

Theme of the lesson:	UNIT 1 PUBLIC HOLIDAYS AND TRADITIONS LESSON 1 INDEPENDENCE DAY
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about independence day in Uzbekistan, use time prepositions
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 1. Independence Day.

1a. Read and say True, False or Don't know.

- America celebrates Independence Day – True
- Independence Day is a national holiday in America - True
- Independence Day is on 4th June – False
- On Independence Day Americans eat special food – False.

1b. Read and check the text.

1c. Read and complete the table for America. Then make notes for Uzbekistan.

Independence Day Activities	
The USA	Uzbekistan
<u>Go to a rodeo</u>	<u>Go to square</u>
<u>Watch TV</u>	<u>Play a football</u>
<u>Sing a song</u>	<u>Go to park</u>
<u>Go to the square</u>	<u>Watch TV</u>
<u>See a concert and fireworks</u>	<u>Walking with friends</u>

1d. Work in pairs. Compare American traditions with traditions in Uzbekistan.

e.g. In America they celebrate Independence Day and we do too/but we don't.
 In America they watch TV and we do too. In America they go to a rodeo but we don't.
 In America they sing a song but we don't. In America they go to the square and we do too.

2. Find the words in the wordlist and write the meaning.

New words:
Tight-rope walker [ˈtaɪt-rəʊpˈwɔːlkə] - Dorboz
To tell jokes [ˌtel dʒeʊks] – hajviyalar aytmoq
Illuminations [ɪˌluːmɪˈneɪʃn] – yoritish, illuminatsiya
To walk on stilts [ˌwɔːkənˈstɪlts] – cho'p oyoqda yurmoq

Grammar

Celebrate (v) celebrat(e) + tion (n)

Predloglar:

On, in, at, since, for, ago, before, to past, to/till/until, till/until, by – vaqt predloglari

Hafta kunlarida: on Monday --- Oy/fasl: in August, in winter

Kun vaqt: in the morning --- Yil: in 2012


Aniq vaqt davomiyligi (qachon?): in an hour --- Tun: at night

Hafta oxiri: at the weekend --- Aniq vaqt nuqtasi (qachon): at half past nine

Aniq vaqt nuqtasi (o'tgan zamondan hozirgacha): since 1980 --- Aniq vaqt davomiyligi (o'tgan zamondan hozirgacha): for 2 years

O'tgan zamondagi aniq vaqt: 2 years ago

Procedure of the lesson:

Additional information:	 <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>Fourth of July</p> <p>Parades, picnics, and fireworks are popular ways of celebrating the American Independence Day. The holiday, which commemorates the adoption of the Declaration of Independence on July 4, 1776, was not made a legal holiday until 1941.</p> <p>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan. Or ex 1 on page 13.

Theme of the lesson:	LESSON 2 BONFIRE NIGHT
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk with pupils about a traditional celebration in the UK. –use prepositions before holidays
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 2 Bonfire Night**1a. Look at the picture and answer the questions.**

- Is it winter or autumn? – It is autumn.
- What are the people in the picture doing? – They are burning the guy.
- Do the people look happy or sad? – The people look happy.

1c. Read the second part of the text and say True or False.

- Children buy the 'guys' in a shop – False.
- Some people light fireworks before November 5th – True.

2d. Answer the questions.

- Would you like to go to a bonfire party? If yes, why? If not, why not?
- Do you think Bonfire Night is good for animals? Why?/Why not?
- Have you lit fireworks? When? What happened?

Grammar

Some people light fireworks **before November 5th**.

On Bonfire Night they organize a big bonfire.

Predloglar: Davomi

On, in, at, since, for, ago, before, to past, to/till/until, till/until, by – vaqt predloglari

Vaqtning aniq nuqtasidan oldinroq: before 2004

Vaqtni aytishda: to to six (5:50)

Vaqtni aytishda: ten past six (6:10)



Vaqtning boshlang'ich va tugash nuqtasi: from Monday to/till Friday

Qanchagacha davom etish: he is on holiday until Friday

Kechi bilan: I will be back by 6 o'clock

Aniq vaqtgacha: Be 11 o'clock, I had read five pages.

Procedure of the lesson:

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: right;">Guy Fawkes</p>  <p>Guy Fawkes was an English Roman Catholic who, with others, conspired to blow up the House of Lords as a protest against anti-Catholic laws. Fawkes and the other conspirators were caught and hanged. Hulton Deutsch Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> <p style="text-align: right;">Guy Fawkes Day</p> <p>Guy Fawkes Day is celebrated on November 5 with bonfires and fireworks. The festival marks the day in 1605 that Guy Fawkes and other conspirators planned to blow up the Houses of Parliament in London, England. Today, in mock rebellion, children make effigies of Guy Fawkes and parade down the street, chanting and asking passersby for money to spend on fireworks. The effigies are burned in bonfires later that night. Spectrum Colour Library Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> 
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 3 MERRY CHRISTMAS!
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about Christmas in the UK and the USA. –use <i>I like, I don't like</i>
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 3 Merry Christmas!**1a. Listen and sing.**

We wish you Merry Christmass

We wish you Merry Christmass

We wish you Merry Christmass

And a Happy New Year!

1b. Look, listen and repeat.**New words:**Cracker *n* ['krækə] – paqildoqPudding *n* ['pu:ɪn] – pudingDecoration *n* [,dekə'reɪʃn] – bezak, dekoratsiyaCarol *n* ['kærəl] – quvnoq qo'shiqFather Christmas or Santa Claus *n* ['sæntəklo:z] – Santa Klaus (qor bobo)**1 c. Make word combinations with "Christmas". Use words from the cloud.**

Christmas card, Christmas decoration, Christmas carol, Christmas party, Christmas pudding, Christmas present, Christmas cake, Christmas greeting, Christmas cracker.

3. Work in pairs. Compare Christmass in the UK/USA with New Year in Uzbekistan.

e.g. People in the UK/USA send Christmass cards but we send New Year cards.

People in the UK/USA make or buy Christmass cake but we make New Year cake.

People in the UK/USA sing Christmass carol but we sing New Year song.

People in the UK/USA give each other presents on Christmas Day but we give on New Year.

4. Listen, read and sing.

*Dashing through the snow
In a one –horse open sleigh,
Over the fields we go,
Laughing all the way.*

*Bells on bob-tail ring.
Making spirits bright,
What fun it is to ride and sing
A sleighing song tonight!*

***Jingle bells, jingle bells!
Jingle all the way!
Oh! What fun it is to ride
In a one –horse open sleigh! Oh!***

*Jingle bells, jingle bells!
Jingle all the way!
Oh! What fun it is to ride
In a one –horse open sleigh! Hey!*

Grammar

I, You, We, They + like...

He, she, it + likes...

I, You, We, They + do not (don't) like ...

He, she, it + does not (doesn't) likes ...

Do + I, You, We, They + like ...?

Does + He, she, it + like ...?

Procedure of the lesson:

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
	<div data-bbox="445 1778 730 2045" data-label="Image"> </div> <p style="text-align: center;">19th-Century American Christmas</p> <p>Many features of the modern American Christmas did not become familiar until the 19th century, when the newly emerged middle class used the occasion to draw families together and lavish gifts on children. This 1870 depiction shows an American family gathered around a Christmas tree, then a relatively new symbol of the holiday.</p> <p>Corbis Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 4 HAPPY NEW YEAR!
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about New Year in Uzbekistan, the UK and the USA
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

LESSON 4 HAPPY NEW YEAR!

Procedure of the lesson:	<p>2. Read and find the things in bold in the picture. A Christmas cake – b Turkey – a Christmas pudding – f A silver coin – d Tangerines – e Mince pies – g Nuts – c</p> <p>3. Read and say True or False.</p> <ol style="list-style-type: none"> 1. People in the UK and the USA give each other presents on Christmas Day. – True. 2. Children put a sock or a stocking under the Christmas tree. – False. 3. Some children use a pillow case for presents. – True. <p>4. In Uzbekistan some people celebrate two "New Years". When are they? What are they called? <u>In Uzbekistan some people celebrate two "New Years. The first is New Year on 31st of December. And the second is Nazruz on 21st of March.</u></p> <p>5. Work in groups. Say which foods/ traditions you like best. e.g. I like the tradition about hiding a silver coin in the pudding best. It's a good idea. I'd like to find the coin. <u>I like the tradition about getting presents on Christmas and New Year. It's a good idea. I'd like to get and give a present on Christmas and New Year.</u></p>					
	<p>Grammar</p> <p>Have yetakchi fe'l sifatida</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I, You, We, They + have...</td> </tr> <tr> <td>He, she, it + has ...</td> </tr> <tr> <td>I, You, We, They + have not (haven't) ...</td> </tr> <tr> <td>He, she, it + has not (hasn't) ...</td> </tr> <tr> <td>Have + I, You, We, They ...?</td> </tr> <tr> <td>Has + He, she, it ...?</td> </tr> </table>	I, You, We, They + have...	He, she, it + has ...	I, You, We, They + have not (haven't) ...	He, she, it + has not (hasn't) ...	Have + I, You, We, They ...?
I, You, We, They + have...						
He, she, it + has ...						
I, You, We, They + have not (haven't) ...						
He, she, it + has not (hasn't) ...						
Have + I, You, We, They ...?						
Has + He, she, it ...?						

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">New Year</p> <p>People around the world celebrate New Year's Day on January 1. But the new year begins at other times, too. The Chinese New Year begins between January 21 and February 19. The Jewish New Year begins in autumn. The Muslim New Year falls 11 days earlier each year than the last. Why? Because there are many ways to arrange a calendar.</p> <p style="text-align: center;">New Year's Celebration</p> <p>Fireworks are often used to celebrate the Fourth of July and New Year's Day. Here, fireworks explode over Sydney Harbour Bridge in Sydney, Australia, to celebrate the arrival of the year 2000.</p> <p style="font-size: small;">Encarta Encyclopedia, Reuters Newmedia Inc./Corbis</p> <p style="font-size: x-small;">Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.




Theme of the lesson:	LESSON 5 ROUND THE CALENDAR
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about holidays in Uzbekistan, the USA and the UK
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

LESSON 5 ROUND THE CALENDAR

Procedure of the lesson:	<p>1. Work in groups. Say what day are national holidays in Uzbekistan. e.g. March 21st is Navruz. 1. January 14th is Day of protectors of Motherland. 2. March 8th is Women's day. 3. March 21st is Navruz. 4. May 9th is Memorial Day. 5. June 1st is International day of protection of children. 6. September 1st is Independence Day. 7. October 1st is Teachers' Day. 8. December 8th is a day of accepting of Constitution. 9. December 31st is New Year.</p> <p>2a. Do quiz about national holidays in the UK and the USA. Write True or False.</p> <ol style="list-style-type: none"> Christmas is a national holiday in the UK and the USA. – True Boxing Day is on 26th December in the USA. – True The year starts with a holiday for New Year. – True 4th July is Independence Day in the UK. – False. 4th July is Independence Day in the USA. Memorial Day is usually on the last Monday. – True Easter Monday is usually in March in the USA. – False. Easter Monday is usually in March in the UK. There is a "Bank" holiday in May and August in the UK. – True. Labour Day is on 1st May in the USA. – False. Labour Day is on 1st May in some European countries. Labour Day is always on the first Monday in September in the USA. – True Thanksgiving is always on the fourth Thursday in November in the UK. – False. Thanksgiving is always on the fourth Thursday in November in the USA. <p>3a. Read and match. Text 1 – Halloween – b Text 2 – Pancake Day – a Text 3 – St. Valentine's Day – c</p>
	<p>Grammar Independence day in Uzbekistan is on 1st September. On predlogi faqatgina vaqt uchun emas boshqa holatlarda ham ishlatiladi. Mahkamlangan: the picture on the wall Daryoli joy uchun: London lies on the Thames Yuzasida bo'lish: on the table Aniq taraf uchun (o'ng, chap): on the left Uy qavatlar uchun: on the first floor Jamoat transporti uchun: on the bus, on a plane Televizor, radio uchun: on TV, on the radio</p>

<p>Additional information:</p>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Fireworks in New York City</p> <p>Independence Day fireworks displays are one of the most popular celebrations of patriotism during the year in the United States. This display, on Fourth of July, 1984, celebrated Independence Day as well as the centennial anniversary of the completion of the Statue of Liberty.</p>  <p style="text-align: center;">Boxing Day</p> <p>Boxing Day, popular term applied to December 26 in England, Wales, parts of Canada, and in some other countries of the Commonwealth of Nations. Traditionally, on that day the gentry would give presents, generally of money, to servants, tradespeople, and others of humble life. These presents came to be known as Christmas boxes. Boxing Day is a legal bank holiday.</p> <p style="text-align: center;">Memorial Day Observance</p> <p>Memorial Day is a time for honoring American men and women of the United States armed services who have died in war. At Arlington National Cemetery near Washington, D.C., a soldier salutes after placing a flag on a gravestone as part of the Memorial Day ceremonies.</p>  <p style="text-align: center;">Labor Day</p> <p>Labor Day, legal holiday honoring workers, celebrated in the United States and Canada on the first Monday in September. The observance includes parades and speeches reviewing labor's contributions to society. In most of Europe the first of May—May Day—is set aside as a day to honor workers.</p> <p style="text-align: center;">Easter.</p> <p>Easter, annual festival commemorating the resurrection of Jesus Christ, and the most important feast of the Christian year. Easter is a joyous occasion because on this day Christians celebrate Christ's victory over death. To those who believe in Christ, Easter also symbolizes their own participation in his death and rebirth to a new life.</p> <p style="text-align: center;">First Thanksgiving in America</p> <p>The Pilgrims, shown here celebrating their first Thanksgiving, were a group of Puritans who landed at Plymouth Rock, in what is now Massachusetts, United States, in 1620. In 1621 Governor William Bradford of New England proclaimed a day of "thanksgiving" and prayer to celebrate the Pilgrims' first harvest in America. United States president Abraham Lincoln, following the precedent of a number of states, designated a national Thanksgiving Day in 1863. Now Thanksgiving Day falls annually on the fourth Thursday of November.</p> 
<p>Assessment:</p>	<p>Marking pupils according to their homework and activities during the lesson.</p>
<p>Homework:</p>	<p>Homework is given according to the academic plan.</p>

IBM: _____

Theme of the lesson:	LESSON 6 PROJECT
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to to revise past lessons, to talk about holidays, make project work
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 6 Project

Procedure of the lesson:	1. Choose a festival. Copy and complete the table for the festival.			
	Name	Date	Customs	Food
	<u>Guy Fawkes Night</u>	<u>5th November</u>	<u>Burning a "Guy"</u>	<u>No food</u>
	<u>Christmas</u>	<u>25th December</u>	<u>Giving presents</u>	<u>Christmas cake</u>
	<u>Thanksgiving day</u>	<u>On the fourth Thursday in Nov</u>	<u>Most people celebrate</u>	<u>Turkey</u>
	2. Use your notes to make a poster.			
	<ol style="list-style-type: none"> Today we are going to tell you about <u>Navro'z</u>. Slava will begin. He will talk about <u>Navro'z</u>. Navro'z is called Navro'z because <u>it means New Year</u>. Now Botir will tell you about some typical customs during this festival. Yes. Many people <u>do Kurash, sing a song, etc during Navro'z</u>. Now Malika will tell you something about the food people eat at this festival. Yes, there are lots of delicious things to eat, <u>for example Sumalak</u>. Well, we hope you enjoyed our talk about <u>Navro'z</u>. Now, if anybody has any questions we will be happy to answer them. 			
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.			
Assessment:	Marking pupils according to their homework and activities during the lesson.			
Homework:	Homework is given according to the academic plan.			

IBM: _____

Theme of the lesson:	UNIT 2 MASS MEDIA LESSON 1 NEWSPAPER
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about newspapers: Uzbekistan, the UK and the USA
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 1 Newspaper

1a. Work in pairs. Make a list of newspapers in Uzbekistan.

1b. With your partner choose the 'best' newspaper from your list and say why you have chosen it.

e.g. We've chosen Interfootball because it has lots of sports news and we're very interested in sport.

New words

Latest news ['leɪtɪst, nju:z] – so'ngi yangiliklar

Horoscope n ['hɔːrəskəʊp] – munajjimler bashorati

Jokes n [dʒəʊks] – hazillar

Interesting things ['ɪntərəstɪŋ θɪŋz] – qiziqarli narsalar

Sports news [spɔːts nju:z] – sport yangiliklari

Crossword n ['krɒs(,)wɜːd] – krosvordlar

True stories [truː 'stɔːrɪsɪz] – hayotiy voqealar

Interesting facts ['ɪntərəstɪŋ fækt] – qiziqarli faktlar

Anecdotes n ['ænɪkdəʊts] – anekdotlar, hajviyalar

2a. Work in the same pairs. Choose one newspaper. Look at the front and back pages. Answer the questions.

1. What size are the pages?

The sizes are big. It has big size pages.

2. Is there an index on the first page? If so, what does it show?

Yes, it has an index on the first page. It shows the most interesting facts.

3. What else can you find on the first and last pages? –

You can else find on the first and last pages horoscopes, anecdotes,

jokes, crosswords.

Grammar

The same, similar va different sifatlar kabi ishlatiladi.

Eslatma: the always samedan oldin keladi.

Jasur and Malika have the same books. Jasur va Malikada bir xil kotoblar bor.

Eslatma: the samedan keyin as keladi:

Similardan keyin to keladi.

Differentdan keyin from keladi. Norasmiy og'zaki nutqda m ahaliy aholi differentdan keyin fromning o'rniga thanni ishlatishadi. From rasmiy ingliz tilida ishlatilgani ma'qul. Aks holda taqqoslash natija bilan yakun topadi: I have a different altitude now than used to have.

The same as – xuddi... kabi, o'xshash, xuddi shunday

Not the same as – xuddi shunday emas

different from - dan farq qiladi, farqli ravishda

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

**Printing Newspapers**

Newspapers are commonly printed on large rolls of newsprint. After printing, the paper is then fed into a machine that cuts the pages and folds them into individual newspapers.

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**Newspaper Stand**

The newspaper is one of the main sources for the dissemination of news and events throughout the world. While governments often regulate the amount and types of news available to the public, the purpose of the newspaper throughout the world is to inform the public of political, social, agricultural, and entertainment happenings, among other things. This newspaper stand sells daily, weekly, and monthly newspapers to its clients in Barcelona, Spain.

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Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.



Theme of the lesson:	LESSON 2 MAGAZINES
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about magazines in Uzbekistan, the UK and the USA
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

LESSON 2 MAGAZINES

Procedure of the lesson:	<p>1a. Work in pairs. Make a list of magazines in Uzbekistan.</p> <p>1b. With your partner choose the best magazines from your list and say why you have chosen it. I'd like to read 'Bella Terra' because I am interested in life of famous people.</p> <p>2. Look at the magazines for different interests from Britain and the USA. Say which ones you would like to read and why. e.g. I'd like to read 'National Geographic' because I am interested in fishing.</p> <p>3a. Work in pairs. You are going to interview pupils in your school about which magazines they read, which they buy, how often they read them, etc. Write your question.</p> <ul style="list-style-type: none"> - <u>Good morning, Azam.</u> - <u>Good morning.</u> - <u>Which magazine do you read?</u> - <u>I read ...</u> - <u>Which magazine do you buy?</u> - <u>I buy...</u> - <u>How often you read them?</u> - <u>I read them ...</u> 	
	<p style="text-align: center;">Quoted speech</p> <p>Ba'zan biz kimningdir so'ziga iqtibos keltirishni, ya'ni so'zlovchining aynan aytgan so'zini takrorlashni hohlaymiz. Ko'chirma gap maqola, hikoya, roman va rasmiy hujjatlarda ishlatiladi. Qachonki biz kimningdir gapini takrorlasak, uni qo'shtirnoq ichiga olamiz.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">So'zlovchining gapi: Jamila: Cats are fun to watch.</td> <td style="text-align: center;">Ko'chirma gap: Jamila said, "Cats are fun to watch."</td> </tr> </table> <p style="text-align: center;">Gaplar quyidagicha ko'chiriladi.</p> <ol style="list-style-type: none"> 1. Said dan keyin vergul qo'yiladi – Jamila said, 2. Qo'chirnoq ochiladi – Jamila said, " 3. Ko'chirma gapning birinchi so'zi bosh xarf bilan yoziladi – Jamila said, "Cats 4. Ko'chirma gap yoziladi. Oxiriga nuqta qo'yiladi – Jamila said, "Cats are fun to watch. 5. Nuqtadan keyin qo'chirnoq yopiladi – Jamila said, "Cats are fun to watch." 	So'zlovchining gapi: Jamila: Cats are fun to watch.
So'zlovchining gapi: Jamila: Cats are fun to watch.	Ko'chirma gap: Jamila said, "Cats are fun to watch."	

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p style="text-align: center;">Popular Magazines</p> <p>Full-color weekly and monthly publications such as The New Yorker, Wired, and Newsweek have huge circulations through subscriptions and newsstand sales. Hundreds of publications targeting general topics as well as specific interests—from doll collecting to windsurfing—are regularly issued in the United States.</p> <p>Kathleen Green Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> <p style="text-align: center;">Online Magazine</p> <p>As the popularity of the World Wide Web exploded in the mid-1990s, online magazines emerged as a new form of periodical. These publications contained traditional magazine elements—stories, photographs, and advertising—along with technology-driven features such as Web links, audio and video clips, chat rooms, and continual updating. Some online magazines were offshoots of major print publications, including Sports Illustrated and Forbes, but others were Internet-only ventures, such as Slate (pictured) and Salon. © Microsoft Corporation. All Rights Reserved.</p> <p>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> </div>  </div>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 3 SHE SAID SHE LIKES NEWSPAPERS
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about newspapers they read
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 3 She said she likes newspapers**1a. Read his interview with a pupil from Eastover school. Say what newspapers and magazines she reads and why.**

Jahongir is in the UK. Every week he sends an article to his school newspaper in Uzbekistan.

- Good morning. Kaylee.

- Good morning.

- I know you are very interested in newspapers, aren't you?

- Yes, that's right. I read two newspapers every day. One is a quality newspaper, the Guardian, and the other is a tabloid, the Sun a kind of gossip newspaper. I read the Guardian for information and opinions. And I read the Sun for entertainment.

She said that she reads a quality newspaper, the Guardian, and a tabloid, the Sun a kind of gossip newspaper. She said she reads the Guardian for information and opinions. And the Sun for entertainment.

1b. Find these words. Guess the meaning. Check in the wordlist.

