

Subject: English
Audience: pupils, grade 7
Theme: Fly High 7 English. Unit 4. Olympic Games. Lesson 1 – 2. The Origin of the Olympic Games
Key words: origin, festival, honour, record, amateur
Time: 45 minutes

Lesson
Date of
Work

Mazkur xujjatni to'liq holda olish uchun +998902295952 telefon raqamiga qo'ng'iroq qiling va arzon narx evaziga unga ega bo'ling!

Xujjatni e-mailingizga yoki telegram orqali olishingiz mumkin.

P.S. Sizning to'lovingiz
www.entt.uz loyihasi rivoji uchun sarflanadi.

Narxi: 10000 sum

Aims of the lesson.

Educational aim: to talk about future intentions using “be going to”
to learn about the origin of the Olympic Games

Educative aim: to bring up the pupils love and respect for their motherland

Developing aim: to practice reading for specific information and for main ideas
to develop pupils ability to work independently with the wordlist
to develop strategies to guess the meaning of unknown words
to develop translation skills

The demand of the state educational standard: understand information of different degree and difficulty. Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Information from Internet.

Type of the lesson: combined. Lesson of complex using knowledge, possibilities and skills.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils! -What date is it today?
-Good morning, teacher! -Today is the ...
-I'm glad to see you. -What day of the week is it today?
-We're glad to see you too. -Today is ...
-Who is absent? -Let's begin our lesson.
- ... is (are) absent.

II. Reflection and assessment:

The original Olympic Games were held every four years in honour of Zeus, the supreme god of Greek religion. The first record of the games dates from 776 B.C., but it is certain that they existed prior to that. They were held continuously for over 1.000 years until they were abolished in the reign of King Theodosius about 392 A.D. The Olympic festival was a great unifying bond between the Independent city-states of Greece.

III. Procedure of a new lesson:

Activity 1a, 1b

Objectives: to practise using the Wordlist; to introduce and practise the new words PP find the meaning of the words in the Wordlist and write them in their Ex.Bks with the translation. They listen and repeat the words after the teacher or the tape.

See Classbook for Tapescript Activity 2a

Objective: • to stimulate PP ideas about the topic; to provide a reason for reading

Divide the BB into two parts: what PP know and what they want to know. Ask PP to work in pairs/groups and write down their ideas for both sides of the BB in their Ex.Bks. Then ask PP for their ideas and write them on the appropriate part of the BB.

Activity 2b

Objectives: • to practise reading for specific information; to check the answers to 2a PP read the text and check their answers to 2a.

Activity 2c

Objective: • to practise reading for main ideas PP read and find the answers to the questions. You could let PP work in pairs and write down the answers to make sure that all PP are involved. **Key:**

1. The modern Olympic Games take place in different countries.
2. Men and women take part in the modern Olympic Games.
3. Olympic Champions get gold, silver and bronze medals.

Activity 3

Objective: • to develop strategies to guess the meaning of unknown words PP work independently using their knowledge of any languages they know and the clues in the text to guess the meaning of these new words.

Activity 4a, 4b

Objectives: to introduce the meaning of 'be going to' PP look at the picture, answer the questions and guess the meaning of the new structure. Then they read and translate the dialogue in 4b. Discuss the form of 'be going to' with PP.

The important sports in the original Olympic Games were running, jumping, wrestling, throwing the discus and throwing the javelin. Only men competed and they wore no clothes in order to have greater freedom of movement. Each competitor had to take the Olympic Oath - a promise to behave in a sportsman-like fashion.

The modern Olympic era began in 1894 when Frenchman Baron Pierre de Coubertin decided to revive the ancient Greek tradition of celebrating health, youth and peace with a sports festival. Baron de Coubertin created the International Olympic Committee (IOC) and the first modern Olympiad took place in Athens in 1896. Since then the Olympic Games have been held every four years with only two exceptions because of the two world wars.

Even though the modern Olympic Games embrace the whole world, the connection with Greece is still very strong. A lighted torch is brought all the way from Greece, carried by a relay of runners, in order to light the Olympic Flame which burns all through the Games. As in ancient Greek times, the competitors still take the Olympic Oath. The long-distance race is still called the Marathon. Marathon was a village about 26 miles from Athens. In the year 490 BC the Greeks defeated a powerful Persian army at that spot. After the fierce day's fighting a soldier volunteered to bring news of the victory to the anxious citizens of Athens. He ran all the way and after gasping out the message. "Rejoice, we conquer!" he collapsed and died.

One important rule of the Olympic Games is that the competitors must be amateurs. This rule has been under a lot of pressure in recent years because modern sport is so professional and competitive. Athletes train for years to take part in the Olympics and some countries spend much more than others on equipment and facilities. But despite these pressures, the amateur rule remains.

In modern times the Olympic movement has become an enormous and expensive organisation, It's controlled by the International Olympic Committee, which consists of members from all the participating countries. The IOC is based in Lausanne, Switzerland. It chooses the locations of both summer and winter games (both take place once every four years, with winter games half a year before summer Olympiads). It also controls the rules of the competitions and selects new Olympic sports. The famous flag of the IOC shows five rings of different colours linked together. The rings represent the five continents.

IV. Consolidation of the lesson:

Activity 4c

Objective: • to practise talking about future intentions using 'be going to' This is a normal Chain drill.

Activity 5

Objective: • to reinforce the new grammar structure Ask PP to work in pairs and say what they want to watch at the next Olympic Games. Then ask pairs to report to the class.

Suggestion: You could do Grammar Exercises 1 & 2 here, assign them as homework or do them after Lesson

V. Reflection and action plan:

Summing – up of the lesson

Home task: ex.1 p.37

The lesson is over. Good bye! See you!

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Subject: English
Audience: pupils, grade 7
Theme: Fly High 7 English. Unit 4. Olympic Games. Lesson 3 – 4.
Olympic Symbols
Key words: judge, represent, journey, committee, motto, torch, flame, ceremony
Time: 45 minutes
Lesson plan worked out by: _____
Date of preparing lessons: _____
Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ minutes
II. Reflection and assessment _____ minutes
III. Procedure of a new lesson: _____ minutes
IV. Consolidation of the lesson: _____ minutes
V. Reflection and action plan _____ minutes

Unit 4 Olympic games
Lesson 3-4 The theme: "Olympic Symbols"

Aims of the lesson:

Educational aim: to talk about future intentions using "be going to"
to learn about the origin of the Olympic Games
Educative aim: to bring up the pupils love and respect for their motherland
Developing aim: to practice reading for specific information and for main ideas
to develop pupils ability to work independently with the wordlist
to develop strategies to guess the meaning of unknown words
to develop translation skills

The demand of the state educational standard: understand information of different degree and difficulty.
Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Information from Internet.

Type of the lesson: combined. Lesson of complex using knowledge, possibilities and skills.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils! -What date is it today?
-Good morning, teacher! -Today is the ...
-I'm glad to see you. -What day of the week is it today?
-We're glad to see you too. -Today is ...
-Who is absent? -Let's begin our lesson.
- ... is (are) absent.

II. Reflection and assessment: ex.1 p.37

I'm going to do my home task. I'm going to help my mother. I'm going to cook. I'm going to clean the flat. I'm going to read the book. I'm going to go to walk.

III. Procedure of a new lesson:

Warm up

You could revise 'be going to' using a chain drill. Each P quickly makes one sentence saying what they are going to do today. You can start as an example e.g. I'm going to give you some nice homework today.

Activity 1 a, 1 b

Objectives: • to practise using the Wordlist; to introduce and practise the new words"

PP find the meaning of the words in the Wordlist and write them in their Ex.Bks with the translation. They listen and repeat the words after the teacher or the tape.

See Classbook for Tapescript

Activity 2a

Objective: • to stimulate PP ideas about the topic

PP work in pairs looking at the pictures and answering the questions. Check the answers by asking one P to answer and then letting others add anything else they know. (The answers are in the text in 2b)

Activity 2b

Objective: • to practise reading for specific information PP read the text and check their answers in 2a. They guess the meaning of the new words from the context.

Activity 2c

Objective: • to develop strategies to guess the meaning of unknown words PP read the text again and check their answers to 2a.

Activity 3

Objective: • to relate the information from the text to personal experience PP answer the questions about the National Olympic committee of Uzbekistan.

NOTE: The National Olympic Committee of the Republic of Uzbekistan was established on January 21 1992. The President is Ruziev Sobir Sabitovich. It is located at Almazor 15/1, Tashkent 70003. There are 13 members who work in the office there. Across the Republic there are 111 members who include some Sports School Directors and officials. The goals of the Committee are to develop sporting relations with other countries, to organise sports competitions in the Republic and generally to develop sport in Uzbekistan. There is an Executive Committee meeting four times a year, which is attended by the 13 members.

IV. Consolidation of the lesson:

Olympic symbols

The most recognizable symbol of the Olympics is the five interlocked rings. Supposedly adopted by the baron Pierre de Coubertin, the five rings stand for the five major areas of the world: the Americas, Africa, Europe, Asia, and Oceania. The colors are, from left to right, blue, yellow, black, green, and red. One of these colors is found on every flag in the world. The rings are sometimes accompanied by the Olympic torch, and surrounded by a laurel crown, the symbol of victors and the god Apollo (see Daphne). Also seen is the Latin motto "Citius, Altius, Fortius" -- which means, "Faster, Higher, Stronger."

