

<b>Grades</b>					<b>English Teacher:</b>
<b>Dates</b>					<b>Hasanboy Rasulov</b>

## Lesson 1. Weather and the seasons

**The aim of the lesson:**

**Educational:** Students review and extend vocabulary related to weather and the seasons.

**Developing:** - to develop listening, reading, writing, and speaking skills

**Socio-cultural:** - to learn different cultures

**Competence:** SC1, SC and PC

**Learning outcomes:** By the end of the lesson, pupils will be able to use learnt language in practice, ask and answer questions

**Type of the lesson:** non-standard, mixed

**Method of the lesson:** group work, pair work

**Equipment:** Guess what 6 Textbook, Workbook, the DVD of the book, flashcards.

### TECHNOLOGICAL MAP OF THE LESSON:

<b>N<sup>o</sup></b>	<b>Part of the lesson</b>	<b>Tasks</b>	<b>Time</b>
<b>1</b>	Organizational Moment	-to greet pupils. - to check up the register	5 min
<b>2</b>	Repeating last lesson	- to give pupils some questions about last lesson. – to ask words from previous lesson	5 min
<b>3</b>	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
<b>4</b>	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
<b>5</b>	Homework.	- Giving homework.	5 min

### The Procedure of the lesson:

**I. Organizing moment:** - Greeting.  
- Checking the register

**II. Pre-Activity**

• Play Two minutes (see page xvii) with the heading Weather. Write all the words on the board and ask What's the weather like today? Review storm, thunder, and lightning.

**III. Main Part**

• Ask students to help you stick the word cards for the seasons on the board in order (spring, summer, fall, winter). Ask What season is it now? (It's (fall).) What's the weather like here in (fall)?

**Activity 1 Listen and look.**

• Play the recording. Students listen and look at the photographs. Play it again, pausing to ask, e.g., What's a (flood)? What do you see/hear in a storm? Check comprehension of start to grow and change color.

**Activity 2 Listen and repeat. Then match.**

• Say Now listen and repeat. Play the recording. Students repeat the words while pointing to the photographs.  
• Play the recording again. Students match each word to its vocabulary label in the box. They say the letter of each label, then read it aloud. Elicit answers (e.g., 1 – e, spring).

**Key:** 1 e 2 g 3 a 4 i 5 d 6 c 7 b 8 f 9 h

1 spring 2 summer 3 fall 4 winter 5 monsoon 6 flood 7 drought 8 storm 9 thunder and lightning



**Activity 3 Listen and say yes or no. Then ask and answer.**

- Play the recording, pausing for students to answer.
- Students then ask and answer in pairs as in the example.

**Key:** 1 No 2 Yes 3 Yes 4 No 5 No 6 Yes 7 No 8 Yes 9 Yes

**CD1:04**

- 1 Is the weather in the spring cold and snowy?
- 2 Is winter the coldest season of the year?
- 3 Does it rain a lot in a monsoon?
- 4 Is there a lot of rain in a drought?
- 5 Is fall the hottest season of the year?
- 6 Can you often see lightning in a storm?
- 7 Do the leaves on the trees change color in the summer?
- 8 Do you sometimes hear thunder in a storm?
- 9 Is there a lot of water everywhere in a flood?

**Activity 4 Is the weather today usual for the season? Ask and answer.**

- Students ask and answer about the weather today.

**IV. Post-activity**

**Activity 1 Read and complete the sentences.**

- Students complete the sentences.

**Key:** 2 drought 3 winter 4 the spring 5 thunder ... storm

**Activity 2 Circle the one that doesn't belong.**

- Students circle the one that doesn't belong.

**Key:** 2 winter 3 monsoon

**Activity 3 Read and write the words. Then number the pictures.**

- Students number the pictures and write the words.

**Key:** 2 winter – e 3 flood – c 4 fall – a 5 lightning – f 6 drought – d

**My picture dictionary → Go to page 84: Write the new words.**

- Students write the new words under the correct pictures.

**Ending the lesson**

- Play Anagrams (see page xiv) with words from the lesson.

**Extra activities:** see page TB111 (if time)

*Deputy director on educational affairs* \_\_\_\_\_ *Signature* \_\_\_\_\_

<b>Grades</b>					<b>English Teacher:</b>
<b>Dates</b>					

## Lesson 2. Vacations and weather

### The aim of the lesson:

**Educational:** Students practice using the simple past to talk about vacations and weather. They also practice using rising intonation in questions.