Tabloid – ['tæbloɪd] – (kichik hajmdagi) tuturiqsiz gazeta

Gossip newspaper – [ˌgɑːsɪpˈnjuːzˌpeɪpə] – oldi-qochdi gazeta

1c. Read the text. Compare it with the text in 1b. What do you notice?

Kaylee **said** she **reads** two newspapers every day. One is a quality newspaper, the Guardian, and the other is a tabloid, the Sun, a kind of gossip newspaper. She **said** she **reads** the Guardian for information and for opinions. She **said** she **reads** the Sun for entertainment.

1d. Translate the text in 1c into your mother tongue. What do you notice?**3b. With your partner write Kaylee's report.**

e.g. Jahongir said there are different kind of newspapers in the UK and the USA. He said that in Uzbekistan they have...


Grammar**Quoted speech(davomi)**

Saydan tashqari quyidagi fe'llar ishlatiladi: admit, announce, answer, ask, complain, explain, inquire, report, reply, shout, state, write

Quotation marks (qo'shtirnoq belgisi) Britaniya inglizchasida "inverted commas" deyiladi.

Ko'chirma gapda ikki (yoki undan ortiq) gap bo'lsa, butun ko'chirma gapning boshiga va oxiriga qo'shtirnoq qo'ying:

Malik said, "Yes, I agree. They're graceful and playful. Do you own a cat?"

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
	<div style="text-align: right;">The Wall Street Journal</div>  <p>The Wall Street Journal is one of the most widely circulated newspapers in the United States. The newspaper specializes in business and financial news and also covers national and international affairs. Van Bucher/The Wall Street Journal (R) is a reg. trademark of Dow Jones & Co., Inc. Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 4 HE SAID HE WAS...
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about reporting an interview
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

Organizational part:	Greeting. Working with pupils on duty.
Uy vazifasini tekshirish va o'tilgan mavzuni takrorsh:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

Lesson 4 He said he was...**1 a Look at the picture and answer the questions**

Who can you see in the picture? - I see tow boys.

What are they doing? - They are talking with each other and dreaming.

What is the boy dreaming about? - The boy is dreaming about a car.

1b Read Jahongir's interview with Jason, a pupil at Hethersett Comprehensive School. Say why Jason is excited.

Jahongir: Good morning, Jason. Jason: Good morning.

Jahongir: I've heard you are very interested in cars.

Jason: Yes, that's right. In fact I am going to visit the Lotus sports car factory today. I hope they will take me for a test-drive in the latest model. I am going to interview the Managing Director. They have models of the cars. They will give me one as a souvenir. I am looking forward to my visit a lot.

Because he is dreaming about Lotus factory, test-drive, interview the Managing Director, souvenir.

1c A week after the interview, Jahongir sent this report to his school newspaper in Uzbekistan. Read and compare it with the text in 1 b.**What do you notice?**

Jason said he was very excited because he was going to visit the Lotus factory that day. He said he hoped they would take him for a test-drive in the latest model. He said he was going to interview the Managing Director. He said they have models of the cars. He said they would give him one as a souvenir. He said he was looking forward to his visit a lot.

This text is written in reported speech.

4 Three days ago Sergei was interviewed. Here is what he said. Report what Sergei said.

Interviewer: Hello. What are you doing?

Sergei: We are here today to watch this tap. Many people use this tap. But only a few people turn the tap off. We I will count these people. We will also count how long the tap runs. It takes 5 seconds to fill a glass of water. Tomorrow we will write an article in the newspaper with the result of our research.

Sergei said they were there that day to watch that tap. He said that many people used that map. But he said that only a few people turned the tap off. He said that they lwould count that people. He said that they would also count how long the tap runed. He said it took 5 seconds to fill a glass of water. He said that tomorrow they would write an article in the newspaper with the result of their research.

Reported speech – indirect speech

Agar kimningdir gapini yetakzmoqchi bo'lsak, odatda so'zlovchining aytgan so'zlari ko'chirma gap - direct speechni emas, balki o'zlashtirma gap – indirect speechni ishlatamiz. Shu bois, ko'chirma gapni o'zlashtirma gapga aylantirishni o'rganishimiz zarur. Darak, so'roq yoki ilitimos ma'nosidagi ko'chirma gaplarni o'zlashtirma gapga o'zgartirishimizga qarab ularning tuzilishi biroz farq qiladi.

Procedure of the lesson:

Tur	Misollar
Ko'chirma gap	"I speak Englishh."
O'zlashtirma gap (o'zgartirilmaydi)	He says that he speaks English.
O'zlashtirma gap (o'zgartiriladi)	He said that he spoke English.
Direct speech reported speech	
Direct	Reported
Simple Present	Simple Past
Present Continuous	Past
am/is	was
are	were
will	would
do/does	did
today	that day
tomorrow	the next day
here	there
these	those

Theme of the lesson:	LESSON 5 HE SAID THAT ...
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about interviewing a newspaper editor
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 5 He said that ...**1a. Read Jahongir's interview with the editor of an English newspaper. Say why the paper is very popular.**

Good morning Mr. Tobin.

Good afternoon.

Can you tell us about your newspaper?

Well, our newspaper is one of the most famous in Britain. We have more than two million readers. I think that we have so many readers because we are first with the news. We offer the most up to date political, social, financial and sports news

Do you have any other topics in the newspaper?

Yes. At the end of our newspaper we have horoscopes, funny stories and crosswords. We also have advertisements for products and services.

1 b Look at the following words in the interview. Guess the meaning. If necessary find them in the Wordlist.**New words:**

up to date [ʌp tuː deɪt] – zamonaviy, hozirgi kunga qadar

political *adj* [pə'litɪk(ə)] - siyosiy

social *adj* ['səʊʃ(ə)] - ijtimoiy

financial *adj* [faɪ'nænʃ(ə)] - moliyaviy

1c Read the text and compare it with 1a. What do you notice?

Mr Tobin said that their newspaper is one of the most famous in Britain. He said that they have more than two million readers. He thought that they have so many readers because they are first with the news. He also said that they offer the most up to date political, social, financial and sports news. Mr Tobin said that at the end of their newspaper they have horoscopes, funny stories and crosswords. He said that they also have advertisements for products and services.

This text is written in reported speech.

1d Look at the text again. What do you think 'that' is? Why is the Present Simple used after 'said' and 'thought'?

2 Work in pairs. Report your partner's words. e.g. A (whispers): I've got a headache.

B (says to the class): A said that s/he's got a headache.

3 Change Tohir's words to reported speech. Use 'that'.

We have a school newspaper in our school. It has a group of reporters and an editor. I'm one of the reporters for this newspaper. Our newspaper is like a real newspaper. Our newspaper usually reports about life at school, sport, holidays, pupils' opinions on different things, pupils' poetry. Teachers and pupils like our newspaper.

Tohir said that they had a school newspaper in their school. He said that it had a group of reporters and an editor. He said that he was one of the reporters for this newspaper. He said that their newspaper was like a real newspaper. He said that their newspaper usually reported about life at school, sport, holidays, pupils' opinions on different things, pupils' poetry. He said that teachers and pupils liked their newspaper.

4 Read and say what 'member' means.

If you belong to a club you are a member. Usually you have a membership card.

Member means in Uzbek "A'zo".

5b Would you like to join the club? Why?

Yes, I would like to join the club. Because I like this club. Or No, I would'nt like to join the club. Because I don't like this club.

Grammar Direct speech reported speech

direct "—" *our*

reported *that their*

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. USA Today USA Today began publication on September 15, 1982, with this issue. It became the largest-selling daily newspaper in the United States. USA Today Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Uyda topshiriqlar:	Homework is given according to the academic plan.


Theme of the lesson:	LESSON 6 PROJECT
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to make their own newspaper, include news
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 6 Project

Procedure of the lesson:	<p>1a Work in groups of four. You are going to make a class newspaper. Discuss what sections it should have.</p> <p>1b Tell the class your ideas.</p> <p>1c Choose the best sections for the class newspaper.</p> <p>Bekobod Times...?</p> <p>Bekobod Express...?</p> <p>Home News - Local News - Foreign News - Horoscopes - Crossword - Cartoons - Sports News - Editorial - Births, Marriages, Deaths - Letters Page - Religious Affairs - Women's Page - Fashion Page - Business News - Stock Markets - Farming Page - TV guide -</p> <p>1 d Find a name for your class newspaper.</p> <p>2a Work in groups of four. Choose a section from the blackboard. Discuss what to put in your section.</p> <p>2b Write your section. Ask your teacher for help if necessary. When you finish ask your teacher to help you edit your work.</p> <p>3 Stick your section on a poster and hang it on the wall.</p> <p>4 Read the whole newspaper.</p>

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p>Modern Printing Press</p> <p>After the staff of a newspaper generates a master copy of the paper, each page is photographically transferred to plastic-coated zinc or aluminum printing plates. Covered in ink, these plates then transfer their images onto paper in the printing press. The printing press contains cylinders that rapidly rotate continuous webs of paper, while printing with quick-drying ink.</p> <p>Ronald William May/Liaison Agency Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> </div> </div>
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Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	UNIT 3 RADIO AND TV LESSON 1-2 WHAT IS ON TV TONIGHT?
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about watching TV: -use <i>who, what and how long?</i>
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 1 What is on TV tonight?**1 Find the words you don't know in the Wordlist.****New words:**

A feature film ['fi:tʃə] [fɪlm] – badiiy film
 A soap opera [səʊp] ['sɒp(ə)rə] – teleserial
 A documentary n [ˌdɒkjʊ'ment(ə)rɪ] – xujjatli film
 A cartoon n [kɑ:'tu:ɪn] – multfilm
 A nature programme ['neɪtʃə] ['prəʊgræm] – tabiat xaqida ko'rsatuv
 The news n [nju:z] - yangliklar
 A chat show [tʃæt] [ʃəʊ] – chat shousi
 A viewer/listener n ['vju:ə] ['lɪs(ə)nə] – tomoshabin/tinglovchi
 'Who wants to be millionaire [hu: wɒnts tə'bi: ,mɪljə'neə] – "Kim millioner bo'lishni xoxlaydi" ko'rsatuv
 be on [bi:] [ɒn] – bo'lmoq, kechmoq, ko'rsatilmoq

2 Work in pairs. Look, ask and answer.

e.g. A: What's on TV tonight at 8.00pm?

B: Cartoons.

A: What's on TV tonight at 10.00am?B: Cartoons.**3a Answer the questions.**

- Do you have a TV at home? – Yes, I have a TV at home. (No, I don't have a TV at home)
- What kind of TV do you have? – I have (I don't have ...)
- Do you like watching TV? – Yes, I like watching TV. (No, I don't like watching TV)
- How often and how many hours do you watch TV? – I watch TV everyday. I watch TV 2 hours a day. I don't watch TV everyday. (I don't watch TV many hours)
- What is your favourite programme? Why? – My favourite programme is Sports News. Because I like sport.

3b Listen to the radio programme 'You tell us' and answer the questions.

- Who is interviewed? -
- Does he like TV or not? -
- What kind of programmes does he like? -

3c Read and answer the questions.

What do you think about his TV habits? Are they similar to or different from yours?

4c Answer the questions.

- Do you watch TV more or less than the British teenagers? – We watch TV less than the British teenagers.
- Do you like the same programmes as they do? – Yes, we like the same programmes as they do.

5 Work in groups. You are going to find out about TV viewing habits. Write your questions.

e.g. 1 Do you watch TV?

2 What kind of programmes do you watch?

1. Do you watch TV everyday?2. Do you like to watch TV with your family?3. Do you watch News?

Grammar

Payt ergash gap

After I finished my work = a time clause, ya'ni payt ergash gap

I went to bed = a main clause, ya'ni yetakchi gap.

Quyidagi gaplarning ma'nosi bir xil. Payt ergash gap yetakchi gap oldidan va keyin kelishi mumkin.

After I finished my work, I went to bed.

Men ishimni tugatgandan so'ng yotoqqa bordim.

I went to bed after I finished my work.

Men yotoqqa bordim ishimni tugatganimdan so'ng.

Quyidagi so'zlar payt ergash gapni ifodalaydi:

After, before, until, as soon as, while, when + ega va fe'l = payt ergash gap

Tinish belgining ishlatilishi: agar payt ergash gap yetakchi gapdan oldin kelsa, undan keyin vergul qo'yiladi:

Payt ergash gap + vergul + yetakchi gap

Yetakchi gap + vergul qo'yilmaydi +payt ergash gap

I went to bed after I finished my work. – men ishimni tugatganimdan so'ng yotoqqa bordim.

Until = o'sha vaqtgacha

As soon as = shu zahoti

I stayed up until I finished my work. Men ishimni tugatganimcha uxlamadim.

Additional information:

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



Television Sets from 1950s

Television pictures are formed by the transmission of a succession of tiny tonal elements on a screen, which appear as moving images to the human eye. The electronics giant Radio Corporation of America financed the development of early television, and by 1955, 67 percent of American households had television sets.

THE BETTMANN ARCHIVE/CORBIS-BETTMANN

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Assessment:

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

Homework:

Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	LESSON3-4 AFTER I'D WATCHED TV...
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about What you had done, -use <i>after</i>
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.
Organizational part:	Greeting. Working with pupils on duty.
Checking for homework and revision	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

Lesson 2 After I'd watched TV...

1a Read and say what the conversation is about.

A: What did you do yesterday evening?

B: Oh, I did a lot yesterday.

*First I had lunch and helped my mother with the housework.

*After I'd (I had) helped my mother I watched an interesting feature film on TV.

* After I'd watched the feature film I watched a cartoon.

A: Didn't you do your homework?

B: Of course I did. I did it after I'd watched the cartoon.

*When I'd done my homework I played computer games with my brother. Then I went to bed.

A: What did you do yesterday evening?

B: Oh, I did a lot yesterday.

*First I had lunch and helped my mother with the housework.

*After I'd (I had) helped my mother I watched an interesting feature film on TV.

* After I'd watched the feature film I watched a cartoon.

A: Didn't you do your homework?

B: Of course I did. I did it after I'd watched the cartoon.

*When I'd done my homework I played computer games with my brother. Then I went to bed.

1b Answer the questions.

- 1 When is she talking about?
- 2 Look at the sentences with *. How many actions are there in the sentences?
- 3 Did the actions happen at the same time?
- 4 Which action happened first? How do you know?
- 5 'When' and 'after' always go at the beginning of a sentence. True or False?

2 Chain Drill.

e.g Yesterday after I'd helped my father I watched TV. What about you?

3 Talk about what you did on Sunday.

e.g. After I'd read a magazine I went for a walk.

When	I		the shopping	I	listened to the radio.
After	you	had done	the cleaning	you	watched TV.
	s/he	had read	the washing up	s/he	had a rest.
	the robot		my/our homework	the robot	went to bed.
	we		the newspaper	we	went for a walk.
	they		a magazine	they	played computer games.

4 Work in pairs. Ask and answer.

e.g. A: What did you do on Saturday?

B: I went to the market with my father. After we'd bought some things, we had a cup of tea in a choykhona.

5a Read and choose the best summary. Then translate the text.

a) A traveller watched TV. He saw a programme about his journey to the Amazon.

b) A man watched TV and dreamed he was a traveller in the Amazon.

My Amazon Dream

I was tired. I'd had a busy day. I sat in front of the TV and began to watch a film. It was very exciting. I was a traveller going to far away places. I was in the Amazon. I found a new kind of fruit. It was delicious. Then I got ill. And I nearly died. I woke up with a start... I wasn't a famous traveller. I hadn't been to any far away places. I hadn't been to the Amazon. I hadn't found a new kind of fruit. I hadn't got ill. And I nearly

ocedure of the lesson:

<p>Grammar</p> <p>Clause – ega va fe’ldan iborat.</p> <p>Until, shuningdek, ma’lum vaqtgacha biror nima sodir bo’lmaganini anglatadi. I didn’t go to bed until I finished my work. – Ishim tugamaguncha yotoqqa vormadim.</p> <p>Payt jumlası when bilan ifodalangan gapda payt jumlası fe’li ham, yetakchi gap fe’li ham oddiy o’tgan zamonda bo’ladi. Bunda when li gap birinchi sodir bo’ladi. Avval telefon jiringladi, keyin men unga javob berdim. When the phone rang, I answered it. Telefon jiringlagandan men unga javob berdim.</p> <p>Ikkita voqea bir paytda sodir bo’layotgan bo’lsa, o’tgan zamon davom fe’li gapning ikkala qismida ham ishlatiladi. While I was doing my homework, my roommate was watching TV.</p>	
<p>Additional information:</p>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Early Television</p> <p>With the advent of television, the radio was quickly displaced from living rooms to the bedroom, the bathroom, or the kitchen. This television and radiogram, exhibited by Decca at the 19th National Radio and Television Exhibition in London in 1952, combined both radio and television in one console. The size of this television allowed large groups of people to watch such family favorites as “I Love Lucy,” which aired from 1951 until 1957. Lucille Ball and Edward Everett Horton are shown here in an episode of this popular comedy show.</p> <p><small>Hulton Deutsch Collection; THE BETTMANN ARCHIVE</small></p> <p><small>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</small></p>
<p>Assessment:</p>	<p>Marking pupils according to their homework and activities during the lesson.</p>
<p>Homework:</p>	<p>Homework is given according to the academic plan.</p>



IBM: _____

Theme of the lesson:	LESSON 5-6 IN THE STUDIO AUDIENCE
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about making a TV programme and studio audience, TV chan.s
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 3 In the studio audience**1 Answer the questions.**

- 1 Which TV channel(s) do you like? Why?
- 2 Which TV channel(s) don't you like? Why?
- 3 Do you know other channels?
- 4 What kind of local channels are there in your region?

2 Answer the question. What English or American channels do you know?**3 Work in groups. Describe your favourite channel.**

e.g. My favourite channel is 'Yoshlar'. Because it shows all kinds of programmes.

4a Answer the questions.

- 1 Have you ever been on TV? When?
- 2 If not, would you like to be on TV?
- 3 Why would/wouldn't you like to be on TV?

4b Find in the Wordlist and write the meaning.**New words:**

studio n ['stju:diəu]-studiya
 audience n ['ɔ:diənt(s)]-tomoshabin
 stage n, v [steɪdʒ]-saxna, saxnalashtirmoq
 applause n [ə'plɔ:z]-qarsak, qo'llab-quvvatlash
 theme n [θi:m]-mavzu, masala
 music n ['mju:zɪk]-musiq

4d Listen again and answer the questions.

Had she been in a studio audience before?

Had she been on camera before? Did she enjoy being in the studio audience?

4e Work in pairs. Would you like to be in a studio audience? Why?/ Why not?

5 Chain Drill. e.g. A: Last year I went to Navoi. B: Had you ever been there before? A: Yes, I had./No, I hadn't.

6 Work in pairs. Write three things you did last week/ month/year. Swap papers and write a question for your partner. Swap again.

Reply to your partner's questions.

Use activity 5 to help you.

Grammar

Had you been on TV before?

Yes, I had. No, I hadn't.

I had never been on camera before.

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
	<div data-bbox="389 1736 821 2063" data-label="Image"> </div> <p style="text-align: center;">Early Television Camera</p> <p>A television camera uses a sensitive electronic tube to change light into electrical impulses that can be transmitted to television receivers. Early television cameras used tubes called iconoscopes that required bright, controlled lighting conditions, but tubes developed later overcame this limitation. Pictured is a television camera from 1956.</p> <p>CSU Archives/The Everett Collection, Inc. Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 7-8 SHE SAID THAT SHE HAD WATCHED ...
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about grammar rules, television and radio programmes, etc.
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 4 She said that she had watched ...

1a Work in pairs. Write questions for your partner about the television and radio programmes s/he watched in the last week.

2a Eliana answered the same questions about her TV and radio habits. This is what she said.

1 I watched TV every day last week.

2 I watched a lot of programmes including The Six O'clock News, Brookside, Neighbours, Top of the Pops, The Brit Awards.

3 The programme I enjoyed most was The Brit Awards.

4 The programme I enjoyed the least was the Six O'clock News because there was a lot of sad news last week.

2b This is what the interviewer wrote in his report. Say what changes he has made.

2c Finish the report for him.

Name of 5 programmes watched:

Name of best programme:

Name of least favourite programme:

No of times listened to radio:

Names of programmes listened to:

Favourite programme:


3a Look at the notes about your partner's TV and radio habits. Write a similar report.

3b Make new pairs. Tell your new partner about your first partner.

4 Eliana said some more things. Read what she said and what the reporter reported. Say what changes he made.

Procedure of the lesson:
Grammar

direct	reported
I	s/he
Simple Past	Past Perfect
watched	had watched
Present Perfect	Past Perfect
has watched	had watched
yesterday	that day

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p>  <p>Television Newscast There are many different jobs involved in creating a television news broadcast. While the anchors, foreground, who read the news are the major on-camera focus, numerous directors, producers, and technical staff work behind the scenes to make the newscast come off smoothly. Roger Ressmeyer/Corbis Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 9-10 LISTEN TO THE RADIO
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about Jefferson school radio and TV center
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 5 Listen to the radio

Procedure of the lesson:	<p>1 a Make new words with the word 'radio'. Radio show - radio shou, radio eshittirish Radio station - radio stantsiya Radio phone in – radioga qo'ng'iroq qilish Radio programme – radio dastur Radio DJ - radio DJ Radio presenter – radio boshlovchi</p> <p>1b Use the words in sentences. e.g. Annie is a famous radio DJ. Her programme is on Saturday night.</p> <p>2a Read and give examples of these kinds of radio station in Uzbekistan.</p> <ol style="list-style-type: none"> a local radio station: a commercial radio station: a national radio station: <p>3a Listen and answer the questions.</p> <ol style="list-style-type: none"> What kind of center is it? Who is it for? How many days and hours does it broadcast? What can you study in the center? Where will you be able to see the center's programs in the future? <p>2b Answer the questions.</p> <ol style="list-style-type: none"> What would you like to do? Listen to the radio or watch TV? Why? Which radio stations are popular with young people in your region? Why? <p>3a Listen and answer the questions.</p> <ol style="list-style-type: none"> What kind of center is it? Who is it for? How many days and hours does it broadcast? What can you study in the center? Where will you be able to see the center's programs in the future? <p style="text-align: center;">Welcome to the school Radio and TV Center</p> <p>The Jefferson High School Radio and TV Center offer many services to students and staff. It broadcasts 24 hours a day, 7 days a week. The Center began as the dream of high school teacher and broadcaster Bill Fraser. For years he taught a radio class at the 'old' Jefferson High School. He held classes in a small room above the gymnasium. The student broadcasters could only talk and play music and be heard throughout the building and the parking lot. When the authorities announced they were going to build a new Jefferson High School, Bill Fraser realized he should plan for a new radio and TV center.</p> <p>Today, there is a large control room, and a radio classroom which is also the new studio. The new facility gave Bill the chance to have television studios in school. Now students have instruction in both radio and television production.</p> <p>Many students have become sports broadcasters. They report the university's home football and basketball games. Students make phone calls to send the game broadcast back to the station and then out over the air. In the future Jefferson High School pupils plan to broadcast programs over the internet.</p> <p>This is still in the very early planning stages, but one day it will be reality. Join our Jeff Radio and TV Center.</p> <p>3b Answer the questions.</p> <ol style="list-style-type: none"> Is there a school Radio or TV Center in your region? If so, what is its name and where is it? How many days does it broadcast? If not, would you like to have a radio station in your school? What could it do? Would you like to make programmes?
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Grammar
Muhim predloglar

Predloglar	Ishlatilishi	Misollar
From	Kim berdi uni	A present from Jasmina
Of	Bu kim/nimaga tegishli uni nimani ko'rsatadi	A page of the book The picture of a palace
By	Buni kim yasadi	A book of Mark Twain
On	Yurish yoki ot minish jamoat transportiga kirish	On foot, on horseback Get on the bus
In	Mashina/taksiga kirish	Get in the car
Off	Jamoat transportidan chiqish	Get off the train
Out of	Mashina/taksidan chiqish	Get out of the taxi
By	Nimaningdir ko'tarilishi yoki pasayishi sayohat	Prices have risen by 10 percent By car, by bus
At	Yosh uchun	She learned Russian at 45
About	Matn uchun	We were talking about you

Additional information:

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

Early Radio

Radio receivers of the 1930s and 1940s were big and heavy in comparison to more compact, modern devices. This was because the less streamlined individual components were wired individually and ran off large, powerful batteries. This view looks through the back of an early radio, showing components such as valves, coils, and the tuning condenser.

