
3. The cooks from Gr. Britain cooks pancakes.

While they cooks interviewer them. After preparation juries test the meals and they say their own opinion.

III. Amazing fast or food around the world.

1. In the south of China they eat rice, but in the north they eat noodles.
2. In Scandinavia, they eat a lot of herrings and the Portuguese love sardines.
3. Do you know that people in Europe don'ts eat so much fish; they eat more meat and sausages. In Germany and Poland there are 100 of different kinds of sausages.

4. In China (there is only one course), all the food is together on the table, and they eat with chopsticks.

5. In parts of India and the Middle East people use their fingers and bread to pick up the food.

IV. Work in groups and discuss these questions about your country.

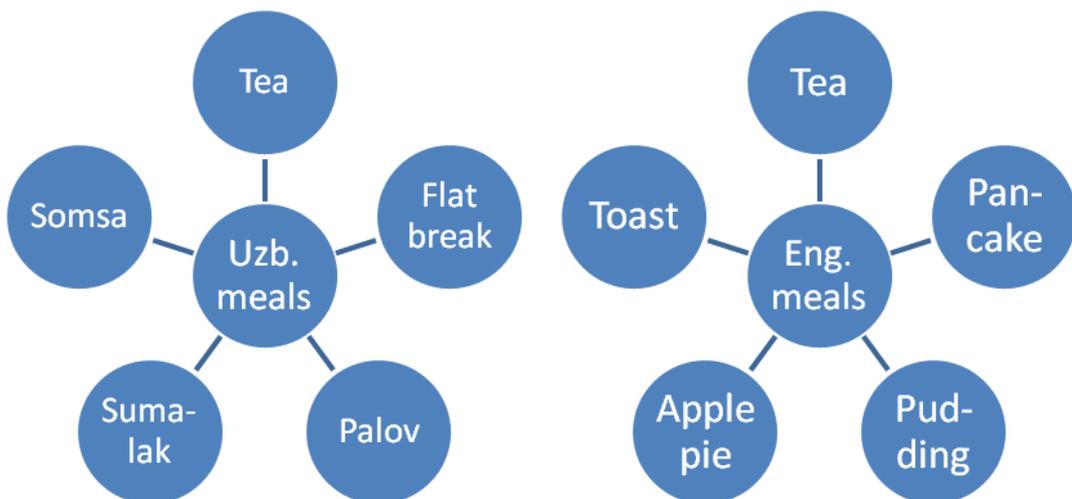
- a) What is a typical breakfast?
- b) What does your family have for breakfast?
- c) Is lunch or dinner the main meal of the day?
- d) What is typical main meal?

V. Crossword

1. The main meal which cook in Navruz.
2. What do people cook for "Thank giving day"
3. What are decorated a birthday cake.
4. The main ingredient for pancakes.
5. The name one of the best American.

Fast food the chains of restaurant café and bistro.

VI. Writing the meals.



VII. A fairy tale "The fox and the crane"

"The Bun"



**Theme: Uzbek national holidays.**

**Aim:** 1) The educative aim of the lesson:

To teach to respect Uzbek costumes and traditions.

2) The develop aim of the lesson:

develop pupils writing. Reading. Listening and oral practice.

**Type of the lesson:**

Individual.

Work in group.

Work in pairs.

**Equipment of the lesson:**

Cards, books, pictures, tape-recorder, different kind of information about holidays from newspapers, magazines.

**I. The beginning of the lesson:**

**Org.moment:** 1. Greeting.

2. Duty's report.

3. Making up the English language.

**Teacher:** What Uzbek national holidays do you know?

**Pupils:** We celebrate Navruz, Independence Day, Ramadan Hayt and KurbanHayt.

## II. The main part of the lesson.

1) Checking up the homework:

Pupils read sentences, which they make up at home.

2) Word-study and phone-drill.

Introduction the new words on the topic:

Celebrate, congratulate, independence, favorite, anniversary, traditions, customs, food, sweet, national.

3) Reading the text and guess the meaning.

The anniversary of the Independence of Uzbekistan, which we celebrate on September 1, is a holiday. But there are other dates which are holidays in Uzbekistan. On December 8 we celebrate Constitution Day. March 21 is the spring festival of Navruz, which people celebrate with flowers, dancing, music and traditional foods. Among the most important of the foods is Sumalak, a dish made from boiled wheat sprouts. There are two Muslim holidays, Ramadan Hayt and KurbanHayt. The dates of these holidays change every year.

4) Answer the questions on the text.

1) What holidays are celebrate in Uzbekistan?

2) What is Navruz?

3) How do people celebrate Navruz?

4) Describing the pictures:

**5) Describing pictures:**

What holiday is described in the picture?

## III. Consolidation:

1) Pupils must write as many words, as they can about holidays on the board.  
example: flowers, sweets, dancing, sumalak, national dishes, sing songs.

2) Read the given sentences true or false.

1) Navruz is celebrated in autumn.

2) English people cook sumalak.

3) We celebrate Independence Day on the 1<sup>st</sup> of September.

4) Navruz is the Asian New Year.

3) Learning 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.

#### **IV. The end of the lesson:**

- 1) Marking.
- 2) Homework:
  - a) learn by heart the poem “Sumalak”.
  - b) Be ready to retell about Navruz.

#### **Theme: Holidays in English speaking countries.**

**Aim:** to develop oral speech skills of pupils.

**Educational aim:** To respect customs and traditions in Uzbekistan and in English speaking countries.

**Equipment:** pictures, tables, calendar.

#### **The procedure of the lesson.**

I. The beginning of the lesson.

- a) Greeting.
- b) Making language atmosphere.

Teacher’s report.

Boys and girls. Today we have game lesson TV bridge London-Tashkent. Class divide into 2 groups.

#### **II. The Main part of the lesson.**

Uzbek pupils choose the name “Clevvers” and English children choose – “Smarts”

**1 task.** Members of both group write the names of holidays on the board.

Uzbek national holidays:

Navruz, Rememberance Day, Ramazan and KurbanHayit, Independence Day.

English holidays:

Halloween, Christmas, New Year, Easter, Valentine’s Day.

**2 task.** Reading and translating the texts.

**UP:** March 21 is the holiday of Navruz. It is the Asian New Year. Navruz is the holiday of friendship and historical traditions. People celebrate Navruz with flowers, music and dancing. The most important food for Navruz is sumalak, a dish made from boiled wheat sprouts.

**EP:** Christmas is a religious celebration. It is celebrated on December 25 as a birthday of Christ. It is a family holiday, and every house tries to have a Christmas-tree, which is brightly decorated. As a rule, presents for children, relatives are placed under the tree.

**3 task.** Describing pictures.

Pupils must describe given pictures about holidays.

**4 task.** Singing songs or poems about holidays.

**Uz.P:** Navruz is coming,

The Sun is shining,

Birds are singing,

Roses, violets and tulips are growing

I like Navruz very much.

Welcome Navruz,

Welcome Navruz.

**E.P:** Mother put the kettle on,

We all want tea,

Mother give us something sweet,

For Jim and me.

**5 task.** Competition between leaders.

**Making up dialogue.**

**Uz.P:** What holidays are celebrated in Great Britain?

**E.P:** We celebrate New Year, April Fools Day, Easter.

And what is Navruz?

**Uz.P:** Navruz is the spring holiday. What are the important family holidays in your country?

**E.P:** New Year and Christmas are family holidays.

How do people celebrate Navruz?

**Uz.P:** We celebrate Navruz with music, dancing and cook sumalak. On what holiday do people give each other presents?

**E.P:** On Christmas, presents for children, parents are placed under the tree.

At the end of the competition pupils will sing the song.

If you happy, and you know it,

Clap your hands

If you happy, and you know it,

Clap your hands (twice)

If you happy and you want to show it, say we are,

Yes, OK.

### III. The End of the lesson.

a) Marking.

b) Homework.