**Developing:** - to develop listening, reading, writing, and speaking skills

**Socio-cultural:** - to learn different cultures

**Competence:** SC1, SC and PC

**Learning outcomes:** By the end of the lesson, pupils will be able to use learnt language in practice, ask and answer questions

**Type of the lesson:** non-standard, mixed

**Method of the lesson:** group work, pair work

**Equipment:** Guess what 6 Textbook, Workbook, the DVD of the book, flashcards.

### TECHNOLOGICAL MAP OF THE LESSON:

<b>№</b>	<b>Part of the lesson</b>	<b>Tasks</b>	<b>Time</b>
<b>1</b>	Organizational Moment	-to greet pupils. - to check up the register	5 min
<b>2</b>	Repeating last lesson	- to give pupils some questions about last lesson. – to ask words from previous lesson	5 min
<b>3</b>	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
<b>4</b>	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
<b>5</b>	Homework.	- Giving homework.	5 min

### The Procedure of the lesson:

**I. Organizing moment:** - Greeting.

- Checking the register

### **II. Pre-Activity**

• Elicit information about the weather in your region, e.g., The weather in winter is cold, and it sometimes ... (snows). In the summer, it doesn't rain much, and there can be a ... (drought). We get storms in the summer. We can see lightning and hear ... (thunder).

### **Presentation**

• Show your vacation photographs and say These are photographs from my summer vacation. Ask When is summer vacation? Is it in November?

• Tell students to pass the photographs around, then collect them and ask, e.g., Where did I go on vacation? (Students guess the region/country.) What was the weather like? (It was hot and sunny.) Alternatively, encourage students to ask you Where did you go? What did you visit/do/eat? etc.

### **III. Main Part**

#### **Activity 5 Read and listen. Then match.**

• Point to the photographs and ask Which country is this? What are the children doing?/What's happening? Students guess. Present bodyboarding and review kite.

• Say Let's find out which country is in each photograph. Read and listen. Play the recording. Students listen and follow the text. They can guess, but don't confirm answers.

• Play the recording again. Students match each text to a photograph. Show the countries on a world map.

• Explain the meaning of new words, e.g., stay, beach. Ask students which vacation they would prefer.

Key: 1 b 2 a 3 c

**1** I went to stay with my cousins in Colombia. It was hot and sunny. We went to the beach, and we went bodyboarding. It was great.  
Josh

**2** I visited my pen pal in India. It was the monsoon season, and there was a lot of rain. We played soccer in the rain. It was fun!  
Luis

**3** I stayed with my mom's friends in Bali. It was very windy, but there weren't any storms or rain. We went to a kite festival. It was fantastic.  
Nicola



CD1:05 : see Student's Book page 7

**Activity 6 Match the questions and answers.**

- Students match the questions to the answers.

Key: 1 c 2 a 3 e 4 b 5 d

**Activity 7 Ask and answer.**

- Say What about you? Read the question in the speech bubble and choose different students to answer.
- Elicit more past tense questions about vacations (students can use activity 6 to help) and write them on the board, e.g., What did you do? Did you stay with family/friends? What was the weather like? Was there a (storm)? Did you enjoy your vacation?
- Students ask and answer questions about their last vacation in pairs as in the example.

**Activity 8 Does the end of the question go up or down? Listen and repeat.**

- Tell students to follow in their books as you play the recording, pausing after the single word to show the up and down movement by pointing. Then play the sentence for the second time and pause for students to repeat, trying to copy the intonation.

**IV. Post-activity**

**Activity 4 Read and circle the correct words.**

- Students circle the correct pairs of words.

Key: 2 Did, did 3 didn't, wasn't 4 Was, wasn't 5 didn't, were

**Activity 5 Complete the questions and answers.**

- Students look and complete the questions and answers.

Key: 1 went 2 was, was, 3 did, went 4 Were, weren't, were

**Activity 6 Look at activity 5. Write questions.**

- Students write questions for the answers given.

Key: 2 Was the weather cold/rainy/bad? 3 Did they/Anna and Claire go to the beach? 4 Were there any dolphins (in the ocean)? 5 Was the vacation fun/good?

**Ending the lesson**

- Write questions about vacations on the board, some with rising intonation, some with falling intonation (e.g., Did you visit friends? Did you stay in a hotel? What did you eat? Was the weather good?).

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

Signature \_\_\_\_\_


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