Two of the most well-known symbols of the Olympic Games, the Olympic rings and the torch relay, did not originate in ancient Greece, but instead were immortalized in Nazi Germany, according to the recently published book, *The Naked Olympics*. The lasting power of these symbols demonstrates how effective the ##### were at creating powerful, dramatic images. It also reveals the association that Adolf Hitler (1889-1945) and his followers wished to make between Nazi Germany and classical Greece. According to the book's author, Tony Perrottet, German filmmaker and propagandist Leni Riefenstahl fabricated the myth that the Olympic rings hailed from Delphi, a city in ancient Greece. Baron Pierre de Coubertain of France originally designed the rings in 1913. De Coubertain was the founder of the International Olympic Committee. He created the rings to symbolize the first five Olympic games. Archduke Ferdinand of Austria's assassination curtailed de Coubertain's plan to feature the rings at a 1914 Olympic Congress world event in Paris. Riefenstahl, however, latched on to the creation. "Leni Riefenstahl just liked (the ring design) as a symbol, and I believe she had it engraved at Delphi for a film shoot," Perrottet told *Discovery News*. "The image stayed there for years, and people thought it was from ancient Greece!"

Activity 4a

Objective: • to stimulate PP imagination; to prepare for the next activity Ask PP if they think it would be good to have a mini-Olympic Games in Uzbekistan. You could point out that it would help to find and train young athletes in Uzbekistan so that Uzbekistan can do well in the International Olympics in the future. Explain the games could be called 'The Uzbekistan Teenage Olympics'.

In pairs/threes, PP design a symbol for the Uzbekistan Teenage Olympics. Draw PP attention to the example of a symbol and motto in 4b.

Activity 4b

Objective: • to practise presenting designs and ideas Each pair/group presents its symbol and motto in turn. At the end praise every design and motto and explain the class will vote for the best symbol and motto. Hold a vote.

V. Reflection and action plan:

Summing – up of the lesson

Home task: ex.2 p.29

The lesson is over. Good bye! See you!

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Subject: English
 Audience: pupils, grade 7
 Theme: Fly High 7 English. Unit 4. Olympic Games. Lesson 6-7.
 Uzbekistan and the Olympics
 Key words: about sport
 Time: 45 minutes
 Lesson plan worked out by: _____
 Date of preparing lessons: _____
 Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ minutes
II. Reflection and assessment _____ minutes
III. Procedure of a new lesson: _____ minutes
IV. Consolidation of the lesson: _____ minutes
V. Reflection and action plan _____ minutes

Unit 4

Olympic games

Lesson 6-7 The theme: "Uzbekistan and the Olympics."

Aims of the lesson:

Educational aim: to practise talking about sports and athletes
 to practise listening for detailed information
Educative aim: to bring up the pupils love and respect for their motherland
Developing aim: to revise and practise Wh-questions

The demand of the state educational standard: understand information of different degree and difficulty. Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: English in topics.

Type of the lesson: combined. Lesson of complex using knowledge, possibilities and skills.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

Length and place in the lesson: short, at the beginning.

-Good morning, pupils!
 -Good morning, teacher!
 -I'm glad to see you.
 -We're glad to see you too.
 -Who is absent?
 - ... is (are) absent.
 -What date is it today?
 -Today is the ...
 -What day of the week is it today?
 -Today is ...
 -Let's begin our lesson.

II. Reflection and assessment: ex.1 p.37

I have been a pupil of this school since 1994. I have already done my home work. I have been in Tashkent this summer. My friend has begun to read hew book. My friend have already had breakfast. My friend have been in London this month.

III. Procedure of a new lesson:

1. Do you know these sports? Yes, I know. 2. Do you like them? I like diving. 3. Do you want to do any of them? Yes, I do. I want to do diving.

Activity 1a

Objectives: • to introduce and practise the new vocabulary; to stimulate interest in the topic PP look at the pictures and answer the questions. Introduce the new words and ask PP to repeat them several times.

Activity 1 b

Objective: to practise listening for detail

Ask pupils to copy the table into their Ex.Bks without the answers.

Play the tape of the radio programme twice. PP complete the table.

Tapescript

(Music to introduce the programme)

Hello and welcome to Sportsweek. This week we welcome all water sports fans in particular. There are going to be fantastic water sports all week at our wonderful new swimming pool! in the city centre. You can watch waterpolo on Tuesday, Wednesday and Friday. Come and see strong teams, fast players and interesting games in the pool. Teams from Germany, Russia, China and Brazil are going to fight to find the best players in the world. Monday and Thursday are for diving fans. You can see the best divers from China, the USA, Australia and France. And the most attractive sport is on Saturday and Sunday. Don't miss the synchronised swimming competitions. This is one of the newest sports events. It's really a show not a sport! It's a kind of water ballet - and only women compete. If you want more information about any of these events visit the information centre on the first floor or call 122 609 44... I look forward to seeing you at the pool. (Music)

Key:

Monday	diving	Friday	water polo
Tuesday	water polo	Saturday	synchronised swimming
Wednesday	water polo	Sunday	synchronised swimming
Thursday	diving		

Activity 1 c

Objective: • give PP freer practice in speaking about sport events PP work in pairs and share ideas about sport events they want to visit using 'to going to'.

IV. Consolidation of the lesson:

Activity 2a

Objective: • to stimulate interest in the next activity

PP answer the questions. If they know information about Muhammadqodir Abdullayev let them tell the class what they know.

Activity 2b

Objective: • to revise and practise WH-questions PP can do this activity alone or in pairs.

Suggestion: With slower classes you could practise the questions orally first.

Activity 2c

Objective: • to practise talking about sports and athletes using WH-questions PP can ask and answer about the athletes in Lessons 3-4 or about other athletes that they know about including friends and relations.

NOTE: It would be helpful to have a world map in the next lesson.

V. Reflection and action plan:

Summing – up of the lesson

Home task: ex.1 p.37

The lesson is over. Good bye! See you!

Subject: English
 Audience: pupils, grade 7
 Theme: Fly High 7 English. Unit 4. Olympic Games. Lesson 10.
 Independent work.
 Key words: revision
 Time: 45 minutes
 Lesson plan worked out by: _____
 Date of preparing lessons: _____
 Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ *minutes*
II. Reflection and assessment _____ *minutes*
III. Procedure of a new lesson: _____ *minutes*
IV. Consolidation of the lesson: _____ *minutes*
V. Reflection and action plan _____ *minutes*

Unit 4 Olympic games
Lesson 10 Independent work.

Aims of the lesson:

Educational aim: to teach each pupil to develop the habit of error-free execution of the task.

Educative aim: to bring up the pupils love and respect for their motherland

Developing aim: formation and development of aesthetic, human personal qualities.

The demand of the state educational standard: understand information of different degree and difficulty.

Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Yu. Golitsynskiy. Grammar exercise book

Type of the lesson: Lesson monitoring, assessment and correction of pupils' knowledge.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils!

-Good morning, teacher!

-I'm glad to see you.

-We're glad to see you too.

-Who is absent?

- ... is (are) absent.

-What date is it today?

-Today is the ...

-What day of the week is it today?

-Today is ...

-Let's begin our lesson.

II. Reflection and assessment:

Revision

III. Procedure of a new lesson:

Good health is very important for every person. Still, sometimes we get ill, we call a doctor, and he examines us and diagnoses the illness. When we have a headache, a stomach ache, a sore throat, a cold, or a pain in some parts of the body, we call a doctor. He takes our temperature and our pulse. He examines our heart, our lungs, our stomach or the part where we have pain, and tells us what the matter is with us. The doctor prescribes medicine, and gives us a prescription, which we take to the chemist's, who makes up the medicine.

If you follow the doctor's orders, you get better; if you disobey the doctor, you may get worse, and even die. We must obey the doctor, if we want to get better. If we have a temperature, we must stay in bed and take the medicine he prescribes. If we cannot get better at home we must go to hospital. If we are too ill to walk, we go to hospital in the ambulance. After our illness we can go to a sanatorium until we are strong again.

When we have toothache, we go to the dentist's. He examines our teeth, finds the tooth which hurts us, stops or extracts it.

In our country health system incorporates a variety of medical institutions. The medical service is of two kinds. Some state establishments give their employees medical insurance cards. They guarantee the people free of charge medical assistance. Some medical establishments charge fees for treatment. They may be rather high, but our medical service now uses all modern equipment and medicines and provides qualified medical help to all people.

IV. Reflection and action plan:

Summing – up of the lesson

Home task: Revision

The lesson is over. Good bye! See you!

Subject: English
Audience: pupils, grade 7
Theme: Fly High 7 English. Unit 4. Olympic Games. Lesson 11. Grammar exercises
Key words: revision
Time: 45 minutes
Lesson plan worked out by: _____
Date of preparing lessons: _____

Work place

I. Introduction
II. Reflection
III. Procedure
IV. Consolidation
V. Reflection

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Narxi: 10000 sum

Aims of the
Educational

Educative aim: to bring up the pupils love and respect for their motherland

Developing aim: to develop pupils ability to work independently and creatively
to develop the skill of working cooperatively in a group
to develop critical thinking
to develop evaluating skills

The demand of the state educational standard: understand information of different degree and difficulty. Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Yu. Golycinskiy. Grammar exercise book.

Type of the lesson: Lesson of summarizing and knowledge systematization.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils! -What date is it today?
-Good morning, teacher! -Today is the ...
-I'm glad to see you. -What day of the week is it today?
-We're glad to see you too. -Today is ...
-Who is absent? -Let's begin our lesson.
- ... is (are) absent.

II. Reflection and assessment: ex.1 p.37

Olympics, bronze, medal, president, top, silver, committee, record, trainer, professional, motto, karate, festival, origin, polo, game.

III. Procedure of a new lesson:

Grammar Exercise 1

1. **I'm going to go** to the next Olympics.
2. When I'm there, **I'm going to watch** the kurash and the boxing.
3. They're **going to go** to the World Cup. They love football.
4. My brother and I can't go so we're **going to watch** it on TV.
5. My sister **is going to take part** in the regional football championship.
6. She's **going to play** football for her school.

7. My brother and I are good at karate. We're **going to teach** our sister to do karate too.

8. **My father** is going to help us.

Grammar Exercise 2

1. What sports **are you going to learn** next year?
2. What sports **are you going to watch** on TV at the weekend?
3. Where **is your brother going to play** football next weekend?
4. **Who** are you going to visit **at the weekend**?
5. Which club **are you going to join** next year?
6. **Where** are you going to go swimming **on Saturday**?
7. **What film** are your family going to watch **on TV tomorrow**?
8. **What food** is your mother going to cook **tonight**?