Be ready to retell about holidays in Uzbekistan and Great Britain.

#### Theme: Tashkent.

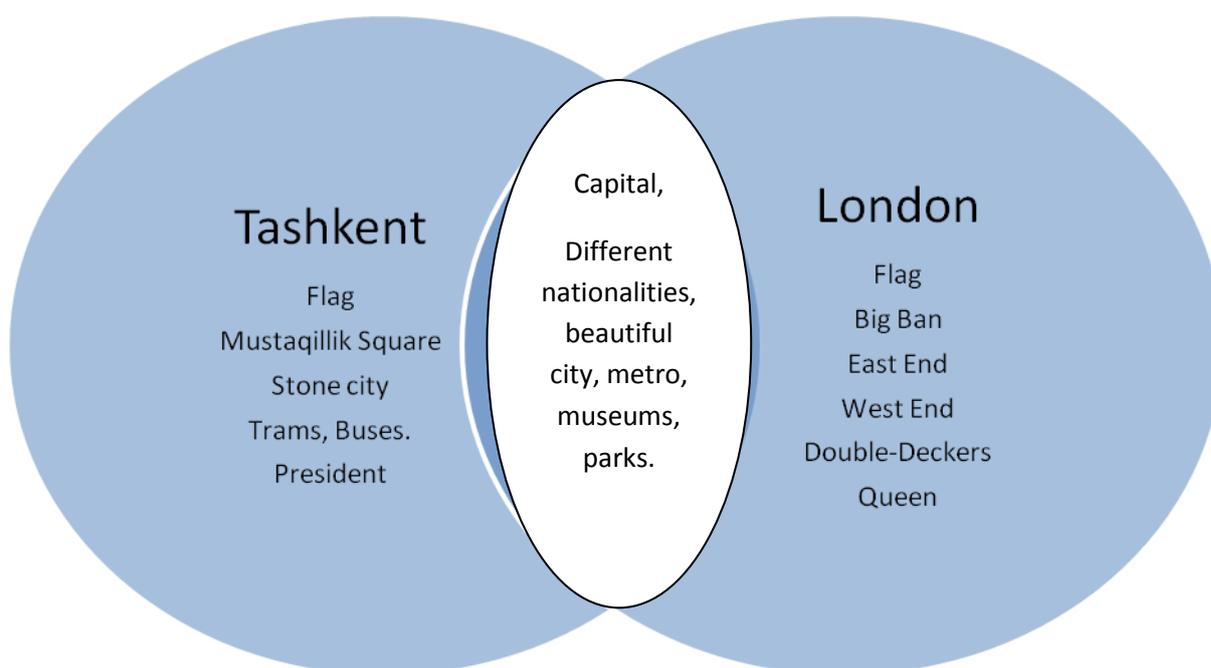
Objectives: to practice talking about famous places in Tashkent, to practice reading, and writing skills, to introduce and practice using the present Passive in the negative and interrogative and Wh- questions.

Educational objective: What can we do to make our native city more beautiful?

Equipment: the most beautiful sight of Tashkent, Grammar table, tape- recorder.

#### Plan

- I. To warm up- to present the topic of the lesson.
- II. Say some words which are closely connected with Tashkent and London



Find different and similarity

- III. To practice listening for detail PP listen to the text and write the answers in their copy-books.
- IV. To talk about famous places in Tashkent what other places would you like to visit in Tashkent.
- V. Describe the pictures (sights of Tashkent) using the structures: I can see..., I think that...

- VI. Reading. Ask and answer the questions.
- VII. Read the sentences and say if they are true or false.
- VIII. To present Present Passive using grammar table. Write some examples on the blackboard. Write interrogative and negative forms
- IX. To practice Present Passive- writing.
- X. Result of the lesson. To comment the marks. To explain h/w.

**THEME :Healthy life.**

The aim :

- To present and practice new words.
- To talk about health problems and give advice
- To present and practice modal verb “must and should”
- Talking about healthy and unhealthy food and products
- 

**The method of the lesson :** visual and traditional method.

**The equipment of the lesson :** class books, poster, pictures and cards.

**Class expressions:** Get ready for the game; Look at the poster; take one colored ball;

Number above 100; Answer the questions in written form; a lot of energy, vitamins, minerals etc.

**The procedure of the lesson :**

1) the beginning of the lesson :

- a) greeting and organizational moment;
- b) listening to the report for the pupil on duty;
- c) checking up the homework.

2) the main part of the lesson :

**Activity 1.** Warming up.

This activity can be done as warm up :

“What do you usually have for breakfast?”

“Do you like vegetables?”

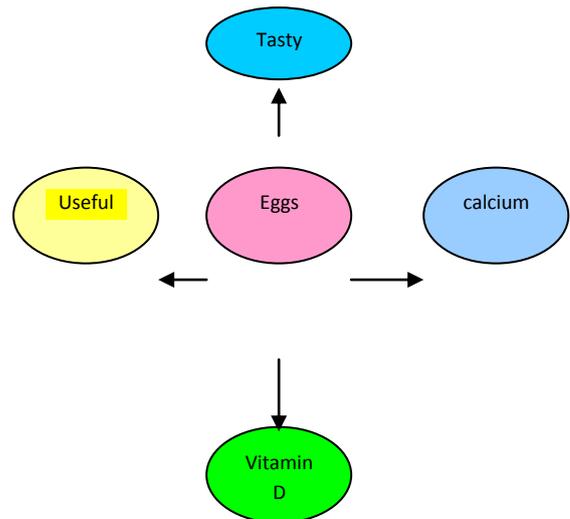
After their answers identifying the food product, which most of them had and draw it on the blackboard. Then ask its advantages.

“Look, have you guessed  
that the egg is very useful  
for our health.

do you want to be healthy?

PP: “Yes”

“You should eat more healthy  
foods like this.””



### Activity 2.

Aim : to present and practice word for health problems and illnesses.

Sore, broken, ache, cut, twisted,  
pain

I have got a ... throat.

I have got a stomach ...

I have got a ... on my finger.

I have got a ... in my back.

I have got a ... ankle.

I have got a ... leg.

**Activity 3.** to develop translation skills and grammar.

First, pupils read and translate the dialogue :

*Patient: Good morning.*

*Doctor : Good morning.*

*Patient : I've got a headache and temperature.*

*Doctor : Mmm. You must take one aspirin three times a day and you should have not tea and stay in bed.*

*Patient : Thanks, Doctor.*

*Doctor : Bye.*

**Activity 4.** To consolidate the new theme.

Chain drill: “You should go to bed on time :

you should do your homework in time;

you shouldn’t be late to school.”

P.A : “You should drink two liters of water every day”

P.B.: “You shouldn’t eat a lot of sweets”

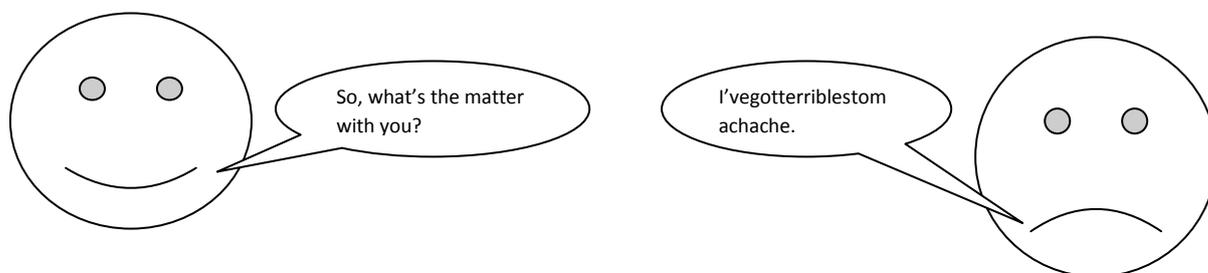
**Activity 5.** Write the new vocabulary.