Dorling Kindersley

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Assessment:

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

Homework:

Homework is given according to the academic plan.


IBM: _____

Theme of the lesson:	LESSON 11 PROJECT
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about radio programmes and make their own
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 6 Project

Procedure of the lesson:	1 Read and match.	
	1 Local radio	c) broadcasts to towns and rural areas. It broadcasts mostly local news and information for its listeners. It is commercial.
	2 A producer	e) chooses which records will be played and plan each programme in advance.
	3 A studio engineer	a) controls the equipment which mixes and balances all the voices and music in each programme.
	4 A presenter	h) presents the programme on air. S/he talks to the audience and guests.
	5 A programme assistant	g) finds albums, cassettes and CDs which producers ask for.
	6 A journalist	d) writes news reports and travel reports.
	7 A secretary	b) deals with each show's letters and general administration.
	8 A researcher	f) finds out facts and background information which producers need.
	2a Work in groups. You are going to make a radio programme. Your programme should include the following:	<ol style="list-style-type: none"> 1 Short interviews or commentaries on current events 2 Adverts and music
2b Before you can record your radio programme you need to decide who will do each thing. Decide who will be the:	<ul style="list-style-type: none"> • programme assistant (to choose and record music) • programme presenter • first interviewee • second interviewee • advertiser 	
2c Decide on the order of items in the radio programme.		
2d Choose a title for your radio programme.		
2e Practise your radio programme.		
3 Present your radio programme.		
Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Guglielmo Marconi</p> <p>Inventor of the radio-signaling system, Italian electrical engineer Guglielmo Marconi was the first to send wireless signals across the ocean. Prior to his invention, there was no way to communicate over long distances without telegraph wires to carry electric signals. His equipment played a vital role in rescuing survivors of sea disasters such as the sinking of the Titanic. He won the Nobel Prize in physics in 1909 for his work in wireless telegraphy.</p> <p><small>Culver Pictures</small> Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> 	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

Theme of the lesson:	UNIT 4 LITERATURE AND LIFE LESSON 1,2 BIOGRAPHY, NOVEL, SCIENCE FICTION ...
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about Uzbek, US and UK writers and books
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 1 Biography, novel, science fiction ...**1 Read the quotations. Say which you like best and why. Explain it.**

1 Reading is to the mind what exercise is to the body.

Richard Steele, (1672-1729)

(British essayist, playwright, editor)

2 It is not true that we only have one life to live; if we can read, we can live as many lives and as many kinds of lives as we wish.

S.I.Haykama, (1908-1992)

US scholar, university president, politician

2 Read and match.

1	An autobiography	e	is the writer's story of his or her life
2	A biography	c	is the writer's story of some other person's life
3	Science fiction	b	describes imaginary future developments in science and their effects on life
4	A novel	d	is a ok-length fictional story
5	Poetry	a	s an imaginative and emotional writing. The ords are arranged so that they have rhythm
6	A detective story	f	is a story about a crime and a detective who tries to find out who did it

3a Match the authors and texts.

Mark Twain (1835-1910)

B) He is a great American writer. His most famous novels for children are partly autobiographical. They are 'The Adventures of Tom Sawyer' and 'The Adventures of Huckleberry Finn'.

Oybek (1905-1968)

D) He is a famous Uzbek writer and poet. "In" 1945 he wrote a biography of Navoi, one of his best-known novels. He also wrote books for children, among them 'Childhood' ('Bolalik'), 'Alisher's Youth' ('Alisherning Yoshligi') and some others.

Arthur Conan Doyle (1859-1930)

F) He is best remembered for his detective stories where the main characters are Sherlock Holmes and Dr Watson. He also wrote historical novels and plays.

Tohir Malik (1946 -)

E) He is a popular modern writer. One of his books is called 'Farewell, Childhood' ('Alvido, bolalik'). Another of his novels, 'Dark Forces' ('Shaytanat'), has been made into a TV film.

Robert Frost (1874-1963)

A) He is a popular writer of science fiction. His most famous books are 'The City and ' the Stars' (1956) and '2001: A Space Odyssey' (1968). He was born in England and now lives in Sri Lanka.

Arthur Charles Clarke (1917-)

C) Before he became a poet he worked as a farmer, a shoemaker, a teacher and a newspaper editor. His poetic power is clear in both his first book 'A Boy's Will' and his later works.

3b Work in pairs. Say what books by the authors in 3a you have read, heard about or seen (film).

Grammar

Shart ergash gaplar – Conditional sentences

Conditional Sentence – shart ergash gaplar Conditional Clauses yoki if clauses deb ham yuritiladi. Ular bosh gapdagi ish –harakatning bajarilish yoki bajarilmaslik sharlarini ifodalaydil. Shar ergash gaplarning 3 turi mavjud.

Real shart ergash gaplar

Conditional Sentence Type I

Real shar ergash gaplar bajarilishi mumkin bo'lgan ish-harakatni ifodalaydil.

Shakli


If +simple present, will –future

If I find her address, I'll send her an invitation. Agar men uning manzilini topsam, men unga taklifnoma jo'nataman.

Ishlatilishi

Real shart gaplar kelasi zamoni nazarda tutadi. Agar kelasi zamonda ma'lum shart amalga oshsa, o'sha vaqtda ish-harakat sodir bo'ladi. Biz ish-harakatning amalga oshish yoki amalga oshmasligini aniq bilmaymiz, lekin uning yuz berishi haqiqatga yaqinroqdek tuyuladi. Shuning uchun biz uning sodir bo'lishini taxmin qilamiz.

I will send her an invitation if I find her address. Men unga taklifnoma jo'nataman agar men uning manzilini topsam .

<p>Additional information:</p>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Mark Twain</p> <p>American writer and humorist Mark Twain demonstrated an uncanny understanding of childhood and human nature, often writing in the vernacular of the American South. Twain's biting social and political satires reflect his abhorrence of social and moral injustices. In the moral climax of Mark Twain's quintessential American novel <i>The Adventures of Huckleberry Finn</i>, Huck is deciding to help Jim, a runaway slave, escape. Recited by an actor.</p> <p>(p) 1992 Microsoft Corporation. All Rights Reserved./THE BETTMANN ARCHIVE/(p) 1992 Microsoft Corporation. All Rights Reserved.</p> <p>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> <div style="text-align: center;"><p>I was a trembling, because I'd got to decide, forever, betwixt two things, and I knowed it. I studied a minute, sort of holding my breath, and then says to myself: "All right, then, I'll go to hell[.]"</p><p>—><<— Excerpt from <i>The Adventures of Huckleberry Finn</i></p></div>
<p>Assessment:</p>	<p>Marking pupils according to their homework and activities during the lesson.</p>
<p>Homework:</p>	<p>Homework is given according to the academic plan.</p>

IBM: _____

Theme of the lesson:	LESSON 3,4 ALL MEN ARE POETS AT HEART
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about poems, a poem by famous US poet
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 2 All men are poets at heart**1a Listen and read. Choose the best title, Say why you like it.**

- 1 The Love Story
- 2 The Sad Story
- 3 Where There's Love, There's Hope

*This is a simple story
One day I was going to die;
But instead of that
I wrapped up my heart with green paper,
I don't know why.*

*And I tied it up with a string in spring
And I threw it far away
There, where is a sea,
There your sea, you see
It is floating to you, they say.*

Robert Frost, (1874-1963) US poet

1b Thing of your own title.**1d Read the quotation. Do you agree with it? Why/Why not?**

All men are poets at heart.

Ralph Waldo Emerson, (1803-1882) Us poet and writer

2a Read and say what you think of it.

This is not the best place for poetry, is it? The London Underground, or the Tube, as people often call it with passengers waiting for trains, changing lines, rushing in and out... London Transport Authority and the Poetry Society do not agree. They decided to have posters with poems in the carriages and on the platforms. Serious and funny, short and long, modern and written long ago, these poems make people smile, forget about their everyday problems and remember how exciting and beautiful life is.

2b Work in pairs. Answer the questions.

- 1 Is Robert Frost's poem the right sort of poetry for the Underground?
- 2 Do you think it is a good idea to have poems on the walls in your school? Why/Why not?
- 3 Where else in your village/ town can you have posters with poems?

Grammar**Hozirgi noreal shart ergash gaplar – Conditional Sentence Type II**

Noreal shart ergash gaplar sodir bo'lishi ehtimoldan uzoq bo'lgan ish-harakatni ifodalaydil.

Shakli: if+Simple Past, Conditional II (=would+Infinitive)


If I found her address, I would send her an invitation. Agar men uning manzilini topganimda, men unga taklifnoma jo'natardim.

Bosh gap real shart ergash gapning boshida ham kelishi mumkin. Faqat bunda vergul qo'yilmaydil.

I would send her an invitation if I found her address. Men unga taklifnoma jo'natardim, agar men uning manzilini topganimda.

Noreal shart ergash gaplar hozirgi zamoni nazarda tutadi. Agar hozirgi vaziyat boshqacharoq bo'lganida ish-xarakat amalga oshishi mumkin.

If I found her address, I would send her an invitation. Agar men uning manzilni topganimda, men unga taklifnoma jo'natardim.

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
	 <p>William Shakespeare English playwright and poet William Shakespeare, who lived in the late 1500s and early 1600s, is regarded as the greatest dramatist in the history of English literature. He had a profound understanding of human nature and human behavior, and he was able to communicate this knowledge through the wide variety of characters he created in his plays. Bettmann/Corbis Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 5,6. DO YOU LIKE SCIENCE FICTION?
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about science fictions and 'The Secret' by Arthur C. Clarke
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 3 Do you like science fiction?**1 Answer the questions.**

1 What is your biggest dream? 2 People have always dreamed about:

- a exploring the ocean bottom and building towns there
- b creating medicines which can cure all illnesses
- c finding a way to change all metals into gold
- d travelling to the moon and other planets in our solar system
- e growing bigger crops so that no one on earth is ever hungry
- f finding out if there are other living beings in the universe

Can you add anything else to the list?

2a Read and say:

a) where the action takes place

b) what problem the main character has.

THE SECRET

1 Henry Cooper was on his second visit to the moon, and sending back daily reports to the United Nations Space Administration.

Cooper had already visited and written about the famous place where the first men had landed on the moon. But that now belonged to the past, like Columbus's voyage to America. What

5 interested Cooper now was the future.

When he had come, everyone had been very glad to see him, he could go anywhere he liked and ask any questions he wanted. UNSA had always been friendly towards him because the reports he sent back to earth were accurate.

But now he had a kind of strange feeling that something was wrong somewhere, and he was

10 going to find out what it was. He reached for the phone and said, 'Please get me to the Police Office. I want to speak to the Chief Inspector.'

He met Chief Inspector Chandra Coomaraswamy next day. Cooper had known him for many years and for some time they talked about old friends and old times. Then Cooper said, 'You know everything that's happening on the moon, Chandra. And

15 you know that I'm here to write a number of reports for UNSA. So why are people trying to hide things from me?'

It was impossible to hurry Chandra. He went on smoking his pipe until he was ready to answer.

'What people?' he asked at last.

'Well, I've noticed that the Medical Research Group is avoiding me. Last time I was here

20 everybody was very friendly, and gave me some fine stories. But now I can't even meet the research boss. It really worries me. Is there some kind of new, killer disease?' There was a long silence. Then Chandra said, 'I'll start asking some questions. I don't like it either.'

Arthur c Clarke

Tha action takes place on the Moon.

2b Read again and find sentences with information about Cooper and Chandra Coomaraswamy.

2c Answer the questions.

- 1 What kind of man is a) Henry Cooper? b) Chandra Coomaraswamy?
- 2 Would you be worried if you were Henry? Why?/Why not?
- 3 Will Chandra Coomaraswamy help Henry Cooper? What do you think?

3 Read and answer the question.

Cooper **had** already **visited** and **written** about the famous place where the first men **had landed** on the moon.

1 What is this tense called and why is it used here?

a to show that the action happened many years ago

b to show that these actions took place before the actions in the story

Grammar

Conditional Sentence Type II(davomi)

Men do'stinga taklifnoma jo'natishni hohlayman. Men uning manzilinini hamma joydan izlab ko'rdim, lekin tiopolmadim. Shuning uchun endi uning manzilinini topishimga inshonmayman.

If Jasur had the money, he would buy a Nexia. Agar Jasurning puli bo'lanida edi, u Nexkiya sotib olardi.

Men Jasurni, uning ko'p pul ishlab topmasligini, lekin u Neksiyani yoqtirishini juda yaxshi bilaman. U Neksiyasi bo'lishini orzu qiladil. Lekin men uning yaqin kelajakda mashina sotib olishga yetadigan puli bo'lishiga ishonmayman.

O'tgan Noreal shart ergash gaplar Conditional Sentence Type III

O'tgan noreal shart ergash gaplarda ish-harakat amalga oshishi mumkin emas. Chunki vaziyat o'tgan zamoni nazarda tutyapti.

Shakli: if+Past Perfect, Conditional II (=would+have=Past Participle)

I would have sent her an invitation if I had found her address. Men unga taklifnoma jo'natgan bo'lardim, agar men uning manzilinini topganimda edi.

Additional information:

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



Arthur Charles Clarke

Arthur C. Clarke was a British science-fiction writer. His short story "The Sentinel" was the basis for the motion picture 2001: A Space Odyssey (1968).

Corbis

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Assessment:

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

Homework:

Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	LESSON 7 IF I WORKED ON THE MOON I WOULD ...
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about Extract from a science fiction story, -use <i>would</i>
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 4 If I worked on the moon I would ...

1 Work in pairs. Discuss how the earth and the moon are different. Talk about size, gravity, landscape, weather, etc.

2a Read and say what the scientists discovered.

1 The call came two weeks later.

'Henry? Chandra here. Can you meet me in half an hour at Airlock Five? Good. I'll see you there.'

Cooper knew Airlock Five meant that they were going outside the city. Chandra had found something.

As the moon car drove along the rough road from the city Cooper could see the earth. It threw a bright blue-green light over the hard, ugly land of the moon. Cooper thought that it was difficult to see how the moon could ever be a nice place. But if humans want to know nature's secrets, they must live and work in places like these.

10 The car turned off to another road and soon they came to a shining glass building. There was another moon car, with a red cross on its side, parked by the entrance. Soon Cooper was following Chandra down a long hall, past laboratories and computer rooms, all empty on this Sunday morning. At last they came into a large room, which had all kinds of plants and small animals from earth. A short, grey-haired man was waiting there. He was looking

15 very worried and very unhappy.

'Dr Hastings,' said Coomaraswamy, 'Meet Mr Cooper.' He turned to Henry and added, 'I've asked the doctor to tell you everything.'

The scientist was not interested in shaking hands or making polite conversation. He walked over to one of the containers, took out a small brown animal, and held it out towards Cooper.

20 'Do you know what this is?' he asked unsmiling.

'Of course,' said Cooper. 'Ahamster - scientists use them in laboratories everywhere.' 'Yes,' said Hastings. 'Aperfectly normal hamster. But this one is five years old.' 'Well? What's strange about that?'

'Oh, nothing, nothing at all...but usually hamsters live for only two years. And we have

25 some here that are nearly ten years old.'

For a moment no one spoke. Then Cooper whispered, 'My God - you've found the way to make life longer!'

2b Read again and find the information about the third character.

3 Work in pairs. Answer the question. Explain your choice.

If you worked on the moon, you would be

- a a biologist
- b a computer operator
- c a newspaper reporter
- d a science reporter
- e an engineer

4 Read and answer the questions.

If I **worked** on the moon, I **would be** a newspaper reporter.

What verb form is used in the 'if-clause'?

What verb form is used in the main clause?

Is the sentence about the present/future or the past?

How would you translate it into your mother tongue?

5 Chain Drill.

e.g. A: If I worked on the moon, I would be a newspaper reporter.

B: If I were a newspaper reporter, I would write articles about the moon.

C: If I wrote articles about the moon, I would send them to the earth.

Grammar

If I **worked** on the moon I **would write** articles about it.

Conditional Sentence Type III (davomi)

Bosh gap o'tgan noreal shart ergash gapning boshida kelishi ham mumkin. Bunga gaplar orasida vergul qo'yilmaydil.
If I had found her address, I would have sent her an invitation. Agarmen uning manzilni topganimda edi, men unga taklifnoma jo'natgan bo'lar edim.

Eslatma: Bosh gap va/yoki ergash gap inkor bo'lishi mumkin.

If I hadn't studied, I wouldn't have passed my exams. Agar men dars qilmaganimda edi, men imtihondan o'tolmagan bo'lardim.

Ishlatilishi

Noreal shart ergash gaplar hozirgi zamoni nazarda tutadi. Agar hozirgi vaziyat boshqacharoq bo'lganda ish-harakat amalga oshishi mumkin.

O'tgan noreal shart ergash gaplar o'tgan zamoni nazarda tutadi. Agar o'tgan zamonda ma'lum ish-harakat amalga oshganida edi, voqea sodir bo'lgan bo'lardi. Biz buni faqat hayol qilamiz, xolos.

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. <p style="text-align: center;">Close Encounters of the Third Kind</p> <p>Alien spaceships visit Earth in Close Encounters of the Third Kind (1977), a movie directed by Steven Spielberg. The film won Academy Awards for its cinematography and sound effects. The Everett Collection, Inc. Microsoft [®] Encarta [®] 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.



IBM: _____

Theme of the lesson:	LESSON 8 TALKING ABOUT A BOOK
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about a book and discussing the moral of a story
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 5 Talking about a book**1a Read and guess the phrases in the gaps.**

1 'Oh, no,' Hastings said. 'We haven't found it. The moon has given it to us. On earth we spend our lives fighting gravity. Every step we take, every movement we make, is hard work for (1).... But here on the moon, where an eighty-kilo human weighs only about thirteen kilos, a body has to do only (2)....'

5 'I see,' said Cooper slowly. 'Ten years for a hamster - and how long for a human?'

'(3)... ago we really didn't know,' answered Hastings. 'But now we're quite certain: on the moon a human life will last at least (4)....' 'And you're trying to keep it secret!' 'You fool! Don't you understand?'

10 'Take it easy, Doctor - take it easy' said Chandra softly.

Hastings took a deep breath and got himself under control again. He began to speak and his words fell like freezing raindrops into Cooper's mind.

'Think of them up there,' he said waving his hand to the unseen earth. '(5)... of them, on land which isn't big enough to hold them all. And here, there are only a (6)... of us, in an

15 almost empty world. But a world where we need years and years of scientific and engineering work just to make life possible. And now we find that we can live for (7).... Imagine how they're going to feel about that news! Tell me this, please - I'd really be interested to know - just how are you going to tell them?

He waited and waited. Cooper opened his mouth, then closed it again, unable (8) ...

20 anything to say.

In the far corner of the room one of the baby animals began to cry.

1c. Answer the questions.

1 How do you understand the sentence: His words fell like freezing raindrops into Cooper's mind?

a Cooper felt unpleasantly cold because he heard frightening things, b Cooper couldn't think clearly because he was freezing.

2 Who are *they* in Dr Hastings's sentence?

3 Does the title fit the story?

4 What was the secret the scientists were not telling people on earth?

5 Why were they unwilling to tell it to people?

6 Do you think scientists have the right to keep secrets from the population of their countries?

7 If you made a discovery, would you be willing to share it with all the people?

2 Read and answer the question.

The **moral** is the lesson the author is trying to teach in his story. It is the lesson about what to do or how to behave.

e.g. The moral of the story is that you should treat others as you would like others to treat you. What is the moral of the story 'The Secret'?

3 Work in groups. Discuss the following:

- a discovery of the past that changed human life
- a discovery that may change human life
- what might happen if scientists are dishonest

Grammar**Conditional Sentence Type III (davomi)**

If I had found her address, I would have sent her an invitation. Agar men uning manzilni topganimda edi, men unga taklifnoma jo'natgan bo'lardim.

Men oldin do'stinga taklifnoma jo'natishni hohlagandim. Afsuski, uning manzilini bilmasdim. Shu bois, unga baribir taklifnoma jo'nata olmadim.

If Javlon had had the money, he would have bought a Nexia. Agar Javlonning puli bo'lganida edi, u Neksiya sotib olgan bo'lardi.

Men Javlonni, uning ko'p puli yo'qligini, lekin Neksiya yoqtirishini bilardim. U o'zining Neksiyasi bo'lishni orzu qilardi. Faqat uni sotib olishga puli bo'lmagan.

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
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Illustration from Gulliver's Travels

Lemuel Gulliver, the title character of the satire *Gulliver's Travels* (1726) by Anglo-Irish writer Jonathan Swift, finds himself in a strange land once again—Brobdingnag—after his ship is caught in a storm. There, in a nation populated by giants, Gulliver resembles the tiny Lilliputians in the land of Liliput, which he has recently left.