Grammar Exercise 3

PP answers will vary but the following would be an example.

1. I've had a headache **since yesterday**.
2. I've written six letters **since last week**.
3. I've eaten two apples and two peaches **since yesterday**.
4. **I've known him** since I was a child.
5. **I've had my cat** since 2001/for two years.
6. I've had two showers **since Tuesday**.
7. I've bought two new pens **since last week**.
8. This is my mascot. I've had him **for a month**.

Grammar Exercise 4

1. Can you show me your arm, please, (request)
2. Can I watch a video, please? (ask for permission)
3. I can swim 100 metres, (ability)
4. Can we make pancakes tomorrow? (ask for permission)
5. They can play badminton, (ability)
6. Can you open your books at page 65, please, (request)
7. You can go home now. You have worked well, (permission)
8. Can you write that on the blackboard, please, (request)
9. We can count to 100 in English, (ability)
10. Can we have a rest now, please? (ask for permission)

IV. Consolidation of the lesson:

1. Summer is the ... season in a year.
a. hot b. hotter c. hottest
2. Peter is ... than his brother.
a. old b. older c. oldest
3. Neznaika is ... fairy-tale character.
a. funny b. funnier c. the funniest
4. February is ... than January.
a. shorter b. short c. the shortest
5. London is a ... city.
a. beautiful b. more beautiful c. the most beautiful
6. In the country houses are ... than in the city.
a. small b. smaller c. the smallest
7. Who is ... ? The Sun or the Wind?
a. strong b. stronger c. the strongest
8. Winter is a ... season.
a. cold b. colder c. the coldest
9. The ocean is ... than the sea.
a. large b. larger c. the largest
10. Kate is ... pupil in the class.
a. good b. better c. the best

V. Reflection and action plan:

Summing – up of the lesson

Home task: Revision

The lesson is over. Good bye! See you!

Subject: English
 Audience: pupils, grade 7
 Theme: Fly High 7 English. Unit 5. Clothes. Lesson 12-13 National costumes
 Key words: national costumes, embroidered, kilt, apron, skirt, lace cap
 Time: 45 minutes
 Lesson plan worked out by: _____
 Date of preparing lessons: _____
 Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ minutes
II. Reflection and assessment _____ minutes
III. Procedure of a new lesson: _____ minutes
IV. Consolidation of the lesson: _____ minutes
V. Reflection and action plan _____ minutes

Unit 5 Clothes

Lesson 12-13 The theme: "National costumes"

Aims of the lesson:

Educational aim: to talk about the national costumes of Uzbekistan and the UK
 to read for detail

Educative aim: to bring up the pupils love and respect for their motherland

Developing aim: to learn about national costumes in other parts of Uzbekistan and the UK

The demand of the state educational standard: understand information of different degree and difficulty.
 Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: internet resources

Type of the lesson: Lesson of summarizing and knowledge systematization.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

- Good morning, pupils!
- Good morning, teacher!
- I'm glad to see you.
- We're glad to see you too.
- Who is absent?
- ... is (are) absent.
- What date is it today?
- Today is the ...
- What day of the week is it today?
- Today is ...
- Let's begin our lesson.

II. Reflection and assessment:

- Duppi - Embroidered [im'btoidəd]
- Shawl - To wear [tu weə]
- Atlas - Kitl [kitl]
- Chopon - Apron ['eiprən]
- Kalish - Skirt [skɜ:t]
- Kavush - Lace cap [,leis'kæp]
- Mahsi -

III. Procedure of a new lesson:

Activity 1

Objective: • to learn and practise the meaning and pronunciation of the new words

PP listen and repeat the words after the teacher or the tape in chorus, in rows and individually then PP take turns to mime an action e.g. wearing duppi, chopon, etc. Other PP guess and say what s/he's wearing. **See**

Classbook for Tapescript

Activity 2

Objective: • to talk and write about what we wear every day and on special days

First PP talk about what their family wear. Help them to express themselves correctly. Then when you have listened to half/most of the class, PP should write about the clothes their family wear. **Activity 3a**

Objectives: • to read for detail

PP read the letter and identify the people in the picture. Check the answers by getting them to hold up their books and point to the right person.

Activity 3b

Objectives: • to talk about and compare national costumes; to practice using Simple Present for habits. PP compare their national costume with the national costume described in the text. They can also say which they like best following the examples in the book.

Fashion is a thing that we have to keep up with, whether you like it or not. Anyway it's important to look attractive. But it doesn't mean that you should be a fashion-conscious. It may turn to a waste of money. If a person doesn't have good taste he is not able to put things together. Trendy people want to stand out in a crowd, but sometimes they don't look stylish.

First of all, think clothes should suit you. If you have good taste you can buy a big range of styles and always look fashionable. But clothes should suit the occasion, and put you in the right mood for the day. But there are people who are not able bothered about fashion, they just want to stand out in a crowd by wearing something unusual, old-fashioned or trendy. Actually, I'm not such a person and I guess you should choose things according to your personality and character, and you'll look well-dressed even if you wear something casual. I like wearing different kinds of clothes, but certainly clothes should suit the occasion. When I plan what I'm going to wear I usually think what kind of meeting I have. At school we weren't allowed to wear sport or bright clothes, we had to wear clothes of formal style. Usually I wore a jacket, a blouse and trousers or a skirt. But I didn't like being dressed that way, as many other students. Really I prefer smart clothes to formal. Besides I enjoy wearing sport clothes, because I feel comfortable in it. Also on my list of likes there are jeans. One of my favourite colours is white, so I like white sweaters, tops and skirts. I usually wear high heeled shoes even if it's not always comfortable or thick-soled boots. When I go out I always dress up, because I feel better that way. But when I have an official meeting I try to wear formal clothes.

IV. Consolidation of the lesson:

Activity 4

Objectives: • to practise using the Wordlist; to introduce and practise the new words

PP find the meaning of the words in the Wordlist and write them in their Ex.Bks with the translation.

Activity 5

Objectives: • to make notes from a text and a picture

PP copy the table. Then read the letter in 3a again, look at the picture in 4 and complete the table.

V. Reflection and action plan:

Summing – up of the lesson

Home task: ex.1,2 p.45

The lesson is over. Good bye! See you!

Subject: English
 Audience: pupils, grade 7
 Theme: Fly High 7 English. Unit 5. Clothes. Lesson 14. What size do you take?
 Key words: size, clothes, uniform
 Time: 45 minutes
 Lesson plan worked out by: _____
 Date of preparing lessons: _____
 Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ minutes
II. Reflection and assessment _____ minutes
III. Procedure of a new lesson: _____ minutes
IV. Consolidation of the lesson: _____ minutes
V. Reflection and action plan _____ minutes

Unit 5 Clothes

Lesson 14 The theme: "What size do you take?"

Aims of the lesson:

Educational aim: to introduce words only used in the plural
 to listen for gist

Educative aim: to bring up the pupils love and respect for their motherland

Developing aim: to practice talking about clothes and buying them

The demand of the state educational standard: understand information of different degree and difficulty. Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Student's book.

Type of the lesson: Lesson of summarizing and knowledge systematization.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils!

-Today is the ...

-Good morning, teacher!

-What day of the week is it today?

-I'm glad to see you.

-Today is ...

-We're glad to see you too.

-Let's begin our lesson.

-Who is absent?

II. Reflection and assessment:

- ... is (are) absent.

ex.1,2 p.45

-What date is it today?

Apron, skirt, kavush, chopon, shawl

III. Procedure of a new lesson:

Activity 1a, 1b

Objective: • to introduce and practise the new words PP look at the pictures, listen and repeat the new words after the teacher or the tape. This is a normal 'Point and say' activity. **See Classbook for Tapescript**

Activity 1 c

Objective: • to give further practice with the new vocabulary

This is a normal Chain drill. PP must point to something they are wearing and name it.

Activity 2

Objective: • to enable PP to talk about the size of clothes.

First ask some of your PP "What size shoes do you take?" Help them to answer: "I take size 34." Then ask PP to repeat in chorus "What size shoes

do you take?" Then practise with the class in open pairs.

Then ask PP to stand up. Tell them they should make a line in order of their shoe sizes. Point to one end of the classroom and tell PP the smallest size is there. Point to the other end and tell them the biggest size is there. With your hand show where the line will be.

They should find out what size of shoes each of them takes by asking questions. Demonstrate: A: What size shoes do you take? B: A size 34.

A: I take a size 35 so you are in front of me.

PP should find and stand in the right place in the line according to the size which they take. When they all find their place check if everyone is in the right place by asking each P to say in a chain: **e.g.** I take size 35. What size do you take?

Activity 3

Objectives: • to introduce words used only in the plural; to practise "be going to" Ask PP to read the dialogue and then answer the questions which follow it. PP translate the sentences into mother tongue and the teacher points out the difference between these words (jeans, trousers) in English and mother tongue.





cover-up



coat



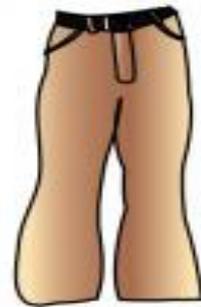
dress



pajamas



boots



pants



sandals



shirt



high heels

IV. Consolidation of the lesson:

Activity 4a

Objective: • to prepare for listening

PP look at the pictures and answer the questions orally.

Activity 4b

Objective: • to practise listening for gist

PP listen to the tape and check their answers in 4a.

Tapescript

Sales Assistant: Good morning. Can I help you?

Malika: Good morning. How much is that pink embroidered dress? We'd like to see it and try on it.

SA: What size do you take?

Ma: Medium. SA: Here you are.

Ma: ... It's too small. Have you got a bigger size?

SA: Yes, here you are.... Size 40. Is this OK?

Ma: Yes. It's very nice. We are going to take it. Here's the money.