Health	-	sog’lik	Medicine	-	dori – darmon
Ache	-	og’riq	Headache	-	bosh og’rig’i
Stomachache	-	oshqozonog’rig’I	Sore throat	-	tomoqog’rig’i
Patient	-	bemor	Temperature	-	harorat
Herbal	-	dorivor			

**Activity 6.**

- to introduce and practice the question “What’s the matter with you?”

Pupils work in pairs making conversations.



**Activity 7.** Wordsearching.

H	E	R	B	A	L
E	C	O	L	C	D
A	A	P	O	H	Q
D	W	D	O	E	T
H	A	N	D	S	Y

THE END OF THE LESSON.

## Theme: “Travelling”.

### The theme of the lesson: “Travelling by...”.

The aim of the lesson:

- 1) Talking and writing about travelling, kinds of travelling and transport.
- 2) Reading for detailed information and practicing translation.
- 3) To develop pupils’ widely outlook.

Vocabulary relating to travelling and transport.

Aids: pictures of places, map, posters, pictures of different kinds of transport, web-spider, brainstorming, poem.

#### I. The beginning of the lesson.

- 1) Greeting.
- 2) Checking up homework.
- 3) Warm up:

a) To match the name of the different geographical features with a map (the Fergana Valley, the Aral Sea, the Kyzylkum Desert, Toshkent, Samarkand).



#### b) Answering the questions.

- 1) Where are you from?
- 2) What is the capital of the country?
- 3) Which city is more ancient?
- 4) What transport do you like travelling by?  
(I like travelling by...).

#### c) Talking about the means of transport:

- 1) Do you like travelling?
- 2) What kind of transport do you know?

Put all the different kinds of transport in the correct column.



Land	Water	Air

(Helicopter, boat, train, ship, plane, car, bus, on foot).

## II. The main part of the lesson.

### 1) Pre-teaching.

Word study. (Introduction the new words on the topic).

#### 2) a) Reading the text.

Thousands of people travel every day. Travelling by plane is the fastest, but it is the most expensive. That's why people have time to go by train. Trains go slower, but you can see much more interesting places of the country. Travelling by sea is popular mostly for pleasure, a trip by sea is usually called a voyage or a cruise. Buses also can take you to any place you wish.

But many people prefer travelling by car. They don't have to buy tickets, and they can stop whenever they wish and spend as much time as they like.

#### b) Answering the questions.

- 1) What is the fastest way of travelling?
- 2) What can you say about travelling by train?
- 3) What is voyage?
- 4) Why do some people prefer travelling by car?
- 5) Have ever traveled by.....?

3) Asking pupils to think about attractions they would recommend to tourists to see in Uzbekistan.

Writing the items to the board.

## Grade 7

### The theme: Sport in our life.

#### The aim of the lesson

A) Talking about sports. Listening for specific information.

B) to educate the to pupils to follow the healthy life, talking about men and women in sport, giving opinions about women in sport, talking about famous Uzbek sportsmen and sportswomen.

C) to enlarge the vocabulary of students about sports.

**The method of the lesson;** orally “brainstorm”, “work in groups”

**The type of the lesson:** mixed

**The procedure** of the lesson

**Organizational moment:**

a) Greetings b) Duties report:

**The plan of the lesson:**

1. Talking about modern sports, to know about sports in Uzbekistan.
2. To work with new words.
3. Brainstorm.
4. Work in groups.

**5. Consolidations. The end of the lesson.**

1. Checking up the homework.

**Teacher:** at an last lesson we talked about healthy life. We have discussed about healthy food, habits, exercises. Your homework was to make a list of healthy food.

**Students:** To be healthy we must eat fresh fruits, vegetables, milk products.

**Teacher:** What healthy products do you know?

**Students:** Milk, yogurt, greens, apples, bananas, cabbage, greens, tomatoes, cucumbers.

**Teacher:** well done pupils.

**Teacher’s introduction of the new theme.**

My dear pupils today we shall talk about sport, sports, sportsmen our national sport.

“Brain storming” activity.

**Teacher:** What type of sports do you know?

**Student:** football, tennis, volleyball.

**Teacher:** Well, now we'll learn sports in English.

New words.

Football – футбол

Swimming – сузиш

Kurash – кураш

Running – югуриш

High jump – баландикка сакраш

Long jump – узунликка сакраш

Skating – конкида учиш

Skiing – чанғида учиш

Boxing – бокс

Badminton – бадминтон

Karate – карате

Gymnastics – гимнастика

Basketball – баскетбол

Diving – шўнғиш

Water polo – сув спорти

New words were translated.

**Teacher:** What Uzbek national sports do you know?

**Student:** kurash, karate, horse – running, chess.

**Teacher:** now let's write a dictation about sport.

### Sports

There is not country in the world where physical culture and sports have become as popular as they have in our country. Here physical training and sports are a matter of national importance: for sports serve a great purpose, it helps to bring up a strong and healthy generation, darling and courageous young men and women.

Our Republic pays a great attention to physical culture and sports in our country. Hundreds of stadiums, gymnasiums, basketball courts, swimming pools and other facilities have been built a lover the country for millions of people to go in for sports.

Physical training, sports and games are an important part in the education of our youth. The sports programmed for youth including boxing, wrestling, swimming hunting, fishing, running, weight lifting, skating, skiing, cycling, shooting- range and games like football, volleyball, basket-ball, ice-hockey, tennis, badminton and etc...

Numerous sports clubs and societies have fostered dozens of sportsmen that have achieved the world fame in our country. Sportsmen set up many new world records in various sports.

**Teacher:** What type of sports do we play?

What type of sports do we do?

I play football.

I do swimming.

I play tennis.

I do karate.

I play chess.

I do gymnastics

“Play” with games.

“Do” with sports.

**Teacher:** What sport do you like?

**Students:** I like football and tennis.

**Students:** I like chess

**Teacher:** What Uzbek famous sportsmen do you know?

Student: Iroda Tulaganova, Rustam Qosimjonov, Muhammadqodir Abdullaev, Artur Grigorean, Ruslan Chegaev.

**Work in groups.**

Pupils are divided into 2 groups.

1 st group speak about “Kurash”

2 nd group speaks about “Chess”

Pupils must describe about these sports.

**Marking pupils and giving home task**

Each group must make buklets, to make text about favorite sports of their family, to learn the new words. Our lesson is over! Good buy pupils.

## **Theme: Shopping.**

The aim of the lesson.

Educated. To know the norms of shopping, to make up the dialog on the topic, to answer the questions on the topic, to know the sizes of your own, to learn the rights of customers, to understand the advertisements, to explain and to write about the power of the advertisements.

Upbringing. Teaching the ways of shopping in Uzbekistan, introducing educated elements to pupils.

Developing. Turning the attention of the person to shopping and expansion the outlook of independent thinking.

The method of the lesson.

Oral practice. Using "Brainstorming", "Groupwork"

The didactic of the lesson. Literature, tests, different pictures on the topic.

tables, advertisement - tables.

The procedure of the lesson.

### I. The beginning of the lesson.

1. Greetings.
2. The report of the pupil on duty.  
The pupil answers the teacher's questions.

1. What date is it today?
2. What day of the week is it today?
3. What season is it now?
4. What weather is it today?
5. Who is absent today?
6. What was your home work? The Plan of the

lesson.

1. Introducing word combinations on the topic "Shopping"
2. Introduction of the new words;
3. Brainstorming;
4. Groupwork;
5. The independent work of pupils;
6. Conclusion.

Marking the pupils

### II. The main part of the lesson.

#### 1. Checking up the home work.

Teacher. I know you have learnt a lot of about clothes, national costumes, sizes, school uniforms, what's it made of. And today your homework was to retell about clothes. What clothes, national costumes do you know?