Bettmann/Corbis

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Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	LESSON 9 PROJECT: WRITING A BOOK REVIEW
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about book review
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

Organizational part:	Greeting. Working with pupils on duty.
Uy vazifasini tekshirish va o'tilgan mavzunitakrorlash:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

Lesson 6 Project: Writing a book review

- 1 Imagine you want to read a book. What kind of information would you like to know about it?**
- 2 Read and say which book you would like to read and why.**

In Great Britain a lot of books for young readers are published every year. Teenagers often write about the books they have read. They write about the theme of books, explain why they like them and recommend other teenagers to read them. This kind of writing is called a 'Book review'. The following book reviews are written by three English teenagers.

1 'Stormbreaker' by Anthony Horowitz is a thrilling book about Alex Rider and his teenage spy adventures. His uncle is killed and Alex wants to solve his death. He is recruited and trained by MI 6* as a spy and sent on his first mission. Soon he discovers a conspiracy and is in danger.

'Stormbreaker' is an excellent book which kept me on the edge of my seat. *MI 6 - the section of the British SECRET SERVICE

2 'Coram Boy' (the writer is Jamila Gavin) is a book about the lives of people in the 18th century. A man called Otis and his son collect unwanted babies from mothers and promise to send them to a good orphanage, the Coram Hospital. However, Otis is a dishonest man and quite often these babies die.

The book also tells us about two orphans: Toby and Aaron, and how all these lives entwine. It is a book full of love, hatred, tension; it is very moving. The chapters are about the right size, and to anyone who finds it slow at the beginning, I say just keep on reading, you won't be disappointed.

3 'Bitter Fruit' (the author is Brian Keeney) is about Rebecca and her family. Rebecca is a teenager girl. She often quarrels with her parents. Once in a very bad argument she tells her father that she hates him. These are the last words she says before he dies. This is the story of how she copes and lives on after her father's death. The beginning of the book is slightly too long, and I didn't want to read on. However, it gets better and by the end I liked it very much. My favourite character was Carol, Rebecca's mother. I would recommend the book to all teenagers.

3 Write a review of 'The Secret'. Use the following plan.

1 Write about the author.

2 Title.

e.g. The title is good because it fits the story.

This is not a good title because it does not fit the story. I think the title should be: ...

3 Plot.

e.g. The story includes some/a lot of surprising/interesting/unusual events. The most important event/thing is that ... The ending is surprising/unbelievable/very interesting.

4 Characters. _____

e.g. ... is the main character. I think he is ...(adj) and ...(adj) The other characters are ... They help the main character ...

5 Setting. _____

e.g. The setting creates a new exciting world.

The setting plays an important role in this story because ...

6 Illustrations. _____

e.g. The pictures are ... I like/don't like them because...

I could/couldn't draw better pictures to illustrate this story.

Procedure of the lesson:

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
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Alisher Navoiy
Prominent figures of Uzbekistan

Alisher Navoiy was born on the 15th century, in February, 1441. He grew up and perfected his poetry in Herat. Herat was the capital of the country, then known as Khorasan, which included areas of present-day Central Asia, Afghanistan and Iran. The Herat of the mid 15th century was famous for being a large political, cultural and literary centre. The distinguished poets Lutfiy (1366-1465) and Abdurakhman Jamiy (1414-92) lived and worked there.

Alisher Navoiy's father served the rulers of the country and was a man of high standing. The young poet was brought up in the atmosphere of literary culture. Alisher Navoiy studied in various educational establishments of Herat,

	<p>Meshkhed, and Samarkand.</p> <p>From his youth he began to write poems which became very popular with the people. One of his works we enjoy today, in the collection of poems called "Early Divan". In 1483, A. Navoiy began composing his "Hamsa" (collection of 5 books). Within 2 years he completed this titanic work, which included a philosophical - didactic treatise "Confusion of the just"; the love poems "Farkhad and Shirin" and "Leyla and Medjnun"; "Seven Wanderers" glorifying kindness, justice, devotion and humanism; and a philosophical treatise on the meaning of life "The Wall of Iskander".</p> <p>Aside from lyric and epic poems, Alisher Navoiy wrote a number of works concerning the study of literature, philosophy, linguistics and history. Among them there are treatises, essays, and memoirs; "Size Scales", "Elegant Collection", "Breath of Love", "The Beloved", "Opinion on Two Languages", and "Selected Stories" are some selections.</p> <p>His entire life Alisher Navoiy combined literary activities with political activism. Being a man of high standing, he significantly contributed to the improvement of the social and economic life of the country; patronized sciences, arts, and literature; and always tried to establish peace and harmony.</p> <p>Alisher Navoiy died on the 3rd of January, 1501, at the age of 60.</p> <p>http://orexca.com/p_navoiy.shtml</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	UNIT 5 CINEMA LESSON 1,2 GOODIES AND BADDIES
Aim of the lesson:	
1. Ta'limiy maqsad:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about films made in Uzbekistan, describe characters, write their own review
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 1 Goodies and baddies**1a What kind of words are these?****New words:**

funny ['fʌnɪ] – quvnoq, kulgili
sad [sæd] – g'amgin, qayg'uli, zerikarli
happy ['hæpɪ] – baxtli, xursand, omadli
interesting ['ɪntrəstɪŋ] - qiziqarli
difficult ['dɪfɪk(ə)lt] - qiyin
historical [hɪs'tɔrɪk(ə)l] - tarixiy
old [əʊld] – eski, qari

1 b Write more words to describe films.**1 c Write words to describe characters.****1 d Read why these pupils like/don't like the films. Do you agree?**

'King Kong' is a science fiction thriller. I like 'King Kong' because I like science fiction films. 'Ajal so'qmog'i' (Deadly Path) is a detective film. I like it because it is very exciting. 'Braveheart' is a historical film about Scottish independence. I like the hero, 'Braveheart'. He is brave and good. I would like to be a hero like him.

'Tom and Jerry' is a cartoon. I don't like it because it is always the same. Tom and Jerry are goodies and they beat each other.

1e Write about three films you have seen. Use 1 d and your list of adjectives to help you.**1f Play I Agree/Disagree With ...****2a You and your friend are trying to decide which of two films to watch on TV this evening. Look through the following reviews and decide which film you would prefer to watch and why.**

'Ajal so'qmog'i' (Deadly Path) is one of the latest detective films in Uzbekistan. It is about a common problem - drugs and the terrible results for families. There are good and bad characters in the film. The famous filmstar Karim Mirhodiev is the baddie, Baslan. Jasur is a goodie. If you like films which have a serious message, this is a film for you.

'Robin Hood' is about a legendary Englishman. He lived in the 14th century. He took money from rich people and gave it to poor people. He is a goodie! The baddie is the Sheriff of Nottingham who treated poor people badly. Robin Hood became a national hero. In the film he is played by Kevin Costner. He is very handsome! If you like films which have a happy ending (and romance), this is a film for you.

2b Read the reviews again. Find the sentences which tell:

the title, what the film is about, the main characters, the actors/actresses, recommendation about the film

3a Work in pairs. Choose a film and write your own review. Do not write the title.**3b Read your review to the class. They will try to guess the film.**

Grammar

Umumiy so'roq gaplar – General questions

Umumiy so'roq gaplarga ha yoki yo'q deb javob beriladi.

A: Does Aziza live in Tashkent?

B: Yes, she does yoki No, she doesn't.

A: Aziza Toshkentda yashaydimi?

B: Ha yoki Yo'q

Umumiy so'roq gaplar yordamshi yoki modal fe'llar bilan boshlanadi.

Umumiy so'roq gaplar	Qisqa javoblar (to'liq javoblar)
Do you like tea?	Yes, I do. (I like tea.) No, I don't. (I don't like tea.)
Did Nozima call?	Yes, she did. (Nozima called.) No, she didn't. (Nozima didn't call.)
Have you met Ali?	Yes, I have. (I have met Ali.) No, I haven't. (I haven't met Ali.)
Is it raining?	Yes, it is. (It's raining.) No, it isn't. (It isn't raining.)
Will Rashid be here?	Yes, he will. (Rashid will be here.) No, he won't. (Rashid won't be here.)

Bo'lishli qisqa javob yes yordamchi fe'l qisqartirilmaydil.

Noto'g'ri: Yes, I've.

Noto'g'ri: Yes, it's.

Noto'g'ri: Yes, he'll.

Additional information:

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



Scene from Toy Story

Toy Story (1995), created by the animation studio Pixar and produced by the Walt Disney Company, was the first feature-length motion picture made entirely with computer animation. The film, which took four years to complete, humorously portrays the rivalry between the characters Buzz Lightyear, left, and the cowboy doll Woody, right.

The Everett Collection, Inc.

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Assessment:

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

Homework:

Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	LESSON 3 I LIKE 'O'TKAN KUNLAR'
Aim of the lesson:	
1. Ta'limiy maqsad:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about describing their favourite characters and films
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 2 I like 'O'tkan kunlar'**1a Match the films and the types of film.**

e.g. 'O'tkan kunlar' (Past Times) is a historical film.

- comedy ['kɒmədɪ] - komediya
 adventure film [əd'ventʃə fɪlm] – sarguzasht film
 historical film [hɪs'tɔ:ri(ə)l fɪlm] – tarixiy film
 thriller ['θrɪlə] – daxshatli film, o'tkir syujetli film, triller
 cartoon [kɑ:tu:n] - multfilm
 love story [lʌv] ['stɔ:ri] - sevgi qissasi
 war film [wɔ: fɪlm] – urush xaqida film
 science fiction film ['saɪəns(t)s] ['fɪkʃ(ə)n] [fɪlm] – ilimiy ommabob film
 feature film ['fi:tʃə] [fɪlm] – badiiy film

1b Say who these people are.

e.g. The producer is the person who organises money for a film.

The director is a person who analyzes the script, visualizes how the film should look, and guides the actors and the production crew as they carry out that vision.

The actor is a person who plays roles

The actress is a person who plays roles

The hero is a main (male) character

The heroine is a main (female) character

The baddie is a bad character

The goodie is a good character

2a List five films you have watched in the last year.

2b Work in pairs/threes. Take turns. One student thinks of a famous film and describes it. The others guess the film, e.g. It's a cartoon film made by Disney. It's about an animal who is a king ...

2c Report to the class about the three most popular films in your group.

e.g. 'O'tkan kunlar' is very popular in our group. It's a historical film. All of us have seen it. It's very interesting. It deals with family problems and it teaches us how to behave.

3 Work in pairs. Student A: Interview a film star. Ask the following questions. Student B: Look at page.

- 1 What's your favourite film?
- 2 What character did you play?.
- 3 What other films do you like? ...
- 4 Why do you like that film?

Grammar

Sifat – Adjective

Sifat predmetning sifatini bildirib, qanday? qanaqa? kabi so'roqlarga javob bo'ladi.

Masalan: White-oq, big-katta, long-uzun

Sifatning oddiy, qiyosi, orttirma darajasi mavjud.

Big-katta– sifatning oddiy darajasi.

Qiyosiy va orttirma daraja

Qiyosiy daraja birini ikkinchisiga taqqoslaydil

Shakli: -er yoki more.

Eslatma: qiyosiy darajadan keyin than keladi.

A is older than B. Aning Bga qaraganda yoshi kattaroq.

Eldor is more generous than his brother. Eldor akasidan ko'ra sahiyroq.

Orttirma daraja birinig boshqalardan ortiqligini ifodalaydi.

Shakli: -est yoki most.

Eslatma: orttirma daraja the bilan boshlanadi.

A, B, C and D are sisters. A is the oldest of all four sisters. A, B, C va D opa-singillardir. A to'rt opa-singilning eng kattasidir.

Eldor is the most generous person in his family. Eldor oilasidagi eng zakovatli kishidir.

Additional information:

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

George Lucas

American director and producer George Lucas redefined motion-picture entertainment with the release of Star Wars in 1977. He went on to produce a series of other Star Wars movies as well as the popular Indiana Jones series with director Steven Spielberg. Lucas also founded Industrial Light & Magic in 1975, a leading television and film special-effects company.

Lisa Rose/Globe Photos, Inc.

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Lisa Rose/Globe Photos, Inc.

Assessment:

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

Homework:

Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	LESSON 4,5 FILM STARS
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about famous film stars from around the world
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

Organizational part:	Greeting. Working with pupils on duty.
Uy vazifasini tekshirish va o'tilgan mavzunitakrorlash:	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

Lesson 3 Film stars**1a Work in pairs. Ask and answer. Name a film s/he appeared in.**

1 Who is s/he? Where does/did s/he come from?

1b Listen and check.**2a Read and complete the sentences.**

Charlie Chaplin is one of the most famous (1) in the history of movies. He was born in (2) into a London family. During the era of silent (3), he was often called 'the (4) man in the world'. He wrote and directed nearly all his films himself. First he appeared as the (5). He wore a hat, a (6) which was too small, and trousers and shoes which were much too (7). He was a man with a small (8). He became famous for his (9) character.

2 b Listen and check.**3 Work in pairs. Take turns.****A: Describe one of the people in 1a. Use the table.****B: Guess who it is.**

S/he is/was a	tall	man woman girl boy	with (a)	dark	moustache. beard. hair. face.
	short			green	
	fat			funny	
	thin			big	
	big			small	
	small			long	
handsome	curly	round			
beautiful					

4a Look at these words. Do they describe positive or negative reactions? Write (+) for positive, (-) for negative.

1. Exciting - 2. Terrible - 3. Silly - 4. Frightening - 5. Horrible - 6. Boring - 7. Stupid - 8. Fantastic - 9. Marvelous - 10. Dreadful - 11. Strange - 12. Ridiculous - 13. Funny - 14. Romantic - 15. Entertaining - 16. Wonderful - 17. Emotional - 18. Interesting - 19. Average - 20. Dull -

4b Work in pairs. Use some of the adjectives above to describe films you know.

e.g. A: 'Tarzan goes to India' is a fantastic movie. It's very exciting.

B: I agree. I think it's great!/Oh, I don't agree. I think it's boring./I don't know. I haven't seen it yet.

Grammar**Future Simple Tense Shakli****I/we+shall+fe'I****you/they/he/she/it+will+fe'I****bo'lishli shakli****I will speak.****Bo'lishsiz shakli.****I will not speak.****So'roq shakli.****Will I speak?****Qisqa javoblar****Yes, No + I/you/she/he/it/we/they+will, shall, won't, shall not**

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. Charlie Chaplin
	 <p>Charlie Chaplin was an English actor, director, producer, and composer. He is best remembered as "the Tramp," a character he immortalized in more than 70 motion pictures beginning in 1914. Chaplin's gift was his ability to touch his audience deeply while playing the childlike clown.</p> <p>Archive Photos Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 4 WE'LL HAVE A WONDERFUL TIME!
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about 'Inviting people to do things with you'
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 4 We'll have a wonderful time!**1a Read and answer.**

What does Anvar want Rustam to do?

A: Would you like to come to my cousin's wedding party?

R: Yes, I'd love to.

A: We'll have wonderful music. We'll have delicious palov. My father and brother will make it. I'll help them.

R: When do you want me to come?

A: At 5pm. We'll have dancing at the wedding party. You'll have a wonderful time!

1 b Read the conversation again and answer the question.

- When is the wedding? In the past or in the future?
- Are weddings usually fun?
- Does Rustam think this wedding is going to be fun? Is he certain?

1c Work in pairs. Make conversations like the one in 1a.

- come to the school video club and watch a video film with me
- go to the Language Centre and meet an English film star. She's going to talk about making a film.
- go to the cinema with me. They're showing 'Jumanji'.
- come to my house and watch my new video '...' with me

2a Work in pairs. Ask and answer.

R: Would you like to watch a video with me tonight? A: Sorry, I can't, I'm going to visit my uncle.

2b Work in pairs. Pupil A: Invite your friend to do things.

Use card A to help you. Pupil B: Accept or refuse. Use card B to help you. Then swap roles.


Pupil A

- ... watch a video film with me tonight
- ... come to the school video club and watch a video film with me
- ... go to the Language Centre and meet ...
- ... go to the cinema with me. They're showing 'Jumanji'.
- ... come to my house and watch my new video '...' with me

Pupil B

- ...visit my uncle
- ... after school
- ...
- ...go to football club
- ...

Grammar
Future Simple Tense (davomi)
O'z-o'zidan paydo bo'lgan qarorni ifodalaydi.
Wait, I will help yo. To'xta, men senga yordam beraman.
Fikr, umid, noaniqlik yoki kelajakni taxmin qilishda ishlatiladi.
He will probably come back tomorrow. U, balki, ertaga qaytib kelar.
Va'dani ifodalaydi.
I will not watch TV tonight. Men tunda TV ko'rmayman.
Kelasi zamonda ish-harakatni ifodalaydi.
It will rain tomorrow. Ertaga yomg'ir yog'adi.
Shart ergash gap(type I)da ishlatiladi.
If I arrive late, I will call you. Agar men kech yetib kelsam, senga qo'ng'iroq qilaman.
Signal so'zlar
In a year, next..., tomorrow
I thing, probably, perhaps

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Jackie Chan</p> <p>Chinese actor and director Jackie Chan became the highest paid film star in Asia in the late 1970s, due in part to his extremely risky stunt work. In 1996 Chan achieved widespread success in the United States with the American release of Hong Faan Kui (1995; Rumble in the Bronx).</p> <p><small>Lisa Rose/Globe Photos, Inc.</small></p> <p>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>	 <p style="text-align: center;"><small>Lisa Rose/Globe Photos, Inc.</small></p>
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

IBM: _____

Theme of the lesson:	LESSON 5 THE OSCAR IS AWARDED TO ...
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about awards, Hollywood and the Oscar
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.


Darsning tarkibiy qismi:

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

Lesson 5 The Oscar is awarded to ...

Procedure of the lesson:	<p>1a Look and answer the questions.</p> <p>1 Which country is it? – <u>It's the USA.</u></p> <p>2 What do you see in the picture? – <u>It's the Oscar award.</u></p> <p>1 b Read the text and answer the questions.</p> <p>1 What place is it about?</p> <p>2 What is it famous for?</p> <p>Hollywood is known as the world's motion picture capital. The landmark 'Hollywood' sign stands in the hills above the district. The landmark sign was built in 1982. Each letter of the sign is 45 feet (15 metres) high. The first motion picture studio opened in Hollywood in 1911. Hollywood became the centre of the motion picture industry, because it has a mild, dry climate and beautiful natural scenery. Today all kinds of films with fantastic music and effects are made there</p> <p>1c Answer the questions.</p> <p>Do you like Hollywood films? Why?/Why not?</p> <p>2 What Hollywood actors/actresses do you know?</p> <p>2 Work in groups. Discuss the following.</p> <p>1 Name a famous Hollywood actors/actresses</p> <p>2 What is he/she famous for?</p> <p>3 Has he/she won any awards?</p> <p>3a Look and say what these awards are for.</p> <p><u>1) President's Cup – D 2) Oscar – B 3) Nobel Prize - A</u></p> <p><u>4) Grammy Award - C 5) World Cup - E</u></p> <p>3b Listen and answer the questions.</p> <p>1 Who can get an Oscar?</p> <p>2 What is an Oscar for?</p> <p>3c Listen again and answer the questions.</p> <p>1 How often are film festivals held?</p> <p>2 In which country was the first festival held and when?</p> <p>3 What kinds of movie awards do you know?</p> <p>3d Read and complete the sentences with words from the box.</p> <p>The first major film (1) was held in (2) in (3). Today hundreds of festivals are held (4). The largest and best known festivals are held in France, Berlin, London, Moscow and New York. The best known movie awards are given each (5) by the Academy of Motion Picture Art and Sciences. These awards are called the Academy awards or (6). They are presented for (7) achievements in (8) during the (9) year. There are (10) for best actor, best actress, best director, best special effects, best photography, and best (11) role. The Oscars are awarded to films, (12) and film stars from all over the world.</p>
	<p>Oscars, past, outstanding, 1932, festival, filmmaking, every year, Venice, spring, awards, supporting, film makers</p>

Grammar
UK-film, cinema
US-movie, movie theatre, motion picture
Otlar ot+ot kabi shaklda ham yaratilishi mumkin.
Masalan: school garden, war film

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Tom Hanks</p> <p>After regional theater and television roles, American actor Tom Hanks had his first major motion-picture role in the romantic comedy <i>Splash</i> (1984). He won the Academy Award for best actor in 1994 for his performance in <i>Philadelphia</i> (1993). The title role in the successful film <i>Forrest Gump</i> (1994) earned Hanks his second Academy Award for best actor, presented in 1995.</p> <p><small>Jeffrey Mayer/Star File</small></p> <p>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>	 <p>Jeffrey Mayer/Star File</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

IBM: _____

Theme of the lesson:	LESSON 6 PROJECT
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to write a review about awarding of a movie
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 6 Project

Work in groups. You are members of a video club. You are going to award your own Oscars.

1 Design the award you will give and give it a name.

e.g. Our awards are called UzMTAs - Uzbekistan Movie Theatre Awards and they look like this (show a picture of your award).

2a Choose a film to nominate for an award. Write a review of it. Write about:

1. title
2. director
3. date made
4. country made in
5. main characters
6. main events
7. the setting
8. evaluation/your opinion about story,
9. photography, characters, star rating

2b At the end of the review write which awards you are nominating the film for. e.g. We nominate (name of film star) for best actor for his role in (name of film).

3 Present your review and make your nominations.

Additional information:

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

Scene from Gone With the Wind

Rhett Butler (Clark Gable) and Scarlett O'Hara (Vivien Leigh) don't see eye to eye in this scene from *Gone With the Wind* (1939), one of the most famous films of all time.

© 1939 Turner Entertainment Co. All Rights Reserved/Culver Pictures
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Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	UNIT 6 MUSIC AND BALLET LESSON 1 MY FAVOURITE MUSIC
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about music and musicians, their favourite music
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 1 My favourite music

Procedure of the lesson:	<p>1a Read and match. Find any unknown words in the Wordlist.</p> <ol style="list-style-type: none"> <u>B - Opera is a musical play where all the words are sung.</u> <u>E - Rock music is popular modern music with a strong beat.</u> <u>D - Country music is traditional music from a particular area, especially from the countryside. It often has a beautiful melody.</u> <u>C - Jazz is music with unusual rhythms, which was originally played by black Americans.</u> <u>A - Pop is a type of music that is popular with young people.</u> <p>1 b Work in pairs. Ask and answer. e.g. A: What music do you like? B: I like pop music, but I don't like rock. And what about you?</p> <p>1 c Say what music you and your partner like and do not like. e.g. We like pop music but I don't like rock and Alisher doesn't like opera.</p> <p>2a Match the people and their names. Answer your teacher's questions. B) Ella Fitzgerald – USA A) Beatles – UK D) Nasiba Abdullaeva - Uzbekistan C) Pavarotti – Italy E) Pugacheva - Russia</p> <p>3. Work in pairs. Ask and answer about your favourite singer or group. e.g. A: My favourite group is Setora. I like them because their music is ... It makes me</p>
	Grammar

It makes me happy (adj). It makes me want (verb).
It makes you happy to smile. It makes you want to do smth.
It makes him/her/it happy to smile. It makes him/her/it want to do smth.
It makes us happy to smile. It makes us want to do smth.
It makes them happy to smile. It makes them want to do smth.