SA: Thank you. Here's your dress. Good-bye.

Ma: Good-bye.

Activity 4c

Objective: • to practise listening for detail PP listen to the tape again and answer the questions.

S L I P D D S M G M

V A V U W U I Y N Q

S H I R T L M D J U

E D R E S S H O E S

C O D G P A N T S F

R W C B C O A T I D

M H W J A C K E T Z

S H O R T S O C K S

N D P Q Y D B P O S

U N D E R W E A R X

COAT

DRESS

JACKET

PANTS

SHIRT

SHOES

SHORTS

SLIP

SOCKS

UNDERWEAR

V. Reflection and action plan:

Summing – up of the lesson

Home task: ex.1,2 p.45

The lesson is over. Good bye! See you!

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Subject: English
 Audience: pupils, grade 7
 Theme: Fly High 7 English. Unit 5. Clothes. Lesson 15. School uniform
 Key words: uniform, put on, wear
 Time: 45 minutes
 Lesson plan worked out by: _____
 Date of preparing lessons: _____
 Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ *minutes*
II. Reflection and assessment _____ *minutes*
III. Procedure of a new lesson: _____ *minutes*
IV. Consolidation of the lesson: _____ *minutes*
V. Reflection and action plan _____ *minutes*

Unit 5 Clothes

Lesson 15 The theme: "School uniform"

Aims of the lesson:

Educational aim: to introduce and practice tag questions for confirmation
Educative aim: to bring up the pupils love and respect for their motherland
Developing aim: to talk about uniforms
 To listen for specific and detailed information

The demand of the state educational standard: understand information of different degree and difficulty. Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Student's book.

Type of the lesson: Lesson of summarizing and knowledge systematization.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils! -Today is the ...
 -Good morning, teacher! -What day of the week is it today?
 -I'm glad to see you. -Today is ...
 -We're glad to see you too. -Let's begin our lesson.
 -Who is absent? **II. Reflection and assessment:** ex.1 p.45
 - ... is (are) absent. Apron, skirt, kavush, chapon, shawl
 -What date is it today?

III. Procedure of a new lesson:

Activity 1

Objectives: • to practise talking about uniforms in Uzbekistan PP look at the pictures and talk about them using the example.

Activity 2a

Objectives: • to practise listening for specific information
 PP listen to the tape and find which countries the PP are from and if they wear school uniform.

Tapescript

Today's programme is about uniforms around the world. Let's speak first to Victoria who is from the UK.

Host: Hello, Victoria. Victoria: Hello.

Host: You wear a uniform in your school, **don't you?** Victoria: Yes, we wear a uniform. I like it because it's beautiful. Girls wear a white blouse and a dark blue skirt or trousers. Boys wear a white shirt and dark blue trousers.

Host: Thank you. Now it's Michael's turn. He lives in the USA. Hello, Michael.

Michael: Hello.

Host: Michael, you don't wear a uniform in your school, **do you?**

Michael: No, we don't. I think it's OK if we wear what we want. We wear jeans, shorts, trousers, T-shirts and shirts and the girls do too.

Host: Thank you. And what can you tell us about Japanese uniform, Junji. Do you wear a school uniform?

Junji: Yes, we do. All schools have the same uniform. I think that pupils must wear a uniform when they go to school. It's nice if pupils wear the same uniform. Boys wear a shirt and trousers.

Girls a blouse and a skirt.

Host: What about schools in Uzbekistan, Dilbar?

Dilbar: All schools in Uzbekistan have a school uniform. Boys wear black or dark blue trousers and a white shirt. Girls wear a white blouse, and a brown or black skirt or a light blue dress and an apron.

Activity 2b

Objectives: • to practise listening for detail; to practise note-taking PP copy the table into their Ex.Bks. Then they listen to the tape again and complete the table.

Activity 2c

Objective: • to compare school uniform in Uzbekistan with uniforms in other countries Let PP work in groups of 3-4 to answer the questions. Then check the answers. Start by asking each group about question 1, then question 2, etc.

Activity 3a

Objective: • to introduce question tags to confirm information PP look at the sentences from the dialogue and guess the meaning of the questions. Help them to understand the tag questions. Explain that we use these questions when we are almost sure about something. Draw PP attention to the form of the questions: positive statement + negative tag positive + short answer (=yes) negative statement + positive tag negative + short answer (=yes) and draw their attention to the falling intonation.

Activity 3b

Objective: • to reinforce the new structure and its intonation pattern Read aloud the sentences from the dialogue with tag questions or play the tape and PP repeat them after you or the tape. Then write the examples on the BB and mark the intonation as in the Grammar References. Tell PP to copy the tag questions and intonation in their Ex.Bks.

See Classbook for Tapescript

IV. Consolidation of the lesson:

Are uniforms a symbol of a school? Does wearing a uniform have a special meaning for students? Is it necessary for students to wear them? I think these questions are difficult to answer. People are confused about this issue.

Although I feel people should have the right to choose what they want to wear, I also think wearing uniforms has many advantages. If students wear uniforms, they will remember that they are students and they will always be reminded of what students should or shouldn't do.

In addition I think it is important that students pay more attention to their school work than to their clothes. Caring too much about how they dress shouldn't be a big concern for students. If they wear uniforms, they don't have to worry about what they wear.

Activity 3c

Objective: • to give practice in using question tags to confirm information Work with the class in open pairs. PP make sentences about each other using the example. Make sure they use the correct intonation. Start with some strong pairs first, then more on to the weaker ones.

Activity 3d

Objective: • to give practice in writing question tags

In their Ex.Bks PP write 5 things they think are true about their partner using verbs from the box.

Activity 3e

Objective: • to give practice in answering questions with question tags PP work in closed pairs. They swap books and write answers to their partner's questions.

Suggestion: If there is time, when PP have finished they could read (in pairs) some of their questions and answers to the class.

V. Reflection and action plan:

Summing – up of the lesson

Home task: ex.1,2 p.45

The lesson is over. Good bye! See you!

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Subject: English
 Audience: pupils, grade 7
 Theme: Fly High 7 English. Unit 5. Clothes. Lesson 18. We think that
 Key words: school uniform
 Time: 45 minutes
 Lesson plan worked out by: _____
 Date of preparing lessons: _____
 Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ minutes
II. Reflection and assessment _____ minutes
III. Procedure of a new lesson: _____ minutes
IV. Consolidation of the lesson: _____ minutes
V. Reflection and action plan _____ minutes

Unit 5 Clothes
Lesson 18 The theme: "We think that..."

Aims of the lesson:

Educational aim: to enable pupils to talk about uniforms (using the language studied in the previous lessons)

Educative aim: to introduce and practice complex sentences "I believe that"

Developing aim: to bring up the pupils love and respect for their motherland

The demand of the state educational standard: understand information of different degree and difficulty.

Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: New interchange

Type of the lesson: Lesson of summarizing and knowledge systematization.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

- Good morning, pupils! -What date is it today?
- Good morning, teacher! -Today is the ...
- I'm glad to see you. -What day of the week is it today?
- We're glad to see you too. -Today is ...
- Who is absent? -Let's begin our lesson.
- ... is (are) absent.

II. Reflection and assessment: ex.1 p.45

You play guitar, don't you? You like palov, don't you? You don't like sumalak, do you? You live at Charkhiy street don't you? At weekend you help your mother, don't you?

III. Procedure of a new lesson:

Activity 1a

Objective: • to practise writing a description of what someone is wearing Tell the PP to write a short text about the clothes they are wearing today. When they have finished, collect their Ex.Bks. **Activity 1b**

Objective: • to practise listening to descriptions and describing clothes T says e.g. 'a blue cardigan'. PP look round, find who is wearing a blue cardigan and put their hands up to answer. PP must answer in full sentences. The P who answers, say the next description.

Activity 2a

Objective: • to practise comparing clothes

PP look at the children in the picture and compare what they are wearing.

Activity 2b

Objective: • to practise reading for gist

PP read the letters and answer the question. The texts are quite long but PP do not need to read them in detail before they can answer the question.

Suggestion: If you have a slower class, you could let PP discuss the reading in pairs/groups before you discuss the answers to the question with the class.

Activity 2c

Objectives: • to practise reading for main points; to practise writing formal letters giving an opinion PP work in groups of three or-four. You can let PP choose groups according to which letter they agree with, or you can assign them to groups. (If you have a big class you will have several group As, and several group Bs.) PP read the letters again and, in their role as school director, they write a reply. They should use the same layout for their letters as in 2b. Remind PP that they should look at **both** letters to find reasons for their reply.

Approximately twenty years ago children wore strictly school uniform at school. But since the 1990s school uniform has been cancelled. Children chose themselves a school dress. Anyway, many schools nowadays have school uniform. Is it good or bad? This question has both advantages and disadvantages.

Now, let's consider positive aspects.

Firstly, the school uniform has strictness which make children study at school more seriously.

Further more, school uniform makes children more disciplined.

More than that it isn't very expensive. And every family can afford to buy it.

More over, school uniform removes social inequality because both rich and poor children wear the same clothes.

Further more, there is no such a question what to put on in the morning. Now, let's pay our attention, to same negative aspects.

School uniform prevents children to be individuality. All are a like. One more, every day one and the same clothes.

By the end of the school year it becomes untidy and not pleasant to look at. All in all school uniform has advantages and disadvantages, but as for me personally I vote for the school uniform because I presume it convenient for pupils..

IV. Consolidation of the lesson:

Activity 2d

Objective: • to develop evaluation skills

Display the letters around the room (or put them on the desks). Ask PP in their groups to go round and read the letters (if you have a big class you could organise it so that groups go round clockwise and only move to the next part of the room/desk when you give the order.) They should note:

- which letter they like best and why (neat, polite, accepts PP ideas, answers all the points in the original letter, does not include unnecessary information)
- one good thing about each letter

When PP have finished reading, hold a brief feedback session. To keep the feedback lively, ask each groups to say what they liked about the first letter, then about the second letter, etc. At the end let them say which letter they liked best and why.