Pupil. We know the following clothes and national costumes: duppi, chopon, atlas, kalish, kavush, mahsi, trousers, skirt, shirt, coat, suits.

Teacher. Will you tell me about what size shoes do you take?

Pupil. I take a size 37.

Teacher. Do you like to wear a school uniform?

Pupil. Yes, we do. But some pupils don't like.

Teacher. Will you tell me about what the shirts are made of?

Pupil. It's made of cotton?

Teacher. Where's the shirt made?

Pupil. It's made in Uzbekistan.

2. Teacher's introduction of the new theme.

Dear my pupils, we shall devote our lesson to the shopping and customers' rights.

"Brain storming" activity.

Teacher. Will you tell me what kinds of shops do you know?

Pupil. We know book shop, shoe shop, electrical shop, toy shop, sports shop, furniture shop and many others.

Teacher. How often do you go to do shopping?

Pupil. Not so often. We often go to the food shop to buy some food and drinks.

Table of the new words.

1. What does the word "advert" mean?
2. What does the word, "consumer" mean?
3. Is advertising good or bad? Team work competition.

The class should divide into 3 groups.

Team 1. Customers.

Team 2. Consumers.

Team 3. Advertisers.

Task 1.

Looking at the pictures and say where can we buy an iron?

Task 2.

Play "Make an advert".

Every team must 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. Task 3.

Reading the descriptions match them with the parts of the advertising. Looking at the parts of the text and match.

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

Task 4. (Test questions).

1. This dress is too . It doesn't fit me. A. big: B. nice:  
C. new.
  2. Where can we buy a sofa?  
A. in the electrical shop:  
  
B. in the clothes shop:  
C in the furniture shop.
  3. How do you go shopping?  
  
A. long:  
  
B. often:  
C seldom.
  4. Translate the word "consumer" into Uzbek.  
  
A. sotuvchi:  
  
B. iste'molchi:  
C xaridor.
  5. Do you enjoy shopping?  
  
A. yes, he does:  
  
B. yes, we do:  
  
C. yes, we enjoy.
- III. Conclusion.

#### 1. Homework

1. Writing where the things can be bought.
2. Writing a dialogue in order.
3. Reading a text about customers' rights. 2. Marking the pupils.

## **Theme “About school uniforms”**

### **Aims:**

**Developing** – developing aural, reading, writing skills.

Generalization of the words on the topic “Clothes”.

**Teaching** – using complex sentences “We think that ...”, “We don’t think that ...” to express own opinion.

**Upbringing**– teaching how to express the attitude on the topic “Why do we need the uniform?”.

**The equipment of the lesson:** cards with tasks, pictures, tables on grammar.

### **The course of the lesson**

#### **I. Org. moment**

#### **II. Warm up. Listen to the words and find the odd one.**

1. Duppi, chopon, jeans, kalish, shawl
2. Shorts, T-shirt, tie, trainers
3. Kilt, apron, blazer, skirt, lace cap
4. Sandals, shoes, boots, trousers, trainers
5. Dress, tights, skirt, jumper, blouse

#### **III. Say “What is a uniform”. Try to explain in one sentence.**

Ex: Uniforms are clothes for special jobs.

#### **IV. Read and choose the professions with uniforms (work in pairs)**

- Doctor, teacher, fireman, cleaner, policeman, gardener, pilot, singer, soldier, driver

Say why people wear uniforms.

Look at the table and use complex sentences:

We think that uniform is good.

We don’t think that uniforms...

#### **V. Listen to the text about uniform in Britain and answer the questions**

1. What does boy’s uniform consist of?
2. What does girl’s uniform consist of?
3. Do all girls in Britain like uniforms?

#### **VI. Work in groups. Look at the picture “Schoolchildren in Uzbekistan”. Write some sentences about what they are wearing. Say if they wear a uniform.**

Ex: We can see a boy and a girl from Uzbekistan. They are schoolchildren. The boy is wearing ... The girl is wearing ...

They are wearing a school uniform

#### **VII. Read the sentences and divide them into 2 columns (writing)**

I am for uniform I am against uniform

- School uniforms are not comfortable. A uniform make us better, more serious. A uniform is expensive for families with many children. The discipline is better when pupils wear uniforms. I don’t like uniforms, because you look like chickens (the

same). We must use good and cheap material for uniforms. Winter uniform, spring uniform – it's rather expensive. I think it is good: white and black.

**VIII. Make a uniform for your school. Look at the pictures and choose one. Write "I'm for this uniform" presentation (5-6 sentences) and read it. Use the words: cheap, expensive, comfortable, easy to wash, warm, wool, badge, attractive, cool, light, dark, etc.**

Ex: I've chosen this picture, because I like jeans. They are comfortable. It's easy to wash them. They are made of cotton, so they are cool. It's good for health. They are not expensive. Every school can choose its own colour of jeans.

**IX. Homework: finish your presentation at home**

**Theme: " At the doctor's"**

**The aim of the lesson:**

1. Educational – the skill to support the talk, leading dialogue and monologs, Using expressions and reported speech
2. Developing – oral practice, improvement of pronunciation skills, the interest to the language.
3. Upbringing– to teach children to adapt in real conditions paying attention to the norms of etiquette. Developing pupils' attention.

**The equipment of the lesson:** the attributes of medical room, multi media, cards, OHP, crosswords, handouts.

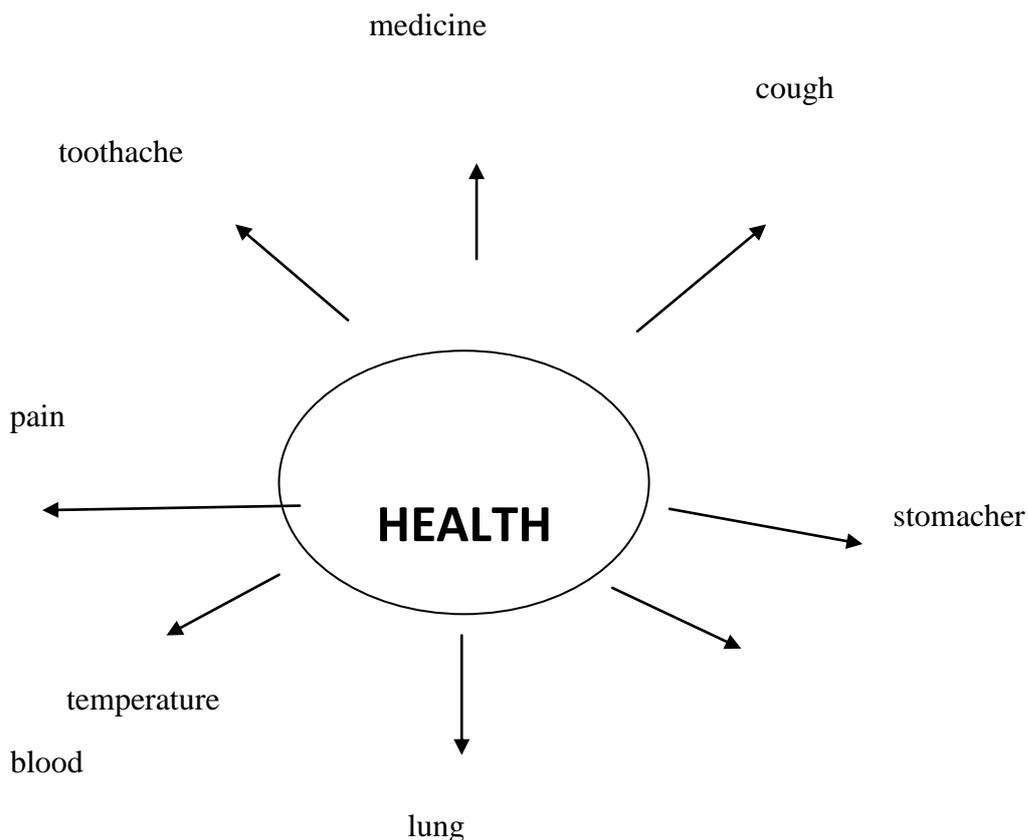
**THE PROCEDURE OF THE LESSON.**

1. Organizing moment
2. Making a cluster
3. Proverbs on the topic "Health"
4. Revision of grammar structure "Used to"
5. Answering the questions, making the dialogues
6. Auding and answering the questions
7. Reading the text
8. Card work, revision of grammar material "Reported Speech"
9. Guessing crosswords
10. Telling jokes and anecdotes on the topic
11. Marking the pupils
12. Homework

**" AT THE DOCTOR'S"**

-Good morning boys and girls and our guests? Let's begin our lesson.. The theme of our lesson is "At the doctor's" Let's speak a little about it.