Additional information:	 <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Luciano Pavarotti</p> <p>Renowned Italian tenor Luciano Pavarotti is known for his mastery of the highest notes of a tenor's range and for his jovial personality, which helped him earn a wide popular following.</p> <p>Central Press/Archive Photos Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 2 MUSIC OF UZBEKISTAN
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about famous Uzbek music and musicians
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 2 Music of Uzbekistan**2a Find the words in the Wordlist and translate.****New words:**

soloist ['sɒləʊɪst] – yakka xonanda
ensemble [ɒn'sɒmb(ə)], [ɑ:n'sɑ:mb(ə)] – ansambl, orkestr
composer [kəm'pəʊzə] - bastakor
conservatoire [kən'sɜ:vətɔ:ɪ] - konservatoriya
film score [film] [skɔ:ɪ] – filmga qo'yiladigan ball
inheritance [ɪn'herɪt(ə)n(t)s] – meros
roots [ru:t] – o'zak
flute [flu:t] – fleyta, nay

2b Listen to the radio programme about Great Musicians of Uzbekistan and say: who it is about, where he came from and what he is famous for.**3a Read the text and give it a title.****Tashkent conservatoire**

Today history was made. The new national music conservatoire in Tashkent opened its doors to the public. At last we have a building which honours our great musicians. Uzbekistan has long cultural roots. Many famous people have contributed to the great cultural wealth that we have today In the field of music some of the best known are Mamurj on Uzokov, Juraxon Sultonov, Tukhtasin Jalilov, Ganij on Toshmatov, Yunus Rajabi, Dilorom Omonullaeva, Alisher Ikromov and Abduhoshim Ismoilov Uzbekistan values its cultural traditions and supports and develops the next generation who will add to them. For this purpose two festivals called 'Umid Yulduzlari' have been held recently one in December 2001 and another in February 2002. The goal of the festivals is to find and support young soloists and musicians. But that is not the only purpose. Many school pupils were also invited to attend the festivals to help them to develop a love for music so that it becomes part of their lives too. The festivals, together with the opening of the new Music Conservatoire in Tashkent, are major steps in the development of music in Uzbekistan.

3b Work in pairs. Answer the questions.

- 1 Have you ever been to 'Umid Yulduzlari'?
- 2 Would you like to go to 'Umid Yulduzlari'? Why/why not?
- 3 Would you like to take part or to listen? How do you think you would feel?

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. Classical Music of Uzbekistan Musicians from Tajikistan and Uzbekistan and Jewish musicians from Bukhara (Bukhoro) live together in the cosmopolitan Bukhara-Samarqand region, participating in many of the same music traditions. These include the shashmaqam, a modal music system based on a vocal repertoire formerly performed for the Bukharan court. It was codified into its present form during the 18th century. "Nasr-i Chargah," a composition from the shashmaqam, is performed here by an ensemble of the same name. "Nasr-i Chargah" performed by Shashmaqam, from Music of the Bukharan Jewish Ensemble Shashmaqam (Cat.# Smithsonian/Folkways CD SF 40054) (p)1991 Smithsonian/Folkways Recordings. All rights reserved. Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 3 MUSIC FESTIVALS
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about a visit to the Eisteddfod festival in Wales
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 3 Music festivals

Procedure of the lesson:	<p>1a Answer the questions.</p> <p>1 Do you like music festivals?</p> <p>2 Have you been to a music festival in real life or seen one on TV?</p> <p>3 If so, was it good? What happened? If not, would you like to go to one? What kind of festival would you like go to?</p> <p>1b Read Katy's letter about her visit to a music festival and answer the questions.</p> <p>1 Where was the festival?</p> <p>2 What language is it in?</p> <p>3 What can you listen to and see there?</p> <p>Dear Shuhrat</p> <p>I've just been to the Eisteddfod festival in Wales. It is a very old tradition. The first one was held in the sixth century! I was surprised the festival was very popular. There were more than 10,000 people there. The festival is a competition. There were choirs, harp players and poets who read their poems. I enjoyed the music but I couldn't understand anything else as the Eisteddfod is in Welsh! At the end a 'crowned bard' or poet was chosen. It is a great honour to be the bard. Hope you like the Welsh lady in national costume on this postcard! Oh, and the symbols of Wales - the leek and the harp and the dragon! Love Katy</p>
	<p>2 Work in groups. Think and write about musical festivals in your region or country.</p> <p>1 What instruments are played?</p> <p>2 What happens?</p> <p>3 What kinds of music are played?</p> <p>4 Where are festivals held?</p> <p>5 When are festivals held?</p> <p>6 What is the purpose of the festivals?</p> <p>7 Who takes part?</p> <p>Do you know the longest place name in Britain? It is in Wales. It is called:</p> <p>Llanfairpwllgwyngyllgogerychwymdrobwlllantisiliogogoch! As you can see, Welsh is a very different language from English! Eisteddfod is also a Welsh word, and the name for Wales in Welsh is 'Cymru'. If you want to hear how to say the name of the longest place you can find it on the internet at: http:// www.visitwales.com/sequence/link/93</p>

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Music Festival</p> <p>Music Festival, celebratory event that features a lineup of musicians with performances often spread out over several days and several performance venues.</p> <p>For information on:</p> <ul style="list-style-type: none"> • national and international classical music festivals, see Florence (Italy): Art Galleries, Bridges, and Churches; Austria: Tourism; Colorado: Music, Theater, and Film; Kansas: Music and Theater; Massachusetts: Music and Theatre; Bethlehem (Pennsylvania); Vermont: Music and Theatre • a modern rock festival, see Bourges • cultural or ethnic music festivals, see Festivals and Feasts: Types of Festivals and Feasts; Edinburgh Festival; Kuopio; Eisteddfod • a preeminent jazz festival, see Montreux <p>Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 4 YOUNG AND POPULAR
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about Interview with a young pop star
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 4 Young and popular

Procedure of the lesson:	<p>1a Work in pairs. Ask and answer. Pupil A: Look at this page. Pupil B: Look at the Homework page. e.g. A: What's his full name? 1 b Read the interview with Usher. Match the questions and answers. 1 If you weren't a singer, what would you do? 2 What's the most important thing in your life? 3 What three words describe you best? 4 What makes you happy? 5 What are you most afraid of? 6 What subjects were you good at? 7 Who are your idols and why? A) Fun, young and crazy! B) I hate spiders. C) Michael Jackson, the basketball player and Marvin Gaye - a very famous singer. worked a lot and made themselves legends, and they're all great performers. D) I wanted to be a professional American footballer or basketball player but I was the smallest boy at school. It was like hard work even to carry all the kit on to the field. E) Maths, sport and history. But I was not really a very good student because I'm much better at understanding things I can touch and experience than things I can only read about. F) Music. It means everything to me. When I was a little kid it taught me how to talk, walk, dance and sing. Music's my best friend. G) Positive people and music. <u>1-D 2-F 3-A 4-G 5-B 6-E 7-C</u></p> <p>2a Read and say how to report Wh-questions. What would you do if you weren't famous? The music programme reporter asked Usher what he would do if he wasn't famous.</p> <p>2b Write the report of the interview that the reporter will read on the radio. Begin like this: I asked Usher what he would do if he wasn't a singer. Usher told me that he wanted to be a ...</p> <p>3a Work in pairs. Interview your partner about his/her favourite group or singer. 3b Write a report of your interview. Do not put the name of the person you interviewed. 3c Play Who Is It?</p>
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Grammar
Wh-questions.

Question Word	Function	Example
what	asking for information about something	What is your name?
	asking for repetition or confirmation	What? I can't hear you. You did what?
what...for	asking for a reason, asking why	What did you do that for?
when	asking about time	When did he leave?
where	asking in or at what place or position	Where do they live?
which	asking about choice	Which colour do you want?
who	asking what or which person or people (subject)	Who opened the door?
whom	asking what or which person or people (object)	Whom did you see?
whose asking about ownership Whose are these keys?	Whose turn is it?	
why	asking for reason, asking what...for	Why do you say that?
why don't	making a suggestion	Why don't I help you?
how	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how + adj/adv	asking about extent or degree	see examples below
how far	distance	How far is Pattaya from Bangkok?
how long	length (time or space)	How long will it take?
how many	quantity (countable)	How many cars are there?
how much	quantity (uncountable)	How much money do you have?
how old	age	How old are you?
how come (informal)	asking for reason, asking why	How come I can't see her?

<http://www.englishclub.com/vocabulary/wh-question-words.htm>

Additional information:

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



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Michael Jackson

American singer, dancer, and songwriter Michael Jackson performs during a 1993 concert tour in Asia. Jackson began his career as a child performing with his brothers in the group known as the Jackson 5, and achieved worldwide fame as a solo performer, largely due to his unique style of singing and dancing. Jackson's greatest musical success, the 1982 album *Thriller*, won an unprecedented eight Grammy Awards, produced a record-breaking seven Top Ten hits, and became the best-selling album in history up to that time. Because of Jackson's eccentric and reclusive lifestyle, he has been a frequent target of the media spotlight.

REUTERS/THE BETTMANN ARCHIVE

Assessment:

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

Homework:

Homework is given according to the academic plan.


IBM: _____

Theme of the lesson:	LESSON 5 CLASSICAL MUSIC AND DANCE
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about famous classical music and composers
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Procedure of the lesson:	Lesson 5 Classical music and dance						
	1 Find in the Wordlist and translate.						
	<table border="1" style="width: 100%; background-color: #e6f2ff;"> <tr> <td style="text-align: center;">New words:</td> </tr> <tr> <td style="text-align: center;">ballet ['bæleɪ] - balet</td> </tr> <tr> <td style="text-align: center;">choreography [ˌkɔːrɪ'ɔːgrəfi] – xoreografiya</td> </tr> <tr> <td style="text-align: center;">stage set [steɪdʒ] [set] - dekoratsiya</td> </tr> <tr> <td style="text-align: center;">good and evil - [gʊd] [ænd] ['iːv(ə)l], [-vɪl] – yaxshilik va yomonlik</td> </tr> <tr> <td style="text-align: center;">superb [s(j)uː'pɜːb] - ajoyib, sharafli</td> </tr> </table>	New words:	ballet ['bæleɪ] - balet	choreography [ˌkɔːrɪ'ɔːgrəfi] – xoreografiya	stage set [steɪdʒ] [set] - dekoratsiya	good and evil - [gʊd] [ænd] ['iːv(ə)l], [-vɪl] – yaxshilik va yomonlik	superb [s(j)uː'pɜːb] - ajoyib, sharafli
New words:							
ballet ['bæleɪ] - balet							
choreography [ˌkɔːrɪ'ɔːgrəfi] – xoreografiya							
stage set [steɪdʒ] [set] - dekoratsiya							
good and evil - [gʊd] [ænd] ['iːv(ə)l], [-vɪl] – yaxshilik va yomonlik							
superb [s(j)uː'pɜːb] - ajoyib, sharafli							
	<p>2a Read and find an appropriate concert for each person.</p> <p>Sevara 1 Sevara goes to a dance club. She wants to be a professional dancer. She likes modern choreography.</p> <p>Ailey II One of today's most dynamic dance companies, the legendary Alvin Ailey American Dance Theatre is known for its dramatic choreography and energetic movement. Great modern music too. Don't miss this great opportunity to see modern American dance! Turkiston Concert Hall March 15th 8 p.m.</p> <p>Alisher 2 Alisher likes classical music. He plays the piano and Beethoven is his favourite composer.</p> <p>New Season in a new home The National Philharmonic Orchestra begins its 45th season with the marvellous sounds of classical masterworks and popular favourites. The music Director will begin the season with a programme of Bach, Beethoven and Chopin. Music Conservatoire March 1st 7 p.m.</p> <p>Natasha 3 Natasha likes pop music but her mother is teaching her to listen to classical music. She has promised to take Natasha to the opera to listen to Italian opera.</p> <p>Madame Butterfly Puccini's Madame Butterfly, one of the world's best loved operas, returns to the Navoi Theatre. Puccini created one of the greatest roles in opera for his favourite heroine, Butterfly (Cio Cio San), and her love story. Superb singing, outstanding orchestra, beautiful sets, excellent costumes. March 15th 6 p.m.</p> <p>Sobit 4 Sobit is studying choreography. Next year he is going to study at the Moscow Choreography School for one year. He is very proud because it is a very good dance school.</p> <p>Spartacus This famous ballet by the Russian choreographer Yuri Grigorovich with music by Aram Khachaturian is one of the best classical ballets of the 20th century. The battle for freedom and love between good and evil in ancient Greece is presented by outstanding dancers. You will enjoy the new costumes and sets. Navoi Opera and Ballet Theatre Opening Night March 1st 7p.m.</p> <p>2b Work in groups. Do the quiz.</p> <p>1 Write poet, artist or composer. Pushkin, Tchaikovsky, Byron, Mozart, Liszt, Rachmaninov <u>Poet – Pushkin, Byron</u> <u>Artist –</u> <u>Composer – Tchaikovsky, Mozart, Liszt</u></p> <p>2 Match the composers and their countries. Beethoven, Chopin, Liszt, Shostakovich -Russia, Germany, Hungary, Poland</p>						

	<p><u>Russia – Shostakovich</u> <u>Germany – Beethoven</u> <u>Hungary – Liszt</u> <u>Poland – Chopin</u></p> <p>3 Write ballet or opera. Swan lake, Carmen, Rigoletto, Cinderella, Aida, the Nutcracker, Traviatta, Sleeping Beauty <u>Swan lake - ballet</u> <u>Carmen - opera</u> <u>Rigoletto - opera</u> <u>Cinderella - ballet</u> <u>Aida - opera</u> <u>the Nutcracker - ballet</u> <u>Traviatta - opera</u> <u>Sleeping Beauty – ballet</u></p> <p>4 Find famous singers and ballet dancers. Maia Plisetskaya, Luchiano Pavarotti, Bernara Karieva Famous singer - <u>Luchiano Pavarotti</u> Ballet dancers - <u>Maia Plisetskaya, Bernara Karieva</u></p> <p>3b Write your opinion about classical music and/or dance.</p>
<p>Additional information:</p>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Ludwig van Beethoven</p> <p>Ludwig van Beethoven is considered possibly the greatest Western composer of all time. He wrote symphonies, concertos, chamber music, sonatas, and vocal music. His best-known composition is the Ninth Symphony with its passionate chorus, the Ode to Joy. Beethoven began to lose his hearing in the 1790s and was completely deaf by 1818.</p> <p>Hulton Getty Picture Collection Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> 
<p>Assessment:</p>	<p>Marking pupils according to their homework and activities during the lesson.</p>
<p>Homework:</p>	<p>Homework is given according to the academic plan.</p>

IBM: _____


Theme of the lesson:	LESSON 6 PROJECT
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to interview others about their favourite singers or dances, -make a concert programme
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 6 Project

Procedure of the lesson:	<p>1a Work in groups. Interview your classmates about their favourite singers or dancers. Write their answers in your exercise book.</p> <p>What kind of music do you like? Who's your favourite singer?</p> <p>1 b Report about your interviews.</p> <p>e.g. I interviewed Dilorom, Anora and Shahnoza. I asked them what kind of music they liked. Dilorom said that...</p> <p>2a Work in groups. You are going to prepare a big concert for Navro'z. It must be interesting for your schoolmates. Make a concert programme and give a short description of each piece of music you include in it.</p> <p>2b Present your concert programme to the class.</p>

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Peter Ilyich Tchaikovsky</p> <p>Peter Ilyich Tchaikovsky's work combined Russian and European influences. His music was the first by a Russian to be included regularly in concert programs in Europe. Tchaikovsky's music for the ballets The Nutcracker (1891-1892) and Swan Lake (1876) is some of the best-known classical music of all time.</p> <p>Hulton Deutsch Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
	
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	UNIT 7 FAMOUS FOR ... LESSON 1 LOOKING INTO SPACE
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about Ulugbek, telescopes and the stars
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 1 Looking into space**1a Find the words in the Wordlist.****New words:**

reflect [rɪ'flekt] – aks ettirmoq
distant ['dɪst(ə)nt] – uzoq,
lens [lenz] - linza
accuracy ['ækjʊərəsɪ] – aniqlik, moslik

2a Work in pairs. Do the quiz about astronomy.

How much do you know about astronomy?

1 What do we use a telescope for?

a to study the planets b to study the stars

2 Who made/used the first telescope?

a Ulugbek b Galileo Galiley

3 What are the parts of a traditional telescope?

a a mirror and a lens b a mirror, a tube and a lens

4 Name a famous Uzbek astronomer and say which city he worked in.

a Samarkand b Shakhrisabz

5 Where is the Hubble telescope?

a in the UK b in space**2b Read and check your answers to questions 2 and 4 in 2a.**

Ulugbek (1394-1449) was the grandson of Temur, a famous scientist and ruler of Maverannah. He built an observatory in Samarkand and studied the stars with a telescope. He made a famous map of the movement of 1054 different stars. It is still used today. Modern astronomers are surprised at the accuracy of his work. His book with the map is called 'ZijiKuragoniy'.

2c Read and answer.

1 Where does this text come from? How do you know?

2 What information comes first in the text?

3 What comes next? What comes after that?

3a Read and check your answers to questions 3 and 5 in 2a.

Telescope We can study the sky and the stars through a **telescope**. Telescopes are used to make distant things look much bigger. Most astronomical telescopes are called reflecting telescopes because they use a large mirror and a lens to make a picture. The Hubble Space Telescope is a reflecting telescope in space. It can see stars much more clearly than telescopes on earth.


3b Read and answer.

1 Where does this text come from? How do you know?

2 What information comes first in the text?

3 What comes next? What comes after?

3c Work in pairs. Write a similar text for a person or 'thing. Use the examples in 3a to help you.

	<p style="text-align: center;">Grammar The earth is round. We live on earth.</p> <p style="text-align: center;">Articles-Artikllar Ingliz tilida noaniq (the Indefinite article) va aniq artikl (the Definite article) mavjud. Noaniq artikl (the Indefinite article) ikki shaklga ega: a, an. a va an</p> <p style="text-align: center;">a va an birlikdagi oldida ishlatiladi. Ular “bitta” degan ma’noni anglatadi. Pencil, apartment</p> <p style="text-align: center;">A odatda undosh bilan boshlanuvchi so’zlar oldida ishlatiladi(b,c,d,f,g va hakazo): A boy, a bad boy, a cat, a cute baby</p> <p style="text-align: center;">An odatda a, e, i va o unlilari bilan boshlanuvchi so’zlar oldida ishlatiladi: An apartment, an angry man, an elephant, an empty room I have a pencil. Menda qalam bor. I live in an apartment. Men kvartirada yashayman.</p>
<p>Additional information:</p>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Hubble Space Telescope</p> <p>The Hubble Space Telescope, free of the distorting effects of the earth’s atmosphere, has an unprecedented view of distant galaxies. Placed in orbit in 1990, scientists discovered soon after the telescope became operational that its 240-cm (94.5-in) primary mirror was flawed. However, a repair mission completed by space shuttle astronauts in December 1993 successfully installed corrective optics which compensated for the flawed mirror.</p> <p>NASA/Science Source/Photo Researchers, Inc. Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> 
<p>Assessment:</p>	<p>Marking pupils according to their homework and activities during the lesson.</p>
<p>Homework:</p>	<p>Homework is given according to the academic plan.</p>

IBM: _____


Theme of the lesson:	LESSON 2 WHO INVENTED THE TELEPHONE?
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about telephones, SMS messages
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 2 Who invented the telephone?

Procedure of the lesson:	<p>1a Answer the questions.</p> <p>1 Do you often use the telephone? 2 Why do we need telephones? 3 3 When do you think the telephone was invented? 4 4 Who invented the telephone?</p> <p>1 b Read the text and check your answers.</p> <p>Alexander Graham Bell was born in 1847 in Edinburgh, Scotland. His father was a teacher of phonetics. Alexander got interested in sounds and speech when he was a young boy. In 1870 Graham's parents decided to emigrate to America. They lived in Boston, where Alexander taught deaf children. There he began experimenting with a machine to help the deaf hear. While experimenting with this machine, Graham had an idea. He decided to send the human voice from one place to another. For years Bell and his assistant Thomas Watson, worked day and night. Bell was on one floor, and Watson was on another. They tried to send speech through a wire. Finally, on March 19, 1876, Watson heard very clearly: "Mr. Watson, come here. I want you." Watson ran upstairs and shouted, "I heard you!"</p> <p>1c Answer the questions.</p> <p>How did people communicate before the telephone was invented? How did the telephone change the life of people? How did the telephones change?</p> <p>2a Read and say what do we use mobile phones for.</p> <p>e.g. I often use my mobile phone for sending text messages.</p> <ul style="list-style-type: none"> • make calls • play music • send text (SMS) messages • take photos • listen to the radio • wake up in the morning • organize my day <p>2b Read the quiz and answer the questions.</p> <p>1 What does SMS mean? A Short Messaging Service B Send me signs C Standard Message System</p> <p>2 What does this mean-w8? A will be at 8 B we are 8 C wait</p> <p>2 Look at the SMS Dictionary. Read and write the answers using SMS language.</p> <p>A: Whr r u? A: Cu @ 7. A: Gr8! Wil b w8ing 4 u @ 10. B: _____ B: _____ B: _____</p>

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
	<div style="display: flex; align-items: center;">  <div> <p style="text-align: center;">Alexander Graham Bell</p> <p>Alexander Graham Bell's attempts to electrically transmit speech resulted in a patent for the telephone in 1876. Bell founded the Bell Telephone Company to manufacture telephones and operate the telephone network. Bell's company, later known as AT&T Corp., grew to dominate the telecommunications industry until a 1984 antitrust suit divested the company of its local telephone networks.</p> <p><small>Culver Pictures</small></p> <p>Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> </div> </div>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 3 THE FIRST ELECTRONIC COMPUTER WAS BUILT BY...
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about Computers, inventions
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Procedure of the lesson:	Lesson 3 The first electronic computer was built by...		
	1a Find the words in the Wordlist.		
	New words:		
	invent [In'vent] – kashf qilish		
	develop [dI'veləp] - rivojlantirish		
	patent ['peɪt(ə)nt], ['pæ-] – ochiq, yaqqol, patentli		
	1 b Read and make sentences.		
	1 The first electronic computer was built by A John Atanasoff & Clifford Berry B John Baid	2 The first aeroplane was built by A Tom Wilkinson B The Wright brothers	3 The first quartz clock was developed by A Jim Quartz B Warren Morrison
	4 Dynamite was invented by A Arthur Fry B Alfred Nobel	5 The CD was invented by A James T Russell B Persy Spenser	6 The vacuum cleaner was patented by A Arthur Bosh B Huber Booth
	2a Answer the questions. Have you got a computer at home? Have you got computers at school?		
2b Tick the ways you use computers.			
	Me		
1	Send e-mails		
2	Play games		
3	Type letters		
4	Store pictures		
5	Do homework		
6	Make referats		
7	Collect information		
8	Chat online		
9	Play music		
2c Work in groups of 4. Write the names in the table. Ask and tick. A: Do you send e-mails? B: Yes.			
2d Report. Malika and Amir send e-mails. Davron, Timur and Karina play games.			
3a Match the gadgets and the functions.			
let you talk to people wherever you are	C Mobile phone		
send live video pictures	G Web camera		
keep your schedule	F Handheld organizer		
store music files	H Digital music player		
play movies	E Portable DVD Player		
help you operate your TV, DVD player and video	A Remote Control		
help you to sing	B Microphone		

3b Work in pairs. Describe and guess.