NOTE: If you decide to do Project 1, remind PP to bring magazines, crayons, glue, scissors, etc. for the next lesson. You may even want to get PP started on the project as part of their homework.

clothes [plural]

the things that people wear to cover their body or keep warm: ◀ *I enjoy shopping for new clothes.*

◀ *What sort of clothes was he wearing?* ◀ **casual clothes** ◀ **put on/take off clothes** ◀ *I showered and put on clean clothes.* ◀ **change your clothes/change into clean/dry etc clothes** ◀ *The kids ran upstairs to change into dry clothes.* ◀ **work/school etc clothes** ◀ *men dressed in ordinary street clothes* ◀ *a clothes shop*

V. Reflection and action plan:

Summing – up of the lesson

Home task: ex.1,2 p.45

The lesson is over. Good bye! See you!

Subject: English
 Audience: pupils, grade 7
 Theme: Fly High 7 English. Unit 5. Clothes. Lesson 19. Project
 Key words: revision
 Time: 45 minutes
 Lesson plan worked out by: _____
 Date of preparing lessons: _____
 Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ *minutes*
II. Reflection and assessment _____ *minutes*
III. Procedure of a new lesson: _____ *minutes*
IV. Consolidation of the lesson: _____ *minutes*
V. Reflection and action plan _____ *minutes*

Unit 5 Clothes
Lesson 19 Project

Aims of the lesson:

Educational aim: to teach each pupil to develop the habit of error-free execution of the task.

Educative aim: to bring up the pupils love and respect for their motherland

Developing aim: formation and development of aesthetic, human personal qualities.

The demand of the state educational standard: understand information of different degree and difficulty. Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Yu. Golicynskiy. Grammar exercise book

Type of the lesson: Lesson monitoring, assessment and correction of pupils' knowledges.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils!

-Good morning, teacher!

-I'm glad to see you.

-We're glad to see you too.

-Who is absent?

- ... is (are) absent.

-What date is it today?

-Today is the ...

-What day of the week is it today?

-Today is ...

-Let's begin our lesson.

II. Reflection and assessment:

Exercise 1, 2 page 45

III. Procedure of a new lesson:

21. Peter can't speak Italian,? (a) isn't it (c) does he (b) can't he (d) can he

22. A Ferrari is a(n) car. (a) cheap (c) rich (b) expensive (d) chair

23. He asked her to speak on the telephone. (a) more clearer (c) more clearly

(b) clearer (d) more clear

24. 'What this evening?', Maria asked. (a) you will do (c) do you (b) will you (d) are you doing

25. When you eat soup, you need a (a) knife (c) fork (b) spoon (d) lepel

26. I go to London train (a) by (c) with (b) on (d) in

27. The boy had to go to bed, he didn't want to. (a) although (c) if (b) because (d) when
28. John is 1.90 meters (a) big (c) high (b) great (d) tall
29. Will you lend me some money? No, I(a) don't (c) won't (b) didn't (d) am not
30. He forty years old. (a) is (c) has got (b) has (d) is got
31. Today is Wednesday, tomorrow is(a) Monday (c) Tuesday (b) Friday (d) Thursday
32. London is beautiful as Paris. (a) more (c) also (b) as (d) less
33. There aren't people here today. (a) much (c) many (b) plenty (d) a lot
34. Can you tell me what time(a) the lessons start (c) is the lessons
(b) start the lessons (d) the lessons is
35. I live Brussels (a) close (c) in the near of (b) near (d) next
36. hot in August (a) It makes (c) It is usually (b) The time is (d) The time makes
37. My boss wants me to book a (a) business (c) contract (b) deal (d) room
38. I bought my car years ago. (a) three (c) for three (b) in three (d) past three
39. Did you take a taxi? No, I the tram. (a) take (c) took (b) have took (d) taken
40. I to work last week (a) don't go (c) didn't go (b) went not (d) go not

IV. Reflection and action plan:

Revision

V. Reflection and action plan

Summing – up of the lesson

Home task: Revision

The lesson is over. Good bye! See you!

Subject: English
Audience: pupils, grade 7
Theme: Fly High 7 English. Unit 4. Olympic Games. Lesson 16. Control work

Key words: revision
Time: 45 minutes

Lesson plan worked out by: _____

Date of preparing lessons: _____

Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ minutes
II. Reflection and assessment _____ minutes
III. Procedure of a new lesson: _____ minutes
IV. Consolidation of the lesson: _____ minutes
V. Reflection and action plan _____ minutes

Unit 4 Olympic games
Lesson 16 Control work. Test

Aims of the lesson:

Educational aim: to teach each pupil to develop the habit of error-free execution of the task.

Educative aim: to bring up the pupils love and respect for their motherland

Developing aim: formation and development of aesthetic, human personal qualities.

The demand of the state educational standard: understand information of different degree and difficulty.

Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Yu. Golicynskiy. Grammar exercise book

Type of the lesson: Lesson monitoring, assessment and correction of pupils' knowledge.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils!

-What date is it today?

-Good morning, teacher!

-Today is the ...

-I'm glad to see you.

-What day of the week is it today?

-We're glad to see you too.

-Today is ...

-Who is absent?

-Let's begin our lesson.

- ... is (are) absent.

II. Reflection and assessment:

Revision

III. Procedure of a new lesson:

1. The origin of the Olympic Games was in ...

A) England B) Greece C) Italy D) German

2. The modern Olympic Games began in ...

A) 1869 B) 1870 C) 1896 D) 1897

3. The Olympic Games ... their own flag and motto.

A) has got B) have C) have not D) has not

4. The flag of Olympic Games has got... circles.

A) 5 B) 4 C) 3 D) 7

5. The motto of Olympic Games is ...

A) faster, higher, stronger B) good and good

Subject: English
 Audience: pupils, grade 7
 Theme: Fly High 7 English. Unit 5. Clothes. Lesson 20. Grammar exercises
 Key words: Revision
 Time: 45 minutes
 Lesson plan worked out by: _____
 Date of preparing lessons: _____
 Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ *minutes*
II. Reflection and assessment _____ *minutes*
III. Procedure of a new lesson: _____ *minutes*
IV. Consolidation of the lesson: _____ *minutes*
V. Reflection and action plan _____ *minutes*

Unit 5 Clothes
Lesson 21 Grammar exercises

Aims of the lesson:

Educational aim: to teach each pupil to develop the habit of error-free execution of the task.

Educative aim: to bring up the pupils love and respect for their motherland

Developing aim: formation and development of aesthetic, human personal qualities.

The demand of the state educational standard: understand information of different degree and difficulty.

Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Yu. Golycinskiy. Grammar exercise book.

Type of the lesson: Lesson of summarizing and knowledge systematization.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils!

-Good morning, teacher!

-I'm glad to see you.

-We're glad to see you too.

-Who is absent?

- ... is (are) absent.

-What date is it today?

-Today is the ...

-What day of the week is it today?

-Today is ...

-Let's begin our lesson.

II. Reflection and assessment:

Revision

III. Procedure of a new lesson:

Grammar Exercise 1

1. Dilbar likes films, **doesn't she?**

2. They play tennis, **don't they?**

3. He doesn't speak French, **does he?**

4. She works very hard, **doesn't she?**

5. You don't like swimming, **do you?**

Grammar Exercise 2

a) Uzbek: *Odamlar* uchun forma shaklini tuzing. (Qaysi odamlar uchun?) Olimpiada O'yinlarida ishlaydigan odamlar.

b) Uzbek: Men *kitobni o'q\shri* istayman. (Qaysi kitobni?) Siz kecha menga bergan kitobni.

c) Uzbek: *Televizion dasturlaryo'q.* (Qanday dasturlar?) Ayollar sportini ko'rsatadigan televizion dasturlar.

d) Uzbek: *Vaqtim yo'q.* (Qanday vaqt?) Bo'sh bo'ladigranvaqtim.

Grammar exercise 3

1. Design a uniform for the people who work at the Olympic Games.

2. I'd like to thank the people who came to our kurash games.

3. The people who live in Karakalpakstan speak Karakalpak.

4. I like people who are friendly and kind.

5. Amateurs are people who do sports for fun, not for money.

PP answers will vary but their answers must be made of complex clauses including 'who'.

Grammar Exercise 3 1

1. This is the gold medal that/which Muhammadqodir won in 1995.

2. I want to see the cup that/which you won on Saturday.

3. I like the uniform that/which they wear in Japan.

4. This is the prize that/which I got for my soft toys.

PP answers will vary but their answers must be made of complex clauses including 'which or that'.

PP must omit 'which or that' from their answers for Exercise 2.

IV. Consolidation of the lesson:

Grammar Exercise 4

1. This is the village where there are dinosaur footprints.

2. Show me the place where it hurts.

3. This is the sports centre where the Teenage Olympics are going to be.

4. This is the car park where you can leave your car.

Grammar Exercise 5 1

1. Autumn is the time when we pick cotton.

2. Monday is the day when we do the washing.

PP answers will vary but their answers must be made of complex clauses including 'when'.

V. Reflection and action plan:

Summing – up of the lesson

Home task: Revision

The lesson is over. Good bye! See you!

Subject: English
Audience: pupils, grade 7
Theme: Fly High 7 English. Unit 4. Olympic Games. Lesson 5. Teenage Champions
Key words: since, teenage
Time: 45 minutes
Lesson plan worked out by: _____
Date of preparing lessons: _____
Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ minutes
II. Reflection and assessment _____ minutes
III. Procedure of a new lesson: _____ minutes
IV. Consolidation of the lesson: _____ minutes
V. Reflection and action plan _____ minutes

Unit 4 Olympic Games

Lesson 5 The theme: "Teenage Champions"

Educational aim: to introduce and practice talking about what one has done using "since"
to learn about national sports champions
Educative aim: to bring up the pupils love and respect for their motherland
Developing aim: to practice strategies to guess the meaning of unknown words
to practice reading for gist
to revise dates (years)

The demand of the state educational standard: understand information of different degree and difficulty. Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Information from Internet.