First of all let's revise some words about health.



- And now tell me please, who knows English proverbs about health?
  - "What can be cure must be endured"
  - "An apple a day keeps the doctor away"
  - "Good health is above wealth."
  - Yes, and I think that the proverb "Good health is above wealth" we can use as a motto of our lesson
  - Well and now let's revise grammar rules. Make up sentences with expression "Used to"
  - 1.I used to drink a lot of milk
  - 2.My brother used to swim a lot
  - 3.He didn't used to do shopping
  - 4.She used to take medicine
  - 5.Olim used to wear a warm sweater
  - 6.I used to sing a song about the beauty of the world
  - 7. Kate used not to be brave
  - 8. We used to read books in the evening
- Thank you children. You do it well. And now answer my questions, please.

What troubling me? –I have a headache! I have a sore throat! I have a high temperature.

Pupil – You catch a cold or quinsy.

Teacher – Yes and what must I do?

Pupil - You should go to the doctor or go to bed.

Teacher – As you know, people can fall ill from time to time. And now let's imagine, what does the doctor do in different situations:

### **Dialogue 1**

- Hello! Is it polyclinic number 5? May I speak to Doctor Black?
- Yes, it is a clinic.
- Take a call please.
- What's the matter with you?
- My temperature is 37,7 I have a sore throat.
- What's your name and address?
- John Brown, 145 High Street
- The doctor will come after 2 p.m.

### **Dialogue 2**

- Step in, please. What do you complain of?
- I am sneezing and coughing all the time. And it's hard for me to swallow.
- Open your mouth, please. I want to see your throat. Now take off your coat and shirt. I'll sound your lungs. Breathe! There is nothing serious.
- What do you recommend?
- Stay in bed for a few days. Take the medicine. Drink hot tea with lemon.
- Thank you doctor. I'll follow your advice.
- I wish you a speedy recovery.

### **Dialogue 3**

- What is troubling you?
- I have a pain in my stomach.
- Do you have a good appetite?
- I have no appetite at all. And I have this pain after meals.
- I'll examine you. Where is the pain? Does it hurt here?
- Yes, it does. I've had this pain for some days.
- Do you have a temperature?
- Yes, I feel quite unwell.
- Well, I'll prescribe you some pills. You'll take them before meals
- Thank you, doctor, good bye.

### **Dialogue 4**

- I have a very bad toothache. I can't eat I can't sleep at night.
- Sit down please in the chair here and open your mouth. Which tooth hurt you?
- It's a big tooth at the back on the left.
- Yes, that tooth has a big cavity. Why didn't you come earlier?

- Well, you know it is not a pleasure to go to the dentist.
- Oh, there is very bad. I have to extract it. But don't be afraid. I'll give you an injection.
- Oh, no I'm allergic to the medicine.
- All right, then keep quiet.

Teacher : Well, thank you children, and now let's listen to the text

There are some words from the text – fresh air, advise, “Business before pleasure”, out shopping, aspirins.

Teacher – And now answer my questions, please.

1. What is very good for the health?
2. What proverb do you remember?
3. Where was the Mother?
4. What did the boy write in the note?
5. Do you think the boy was ill?

Teacher – And now let's read the text at p.213. And answer my questions.

- 1.What was the weather like that day?
- 2.How did Ronald feel himself.
- 3.Whome did mother call?
- 4,How did the doctor look like?
- 5.What did she do?
- 6.Was it a trick about illness?
7. What did dr. Green say?
- 8.What did she prescribe?

Teacher – And now children I want you to revise Reported Speech. (work with cards)

1. Ann said to Helen : “Peter broke the leg”
2. Jane asked “Mary : “ Have you bought these medicine?”
3. Mother to her friend : ”The doctor examined my sob two days ago”
4. Granny to Said : “ Don't eat so much ice-cream, you catch cold”
5. The doctor said to her patient: “Don't take this medicine”
6. Ada to her friend: “We will buy medicine tomorrow”

Teacher –And now children let's guess a crossword.

Teacher – And now. tell me please, who knows some joke or anecdotes?

“One woman said; ”My dear we have simply to change our doctor. He is so absent –minded. This morning he was examining me with his stethoscope and while he was listening, he called out suddenly “Hallo, who is speaking?”

“” A doctor met a friend and cried, I heard you died. But you see, I am alive smiled the patient. Impossible, decided the doctor, The man who told me is much more reliable than you are”

The end of the lesson

1. Marking

2. Home work – To write about your visit to the doctor.

Well, pupils now you know a lot about doctors and your health. You must not forget about it.

### **Theme: Famous people of our country.**

The aim of the lesson:

Educational: The respect to famous people of our country, learning about their life and work, writing, speaking, to expand the outlook .

Upbringing: value the famous people of our Homeland.

Developing: Paying attention of the person to the famous people of the country and expansion the outlook .

The method of the lesson:

Oral practice. Using “Brainstorming”, “Groupwork “

The didactic of the lesson: Literature, tests, pictures of famous people.

The procedure of the lesson:

Organizing moment:

Preparations for the lesson, to motivate pupils, revision of previous theme.

Lesson Plan:

1. Questions and answers on the topic “Famous people”.
2. Introduction of the new words.
3. Brainstorming.
4. Groupwork.
5. The independent work of the pupils.
6. Conclusion.

Marking the pupils

Lesson plan.

Checking up of the homework.

Teacher: I know you have learnt a lot of about famous firsts, you have discussed many topics (great Asians Heritage). And today your homework was to retell about Famous firsts. Retell some information about a famous person you think was a “first”.

Student: We know the following “Famous firsts”. Aristotle, “Columbus”, “Neil Armstrong”.

Teacher: work in pairs and match the names to the correct information.

1. Aristotle
2. Al-Khorezmi

3. Christopher Columbus
4. James Cook
5. Ferdinand Magellan
6. Florence Nightingale
7. Neil Armstrong
8. Yuri Gagarin
  - a) was the first man to go in Space
  - b) was the first man to walk on the Moon
  - c) was the first scientist in the history of the world
  - d) was the founder of algebra
  - e) founded the first school in the world for training nurses
  - f) made the first trip round the world
  - g) discovered America
  - h) discovered Australia.

Teacher's introduction of the new theme.

Dear my students we shall devote our lesson to the Famous people of Uzbekistan.

Brian "storming" activity.

Teacher: What do you know about Famous people of Uzbekistan.

Student 1: Amir Temur

Student 2: Alisher Navoiy

Student 3: Abdurauf Fitrat

Photo drill of the new words.

Where was Temur's capital?

Name at least seven of Navoi's work?

What does "Fitrat" mean?

Team work competition.

The class should divide into 3 groups.

Team 1. Amir Temur.

Team 2. Alisher Navoiy

Team 3. Abdurauf Fitrat

Task 1. Retell some information about Famous people.

Task 2. Answer the questions.

Task 3. Reading some information and find famous people.

He was born on April 9, 1336, in the village Hojailgar near Shahrisabz. His an authoritative rich man whose name was Amir Toragoniy. His mother Teguna was a noble women. So he was well educated in his family.