A: This gadget helps to operate your TV. B: Remote control.

4 Read and guess the gadget.

If you had one of these, your life would be much easier. Stay organized and entertained with this wonderful gadget. Keep your schedule, look up phone numbers, and store photos of your family and friends. Play games or listen to your MP3 files.

**Grammar
Artiklning ishlatilishi**

	A yoki O (artiklsiz)		A yoki somening ishlatilishi
Birlikdagi sanaladigan otlar	A dog makes a good pet. A banana is yellow. A pencil contains lead.	Umumlashtirilgan birlikdagi sanaladigan otlar bilan a ishlatiladi. 1-gapda so'zlovchi umuman it haqida gapiryapti.	I saw a dog in my yard. Madina ate a banana. I need a pencil.
Birlikdagi sanaladigan otlar	0 Dogs make good pets. 0 Bananas are yellow. 0 Pencils contain lead.	Umumlashtirilgan ko'plikdagi sanaladigan otlar bilan artikl ishlatilmaydi. 1-gapda so'zlovchi umuman itlar haqida gapiryapti.	I saw some dogs in my yard. Madina bought some bananas. Bobur has some pencils in his pocket.
Sanalmaya digan otlar	0 Fruit is good for you. 0 Coffee contains caffeine. I like 0 music.	Umumlashtirilgan sanlmaydigan otlar bilan artikl ishlatilmaydi. 1-gapda so'zlovchi umuman meva haqida gapiryapti.	I bought some fruit. Bobur drank some coffee. Would you like to listen to some music?

**Ba'zan so'zlovchi boror nimani umumlashtirgandan miqdor ifodalari (masalan, almost, all, most, some)ni ishlatadi:
Almost all dogs make good pets. Most dogs are friendly. Some dogs have short hair.**

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

John Vincent Atanasoff

John Vincent Atanasoff (1903-1995), American physicist, born in Hamilton, New York, who has been claimed as the developer of certain basic techniques later used in the design of the first electronic digital computer, ENIAC (Electronic Numerical Integrator and Computer). While teaching at Iowa State College, Atanasoff built a simple vacuum-tube computing device that he showed to several people, including one of the later builders of ENIAC, but he did not succeed in marketing his own device. A 1971 lawsuit by an electronics firm against a rival firm holding the patent on ENIAC principles, however—on the grounds that Atanasoff's ideas had been used without being credited—led to the invalidation of that patent in 1973.

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Additional information:

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

Assessment:

Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	LESSON 4 SPACE EXPLORATION AND US
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about Benefits of space programmes
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 4 Space exploration and us**1a Look in the Wordlist. Find and write the words and their translation.****New words:**

exploration [ˌɛksplə'reɪʃ(ə)n], [-spɔː]- o'rganish
 research [rɪ'sɜːtʃ] - tadqiqot
 heat resistant [hiːt] [rɪ'zɪst(ə)nt] - issiqqa chidamli
 allow someone to do smth [ə'lau] ['sʌmwʌn] [tuː] [duː] ['sʌmθɪŋ] - biror kishiga boror narsa qilishga izn bermoq
 distinguish [dɪ'stɪŋgwɪʃ] - farqlarsh, ko'rib chiqish
 magnet float ['mæɡnət] [fləʊt] - magnit qalqib turuvchi
 global warming ['ɡləʊb(ə)l] ['wɔːrmlɪŋ] - global isish
 disease [dɪ'ziːz] - kasallik
 blind [blaɪnd] - ko'r
 ozone layer ['əʊzəʊn] ['leɪə] - ozon qatlami

2a Answer the questions.

- 1 What do you know about space exploration?
- 2 Is it right to spend a lot of money on space exploration? Why/why not?
- 3 What is NASA?
- 4 What is a smoke detector?

2b Read the text and check your answers.

When the American space programme began, many people thought it was wrong to spend large amounts of money on space research when millions of people in our world did not have enough to eat. They say that space exploration contributes to global warming and the hole in the ozone layer. They also point out that if there is life on other planets, and if it is friendly, it may still be dangerous. There may be all sorts of diseases, for example, which we cannot fight.

However, there are many people who argue that space research is very valuable. We gain scientific knowledge and there are many practical results from space research. Some of them are quite surprising. They include:
 heart pacemakers, with very small parts, made possible by space technology.

a machine that allows blind people to recognise coins by the sound they make. This machine allows **the blind** to work in banks.

NASA (National Aeronautics and Space Administration) developed many other things for the space programme which have become everyday items in our homes.

How many of you have a digital clock at home or in your office?

Do you use a microwave oven? NASA invented the special heat resistant plastic used to make containers for cooking in microwaves.

The list of inventions is long. NASA points with pride to more than 3,000 things we use today which are the result of work on the space programme.

2c Read the text again and give it a title.**2d Find and write all the words with 'space' in the text.****3a Work in pairs.**

Pupil A : Find and write reasons for space exploration.

Pupil B : Find and write reasons against space exploration.

3b Work in groups. Argue for and against space exploration.**4 Work in groups. Talk about new inventions in the next 20 years.**

e.g. There will be a machine for doing housework. It will make beds, sweep floors, do the washing up, etc. and people won't do housework any more.

Grammar

Remember:

the blind (n)
the blind (adj) = blind people

The

Aniq artikl (the definite article) – the – that (o’sha) ko’rsatish olmoshidan kelib chiqqan. U birlik va ko’plikdagi donalab sanaladigan hamda donalab sanalmaydigan otlar oldidan ishlatiladi.

Umumlashtirilgan birlikdagi sanaladigan otlar bilan ishlatiladi.

So’zlovchi dedi: “I saw one dog) Men bir itni ko’rdim, ikkita emas, ba’zi emas, ko’p emas). U o’ziga xos it emas (masalan, sizning itingiz, qo’shning it, o’sha it). U faqat it deb nomlanuvchi butun bir hayvonlar guruhidan bittasi, xolos”

Did you feed the dog?

I had a banana and an apple. I gave the banana to Madina.

So’zlovchi ko’pincha ko’plikdagi o’ziga xos bo’lmagan sanaladigan otlar bilan some ishlatadi.

So’zlovchi dedi: “I saw more than one dog. (men bittadan ortiq it ko’rdim. Ular o’ziga xos emas(masalan, sizning itlaringiz, qo’shning itlari, o’sha itlar),. Itlarning aniq soni muhim emas (ikkita it, beshta it): men bir nechta itni ko’rdim”

Did you feed the dogs?

I had some bananas and apples. I gave the bananas to Madina.

Additional information:

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

Space Shuttle Discovery

The National Aeronautics and Space Administration, better known as NASA, was created in 1958. NASA conducts significant aerospace research and runs innovative space flight programs, including the shuttle program. Here, poised prior to launch in September 1988, the space shuttle Discovery awaits takeoff. The success of Discovery’s mission encouraged the United States to actively continue the space shuttle program following the destruction of the Challenger.

Hank Morgan/Photo Researchers, Inc.

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Assessment:

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

Homework:

Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	LESSON 5 THE INTERNATIONAL SCHOOL FOR YOUNG ASTRONAUTS
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about Becoming an astronaut in Uzbekistan
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 5 The International School for Young Astronauts**1a Look and match.**

- The founders of the International School for Young Astronauts (IYAS), Mr V. Djonibekov and Mr S. Vokhidov.
- The astronaut Mr Sharipov with his children in the SOYUS-TM spaceship simulator.
- The automatic station 'the Moon' produced in Uzbekistan.

1b Look in the Wordlist. Find and write the words and their translation.**New words:**

aviation [ˌeɪvɪˈeɪʃ(ə)n] - aviatsiya
 gifted [ˈɡɪftɪd] – qobiliyatli, talantli, ixtidorli
 select [sɪˈlekt] - tanlamoq
 simulator [ˈsɪmjələɪtə] - simulyator

1c Listen and repeat.**2a Answer the questions.**

- Would you like to be an astronaut? Why/Why not?
- Have you heard about The International School for Young Astronauts?
- How do they select children to enter the school?
- What is the purpose of the school?
- Who are the teachers at the school?

2b Listen and check your answers to questions 3-5 in 2a.**2c Work in pairs. Answer the questions.**

- Would you like to study at IYAS? Why/Why not?
- What subjects do pupils study at IYAS?

3 Read the completed applications for IYAS and answer the questions

- Who wants to go to IYAS?
- Why do they want to go there?
- Which application do you think will be successful? Why?

Surname: **Saidov**First name: **Sanjar**Nationality: **Uzbek**Date of birth: **15. 11. 1997**Country of origin: **Uzbekistan**Address city/village: **51 Shoir St., Khorezm**School no: **21**Parents' name: **Father Tohir (42 - a doctor) Mother: Saodat (38 - a teacher)**

Why you want to study in this school:

I am interested in space. I want to be an astronaut. There are only a few astronauts in our country. I hope in future there will be a lot of astronauts in Uzbekistan. They are all strong and healthy. It's very serious profession and demands much knowledge. They discover new knowledge on astronomy, which is important in human development. After finishing this school I want to study at higher educational establishments in Uzbekistan. I'll be very glad if I study at this school.

Grammar

The (davomi)

So'zlovchi ko'pincha aniq bir narsa haqida gapimayotgan bo'lsa, sanalmaydigan otlar bilan someni ishlatadi.

So'zlovchi dedi: I bought an indefinite amount of fruit. (men bir qancha (masalan, bir kilo meva, to'rtta banan va ikkita olma) meva sotib oldim. Aniq miqdori muhim emas. Va men ma'lum bir (masalan, o'sha meva, o'sha kosadagi meva) meva haqida gapiryapman."

The fruit in this bowl is ripe.

I drank some coffee and some milk.

The quyidagi otlar oldidan ishlatiladi:

1. Birlikdagi sanaladigan otlar: the dog

2. ko'plikdagi sanaladigan otlar: the dogs

3. Sanalmaydigan otlar: the fruit

4. so'zlovchi va tinglovchi ma'lum bir it haqida o'ylayapti. Tinglovchi so'zlovchining qaysi it haqida gapiryotganini biladi: it ularning o'lariniki, ular har kuni boqadigan o'sha it. Bunda so'zlovchi faqat bir it haqida gapirishi mumkin.

5. So'zlovchi the ishlatadi, qachonki u otni ikkinchi marta tilga olganda.

Birinchi marta tilga olganda:

I had a banana...

Ikkinchi marta tilga olganda:

I gave the banana...

So'zlovchi somedan tashqari, ko'plikdagi sanaladigan otlar bilan several, a few a lot of yoki sanalmaydigan otlar bilan a little, a lot of ni ishlatishi mumkin.

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. <p style="text-align: center;">First Uzbek Astronaut</p> Salizhan Shakirovich Sharipov Russian Pilot Cosmonaut. Born 24 August 1964. Of note: First Uzbek astronaut. Personal: Male, Married, Two children. Born in Uzgen, Oshsk region, Kyrgyzstan. Astronaut Career Astronaut Group: Air Force Group 11 - 1990. Status: Active. Entered space service: 8 August 1990. Number of Flights: 2. Total Time: 87.69 days. SU Air Force. Official NASA biography: NAME: Salizhan Shakirovich Sharipov GCTC Cosmonaut PERSONAL DATA: Born August 24, 1964 in Uzgen, Oshsk region, Kirghizia. Married to Nadezhda Mavlyanovna Sharipova. They have one daughter and one son. He enjoys football, likes to read books. His father, Mr. Shakirzhan Sharipov, resides in Uzgen, Oshsk region, Kirghizia. EDUCATION: Graduated from the Air Force Pilot School in 1987. In 1994, he graduated from Moscow State University with a degree in cartography. EXPERIENCE: After graduation from the Air Force Pilot School in 1987, he worked as a pilot-instructor and taught 8 cadets. He has logged over 950 hours flying time. He has experience flying on MIG-21, L-39 aircraft. Selected by the Gagarin Cosmonaut Training Center (GCTC) Sharipov became a cosmonaut-candidate in 1990. In 1992, he completed general space training and became a cosmonaut. As a member of the group he has completed a full course of training for OC MIR space flights as a crew commander. CURRENT ASSIGNMENT: Sharipov is assigned to fly on the crew of STS-89, scheduled for a January 1998 launch on Space Shuttle Endeavour. STS-89 is the eighth of nine planned missions to dock the Space Shuttle with Russia's Mir space station.
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	LESSON 6 PROJECT
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to write composition about space programmes
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 6 Project

Procedure of the lesson:	<p>Write a composition 'Space programmes are very valuable'.</p> <p>1 Make sure you understand the task. For example, this is a 'for and against' composition. So you should write reasons why space programmes are NOT valuable as well as why they are valuable.</p> <p>2 Collect ideas and supporting facts. Find reasons for and against space programmes. Find some facts: <i>e.g.</i> how much money is spent, what benefits/problems there have been, what scientists think the future in space will be, etc.</p> <p>3 Organise your materials and structure your writing. Write.</p> <ol style="list-style-type: none"> 1 An opening sentence which says that there are views for and against. 2 A second sentence which says what the first paragraph is about. 3 A new paragraph which says that it is about reasons against. 4 A concluding paragraph - say if you are for or against and give personal reasons why. <p>4 Plan the language you will use.</p> <ul style="list-style-type: none"> • facts - Present Simple the • inventions and benefits we have - facts? Present Perfect • the future-will in • possibilities - may, could <p>5 Write your first draft.</p> <p>6 Read your draft. Have you said everything you want to say. Is order logical? Have you given supporting</p> <p>7 If necessary, re-write. Are you satisfied that the ideas are clear and the right order? Check your language.</p> <p>8 Give your composition to a friend to check.</p> <p>9 Write your final draft.</p>
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Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p style="text-align: center;">On the Moon</p> <p>On July 20, 1969, American astronaut Edwin "Buzz" Aldrin, Jr. (pictured) became the second person to walk on the moon. Aldrin stepped onto the moon shortly after fellow Apollo 11 astronaut, Neil Armstrong. While millions of people on earth watched a televised broadcast of the event, Armstrong and Aldrin spent two hours exploring the lunar surface, gathering samples, taking photos, and setting up experiments. Armstrong captured the exultant mood in this brief speech broadcast from space.</p> <p>Courtesy of Gordon Skene Sound Collection. All rights reserved./NASA/Science Source/Photo Researchers, Inc.</p> <p>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> </div> </div>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	UNIT 8 PAINTING AND SCULPTURE LESSON 1 ART GALLERIES AROUND THE WORLD
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about Famous art galleries and museums
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 1 Art galleries around the world**1a Listen and repeat.****New words:**

artist ['ɑ:ɪtɪst] – rassom
 portrait ['pɔ:trɪt], [-eɪt] - portret
 to found [faʊnd] – asos solmoq
 still life ['stɪl,lɑ:ɪf] - natyurmort
 a wood painting [wʊd] ['peɪntɪŋ] – yog'och o'ymakorligi
 fine art [,faɪn'ɑ:ɪt] – tasviriy san'at
 a sculpture ['skʌlptʃə] - xaykaltaroshlik
 a work (of art) [wɜ:k] [ɔv] [ɑ:ɪt]-san'at asari
 water mill ['wɔ:tə] [mɪl]- suv tegirmoni

1 b Work in groups. Ask and answer.

- Which of these paintings and sculptures do you like? Why?
- Are there any paintings you don't like?
- Do you like the names of the paintings?
- Do you know who painted the pictures?
- Do you know where the paintings are now?

1 c Read the leaflets and check.**The State Museum of Fine Arts of Uzbekistan**

The State Museum of Fine Arts of Uzbekistan was founded in 1918. It contains collections of Uzbek and Russian art and sculpture. The collection includes ceramics, carved wooden doors, beautiful gold-embroidered chopons as well as many paintings and some sculptures. The paintings include 'Mother's Portrait' by Akhmedov and 'Composition' by Kandinsky. In 1998 the State Museum of Fine Arts of Uzbekistan celebrated its 80th anniversary.

The Metropolitan Museum

The Metropolitan Museum was founded in New York in 1870. More than 2 million Western-European and **American works of art are kept there.** American famous paintings such as 'Lake George' by Kensett, 'StillLife' by Peale and 'George Washington' by Stuart are displayed there.

The National Gallery

The National Gallery in London is known all over the world. The collection was begun in 1824. It includes works which were painted by Constable 'Flatford Mill' and Moore 'Mother and Child', as well as modern works by artists such as Hockney, Spencer and Blake.

1d Read and answer the questions.

- Are there any galleries in your town?
- Have you ever been to a picture gallery or museum?
- What pictures do you know?
- Do you have a favourite picture? If so, what is it?

2a Translate the sentences and answer the questions.

A: The State museum of Fine Arts in

Tashkent **was founded** in 1918.

B: **American works of art are kept there.**

C: It **celebrated** its 80th anniversary in 1998.

- What is the difference between the three sentences?
- How many parts does the verb have in each sentence? What are they?

2b Find other examples of the passive in the text. Translate the sentences.

2c Look at the pictures in 1a. Say which painting you like/don't like, e.g. I like 'Mother's Portrait' best/least. It was painted in 1989 by Akhmedov. I like/don't like it because

Grammar

Remember:

The State museum of Fine Arts was founded in 1918.

Works of art were added to the collection.

Majhul nisbat
The passive voice
Ishlatilishi

Majhul nisbat e'tibor ish-harakatga qaratilganda ishlatiladi. Uni kim yoki nima bajargani muhim emas yoki anglashilmaydi.

My bike was stolen. Mening velosipedim o'g'irlandi.

Yuqoridagi misolda e'tibor velosipedning o'g'irlanganiga qaratilyapti. Men uni kim o'g'irlanganini bilmayman.

Ba'zida o'zlik nisbatga qaraganda majhul nisbatni ishlatish maqbul ko'riladi.

A mistake was made. Xato qilindi.

Bu safar men e'tiborimni qilingan xatoga qaratyapman. Lekin men hech kimni ayblamayapman.

Additional information:

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

Metropolitan Museum of Art

The Metropolitan Museum of Art in New York City, New York, is the largest art museum in the United States. With holdings numbering in the millions, it is considered one of the world's great museums.

Rafael Macia/Photo Researchers, Inc.

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Assessment:

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

Homework:

Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	LESSON 2 WHO WAS IT PAINTED BY?
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about paintings
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 2 Who was it painted by?**1 Work in pairs.**

Pupil A: Look, ask and complete the table on this page.

Pupil B: Look, ask and complete the table on the Homework page.

e.g. 1 Who was 'Mother's Portrait' painted by?

2 When was 'Mother's Portrait' painted?

3 Which picture was painted by Shishkin?

Picture	Artist	Date
1 'Mother's Portrait'	<u>Akhmedov</u>	<u>1989</u>
2 'Mill in the wood'	<u>Shishkin</u>	<u>1870</u>
3 'Still Life'	<u>Peale</u>	<u>1820</u>
4 'Flatford Mill'	<u>Constable</u>	<u>1816</u>
5 'Flowers and Birds'	<u>White</u>	<u>1772</u>
6 'Lake George'	<u>Kensett</u>	<u>1869</u>

2a Look at the picture by Charles White 'Flowers and Birds' and answer the questions.

1 What kind of picture is it?

2 What can you see in the picture?

3 When do you think it was painted?

4 Do you like the picture? Why?/Why not?

2b Listen to the art teacher talking to some pupils about the picture and answer the questions.

1 Do the pupils like the picture?

2 How does the picture make them feel?

2c Answer the questions.

1 The teacher asks the pupils a lot of questions. How many can you remember?

2 Why do you think the teacher asks so many questions?

3 Look at the picture again and answer the question.

How does the picture make you feel? e.g. It makes me feel calm because it's pretty, cool and calm.

New words:

Happy ['hæpɪ] - baxtli, omadli, xursand

Frightened ['fraɪt(ə)nd] - qo'rqan

Calm [kɑɪm] - tinch, sokin,

Surprised [sə'praɪz] - xayton, lol

Excited [ɪk'saɪtɪd], [ek-] - his hayajonli

Curious ['kjʊərɪəs] - qiziquvchan

Romantic [rə'mæntɪk] - romantik

Puzzled ['pʌzld] - boshi qotgan

Disturbed [dɪ'stɜɪbd] - bezovtalangan

4 Look at the picture and say. e.g. The picture reminds me of my granny's house.

Grammar

Remember:

When was the picture painted? Who was ... painted by? It makes me/you/him/her/us/them feel It reminds me of my summer holidays.

The Passive voice (davomi)

Be + o'tgan zamon sifatdoshi

Be har qanday shaklda ishlatilishi mumkin: am, is, are, was, were, has been, have been, will be.

Be+o'tgan zamon sifatdoshi

Corn is grown by farmers.

Saodat was surprised by the news.

The report will be written by Malika.

G'alla fermerlar tomonidan o'stiriladi.

Saodat yangilikdan hayron qoldi.

Xabar Malika tomonidan yoziladi.