Type of the lesson: combined. Lesson of complex using knowledge, possibilities and skills.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils!
-Good morning, teacher!
-I'm glad to see you.
-We're glad to see you too.
-Who is absent?
- ... is (are) absent.
-What date is it today?
-Today is the ...
-What day of the week is it today?
-Today is ...
-Let's begin our lesson.

II. Reflection and assessment: ex.1 p.37

Around 1913, the founder of the Modern Olympics designed the Olympic Flag. Who was this person?
Baron Pierre de Coubertin. The Olympic Flag made its debut at the 1920 Olympic Games in Antwerp, Belgium.
What color is the background of the Olympic Flag?

white. It is plain white, with no border, and five rings in the center. The plain white background is symbolic of peace throughout the games.

The five colors of the rings on the Olympic Flag are blue, yellow, black, red, and green. Three rings are across the top, and two are along the bottom. Which two are on the bottom?

Yellow and green. These colors may be found on most flags of the world. From left to right are blue, black and red across the top with yellow and green along the bottom.

What do the five interlinked Olympic rings on the flag represent?

continents & continent. At the end of each Olympic Games, the mayor of that host-city presents the flag to the mayor of the next host-city. It rests at the town hall of the next host-city for four years until the Opening Ceremony of their Olympic Games.

Which of the following symbolizes the passing of the Olympic traditions from one generation to the next? the Olympic Torch Relay. The Torch Relay began in the Ancient Olympics and was revived at the 1936 Berlin Games. The torch was lit by the sun's rays at Olympia and carried by relay to the host-city of the Games. The Olympic Flame symbolises 'purity, the endeavor for perfection and the struggle for victory', as well as representing peace and friendship.

What is the Olympic Motto?'Citius, Altius, Fortius'. 'Swifter, Higher, Stronger'. The other three are all parts of the Olympic Creed.

At the start of each Olympics, every athlete promises to play fairly and obey all of the Olympic rules. One athlete from the host country takes the Oath on behalf of all athletes. Do the Olympic officials also have to take an oath?

Yes. While holding a corner of the Olympic Flag, one official from the host country repeats an oath, similar to that of the athletes, on behalf of all the officials. Which country is first in line during the Opening Ceremony's Parade of Nations?

III. Procedure of a new lesson:

Activity 1a

Objective: • to prepare for reading

PP answer the questions. If they know more information about the Abdumavlonovs let them tell the class what they know.

Activity 1 b

Objective: • to read for gist

PP read quickly, identify what the article is about, and choose an appropriate title. Ask PP what title they chose and why.

Suggestion: If you have a strong class, encourage them to think of their own title.

Activity 1 c

Objective: • to practise strategies to guess the meaning of unknown words PP find the words in the text, guess their meaning, write them in their Ex.Bks and then check their answers in the Wordlist. Discuss with PP if their guesses were right, how they guessed, etc.

Activity 1d

Objective: • to ask and answer about sporting achievements; to revise dates

PP work in pairs asking and answering. If your class is slow, do the activity as a class activity. If your PP are strong, you could do a couple of examples with the class and then let PP work in closed pairs.

Language Note: Remind PP how to say the years in English: nineteen- ninety nine; two thousand; two thousand and one. **Language Note:** The sentence 'What competitions did the brothers take part in in 1999?' is correct. The verb is 'to take part in (a competition)' and for dates we say 'in 1999'. The result is 'in in' which is correct. Ask PP to look at the Remember box, explain how 'since' is used with a point in time (you can ask PP to look in the Grammar Reference 6), and then do Grammar Exercise 3.

A new season of high school chess begins this month in the metro area. This week's Reaching 4 Excellence Young Achiever figures to be one of the top players in Missouri once again. And Jeremy Heitzman figures to be a top performer in many other things away from the chess board, as well.

Jeremy Heitzman does it a lot — playing several members of the Van Horn High School chess team all at the same time — winning every game and often tutoring his teammates in the process. That's the year Jeremy started playing chess competitively and the hardware's been mounting up ever since. The trophies and medals he brought in to show FOX 4 were just a small sample of the dozens he has from tournaments he's won or finished very high in including several national competitions.

"I find it really enjoyable," says Jeremy about how chess has such a hold on him. "It's mentally challenging and it gives you good satisfaction knowing you are learning something."

As he has become a top player in scholastic chess, Jeremy has developed critical thinking skills — strategic thinking— that has enabled him to become a champion performer in many other pursuits, as well. He's a powerhouse at Van Horn in academics, debate and mock trial. And outside school, he's a successful small businessman. Jeremy's been doing landscaping jobs for clients since he was 14. And he has plans to make it a much bigger enterprise — and create other businesses — even as he gets started on a college track to become a lawyer.

"I enjoy the sensation of knowing I'm doing something and doing something well," says Jeremy. "I like being able to achieve things. I don't like being bored."

IV. Consolidation of the lesson:

Activity 1e

Objective: • to use the language of the unit to talk about personal experience PP answer the questions. Encourage PP to say as much as possible by asking follow up questions **e.g.** Does s/he practise a lot? Does s/he go to a lot of places for competitions? etc.

V. Reflection and action plan:

Summing – up of the lesson

Home task: ex.1 p.37

The lesson is over. Good bye! See you!

Subject: English
Audience: pupils, grade 7
Theme: Fly High 7 English. Unit 4. Olympic Games. Lesson 8. The Millennium Games
Key words: millennium, mascots, symbol
Time: 45 minutes
Lesson plan worked out by: _____
Date of preparing lessons: _____
Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ minutes
II. Reflection and assessment _____ minutes
III. Procedure of a new lesson: _____ minutes
IV. Consolidation of the lesson: _____ minutes
V. Reflection and action plan _____ minutes

Unit 4 Olympic games

Lesson 8 The theme: "The millennium games."

Aims of the lesson:

Educational aim: to revise the names of countries and means of transport
to learn about the Australia and about the Olympics held in Australia
Educative aim: to bring up the pupils love and respect for their motherland
Developing aim: to practise listening for specific information
to practise reading for detail
to practise writing a short paragraph recycling a number of grammar points: complex sentences 'can' for ability, 'be going to'

The demand of the state educational standard: understand information of different degree and difficulty. Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Information from Internet.

Type of the lesson: combined. Lesson of complex using knowledge, possibilities and skills.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils!
-Good morning, teacher!
-I'm glad to see you.
-We're glad to see you too.
-Who is absent?
- ... is (are) absent.
-What date is it today?
-Today is the ...
-What day of the week is it today?
-Today is ...
-Let's begin our lesson.

II. Reflection and assessment: ex.1 p.37

2. Where do you come? 3. What do you do? 4. Who are your trainers? 5. Where have you taken part?

III. Procedure of a new lesson:

Activiy 1

Objectives: • to prepare for the main activity; to have fun Tell the class they are going to play Who Knows the Most? Divide the class into two groups. The groups take turns to give one fact about the last Olympic Games. A different member of the team must speak each time. The winners are the group who give the last fact. Before activity 2a, pin up a world map if you have one, and ask PP to point to Australia, Greece and New Zealand. They can look at the countries near Australia.

Activity 2a

Objective: • to stimulate interest in the topic ready for listening PP work in pairs to complete the questionnaire. If they are not sure about an answer, advise them to guess.

Activity 2b

Objective: • to listen for specific information

PP listen and check their answers to 2a. If necessary play the tape a second time and stop after each answer.

Tapescript _____

(Music)

Max: Welcome to Sport Today. As usual we bring you all the latest news about the Olympics. Our first item today is from our correspondent in Sydney. Hello, David. What's going on. Has the Olympic torch arrived yet?

Ian: Hello, Mike. Yes, well, I'm standing here at the Olympic stadium and we expect to see the torch any minute now ... but while we're waiting I'm going to tell you a few amazing facts about the torch. It's quite big - 72 centimetres high and it weighs more than a kilo so it's not that easy to carry. The flame is a special kind and it's safe and friendly for the environment - and it can burn in all kinds of weather.

The torch began its journey here from Greece in May. It passed through Guam, Papua New Guinea, Fiji, Tonga, the Cook Islands, New Zealand and every Australian state. It went by plane, by boat, on skis and on mountain bicycles, on foot, on a camel and underwater! 13,000 people took part in getting the torch to Australia. They ate 10,400 breakfasts and used 13,144 hotel beds! ... and I think... ah, yes, there it comes now. This is the most exciting moment of the Olympic Games. The most famous Australian athlete is running with the torch into the stadium ... yes, he's here now and ... and...

Show PP on the world map the route that the torch took, but you do not need to tell them the names of all the countries.

Activity 3

Objective: • to revise the names of countries and means of transport PP can do this activity in groups of 3/4. Let them decide on their route, etc. and then ask groups to tell the class their route and means of transport.

Activity 4a

Objective: • to practise reading for detail

PP look at the pictures, read and answer the questions. Let PP discuss their answers in pairs before you discuss the answers with the class.

Activity 4b

Objective: • to stimulate discussion and prepare for the next activities You could let PP discuss in groups and then report to the class, or do this as a class activity.

Suggestion: If you have a weaker class, you could do Grammar Exercise 4 which revises can.

Suggestion: If you have a strong class, you could do this extra activity.

Objectives: • to raise PP awareness of ways of making a description interesting through repeated use of one sound; to have fun Explain the meaning of 'cute' and 'cuddly' - or ask PP to guess and then check the Words in the Wordlist. Ask them what feeling they get from the phrase 'cute cuddly koala'. Elicit that we notice the phrase because of the repeated sound, and that the repetition makes us feel it's informal and fun. Invite PP to make similar phrases and tell them to the class. Help them with vocabulary/suggest they use the Wordlist.

Great Britain's Olympic football teams will play their group matches at Old Trafford, Wembley and the Millennium Stadium in 2012.