He was a great poet, states man and the founder of Uzbek literature. He was born in Herat, on February 9, 1441. Navoi was well known as a literary scholar.

He holds an important place in Uzbek literature as a poet and a scholar, a teacher and a writer. He was born in 1886 in Bukhara to an educated family.

Task 4. Test questions.

1. Where was Temur's capital?

- a) Shahrisabz
- b) Samarqand
- c) Khorosan

2. What is the "Temuri – Tuzuki"?

- a) picture
- b) album
- c) book

3. Why is Navoi famous?

- a) as a literary scholar
- b) as a inventor
- c) as a famous painter

4. In what languages did Navoi Write?

- a) Turkic
- b) Uzbek
- c) Persian

5. What does "Fitrat" mean?

- a) "handsome"
- b) "wise"
- c) talent

6. What did "Fitrat" write?

- a) "Uzbek Literature"
- b) "Xamsa"
- c) "Divan-I Hikmat".

Task 5. Fluent reading Context.

Announcing of the results of the competition conclusions.

Teacher: Now we understand how important it is to know about Famous people of Uzbekistan. The positive results depend on your serious attention to the Famous people of Uzbekistan.

Comments on the lesson and announce the mark.

Teacher: Thank you for participating so much!

## **Grade 8**

### **Theme of the lesson:**

**“The subjects we do at school”.**

Educating aim: learning new words, try to develop speaking and writing skills using the new words.

Bringing up aim: To make pupils understand that every subject is useful for them. And to be good at all of them.

Developing aim:

To develop pupils reading, writing, listening and speaking skills.

Type of the lesson: Interactive

Resources: Cards with the names of school subjects, didactic distributing materials, poster with proverbs, list of verbs.

Course of the lesson.

Organizing moment, main part, home task.

Pre-lesson period, poster with the names of all subjects is hung for the view of school children.

They are: Mother tongue, mathematics, English, Russian, botany, geography, literature, art, handicrafts, music and P.L.

The pupils should write what subjects are they interested in?

They try to make a sentence using the model.

I am interested in . . . ? And you?

Chain drill.

I am interested in literature. And you, Botir. Alisher is interested in literature.

I am interested in botany. And you, Lola? Alisher is interested in literature. Botir is interested in botany.

I am interested in Mother – tongue. And you, Dilbar?

And now we know what subjects you like and interested in. my next question is why?

Why do you like these subjects?

Chain drill.

- A. I like Literature because he wants to be an interpreter.
- B. Alisher likes literature because he wants to be an interpreter. I like botany because I want to be an agronomist.
- D. Alisher likes literature because he wants to be an interpreter. Botir likes botany because he wants to be an agronomist. I like literature because I want to be a poetess.
- C. Alisher likes literature because he wants to be an interpreter, Botir likes botany because he wants to be an agronomist. Dilbar likes literature because she wants to be a poetess.

### **Vocabulary activity.**

We sing songs at . . . lesson.

We study plants at . . . lesson.

We draw pictures at . . . lesson.

We use map at . . . lesson.

We learn past at . . . lesson.

We make things at . . . lesson.

We read, speak, write and translate at . . . lesson.

Using key words pupils should fill in the names of subjects.

To develop pupils listening skills teacher asks some questions from their time table.

- 1) What's your third lesson on Tuesday?
- 2) What's your first lesson on Friday?
- 3) What's your fifth lesson on Monday?
- 4) What's your second lesson on Thursday?
- 5) What's your fourth lesson on Saturday?
- 6) What's your third lesson on Wednesday?

### **Reading and writing.**

**Read the text and write Anvar's timetable. Anvar the questions.**

Anvar is in the fifth class. He has five lessons three days a week. On Tuesday, Thursday and Saturday he has four lessons. He has maths on Monday, Tuesday, Thursday and Friday. It is always\* the first lesson. English is the first lesson on Wednesday, the second lesson on Thursday and the third lesson on Saturday. Anvar has two lessons of Pl: on Wednesday and Friday. It is the fifth lesson on these days. Literature is the second lesson on Monday and Wednesday. He has Uzbek on Tuesday, Thursday and Friday. It is always the third lesson. The second lesson on Tuesday and the fourth lesson on Friday is Russian. On Monday his third lesson is history. The fourth lesson on Saturday is history too. The first two lessons on Saturday

are handicrafts. Anvar has botany on Monday, the fourth lesson, and on Wednesday the third lesson. The fourth lesson on Tuesday and Thursday is geography. Anvar has computer lessons on Monday and Wednesday. Which\* lessons are they? When does Anvar have art?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1						
2						
3						
4						
5						

Write about your favourite subjects.

My favourite subjects are \_\_\_\_\_ and \_\_\_\_\_.

I like \_\_\_\_\_ because \_\_\_\_\_.

I have it on \_\_\_\_\_ and \_\_\_\_\_.

I like \_\_\_\_\_ because \_\_\_\_\_.

I have it on \_\_\_\_\_.

After: New theme has been strengthened by an activities the teacher evaluates active pupils and does feed back and gives home work.

### **Theme William Shakespeare**

Aims: educational: talking about play writer's life and plays

Develop pupil's abilities of listening, speaking, reading and writing

Grammar: Revision all grammar tenses.

Type of the lesson-discussion

Method: working in small groups

Aids: pictures from magazines, cards with words

The lesson procedure:

The lesson begins with teacher's greeting an announcement of the lesson's theme

Today we're going to talk about the greatest writer of plays.

Before we reading the text about William Shakespeare let's revise the words, give the meaning

Audience, opera, play, scene, curtain, stage, to be on etc.

Checking of the homework ex.2p.g/44

The main part of the lesson:

Listening to the reading and be ready to find out useful information

Now try to answer the questions:

- 1) When was he born?
- 2) When did he go to school?
- 3) Who did he marry to?
- 4) When did he move to London?
- 5) When did he first perform?
- 6) What do think about Shakespeare's life?
- 7) What best plays of Shakespeare do you know?

Let's work in groups:

Here a reporter who wants to ask you some

Questions about Shakespeare's life and plays

A reporter: We know everything about Shakespeare's early life

Can we talk about his life with certainty?

A pupil: No we can't because even the year of his birth is much doubted

A reporter: Who was his father by occupation? Next pupil:

As we're told his father was a carpenter. The reporter:

Who was he married to? The pupil: He married a woman, who was five years older than he

How many children had he?

A pupil: He had three children

When did the writer move to London?

After five years of marriage he left his family

The reporter: What was the name of the theater where the writer stayed and performed for many years?

A pupil: the Globe

The reporter: What are the names of his best plays?

The pupil: The best plays in the world are Hamlet', Othello, King Lear, Romeo and Juliet Twelfth night.

The reporter: What works were written after 1592? The pupil: in this period the writer created his greatest tragedies Romeo and Juliet, Hamlet, Othello and at that time he also wrote his best comedies like. A Midsummer Night's Dream, Merry Wives of Windsor and others. The reporter:

Is the writer interested in problems of man and power, hero and mediocrity? The pupil: Yes he does in his plays the writer shows us the life of ordinary people and gave his own interpretation of history

The reporter

What human qualities does he mock? Why do you think Shakespeare's plays are often blamed?

What humanistic ideas are shown in his tragedies Hamlet King Lear? The pupil: The play writer shows us love, mocks hypocrisy, self-interest and envy

The past activity: Make some conclusion

What information did you receive today?

What plays of famous writer do you want to read or watch on TV? Are Shakespeare's plays staged nowadays?

Marking and explain homework.