Additional information:

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

Constable's Flatford Mill

Although English painter John Constable explored aspects of the landscape in many parts of England, he was especially fond of his native Suffolk as a painting subject. This depiction of his father's mill, located on the Stour River, was the first in a series of major paintings of the locality. With his exploration of the effects of light and his affinity for painting outdoors, Constable influenced the Barbizon school and, later, the impressionists.

Tate Gallery/Robert Harding Picture Library

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Assessment:

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

Homework:

Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	LESSON 3 PICTURES AT AN EXHIBITION
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about interpreting a picture
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 3 Pictures at an exhibition

Procedure of the lesson:	<p>1 Work in pairs. Ask and answer about the pictures you have brought to class, e.g. A: (Looks at the picture which B is holding) What's it called? B: It's called 'The Mona Lisa'.</p> <p>2 Say True or False. e.g. 1 'Flowers and Birds' was not painted by Thomas Gainsborough. It was painted by Charles White.</p> <p>1 'Flowers and Birds' was <u>not</u> painted by Thomas Gainsborough. <u>It was painted by Charles White.</u> 2 'Still life' was <u>not</u> painted by Peale in 1881. <u>It was painted by Peale in 1820.</u> 3 'Baisun Courtyard' was painted by Akhmedov. 4 'Mother's Portrait' was <u>not</u> painted by Kandinsky. <u>It was painted by Akhmedov.</u> 5 'The Strode Family' was painted by Shishkin in 1738. 6 'Mother and Child' was <u>not</u> made by Robert Holmes. <u>It was made by Moore.</u></p> <p>3a Look at the picture by Kandinsky on page 67. Answer the questions. 1 <i>Is it a modern art or classical style?</i> 2 <i>What can you see in the picture?</i></p> <p>3b Look at the sculpture by Randy Jewart on page 67. Say what it could be or what it looks like. Give it a name.</p> <p>4 Work in pairs/threes. Ask and answer about the person in the picture. e.g. A: <i>Can you describe his physical appearance?</i> B: <i>He's quite old ...</i> 1 <i>his physical appearance (young/old, tall/short, fat/thin, dark/blond)</i> 2 <i>the expression on his face (happy/sad, kind/unkind, relaxed/worried)</i> 3 <i>the clothes he is wearing (new/old, comfortable/formal, classical/modern)</i> 4 <i>what he is thinking about</i> 5 <i>how you feel about him (admire/fear/ pity/dislike/like him)</i> 6 <i>why you feel this way</i></p> <p>5 Write a review of the picture for your school newspaper. Write: • <i>details about the title, artist and date</i> • <i>the description you prepared in 4</i> • <i>the answers to the following questions:</i> 1 <i>Is there anything you would like to do for him?</i> 2 <i>Would you like to talk to him?</i> 3 <i>What would you like to talk about?</i> 4 <i>What do you feel when you look at this picture?</i></p>
	<p>Grammar</p> <p>Remember: 'Mother's Portrait' wasn't painted by Robert Holmes.</p> <p>Maxsus so'roq gaplar Special questions Maxsus so'roq gaplar where, when, why, who, whom, what, which, whose, how so'roq so'zlari yordamida hosil silinib, maxsus javob talab etilad. Where does Aziza live? – Aziza qayerda yashaydi? In Tashkent. – Toshkentda.</p>
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.



The Corcoran Gallery of Art/Corbis

The Corcoran Gallery of Art/Corbis

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Kensett's Autumn Afternoon on Lake George

John Frederick Kensett made a number of paintings of Lake George in New York's Adirondack Mountains. A hazy pink, late-afternoon light suffuses this painting and tints the mountains and lake.

Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

IBM: _____


Theme of the lesson:	LESSON 4 FAMOUS STATUES
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about Statues of Uzbekistan, the USA and the UK
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 4 Famous statues

Procedure of the lesson:	<p>1 Work in groups. Look at the pictures. Ask and answer.</p> <p>1 Have you ever seen these statues? Do you know who made them? Do you know where they are?</p> <p>2 Do you know their names? Do you like them? Why?/Why not?</p> <p>2a Copy the table. Listen to the guides talking about some famous statues and complete the information in the table for each statue.</p> <table border="1" style="width: 100%;"> <tr> <td><i>Sculptor:</i></td> <td></td> </tr> <tr> <td><i>Sculpture:</i></td> <td></td> </tr> <tr> <td><i>Date:</i></td> <td></td> </tr> <tr> <td><i>Location:</i></td> <td></td> </tr> <tr> <td><i>Words:</i></td> <td></td> </tr> <tr> <td><i>Metres:</i></td> <td></td> </tr> <tr> <td><i>Kilos:</i></td> <td></td> </tr> <tr> <td><i>Material:</i></td> <td></td> </tr> </table> <p>2b Work in groups of three. Ask and answer the questions.</p> <p>1 Which statue is the biggest?</p> <p>2 Which statue is the oldest?</p> <p>3 Which statue is the most interesting?</p> <p>4 Which words do you like best?</p> <p>5 Are there any statues in your place or near your place?</p> <p>6 If you were in charge of the art budget for your place would you build statues?</p> <p>3a Work in groups. You are going to build a statue. Decide:</p> <ul style="list-style-type: none"> • who or what it will be • where it will be • what it will be made of • what size it will be • what the words will be <p>3b Present your ideas to the class.</p>	<i>Sculptor:</i>		<i>Sculpture:</i>		<i>Date:</i>		<i>Location:</i>		<i>Words:</i>		<i>Metres:</i>		<i>Kilos:</i>		<i>Material:</i>	
	<i>Sculptor:</i>																
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<i>Location:</i>																	
<i>Words:</i>																	
<i>Metres:</i>																	
<i>Kilos:</i>																	
<i>Material:</i>																	

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Statue of Liberty</p> <p>The Statue of Liberty, a symbol of freedom for many, was one of the first sights to welcome immigrants arriving in the United States. The statue stands 93 m (305 ft) tall on Liberty Island in New York Harbor. It was designed by French sculptor Frédéric-Auguste Bartholdi and is a gift from France commemorating the first centennial of U.S. independence from Britain.</p> <p>Joseph Sohm/Corbis Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>	
Assessment:	Marking pupils according to their homework and activities during the lesson.	
Homework:	Homework is given according to the academic plan.	

Theme of the lesson:	LESSON 5 Art is for enjoyment, isn't it?
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about value of art in our lives
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 5 Art is for enjoyment, isn't it?

Procedure of the lesson:	<p>1 Work in pairs. Read the statements and say which you agree with and which you disagree with. Add one more statement of your own. e.g. I agree/don't agree (that) ... I think (that)... because ... I like photographs better than paintings. They are more real. I love all kinds of art - classical, modern, photographs, posters, ceramics, carvings, music, theatre, literature. I love the modern buildings in Uzbekistan now. They express our history and culture, and they have beautiful geometric decorations. I feel proud and happy when I look at them.</p> <p>2a Read and answer the question.</p> <p>Who do you agree with Katya or Sanobar? Why?</p> <p>2b Work in pairs. Read and complete the notes. Types of art: Purpose of art: How to understand art: The future of art:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Hi, Sanobar. Hi, Katya. Here, I've got a programme. Good - this one is strange. What is it called? 'Study'. Umm. I can't see what it is. It looks like ... like ... well, I don't know really. It's interesting. I mean, it makes you think. I like the colours and the pattern. It's like ... er ... flowers. I don't understand it but in spite of that I like it. It's beautiful, it's like spring. Well, if I can't see what it is, I can't see the point. It looks like lagmon. I come to a gallery to see beautiful pictures, not lagmon. It's mysterious, I feel happy when I look at it. I can imagine it's morning, the flowers are fresh. Art should help us to understand life - what can I understand from lagmon! No-one goes to art galleries any more. We can't learn anything from modern pictures. But that's not true. There are lots of interesting pictures here. And last week I went to Nukus with my uncle and there's a fantastic gallery there. In spite of the fact that Nukus is far away, many foreigners go to visit the gallery ...</p> </div>
	<p>2c Find the words in bold in the conversation. Translate them.</p> <p>3 Work in groups. Ask and answer. 1 Do you think art is important? Why?/ Why not? 2 What kinds of art do you like and why? 3 You want to promote art in your school. What can you do? Write some suggestions</p>

Grammar

Remember:

In spite of the fact that Nukus is far away, many foreigners go to visit the gallery.

Maxsus so'roq gaplar

Special question (davomi)

Yordamchi fe'l + ega + yetakchi fe'l

So'roq so'z	Yordamchi fe'l	Ega	Yetakchi fe'l	Gapning boshqa bo'lagi
	Does	Aziza	Live	In Montreal?
Where	Does	Kamola	Live?	
	Is	Sanjar	Studying	At the library?
Where	Is	Sayyora	Studying?	
	Will	You	Graduate	Next year?
When	Will	You	Graduate?	
	Did	They	See	Jasur?
Who(m)	Did	They	See?	
	Is	Hadicha		At home?
Where	Is	Hilola?		

So'roq so'z (sho yoki what) so'roq gapning egasi bo'lib kelsa, odatda so'roq tartibi ishlatilmayda. Lekin do shakli ishlatiladi.

Who came to dinner? Kim tushlikka keldi?

Additional information:

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

Decorative Arts: Mosque Lamp

For several centuries Westerners have distinguished between the fine arts, such as painting and sculpture, and the applied or decorative arts—furniture, ceramics, textiles, and other items that serve a useful function, primarily domestic. But in most of the world the distinction between the useful and the purely visual does not exist. This Turkish glass mosque lamp from the early 14th century, with its raised decoration and elegant Arabic lettering (of passages from the Qur'an), reveals the attention given in Islamic art to the design and decoration of objects of use.

Bridgeman Art Library, London/New York

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Assessment:

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

Homework:

Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	LESSON 6 PROJECT
Aim of the lesson: to talk with pupils	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to present pictures, paintings
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 6 Project

Procedure of the lesson:	<p>1 Work in groups of three. Take turns to present your picture(s) and talk about them.</p> <p>2 Choose one of the pictures. You will present this picture to the class. Decide who will:</p> <ul style="list-style-type: none"> • <i>introduce it (title, date made, artist)</i> • <i>interpret it (what the painting is about)</i> • <i>explain why the group likes it</i> <p>3 Listen to your friends, choose the three pictures you like best and the three guides who give the best talks. Say why the talks were good.</p>

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
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**Cave Painting, Lascaux**

This portion of the cave painting in Lascaux, France, was done by Paleolithic artists in about 13,000 bc. The leaping cow and group of small horses were painted with red and yellow ochre that was either blown through reeds onto the wall or mixed with animal fat and applied with reeds or thistles. It is believed that prehistoric hunters painted these to gain magical powers that would ensure a successful hunt.

Bridgeman Art Library, London/New York
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Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	UNIT 9 THE ENVIRONMENT LESSON 1 ENERGY FROM THE EARTH
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about fossil fuels and alternative energies
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 1 Energy from the earth**1a Listen and repeat.****New words:**

source [sɔʊs] - manba
dung [dʌŋ] - go'ng
fossil fuel ['fɔs(ə)l] [fju:əl], ['fjuəl] - qattiq yoqilg'i
renewable [rɪ'nju:əbl] - yangilasa bo'ladigan
to run out [tuː] [rʌn] [aʊt] - tugamoq, tugatmoq
sail [seɪl] - tegirmon qanoti, yelkan
windmill ['wɪn(d)mɪl] - shamol tegirmoni
flour ['flaʊə] - un

1 b Work in pairs. Look and answer the questions.

- 1 These are different sources of energy. Can you add any more?
- 2 What is the most important source of energy in your place?
- 3 What are the most important sources of energy in the world?

1c Work in pairs. Write the words in two columns. Can you add any more?

coal gas wood straw dung oil

Fossil fuels	Renewable
e.g. coal	

1d Work in pairs. Answer the question.

What are the problems with fossil fuels?

2a Work in pairs. Answer the questions.

Are there alternatives to fossil fuels? What are they?

2c Listen again and put S for Yes or * for No or ? for Don't know.**2b Listen to the radio programme and check your answers.**

Source of energy	Dangerous	Poisonous	Running out
Fossil fuels			
Nuclear power			
Wind power			
Solar power			

Grammar**Modal fe'llar**

Quyida berilgan fe'llar "modal fe'llar" deb ataladi. Ular yordamchi fe'llar bo'lib, ish-harakatning bajarilish imkoniyati, qobiliyati, ehtimolligi, zaruratini ifodalaydi. Ko'pgina modal fe'llar birdan ortiq ma'noni anglatadi.

Can, could, may, might, had better, must, will va would fe'lining oddiy shaklidan oldin keladi.

Ulardan keyin to kelmaydi.

Yetakchi fe'l -s qo'shimchasini olmaydi.

Yetakchi fe'lining o'tgan zamon shakli ishlatilmaydi.

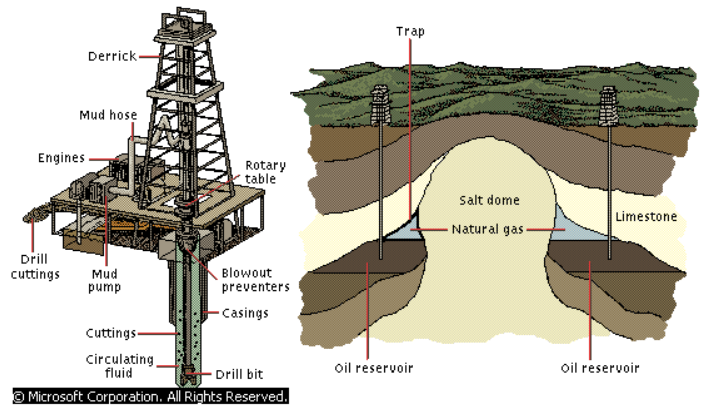
Yetakchi fe'l -ing shaklini olmaydi.

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

Oil Drill Rig and Reservoir

The rotary drilling rig uses a series of rotating pipes, called the drill string, to tap into oil reservoirs. The drill string is supported by a derrick, and turned by the rotary table on its floor. Circulating, mudlike fluid driven by a pump removes cuttings as the teeth of the drill bit dig into the rock around the reservoir. Reservoirs occur in many places. They form as a result of intense pressure on top of layers of dead marine and land organisms mixed with sand or silt. This reservoir abuts a salt dome, which has trapped a layer of oil and natural gas between itself and nonporous rock. Because they have no place to expand, the gas and crude oil are under high pressure and will tend to rush explosively out the channel opened by the drill rig.



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Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.


IBM: _____

Theme of the lesson:	LESSON 2 THE POWER OF THE SUN
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about how to use solar energy at home
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 2 The power of the Sun

Procedure of the lesson:	1 Look at the picture and answer the questions.		
	1 How many hours of sunshine a day do we have in Uzbekistan? <u>6 hours a day.</u>		
	2 In what parts of the world do people use solar power? <u>In almost all part of the world.</u>		
	3 How do people in the world use solar power?		
	2a Read the text. Look and complete the diagram. Use the words in the cloud.		
	cold water in, sun's rays, insulation, black absorber plate, glass, tubes, hot water out		
	Ordinary homes can be easily converted to use solar energy. They can make a simple heating system. A 'flat plate' solar collector is fitted to the roof. It must be painted black on one side. Black surfaces absorb energy well, and make sunlight into heat easily. The heat stays between the insulation and glass. Cold water is pumped through tubes in front of the black plate and is warmed up. The hot water can be used for washing, cooking and heating rooms.		
	2b Work in pairs. Read and answer the questions.		
	1 What kind of writing is it?		
	2 Can we see such sentences in fairy tales, poems or stories?		
3 Where do people use this kind of writing?			
4 Translate the sentence 'It must be painted black on one side'.			
5 Do you know who painted the box?			
6 Is it important to know this?			
2c Look and write a description. Use 'may/might/can/must be e.g. The sun's heat might be absorbed by thick walls.			
Grammar			
Remember:			
It/they can/could be done It/they must be done It/they should be done It/they may/might be done			
Modal fe'llar (davomi) Yordamchi fe'l + fe'ning oddiy shakli			
Can	Oydin can speak English.	Oydin inglizcha gapira oladi.	
Could	Ali couldn't come to class.	Ali sinfga kela olmasdi.	
May	It may rain tomorrow.	Ertaga yomg'ir yog'ishi mumkin.	
Might	It might rain tomorrow.	Ertaga yomg'ir yog'ishi mumkin.	
Should	Malika should study harder.	Malika qattiqroq shug'ullanishi kerak.	
Had better	I had better study tonight.	Men bugun kechasi shug'ullanganim ma'qul.	
Must	Jasur must see a doctor today.	Jasur bugun doktorga ko'rinishi zarur.	
Will	I will be in class tomorrow.	Men ertaga darsda bo'laman.	
Would	Would you please close the door?	Iltilmos, eshikni yopa olasizmi?	
Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. Solar Collecting Panels Panels on a rooftop collect energy from sunlight and convert it directly into electricity. The solar panels contain semiconducting materials. When light strikes the material, electrons move from one layer of the material to another, forming an electric current. <small>Chinch Gryniwicz/Corbis</small> Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.		
Assessment:	Marking pupils according to their homework and activities during the lesson.		
Homework:	Homework is given according to the academic plan.		

Theme of the lesson:	LESSON 3 CAN WE SAVE TREES?
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about recycling paper and saving trees
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 3 Can we save trees?**1a Find the words you do not know in the Wordlist.****New words:**

Raw materials [rɔɪ] [mə'tɪərɪəl] - xomashyo
to chop [tʃɒp] - kesmoq
pulp [pʌlp] - pulpa, maydalangan narsa
wood chips [wʊd] [tʃɪps] - yog'och qipiqdari
to throw away [θrəʊ] [ə'weɪ] - otib yubormoq

1 b Look, read and answer the question.

What is used in making paper?

1 Trees are the 'raw materials' used to make paper. We cut down trees and do not always plant enough new trees to take their place. Trees take a long time to grow.

2 We use machines to cut down trees and transport them to the factory.

3 Chopping trees into wood chips uses more energy

4 To turn the wood chips into pulp, a lot of water and chemicals are needed. About half of each tree may be thrown away and wasted.

5 Poisonous wastes are produced, which may be destroyed using machines or thrown into rivers and lakes, causing pollution.

6 Wood or pulp may be imported from other countries. More energy is used for transport.

7 Transport is used to take the paper to places where it is needed. This uses up more energy.

1c Read again and write problems for each picture, e.g. Picture 1

1 We use energy to cut down trees. 2 We do not always plant new trees.

2a Work in pairs. Answer the question

What can people do to save trees?

2d Look and write two sentences about air and water pollution. Use 'may be caused', 'may be reduced/ improved', e.g. Air pollution may be caused by transport especially old trucks. It may be reduced by checking the engine regularly.

Grammar

Remember: It/they **may be caused/done** by

1 What is used to recycle paper? 2. Why is recycling paper important?

Modal fe'li (davomi)

To+fe'ning oddiy shakli quyidagi yordamchi fe'llar bilan ishlatiladi: Have to, have got to, and ought to.

Have to	I have to study tonight.	Men bugun kechasi shug'ullanishim shart.
Have got to	I have got to study tonight.	Men gugun kechasi mashg'ulotga borishim shart.
Ought to	Karima ought to study harder.	Karima qattiqroq shug'ullangani ma'qul.

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

Rain Forest, Washington State

High rainfall and moderate temperatures in temperate coastal regions of the northern and southern hemispheres support small areas of temperate rain forests. Temperate rain forests, such as the Olympic National Rain Forest in Washington State, are dominated by only a few species of trees. This distinguishes temperate rain forests from their tropical counterparts, some of which contain as many as 700 different species of trees in a 1.2-hectare (3-acre) area.

Gary Retherford/Photo Researchers, Inc.

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

Homework: Homework is given according to the academic plan.

Theme of the lesson:	LESSON 4 OUR GREEN PLANET
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about nature's own recycling system
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 4 Our green planet

1 Work in pairs. Look at the pictures and say what is wrong.
e.g. A farmer shouldn't burn straw because it's a waste of energy.

2a. Find the words you do not know in the Wordlist.

New words:

Ingredient [In'gri:dIənt]- ingrediyeht, tarkib

Nutrient ['nju:trIənt] – oziqa moddalar

Drainage ['dreInIɔ:ʒ] - drenaj

Growth [grəuθ] – o'sish, o'stirish

2b Work in pairs. Answer the questions.

- 1 What ingredients of soil do you know?
- 2 What is a natural recycling system?

2c Read and check your answers.

A very important ingredient of soil is its living population. Millions of organisms help break down the plant and animal remains. They put back chemical nutrients into the soil, where they are used again. In this way, the earth creates new nutrients for new plant growth and solves the problem of dead plants and animals. In other words, the earth has a natural recycling system

2d Copy and complete the picture of the natural recycling system. Use the verbs in the cloud. Write them in the correct form - active or passive.

fall, take, eat, break down, store

- 1 Nutrients *** in leaves and fruits.
- 2 Dead plant parts and some fruits *** to the ground.
- 3 Some leaves and fruits *** by animals.
- 4 Some plant eaters *** by birds.
- 5 Animal droppings and dead animals *** to the ground.
- 6 Insects and bacteria *** the remains.
- 7 Nutrients *** in by roots.

Grammar**Modal fe'llar (davomi)**

Can hozirgi va kelasi zamonda qobiliyatni ifodalaydi.

Bobur can play the piano. Bobur pianino chala oladi.

Cannig inkor shakli can't, cannot yoki can not deb yozilishi mumkin.

I can't understand that sentence.

Cannig o'tgan zamon shakli could.

Our son could walk when he was one year old. Bizning o'g'limiz bir yoshligida yura olardi.

Could ning inkoriy shakli: couldn't yoki could not.