The men's team, led by Stuart Pearce, will play their three group fixtures in Manchester, London and Cardiff.

Hope Powell's women will play their first two group matches in Cardiff and the third in London.

Tickets for the men's Olympic football tournament go on sale on 29 November, while the draw takes place on 24 April.

TEAM GB GROUP FIXTURES

Continue reading the main story

MEN

Old Trafford, 26 July

Wembley, 29 July

Millennium Stadium, 1 August

WOMEN

Millennium Stadium, 25 July

Millennium Stadium, 28 July

Wembley, 31 July

IV. Consolidation of the lesson:

Activity 5a, 5b

Objectives: • to practise writing a short paragraph recycling a number of grammar points: complex sentences, 'can' for ability, 'be going to' PP work in groups of 3-4 to design and draw mascots for the Uzbekistan Teenage Olympics and write a paragraph explaining their design. PP present their designs and descriptions to the class.

The events were previously on-sale as part of the original Olympic ballot - but people will now be able to apply for specific matches.

The men's team will begin their London 2012 campaign at Old Trafford on Thursday, 26 July, followed by Wembley Stadium on Sunday, 29 July and Cardiff's Millennium Stadium on Wednesday, 1 August

The women's team

Millennium Stadium

Their final group

However, a spokesman

whether they, as

Stadium.

The FAW is again

its independence

"The prospect of

pleased to be able

Jevans, director

"With teams like

football tournaments promise to be a great family day out at the Olympic Games next summer."

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V. Reflection and action plan:

Summing – up of the lesson

Home task: ex.1 p.37

The lesson is over. Good bye! See you!

Subject: English
 Audience: pupils, grade 7
 Theme: Fly High 7 English. Unit 4. Olympic Games. Lesson 10. Project
 Key words: revision
 Time: 45 minutes
 Lesson plan worked out by: _____
 Date of preparing lessons: _____
 Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction	_____	minutes
II. Reflection and assessment	_____	minutes
III. Procedure of a new lesson:	_____	minutes
IV. Consolidation of the lesson:	_____	minutes
V. Reflection and action plan	_____	minutes

Unit 4 Olympic games
Lesson 9 The theme: "Project."

Aims of the lesson:

Educational aim: to teach each pupil to develop the habit of error-free execution of the task.
 to revise and consolidate the material of the unit

Educative aim: to bring up the pupils love and respect for their motherland

Developing aim: to develop pupils ability to work independently and creatively
 to develop the skill of working cooperatively in a group
 to develop critical thinking
 to develop evaluating skills

The demand of the state educational standard: understand information of different degree and difficulty.
 Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Yu. Golycinskiy. Grammar exercise book.

Type of the lesson: Lesson of summarizing and knowledge systematization.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

- Good morning, pupils!
- Good morning, teacher!
- I'm glad to see you.
- We're glad to see you too.
- Who is absent?
- ... is (are) absent.
- What date is it today?
- Today is the ...
- What day of the week is it today?
- Today is ...
- Let's begin our lesson.

II. Reflection and assessment: ex.1 p.37

Olympics, bronze, medal, president, top, silver, committee, record, trainer, professional, motto, karate, festival, origin, polo, game.

III. Procedure of a new lesson:

PROJECT 1

There are two possible projects in this unit. Strong PP may be able to do both of them. They should do at least the first one. Weaker PP can do only Project 2.

Activity 1

Objectives: • to read for gist; to formulate complex ideas Read the beginning of the text together with your PP and elicit if they can think of good and bad points about the Olympic Games. Then let PP begin activity 1, reading silently and finding ideas they agree with. They can add more ideas, if they want to.

Activity 2

Objective: • to give PP a chance to rehearse their ideas

PP work in pairs and share their ideas. This gives PP a chance to practice expressing their ideas privately before expressing them to the rest of the class. They should give reasons for their views.

Activity 3

Objectives: • something Li effects of the Encourage PP e.g. Aziza: I th the Olympics sports centres

1. People can
2. There are b room.
3. This room

your hands and face there.

4. There is a TV set, a wardrobe, some chairs and a sofa in this room. We can see some flowers on the walls.

There is often a carpet on the floor. It is usually the largest room in the house. People watch television, listen to music, or sit around and speak there.

5. This room is not very large. People take off their overcoats, hats, boots or shoes there. There is usually a mirror and a little table there.

IV. Consolidation of the lesson:

1. Summer is the ... season in a year.
a. hot b. hotter c. hottest
2. Peter is ... than his brother.
a. old b. older c. oldest
3. Neznaika is ... fairy-tale character.
a. funny b. funnier c. the funniest
4. February is ... than January.
a. shorter b. short c. the shortest
5. London is a ... city.
a. beautiful b. more beautiful c. the most beautiful
6. In the country houses are ... than in the city.
a. small b. smaller c. the smallest
7. Who is ... ? The Sun or the Wind?
a. strong b. stronger c. the strongest
8. Winter is a ... season.
a. cold b. colder c. the coldest
9. The ocean is ... than the sea.
a. large b. larger c. the largest
10. Kate is ... pupil in the class.
a. good b. better c. the best

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PROJECT 2

Activity 1

Objective: • to give practice in designing a leaflet to give information about an event

PP work in groups of 3-4. They can use some of the things they designed during previous lessons (logo, etc.) and put the whole thing together in a leaflet. This should not take more than half the lesson. **Activity 2**

Objective: • to enable PP to see what others have been doing Help PP display their work either on the desk tops or on the wall.

Activity 3

Objective: • to develop PP ability to evaluate their work

PP walk round and find differences, similarities and good things about each leaflet.

Pronunciation 1

Pronunciation Exercise 1a

out, sound, pound, thousand, mouth, house, owl, clown, shower, powerful, how

Pronunciation Exercise 2

counter, proud, cow, shout, bow, South, about, house, loud, our, mouse

Pronunciation Exercise 3

PP own answers.

Pronunciation 2

Pronunciation Exercise 1a

coin, noisy, point, boil, boy, toy

Pronunciation Exercise 2

poisonous, oil, toilet

Pronunciation Exercise 3

PP own answers.

V. Reflection and action plan:

Summing – up of the lesson

Home task: ex.1 p.37

The lesson is over. Good bye! See you!

Subject: English
 Audience: pupils, grade 7
 Theme: Fly High 7 English. Unit 4. Olympic Games. Lesson 16. Control work
 Key words: revision
 Time: 45 minutes
 Lesson plan worked out by: _____
 Date of preparing lessons: _____
 Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ minutes
II. Reflection and assessment _____ minutes
III. Procedure of a new lesson: _____ minutes
IV. Consolidation of the lesson: _____ minutes
V. Reflection and action plan _____ minutes

Unit 4 Olympic games
Lesson 16 Control work. How to write an essay

Aims of the lesson:

Educational aim: to teach each pupil to develop the habit of error-free execution of the task.

Educative aim: to bring up the pupils love and respect for their motherland

Developing aim: formation and development of aesthetic, human personal qualities.

The demand of the state educational standard: understand information of different degree and difficulty.

Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: Yu. Golitsynskiy. Grammar exercise book

Type of the lesson: Lesson monitoring, assessment and correction of pupils' knowledge.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils!

-What date is it today?

-Good morning, teacher!

-Today is the ...

-I'm glad to see you.

-What day of the week is it today?

-We're glad to see you too.

-Today is ...

-Who is absent?

-Let's begin our lesson.

- ... is (are) absent.

II. Reflection and assessment:

Revision

III. Procedure of a new lesson:

IV. Reflection and action plan:

Revision

V. Reflection and action plan

Summing – up of the lesson

Home task: Revision

The lesson is over. Good bye! See you!

WRITING

TIP

When we write a **descriptive article** about a person, we can divide it into five paragraphs.

- In the **introduction**, we give **general information** – e.g. who the person is, when/where we met, etc.
- In the **second** paragraph, we describe the person's **appearance** (e.g. his/her physical appearance, clothes).
- In the **third** paragraph, we describe his/her **personality**, giving examples to justify our opinion.
- In the **fourth** paragraph, we write about the person's **hobbies/interests**.
- In the **conclusion**, we make general **comments** about the person and describe our **feelings** for him/her.

- 12** Read the rubric, underline the key words, then read the article and number the paragraphs. Why has the writer used past tenses? Who is going to read your article?

Your teacher has asked you to write an article for your class magazine, with the title "A Person I'll Never Forget." Write your **article** describing the person's appearance, character and hobbies/interests.

A Person I'll Never Forget

A Dale was full of energy and spent every minute of his free time outdoors. He enjoyed going on long bike rides or playing football in the streets, and he was very good at sports. Everyone wanted to be in his team, and they were jealous of me because I was his best friend.

B Dale was no angel, but he was so bright and friendly that everybody liked him. Although he was often naughty, breaking school rules and coming late to lessons, the teachers were never really angry with him.

C I can still remember how he looked that day. In fact, his appearance never changed in all the years I knew him. He was taller than me, with a cheeky grin and untidy, curly brown hair, and he always wore jeans and trainers, even for parties and other special occasions.

D I met Dale on my very first day at school. I was standing in the playground, feeling afraid and lonely, when a boy ran past me and shouted, "Hello – my name's Dale! Come and play!" I accepted his invitation, and we were soon the best of friends.

E Dale's family moved away a few years ago and I haven't seen him since, but I'll always remember him. How could I ever forget the boy with the friendly grin who made my early school years so much fun?

- 13** Read the rubric and underline the key words, then answer the questions to plan your composition in detail.

Your favourite magazine is holding a competition for the best article entitled "Friends for Life", and you have decided to enter. Write your **article** for the competition, describing your best friend's appearance, personality and hobbies/interests.