## **Weather in Britain**

- Type of the lesson: usual
  - Equipment: computer, blackboard, books, pictures, cards, map
  - The connection with other subjects: geography, chemistry, biology, history
1. The aim of the lesson
    - The practical aim: to develop reading, writing and listening skills by doing exercises, to make pupils express their knowledge in English
    - The upbringing aim: to teach pupils to respect other countries, to give them patriotic feeling to our country
    - The educational aim:
      - To teach pupils to use words, phrases, sentences in English as in Uzbek, to teach them how to connect English with other subjects such as chemistry, geography, history and others. It will help pupils to deep other subjects too.
      - Developing aim: to develop students' motivating, thinking, feeling features, to deep their knowledge and wide their outlook.
- The discription of the lesson (45 minute)
- 1. The beginning of the lesson. Greeting (2 min)
  - 2. Speaking about the weather in Uzbekistan(3 min)
  - 3. Explain the new lesson (5min)

- 4. Working with new words, doing phonetic drills (5min)
- 5. Doing exercises (10min)
- 6. Divide into 2 groups.(10 min)
- 7. Rest time. Sing song (5 min)
- 8. The end of the lesson (5 min)

## 2.The beginning of the lesson

- (t)-Good morning pupils, how are you?
- (p)-Good morning teacher!
- (t) -Who is on duty today?
- (p)-I am on duty today
- (t)-What day is it today?
- (p)-Today is Friday
- (t)-What date is it today?
- (p)-Today is the 9th of April
- (t)-What is the weather like today?
- (p)-The weather is sunny.
- (t)-Who is absent today?
- (p)- All are present
- (t)-Thank you very much.

## 3. Speaking about the weather in Uzbekistan(3 min)

- T: pupils, last I visited to a foreign country, and do you know what I missed.
- P1: Your family.
- P2: Bread.
- P3: Palov.
- T: Yes, you are right, I missed all these, but most of all I missed the weather of my native land, its fresh air. There is not winter in Malaysia. And how can there be spring ? What a pity they can't feel the early Spring fresh air.
- P4: Yes teacher, you are right. The climate of Uzbekistan is continental. That's why it is not very hot in summer, and not very cold in winter.
- P5: The weather in Uzbekistan is very wonderful. I like when the sun shines.
- T: So pupils , let's speak about the weather in Britain

## 4. Working with new words, doing phonetic drills (5min)

- Drizzle-maydalab yoqqan yomg'ir
- Hurricane-dovul, bo'ron
- Gust- zo'rayish, kuchayish
- Pouring-sharros, jala
- Storm-dovul, mamaqaldiraq
- Breeze-yengil shabada
- Humid-nam
- Mild- yumshoq, yengil
- Blow-esmoq
- Forecaster- ob-havoni aytib beruvchi
- Exaggerate-bo'rttirmoq
- Rare- noyob, kamnamo

## 5. Doing exercises (10min) true or false

- It always rains in Britain.
- It never gets very hot or cold

- British people never complain about the weather.
- When it snows it's difficult to travel.
- It's never sunny in July.
- It's unusual for the temperature to be less than -5.C

### The British climate

The weather in Britain is always changing and people always complain that the weather forecasters never get it right. But, Britain does not experience extremes- it is never too hot or too cold. In the summer the average temperature is about 24.C, and in the winter it is very unusual for the temperature to fall below -5.C. when it snows, buses, trains and planes are late. Fortunately it doesn't snow very often except in the highlands of Scotland and the hills in Wales.

It is true that people in Britain often talk about the weather – this is because it is so changeable. People often exaggerate by saying that it's the worst weather they can remember. Usually in the summer there are at least two or three weeks of good weather. The best weather is normally in July, August and September. Fog in London is very rare. When you see a film, for example of a Sherlock Holmes story, the fog you see is from the factory smoke. Nowadays most British cities are cleaner and this kind of fog is unusual.

### Exercise 3

- Tomorrow it will start off a little (a).....but clear up later. In Scotland it will be (b).....and it could (c)..... . In the east of England it will be (d).....and quite (e).....and in the west it will start off (f).....and will become (g).....through the afternoon

6.Divide into 2 groups.(10 min)

7.Rest time. Sing song (5 min)

I meant to do my work today

But a brown bird sang in the apple tree,

And a butterfly flitted across the field,

And all the leaves were calling me,

And the wind went sighing over the land

Tossing the grasses to and fro,

And a rainbow held out its shining hand

So what could I do but laugh and go?

## Theme Amir Temur

Aims: educational: talking about Amir Temur, a talented statesman a political leader, a warrior who unite many lands into a powerful empire in the middle of the 14 th century

Develop pupil's abilities of listening, speaking, reading and writing

Grammar: Revision all grammar tenses.

Type of the lesson-discussion

Method: interactive

Aids: pictures, cards with words

The lesson procedure:

The lesson begins with teacher's greeting an announcement of the lesson's theme

Today we're going to talk about the greatest man

Before we listening to the text about A.Temur's life let's revise the words, give me the meaning

Building, empire, noble, possession, resistance, unite citadel, palace, justice etc.

A.Temur was born in 1336 on April 8 in the village ofKhojaIlgar (Yakkabak) nearKesh (Shahhrisabz) His father, Amir Muhammad Tara gay was from a noble family His ancestors were worthy people who lived around Kesh.

The economic situation of Maverannahr in the late13-the first half of 14 centuries became worse

The main task of A.Temur's was to unite the country which were divided into small holdings and that's why could not resist the Mongols

A.Temur's managed to unite them and build a single state

He began aggressive campaigns and created an empire with capital city

To rule his great state was written a special document known as the Legal Code Temur It has a valuable historical source of the Middle Ages During his rule the country achieved economic and cultural developments Maverannahr became the center of trade, new trade roads connected it with such ancient cities as Samarkand, Bukhara, Termez new mosques, madrasas, caravan-sheds were built Those buildings were magnificent, famous architects and workers were brought to work

Now let's work in groups to answer the following

Questions about Temur's life

Here a reporter who wants to ask you

- 1) When was he born?
- 2) What family did he come from?

- 3) Who did he marry to?
- 4) What was the economic situation at that time?
- 5) What was Temur's task?
- 6) What do think about A.Temur's life?
- 7) What do you think about A.Temur'deeds?
- 8) What was the name of the country?
- 9) What was the name of his special composition? The pupil: The Legal Code
- 10) What information did you receive today?
- 11) What do think about this historical personality?
- 12) What qualities do you think important for us to follow?

Marking and explain homework.

## Grade 9

### Theme: "The United Kingdom of Great Britain".

Educational aim: rule Present Simple, new words.

Developed aim: speaking, reading, discussing.

Upbringing aim: attantion, discipline.

Methods: "Step by step"

Type of the lesson: combinational lesson.

Visual aids: cards, pictures of the UK, illustrations page 53.

Literature: "Fly High" grade 9, "Grammar rules" I.Koshmanova Moscow 2008.

Plan:

1 Organization moment:

T: Good morning, boys and girls!

P: Good morning, good morning!

Good morning to you!

Good morning, dear teacher,

We are glad to see you!

I'm glad to see you, too. Let's start our lesson.

a) What date is it?

b) Are all pupils in class today?

c) Who is away?

2 New theme

a) Discussing: teacher ask questions to the pupils

What do you know about "The United Kingdom of Great Britain"?

Who is the head of the country?

What is a capital of the UK?

b) Reading: ex 2b p54 The Royal Family, to read the text and translate. To use cards of The United Kingdom and illustrations from the book on page 53.

c) Writing :

wide square main  
gallery famous river  
park stadium street

1. Make up sentences with the first group of words.
2. Make up negative sentences with the second group of words.
3. Ask questions with the third group of words.

3 Method: "step by step" dynasty, residence, throne, castle, monarch, palace. With these words to make sentences

4 Rule Present Simple.

(Настоящее простое время. Употребляется когда действие происходит ежедневно)

Signal words: Sometimes, usually, every day, each day, seldom, often, never, always.

a) Noun+Verb(+s) I read a book. She reads a book

b) Auxiliary verbs Do/Does to make questions. Do I read a book? Does she read a book?

c) Do not/Does not to make negative sentence. I do not read a book. She does not read a book.