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
	 <p>Tree Cutting A logger fells a tree using a chain saw. Once the tree is down, the log will be mechanically dragged or lifted to a landing in the forest, where it will be cut into shorter lengths to be trucked to a sawmill. Many countries that have well-developed forest industries process almost all tree parts into wood products, creating little waste. Mark Kelley/Getty Images Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 5 LIFE ON MARGINAL LAND
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about cause, consequence and solutions
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 5 Life on Marginal Land

Procedure of the lesson:	<p>1a Look and answer the questions.</p> <p>1 What causes desertification? 2 What regions of Uzbekistan are at risk of desertification? 3 What do you know about the Aral Sea?</p> <p>1b Read and check your answers.</p> <p>If soil is looked after, it can be used again and again. If it is treated badly, many problems such as desertification can be caused. Soils in mountain and semidesert areas are most at risk. If too many trees and grasses are removed by people or by animals, the soil becomes poor and is washed away by rain, or blown away by the wind. One third of the world's land area is at risk of soil erosion and desertification. Wood and charcoal burning destroys forests, removing soil and making land into desert. Desertification can be stopped by expensive tree planting programmes and better land management.</p> <p>1c Work in groups of 4/5. Look and say:</p> <ul style="list-style-type: none"> what problems are the same in your place what you can do to save the soil <p>e.g. The soil in our place is blown away by the wind. We can build stone walls and plant trees.</p> <p>1 building terraces - stone wall with trees 2 stone walls across waterways, they prevent hillsides from erosion during heavy rains 3 tree logs across the waterways 4 curved walls built from stones. Soil washed downhill collects behind them to form mini-terraces 5 criss-crossed fences stop desert sand from moving. Fast-growing trees and long rooted grass help to hold back the desert.</p> <p>1 d Look at the words in bold.</p> <p>1 Translate the sentence. 2 What kind of verb is 'can'?' 3 What form is 'can be used'?' 4 What other word can you use here? 5 Translate sentence two of the text.</p> <p>1 e Look at the pictures in 1 c and write five sentences.</p> <p>e.g. Stone walls with trees can be built to prevent hillsides from erosion.</p>
	<p style="text-align: center;">Grammar</p> <p>Remember: <u>It/they can be caused/done</u></p> <p style="text-align: center;">Modal fe'llar (davomi) May va might hozirgi yoki kelasi zamondagi imkoniyatni ifodalaydi. Ularning ma'nosi bir hil. It may rain tomorrow. Ertaga yomg'ir yog'ishi mumkin.</p>

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Drylands and Desertification</p> <p>Poor land management, such as overgrazing and overcultivation of drylands, can easily lead to land degradation and desertification. Increasing population and improper irrigation techniques also contribute to desertification.</p> <p>Jose Azel/Aurora and Quanta Productions Microsoft * Encarta * 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.



Theme of the lesson:	LESSON 6 Project
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about environment, problems and solutions
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 6 Project**1 Look at the pictures and say what you think they could be about.**

Have you heard about Earth Day?

Do you know when it is?

What is the purpose of Earth Day?

2a Answer the questions.

What do you think happens on Earth Day?

2b Listen and check.**2c Listen and answer.**

1 What is the equinox?

2 Why is it a symbol of Earth Day?

3a Read the press release and complete the notes.

Place:

Event:

Purpose:

What happened on Earth Day 2001 ? Earth Day is one of the most widely celebrated events in the world. For Earth Day 2001 millions of people joined in thousands of activities in almost every country on earth. In the Phillippines there was a 50km bike ride to raise awareness about alternative transport. In Kenya there were protests against deforestation and over 6,000 trees were planted. In Thailand there were big tree planting programmes. In the USA students in Los Angeles used their bodies to form a message which could be seen from the sky. It told the world to 'GO SOLAR'. In over a hundred cities round the world car free activities took place. Earth Day was covered extensively in the the media. Clean energy is possible we have the know how and the technology and Earth Day 2001 proved the world's people are ready to act on it now! Remember our motto: Earth Day, Everyday

3b Say what some people have done to raise awareness about the environment.

e.g. In the Phillippines they organised ...

4 Work in groups. Decide what you could do in Uzbekistan to raise environmental awareness and action. Design a poster to advertise your event. Include a motto for your Uzbekistan Earth Day.**5 Present your poster to the class.**

To find more information about Earth Day visit these websites.

<http://www.earthday.net/> / <http://www.earthday.wilderness.org/> / <http://www.earthsite.org/>

Procedure of the lesson:

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Classroom in Washington, D.C.</p> <p>A teacher in a Washington, D.C., classroom leads students in a project to measure how much garbage each class produces in a week. Educational activities like this take place around the world on Earth Day. They draw attention to human threats to Earth's environment.</p> <p>Annie Griffiths Belt/Corbis Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.



Theme of the lesson:	UNIT 10 ALL THE WORLD'S A STAGE LESSON 1 WHO'S WHO IN THE THEATRE
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about different jobs in the theatre
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 1 Who's who in the theatre**1. Read the dictionary texts. Translate the words into your mother tongue**

1 play (v) - to perform the actions and say the words of a character in a theatre performance **NB** play + object,
e.g. play a role He has always wanted to play Hamlet.

play (n) - a piece of dramatic writing performed in a theatre

e.g. 'Romeo and Juliet' is the best-known play by William Shakespeare.

2 act (v) - to perform, especially on the stage **NB** act needs no object,

e.g. Hopkins is acting tonight.

act (n) - one of the main parts of a play

3 Stage (v) - to produce a play

e.g. The school drama group stages two plays every year.

Stage (n) - the raised floor in a theatre on which plays are performed

e.g. At the end of the performance all the actors came out onto the stage

2a Find the words you do not know in the Wordlist and write the meaning.**New words:**

scenery ['si:n(ə)rɪ] - senary

stage director [steɪdʒ] [dɪ'rektə], [daɪ-], - saxna rejissori

actor ['æktə] - aktyor

sound technician [saund] [tek'nɪʃ(ə)n] - ovoz ustasi, texnigi

make-up artist ['meɪkʌp] ['dɪtɪst] - grimchi

policeman [pə'li:smən] - politsiyachi

farmer ['fɑ:mə] - fermer

actress ['ækrəs] - aktrisa

lighting technician ['laɪtɪŋ] [tek'nɪʃ(ə)n] - chiroq ustasi

musician [mju:'zɪʃ(ə)n] - musiqachi

wardrobe mistress ['wɔ:drəʊb] ['mɪstrəs] - garderob bekasi

playwright ['pleɪraɪt] - dramaturg

pilot ['paɪlət] - uchuvchi

scene-painter ['si:n,peɪntə] - saxna rassomi

make up ['meɪkʌp] - grim

2b Listen and repeat**2c Say who**

• writes plays makes scenery stages plays plays music in an orchestra plays music on cassettes

• looks after costumes makes up the faces of actors and actresses plays roles lights the stage

e.g. A playwright is someone who writes plays.

4a Work in groups. Answer the questions.

1 If you staged a play in your school, what would each of you like to do?

2 Who is good at making costumes/the scenery? Who can make up the faces of actors and actresses?

3 Who will play music? Will you use music on cassettes? Who is good at playing musical instruments, e.g. the piano or the guitar?

4b Report to the class.

e.g. In our group I could be the wardrobe mistress because I'm interested in sewing and I'm quite good at it.

Grammar

Sifat ergash gaplarda who va whomning ishlatilishi
He sub'yekt olmosh. U 'the man'ning o'rnida kelyapti. Sifat ergash gap tuzish uchun heni whoga o'zgartiring.
Who sub'yekt olmosh. Who 'the man'ning o'rniga kelyapti.
Sifat ergash gap o'zi tavsiflanayotgan otdan keyin keladi.
Noto'g'ri: The man is friendly who lives next to me.
The man is friendly. He lives next to me. O'sha kishi samimiy. U menga yaqin yashaydi.
The man who lives next to me is friendly. Menga yaqin yashaydigan o'sha kishi samimiy.

Additional information:

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

Globe Theatre Interior

Audience members at the reconstructed Globe Theatre in London can sit on benches in one of the three covered galleries or stand in the open yard, just as audiences did in the original Globe Theatre of Shakespeare's time. The projecting stage has a thatched roof and an elaborately decorated back wall. Large oak pillars, painted to look like marble, support a canopy, which has been painted to represent the heavens.

Marianna Day Massey /Zuma Press Inc.

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Assessment:

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

Homework:

Homework is given according to the academic plan.


IBM: _____

Theme of the lesson:	LESSON 2 PYGMALION
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about George Bernard Shaw : Pygmalion
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 2 Pygmalion

Procedure of the lesson:	<p>1a Answer the questions. Have you read or seen any plays? What parts are there in a play? How do actors know when to move or when there should be a noise?</p> <p>1b Read. Translate the bold words. A play is divided into several acts. Each act is divided into several scenes. What the actors say is the dialogue. The set is the furniture and decoration on the stage. Sometimes the set shows a country, or a room in a building, or a place outdoors. The stage directions tell the actors how to speak, where to move, etc.</p> <p>2a Look at the picture. Work in pairs. Describe the man. 2b Ask and answer questions. Pupil A: Look at the text on this page. Pupil B: Look at page 84. Ask questions and complete the gaps. e.g. Where was George Bernard Shaw born? Pupil A George Bernard Shaw was born in (a) <u>Dublin</u> in 1856. At the age of (c) <u>19</u> he moved to London. Bernard Shaw wanted to become a (e) <u>novelist</u>. However his novels were not successful and he gave up writing them. Soon his attention turned to the (g) <u>drama</u>. Shaw wrote more than fifty plays. His best-known play is (i) <u>Pygmalion</u>. The main characters are Eliza Doolittle, Professor Higgins and Colonel Pickering.</p> <p>3a Look at the photo. It is a scene from 'Pygmalion'. Answer the question. What do you think is happening? 3d Work in pairs. Answer the questions. 1 Do you think that good teachers are important? Why? 2 Do you think it is important to speak clearly? Why?</p>
	<p>Grammar</p> <p>Sifat ergash gaplarda who va whomning ishlatilishi (davomi)</p> <p>Him obye'kt olmoshi. Him 'the man'ning o'rniga kelyapti. Sifat ergash gap tuzish uchun himni whomga o'zgartiring.</p> <p>Whom obye'kt olmoshi.</p> <p>Whom 'the man'ning o'rnida kelyapti.</p> <p>Whom sifat ergash gapning boshida keladi.</p> <p>Sifat ergash gap o'zi tavsiflanayotgan otdan keyin keladi.</p> <p>Noto'g'ri: The man was friendly whom I met.</p> <p>The man was friendly. I met him. O'sha kishi samimiy edi. Men uni uchratdim.</p> <p>The man whom I met was friendly. Men uchratgan o'sha kishi samimiy edi.</p>
Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>George Bernard Shaw</p> <p>Irish-born writer George Bernard Shaw wrote more than 50 plays. He rejected the romantic and sentimental themes popular in his day and instead attempted to bring about social reform through his dramatic portrayals of the ills of the time.</p> <p>ORF Enterprise Ges.m.b.H Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> </div> </div>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

Theme of the lesson:	LESSON 3 GREAT PLAYWRIGHTS
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about Shakespeare, his plays and the Globe
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 3 Great playwrights**1 Read the following. Say which verb in Reported Speech is the best. Why?**

- 1 HIGGINS: Say your alphabet. Higgins ordered/told/asked Eliza to say her alphabet.
- 2 PICKERING: Say it, Miss Doolittle. Pickering ordered/told/asked Eliza to say it.

2a Find the stage directions in the following sentences.

- 1 PICKERING: (to Eliza) Do what he tells you
- 2 HIGGINS: Listen to this, Pickering.
- 3 ELIZA: (almost in tears) But I'm saying it.
- 4 HIGGINS (to Eliza) Say a cup of tea.
- 5 HIGGINS Pickering, give her a chocolate,
- 6 HIGGINS (to Eliza) Think about it. Try to do it by yourself.

2b Say the sentences in 2a as if you were the character.**2c Change the sentences in 2a into Reported Speech.****3a Answer the questions.**

- 1 Who is the greatest English playwright?
- 2 What was the name of the theatre where he worked?

Theatre in 17th Century

From ancient times some European countries had theatres where young men and boys played the roles of women. One example was 'The Globe', one of the most famous theatres of England. The greatest English playwright Shakespeare (1594-1616) worked there first as an actor and then as the author of plays. Theatre-lovers all over the world think his comedies, tragedies and histories are a work of genius.

3b Answer the question.

Would you like to see plays with men acting all the parts?

4a Listen to the texts. Match the pictures, the texts and the names of the plays.

- 1 King Lear - B
- 2 Romeo and Juliet - C
- 3 The Comedy of Errors - A

4b Work in pairs. Answer the questions.

- 1 The author of the three plays is one man. Can you guess his name?
- 2 Which of the three plays is the funniest?
- 3 Which of the plays deals with a serious moral issue?
- 4 Which of the three plays would you like to read or to see in the theatre? Why?

Grammar**Remember:**

Do your homework.

He **told them to do ...**

Do your homework now!

He **ordered them to do ...**

I'd like you to do your homework.

He **asked them to do ...**

direct now your

reported

me/him/her/it/us/

them immediately

my

Procedure of the lesson:

Additional information:	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
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Globe Theatre in London

The Globe Theatre, where dramatist William Shakespeare saw his plays performed 400 years ago, has been rebuilt near its original location on the south bank of the Thames River in London, England. The rebuilt theater opened in 1997 and offers performances of Shakespeare's plays during the summer. Traditional materials were used in the rebuilding. A thatched roof covers the galleries where the audience sits, and the outer walls are made of lime plaster.



Gillian Darley/Edifice/Corbis

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Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

IBM: _____

Theme of the lesson:	LESSON 4 ACTORS AND ACTRESSES
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about theatre for young people
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 4 Actors and actresses**1 Play Guess the Character.**

- walk as the character does
- talk as the character does
- laugh or cry as the character does

2 Find the words in the Wordlist and write the meaning.**New words:**

booth [bu:θ] – butka, Palatka, kiosk
 high-pitched [,haɪ'pɪtʃt] – yuqori, xavotirlangan
 puppeteer [ˌpʌpɪ'ti:ə] - qo'g'irchoq o'ynatuvchi
 priest [pri:st] - ruhoni
 responsive [rɪ'spɒn(t)sɪv] - kuyunchak
 unlike [ʌn'laɪk] – turli, o'xshamas

3b Listen and take notes under the following headings.

- where they work
- what is important for them
- what they don't like

4a Look at the title of the article in 4b. Answer the question.

What is the article about?

4b Read the article. Look at the picture. Answer the questions.

What kind of play is it?

What characters can you see?

What can you say about the puppeteers?

Masxaraboz from the old city

The Republican Youth Theatre of Uzbekistan in Tashkent is a wonderful theatre. It was established in 1929. The theatre's director Olimjon Salimov joined the theatre in 1993. His original productions have made the theatre very popular. The actors are proud that they have taken part in regional, national and international theatre festivals.

This is a scene from the comedy 'Boz Masxaraboz'. The comedy consists of four parts and this is a lyrical scene from the last part. It is about puppets in love who try to find happiness.

5 Work in groups. Answer the questions.

- 1 Do you think the work of actors and actresses is important? Why?/Why not?
- 2 Do you think theatres for young children and young people are important? Why?/Why not?

Grammar

Sifat ergash gaplarda which va that ning ishlatilishi.

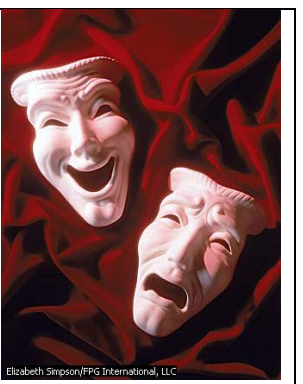
Who va whom odamlarni ifodalaydi. Which narsalarni ifodalaydi. That ham odamlarni, ham narsalarni ifodalashi mumkin.

Sifat ergash gap yasash uchun itni which yoki thatga o'zgartiring. It, which va that narsa (the river)ni ifodalayapti.

The river is polluted. It flows through the town. O'sha daryo ifloslangan. U shahar ichidan o'qadi.

The river which flows through the town is polluted. O'sha daryo, qaysiki shahar ichidan oqadigan, ifloslangan.

The river that flows through the town is polluted. O'sha daryo, qaysiki shahar ichidan oqadigan, ifloslangan.

<p>Additional information:</p>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">Masks of Comedy and Tragedy</p> <p>These two masks have come to symbolize the theater and its two major dramatic categories, comedy and tragedy. Masks have played an important part in the history of drama since the time of the ancient Greeks. They were originally used to allow the actors to clearly convey emotions such as anger, joy, or sorrow to the entire audience, and they made it easier for men to portray female characters.</p> <p>Elizabeth Simpson/FPG International, LLC</p> <p>Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>	 <p style="font-size: small;">Elizabeth Simpson/FPG International, LLC</p>
<p>Assessment:</p>	<p>Marking pupils according to their homework and activities during the lesson.</p>	
<p>Homework:</p>	<p>Homework is given according to the academic plan.</p>	

IBM: _____

Theme of the lesson:	LESSON 5 ONE DAY I'LL STAGE A PLAY
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to talk about types of play and character
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

Darsning tarkibiy qismi:

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

Lesson 5 One day I'll stage a play**1 Play How Did You Say It?****2a Read and answer the questions.**

What is Theatre? Why has it lasted so long? What does it mean to us? Is there something special to itself that it offers us?

J.B.Priestley

1 Why did the English writer John Boynton Priestley write 'Theatre' with a capital T?

2 What is your answer to the writer's questions?

2b Read and choose the best summary.

1 The ancient art of Theatre can help people to understand the world and themselves better.

2 Theatre often offers us something special, which other forms of entertainment do not do because they produce things for a mass audience.

3 Theatre has given birth to other kinds of entertainment. But Theatre is special because in a play we see real people, we feel close to them and recognise our own problems, joys and sorrows.

In a very good restaurant we have a dinner that is specially cooked for us; in a canteen we are served with standard portions of a standard meal. And this is the difference between the living Theatre and the mass entertainment of films, radio and television. In the Theatre the play is specially cooked for us. It (the Theatre) is the ancient but ever- youthful parent of all entertainment in dramatic form. It is the magical place where man meets his image.

J. B. Priestley

2c Read and answer the questions.

Do you agree with J.B.Priestley? Why/Why not? How do you understand the last sentence?

3a Read and match.

1 Plays for little children	E plays that tell about real and fantastic events. Characters can be people and/or animals.
2 'Whodunit' plays	D plays about bank robberies, murders, etc.
3 Historical plays	B plays that tell us about important events in the lives of well-known people in history
4 Melodramas	C sentimental plays with exciting and sometimes shocking events.
5 Domestic plays	A plays about relationships within a family. They may be serious or comic.

3b Read again and say which kind of play you like most of all.**3c Find one or two other pupils who like the same kind of play. Work in groups. Read and answer the questions.**

What type of role do YOU see yourself in?

What type of role do OTHERS see you in?

a romantic hero/heroine

b detective

c comic character

d baddie

e kind, gentle person

f wise person

g animal

4 Read the story on the next page. In pairs think of how to make it into a play. Think what props you may need.

<p>Grammar</p> <p>Sifat ergash gaplarda which va that ning ishlatilishi.(davomi)</p> <p>Qachonki which va sifat ergash gapning sub'yekti sifatida ishlatilsa, ular tushirib qoldirilmaydi.</p> <p>Noto'g'ri: The river flows through town is polluted.</p> <p>Which yoki that sifat ergash gapda ob'yekt sifatida ishlatilishi mumkin.</p> <p>Ob'yekt olmosh sifat ergash gapda tushirib qoldirilishi mumkin.</p> <p>The books were expensive. I bought them. O'sha kitoblar juda qimmat edi. Men ularni sotib oldim.</p> <p>Which That</p> <p>The books which I bought were expensive.O'sha kitoblar, qaysiki men sotib olgan, qimmat edi.</p> <p>The books that I bought were expensive. O'sha kitoblar, qaysiki men sotib olgan, qimmat edi.</p> <p>Tha books O I bought were expensive. Men sotib olgan kitoblar qimmat edi.</p>	
Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: center;">J. B. Priestley</p> <p>J. B. Priestley (1894-1984), English writer, born in Bradford. He served in the infantry during World War I, after which he attended the University of Cambridge. A newspaper essayist and critic, he wrote on a variety of subjects and often revealed his opposition to materialism and mechanization in society. The publication of <i>The Good Companions</i> (1929) and <i>Angel Pavement</i> (1930) established him as a successful popular novelist. Whereas his novels were traditional in form, his plays, beginning with <i>Dangerous Corner</i> (1932), were experimental, particularly in their treatment of time and of past and future events. Priestley's major plays include <i>When We Are Married</i> (1938), <i>An Inspector Calls</i> (1946), and <i>Dragon's Mouth</i> (1952); on the latter, he collaborated with his wife, the English archaeologist and writer Jacquetta Hawkes. Later books include the autobiographical <i>Margin Released</i> (1962), <i>Man and Time</i> (1964), <i>Essays of Two Decades</i> (1968), <i>The Edwardians</i> (1970), and <i>The English</i> (1973). Priestley was director of the influential journal <i>New Statesman and Nation</i> and, after declining a knighthood and a peerage, accepted the Order of Merit from Queen Elizabeth II in 1977.</p> <p>Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.

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Theme of the lesson:	LESSON 6 PROJECT
Aim of the lesson:	
1. Upbringing aim:	According to the lesson's educational purpose improve pupils' knowledge, experience. Teach pupils new grammar rules, new words, improve their listening, reading, oral speech and writing skills.
2. Educational aim:	According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.
3. Developmental aim:	According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.
4. Linguistic competence	By the end of the lesson pupils will be able to write plays. –perform plays and discuss them
Type of the lesson:	Lessons of communication of new knowledge; Lessons of fixation of knowledge and of developing skills and abilities; Lessons of verification and control of knowledge; Lessons of systematization and revision of knowledge; Combined (mixed) lessons; Excursion lessons; Practical lessons.
Method of the lesson:	Traditional, non-traditional, modern, interactive
Equipments:	Textbook "Fly High 8", pictures, Internet, Computers, projector, etc.

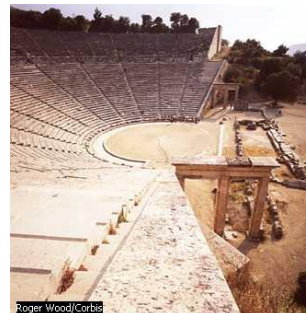
Darsning tarkibiy qismi:

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

Lesson 6 Project

Procedure of the lesson:	<p>1a Work in groups. Compare the plays you wrote for homework.</p> <p>1b In the same groups</p> <ul style="list-style-type: none"> • <i>choose one of the plays to perform</i> • <i>decide who will be what character</i> • <i>rehearse your play</i> <p>2a Perform your play.</p> <p>2b Discuss the plays performed. Say</p> <ul style="list-style-type: none"> • <i>what the play teaches us</i> • <i>whose play you liked best of all</i> • <i>whose acting you liked</i> • <i>whose props were the best</i>

Additional information:	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p style="text-align: right;">Theater at Epidaurus</p> <p>Ancient Greek dramas were performed in open-air theaters like this one in Epidaurus, Greece, which was designed by Polyclitus the Younger in 350 bc. A festival of ancient Greek drama is still held in the summer in this 14,000-seat theater.</p> <p>Roger Wood/Corbis Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
Assessment:	Marking pupils according to their homework and activities during the lesson.
Homework:	Homework is given according to the academic plan.



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