(100 - 150 words)

- What **type of composition** is this?
 - Who is going to read your article? What style will you use?
 - What are the **specific topics** you must include?
- Who will you describe? What does he/she look like? What vocabulary can you use to describe his/her **appearance**?
 - How would you describe his/her **personality**? What examples could you give to justify your description?
 - What are his/her **hobbies/interests**?
- How many **main body paragraphs** will there be? What will each paragraph be about? What **topic sentences** will you use?
- What topics will you use for the **introduction** and **conclusion**?
 - What **writing techniques** will you use to make the beginning and ending more interesting?
- What **linking words/phrases** will you use? What **tenses** will you use?

- 14** Use your answers to the questions above, as well as the plan below, to write your composition following the rubric in Ex. 13. Use the texts in Exs. 2 and 12 as models.

Plan

Introduction

Paragraph 1: name, where/when you met, etc.

Main Body

Paragraph 2: appearance

Paragraph 3: personality

Paragraph 4: hobbies/interests

Conclusion

Paragraph 5: your feelings/comments about him/her



- 1** Read the rubric below and underline the key words, then answer the questions.

Your local library publishes a monthly newsletter, and has asked library members for articles entitled "My Favourite Fictional Character". Write an article for the newsletter, about a character from a book you have read. Describe his/her appearance and personality, and include your feelings and comments about the character. (120 - 180 words)

- What type of composition is this?
 - a book review
 - a descriptive article
- Who will read your article?
 - journalists
 - library members
- Who should you *not* describe, and why?
 - a character from a comic strip
 - the star of your favourite TV series
 - a famous person you admire
 - a character in a book you have read
- Which specific topics *must* you include in your composition? Put a tick (✓).
 - appearance & personality
 - critics' comments about the book
 - feelings/comments about character
 - other books by the same author
- Which points will you include in the introduction? Put a tick (✓).
 - the character's name
 - the title of the book & author's name
 - description of other characters you like in the same book
 - why you decided to read the book
 - background information (e.g. where/who the character is, etc)

- 2**
- Read the article and label the paragraphs with these headings.
 - writer's feelings • appearance • general information • personality
 - Fill in the gaps with linking words/phrases from the list, as in the example.

while - Firstly - also - because - In conclusion - For example
 - Which of these writing techniques are used in the introduction and conclusion?
 - addressing the reader directly
 - asking a rhetorical question
 - using direct speech
 - Which character in the pictures (A-C) does the article describe? Which words/phrases make you think so

My Favourite Fictional Character

Introduction	Who hasn't heard of Robinson Crusoe? The main character of Daniel Defoe's novel <i>Robinson Crusoe</i> is a young sailor who is shipwrecked on a desert island, where he spends the next twenty-eight years.	Para 1
	Robinson Crusoe's appearance after years on the island shows how difficult his life is. His face is rough and sunburnt from years in the hot sun, 1) ... <i>while</i> ... his fair hair and beard are dirty. His ragged clothes are made from animal skins.	Para 2
Main Body	Crusoe's personal qualities help him overcome the difficulties he faces. 2), he is imaginative. He finds clever ways to make the things he needs. 3), he uses coconut shells for pots and builds a house from wood and stone. Crusoe is 4) very determined and brave, and never gives up the struggle to survive. He shows his bravery when he saves a prisoner, Man Friday, from being killed by savage natives.	Para 3
	5), these qualities make Robinson Crusoe my favourite fictional character. You should definitely read the book, 6) you will meet one of the most unusual and most popular characters in English literature.	Para 4
Conclusion		

Subject: English
 Audience: pupils, grade 7
 Theme: Fly High 7 English. Unit 5. Clothes. Lesson 17. What's it made of?
 Key words: made of, cotton, silk, polyester, leather, fur
 Time: 45 minutes
 Lesson plan worked out by: _____
 Date of preparing lessons: _____
 Work place: Kokand city school № _____

Plan of the lesson:

I. Introduction _____ *minutes*
II. Reflection and assessment _____ *minutes*
III. Procedure of a new lesson: _____ *minutes*
IV. Consolidation of the lesson: _____ *minutes*
V. Reflection and action plan _____ *minutes*

Unit 5 Clothes

Lesson 17 The theme: "What's it made of?"

Aims of the lesson:

Educational aim: to introduce "made in" and "made of" to talk about clothes
 to listen for gist, detail and for note – talking

Educative aim: to bring up the pupils love and respect for their motherland

Developing aim: to write about national costume pupils wear

The demand of the state educational standard: understand information of different degree and difficulty.

Know how to translate from foreign language into native one and from native into foreign. Pupils must take during the 5 – 9 forms CEFR information and A2 level.

Additional literature: New interchange

Type of the lesson: Lesson of summarizing and knowledge systematization.

Method: interactive teaching method, working in groups, brainstorming, discussion, cluster and sunflower methods.

Equipment: the textbook Fly High 7, slides, web site materials, scotches, computer, flipcharts, markers, overhead projector

Form: reading, listening, writing, speaking, summarizing

I. Introduction: to make pupils feel themselves comfortable and interested at the lesson.

-Good morning, pupils!

-Good morning, teacher!

-I'm glad to see you.

-We're glad to see you too.

-Who is absent?

- ... is (are) absent.

-What date is it today?

-Today is the ...

-What day of the week is it today?

-Today is ...

-Let's begin our lesson.

II. Reflection and assessment: ex.2 p.45

Don't you, do they, don't it, don't they, don't you

III. Procedure of a new lesson:

Warm up

PP tell you the statements they wrote for homework (what they think they know about you) and you answer 'Yes, I do' or 'No, I don't'. Encourage PP to get the intonation right in the tag question. Activity 1a

Objective: • to introduce and practise the pronunciation of the new vocabulary PP find the words in the Wordlist, write them, and then repeat the words after the teacher.

Activity 1 b

Objective: • to reinforce the new vocabulary

Ask PP to find the labels on their clothes, or, if they haven't got labels to guess what their clothes are made of. Then have a normal Chain drill. PP should show the clothes they mention.

Activity 2a

Objective: • to introduce 'made of' and 'made in'

PP look at the pictures and answer the questions. Help them to say the structures and understand the meaning of them. Activity 2b

Objective: • to practise using 'made of' and 'made in'

This is a normal Chain drill. PP can answer about the clothes they are wearing.

Activity 3a

Objective: • to prepare for listening PP look at the picture and answer the questions.

Activity 3b Objective: • to listen for gist PP listen and check their answers to 3a. Tapescript

Sales Assistant: Hello, can I help you?

Anvar: Yes, I want to buy a present for my friend's birthday. SA: Well, ... we have nice T-shirts at the moment. A T-shirt's a good present for your friend. They're fashionable.

Anvar: Can I see one? Mm...It's 50% cotton and 50% silk, isn't it? SA: Yes, it is. Do you know where it's made?

Anvar: No, I don't

SA: Er... ah ..It's made in Uzbekistan. What colour and size do you want?

Anvar: Blue. Size 36.

SA: Size 36 in blue ... let me see ... yes, here you are.

Anvar: Oh yes, that's very nice. I'm going to take it.

Shopping.

When we want to buy something we go to a shop. There are many kinds of shops in every town or city, buy most of them have a food supermarket, a department store, men's and women's clothing stores, grocery, a bakery and a butchery.

I like to do my shopping at big department stores and supermarkets. They sell various goods under one roof and this is very convenient. A department store, for example, true to its name, is composed of many departments: ready-made clothes, fabrics, shoes, sports goods, toys, china and glass, electric appliances, cosmetics, linen, curtains, cameras, records, etc. You can buy everything you like there.

There are also escalators in big stores which take customers to different floors. The things for sale are on the counters so, that they can be easily seen. In the women's clothing department you can find dresses, costumes, blouses, skirts, coats, beautiful underwear and many other things. In the men's clothing department you can choose suits, trousers, overcoats, ties, etc. In the knitwear department one can buy sweaters, cardigans, short-sleeved and long-sleeved pullovers, woolen jackets. In the perfumery they sell face cream and powder, lipstick, lotions and shampoos.

In a food supermarket we can also buy many different things at once: sausages, fish, sugar, macaroni, flour, cereals, tea. At the butcher's there is a wide choice of meat and poultry.. At the bakery you buy brown and white bread, rolls, biscuits. Another shop we frequently go to is the greengrocery which is stocked by cabbage, potatoes, onions, cucumbers, carrots, beetroots, green peas and what not. Everything is sold here ready-weighed and packed. If you call round at a dairy you can buy milk, cream, cheese, butter and many other products.

The methods of shopping may vary. It may be a self-service shop where the customer goes from counter to counter selecting and putting into a basket what he wishes to buy. Then he takes the basket to the check-out counter, where the prices of the purchases are added up. If its not a self-service shop, and most small shops are not, the shop-assistant helps the customer in finding what he wants. You pay money to the cashier and he gives you back the change.

But there is a very good service called Postal Market. It really helps you to save you time and get goods of high quality. You have just to look through a catalogue, choose the things you like, order them and wait a little to get them.

IV. Consolidation of the lesson:

Activity 3c

Objective: • to practise listening for detail and note-taking PP listen and complete the notes in

their exercise books.

Suggestion: For faster classes PP: you can ask them to report what Anvar bought using the Simple Past Tense.

Activity 4

Objective: • to write about national costume PP wear Do the activity orally with one or two strong PP first. Then let PP write about themselves. Weaker PP could work in pairs as this helps them to produce a better text.

NOTE: We have included some exercises on relative pronouns and defining relative clauses in the grammar section of this unit. This grammar has recently been added to the State Standards for class 7. You may want to use the material as a separate lesson on its own, or do some of the activities during this unit and some later in the year.

-Good morning, can I help you? - Humm, yes please, I'm looking for a sweater - This way please, here are all our sweaters ! - Thank you. Have you got this one in size 10? - Let me see, yes ! But only in blue. - That's fine. May I try it on? - Of course, the changing rooms are on the left. - It fits me well, I think I'll take it. - Here's my credit card.

V. Reflection and action plan:

Summing – up of the lesson

Home task: ex 1 p. 45

The lesson is over. Good bye! See you!