5 Checking the home work.

Ex. 4 p. 52

You have prepared the dialogues about London and now you have a minute to remember them.

The example of the dialogue:

- Would you like to visit London?
- Yes, I would. It's one of the most famous and interesting cities in Europe.
- What places would you like to see there?
- I would like to visit the main square, art galleries and museums.
- What is the main square in the capital of Great Britain?
- It's Trafalgar Square.

6. Present Simple

Answer some questions.

- a) Do you go to school every day?
- b) What do you usually do in the evening?
- c) What do we do at the English lesson?
- d) What are we doing now?

7 Use the Present Indefinite and open the brackets.

- 1) Children (to go) to school at 8 o'clock every day.
- 2) Kate usually (to go) to the stadium with her brother?

8 Home work 1) Ex. 4 p. 72(write);

### **Theme: "The National Symbols of the United Kingdom".**

Educational aim: rule Present Continuous, new words.

Developed aim: speaking, reading, discussing.

Upbringing aim: attention, discipline.

Methods: "Boomerang"

Type of the lesson: combinational lesson.

Visual aids: cards, pictures of Symbols of the UK, illustrations page 48,49

Literature: "Fly High" grade 9, "Grammar rules and exercises" R. Murphy

Plan:

1 Organization moment:

T: Good morning, boys and girls!  
P: Good morning, good morning!  
Good morning to you!  
Good morning, dear teacher,  
We are glad to see you!  
I'm glad to see you, too. Let's start our lesson.  
a) What date is it?  
b) Are all pupils in class today?  
c) Who is away?

## 2 New theme

- a) Discussing: teacher ask question to the pupils.  
What do you know about "The Symbols of the United Kingdom of Great Britain"?
- b) Reading: ex 5a p49 to read the words and phrases with the parts of the emblem..
- c) Writing :ex 4a p 49 to write about the British emblem
- d) Speaking: ex 1c p 48 look at the flags and say what country they represent.  
ex 2 p 48 look at the pictures and say the official name of the UK.
- e) Words: stripes -полосы, crescent -полумесяц, background - задний план, represent - представлять, centre - центр, unicorn - единорог, motto - девиз, shield - щит, crown - корона, top - вершина, corner- угол.

## 3 Checking the home work.

Ex.2 p46 to learn the dialogue

## 4 Method:"Boomerang"(to work in groups)

Teacher ask some questions about the Symbols of UK from the text, and pupils answer the questions.

## 5 Rule Present Continuous.

(Настоящее длительное время. Употребляется когда действие происходит сейчас)

Signal words: now, at the moment, just now, right now, look! listen!

- a) Noun+am, is, are Verb+ing. I am reading a book now.  
b) We use am, is, are to make questions. Am I reading a book now?  
c) Am, is, are not to make negative sentence. I am not reading a book now.

## 6. Present Simple

Answer some questions.

- a) Are you going to school now?  
b) What are you do at the moment?  
c) What are we doing at the English lesson now?  
d) What are we doing now?

## 7 To make sentences using new rule and words.

(work in groups)

## 8 Home work 1) Ex. 2 p. 50(write);

2) to learn the rule and new words

### **Theme: "Uzbekistan my native country".**

Educational aim: rule "Much and many", new words.

Developed aim: speaking, reading, discussing, oral speech.

Upbringing aim: attention, discipline, good attitude to another nations, culture, country.

Methods: "Boomerang"(work in groups)

Type of the lesson: combinational lesson.

Visual aids: cards, pictures of Uzbekistan(Tashkent), illustrations page 65

Literature: "Fly High" grade 7, "Grammar rules and exercises" R.Murphy

Plan:

1 Organization moment:

T: Good morning, boys and girls!

P: Good morning, good morning!

Good morning to you!

Good morning, dear teacher,

We are glad to see you!

I'm glad to see you, too. Let's start our lesson.

a) What date is it?

b) Are all pupils in class today?

c) Who is away?

2 New theme

a) Discussing: teacher ask question to the pupils.

What do you know about "Uzbekistan"?

Where it is situated?

How many people live here?

What do you know about the capital?

b) Reading: ex 2a p64 to read the text and translate.

c) Writing :ex 1a p 64there is a map of Uzbekistan on page 64 and there are names of towns. Pupils must match the names of towns on the map and write down them in their note books.

d) Speaking: teacher show the pictures of places in Tashkent,pupils must name them.(Intercontinental Hotel,Aquapark,

Uzbek National Theatre,Tashkent Business Centre,Navoi Theatre, Mustagillik Square ,Oliy Majlis,Amir Temur Museum,TV tower,Metro.)

e)Words:centre - центр,divide-делить,сapitai- столица,famous-знаменитый,historical-исторический,monuments- памятники,

scientists-учёные,industrial-индустриальный,cultural- культурный.

3 Checking the home work.

Ex.2 p 62 to learn the words

4 Method:"Boomerang"(to work in groups)

Teacher ask some questions about the "Uzbekistan" from the text,and pupils answer the questions.

5 Rule: Much (много),Many (много)

Much + uncountable noun e.g.:much money,much time,much food, much coffee.

Many+plural noun e.g.:many books,many people,many shops,many questions.

A lot of +uncountable or plural noun e.g.:a lot of food,a lot of coffee,a lot of people,a lot of shops.

6 Answer the questions:

Do you drink much coffee?

How much money have you got?

How many photographs did you take?

Do you know many people?

7 To make sentences using new rule and words.

8 Home work 1) Ex. 2 p. 65(write);  
2)to learn the rule and new words

### **Theme: "Educational system of Uzbekistan".**

Educational aim:rule" can/could",new words.

Developed aim: speaking, reading, discussing,oral speech.

Upbringing aim: attantion, discipline,good attitude to another nations,culture,country.

Methods: "Step by step"(work in groups)

Type of the lesson: combinational lesson.

Visual aids: cards, pictures, illustrations

Literature: "Fly High" grade 7, "Grammar rules and exercises" R.Murphy

Plan:

1 Organization moment:

T: Good morning, boys and girls!

P: Good morning, good morning!

Good morning to you!

Good morning, dear teacher,

We are glad to see you!

I'm glad to see you, too. Let's start our lesson.

a) What date is it?

b) Are all pupils in class today?

c) Who is away?

2 New theme

a) Discussing: teacher ask question to the pupils.

What do you know about "Educational system of Uzbekistan"?

What types of school do you know?

Did you go to kindergarten?

What age do children go there?

How old were you when you started school?

What is the usual age for starting school?

When you finish class 9, where will you go?

b) Reading: ex 2a p28 to read the text and translate.

c) Writing :ex 1a p 28 to answer the questions in written form.

d) Words:centre - центр,divide-делить,famous-знаменитый,historical-исторический,kindergarten- детский сад,  
school-школа, scientists-учёные,industrial-индустриальный,cultural- культурный.

3 Checking the home work.

Ex.2 p 27 to learn the words

4 Method:"Step by step"(to work in groups)

Teacher ask some questions about the "Educational system of Uzbekistan" from the text,and pupils answer the questions.

Which group more answer the questions,that will be winner of the game.

5 Rule: can+infinitive (can do/can play/can come etc.)

Positive and negative:I/we/you/they/he/she/it. can/cant(can not) do/play/come/see.

Question:can I/we/you/they/he/she/it do?/play?/come?/see?

We use Can you...?or Could you ...?when we ask people to do things:

-Can (or Could) you open the door,please? 'Yes, sure.'

-Can (or Could) you tell me the time, please?

We use Can I ...? when we ask if it is okay to do something:

-'Tom,can I take your umbrella?' 'Yes, of course.'

-(on the phone) Hello. Can I speak to Gary, please?

7 To make sentences using new rule and words.

8 Home work 1) Ex. 2 p. 65(write);

2)to learn the rule and new words





