

<b>Theme of the lesson:</b>	<b>Unit 1. COMMUNICATIONS</b> <b>Lesson 1-2. On the telephone</b>	
<b>Aim</b>		
• <b>Upbringing aim:</b>	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.	
• <b>Educational aim:</b>	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.	
• <b>Developmental aim:</b>	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.	
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Informal telephone calls. –use present continuous	
<b>Type of the lesson:</b>	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.	
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive	
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.	
<b>Main part of the lesson:</b>		
<b>Organizational part:</b>	Greeting. Working with pupils on duty.	
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
<b>Procedure of the lesson:</b>	Lesson 1. On the telephone	
	<p><b>1 a Look and match.</b></p> <p>1 <u>telephone – c</u></p> <p>2 <u>the emergency services – d</u></p> <p>3 <u>fire brigade – b</u></p> <p>4 <u>ambulance – a</u></p>	
	<p><b>New words:</b></p> <p><b>Telephone</b> ['telɪfəʊn] – telefon</p> <p><b>emergency services</b> [ɪ'mɜːɪdʒ(ə)n(t)sɪ] – qutqaruv xizmati</p> <p><b>fire brigade</b> ['faɪə] [brɪ'geɪd] – o't o'chirish bo'limi</p> <p><b>ambulance</b> ['æmbjələn(t)s] – tez yordam</p>	
	<p><b>1 b Work in groups. Ask and answer the questions.</b></p> <p>1 Do you have a telephone at home? If not, where do you go to make a telephone call?</p> <p>2 If so, what kind of telephone have you got?</p> <p>3 What is your telephone number? What is the telephone number of your school? What is the emergency number for the police, fire brigade or ambulance?</p> <p>4 Do you use the telephone? If so, who do you talk to on the telephone? Why do you talk to them? Do you use the telephone often? How many phone calls did you make yesterday?</p> <p>5 Do you enjoy making and receiving phone calls?</p> <p>6 Do you ever speak in English on the telephone? If so, what words or phrases do you use?</p> <p><b>2a Copy and read. Listen and write answers to the questions.</b></p> <p>1 Who does Jane telephone?</p> <p>2 Why does she telephone?</p> <p>S: (ring, ring) Hello. Basildon ...</p> <p>J: Hello.please?</p> <p>S: Yes, ....</p> <p>J: Hi,... It's Jane here.</p> <p>S: Oh, hi. How are you?</p> <p>J: Fine, thanks. I'm phoning to say ...</p> <p>I wish you happiness, health, success and all the best in the world.</p> <p>S: Thanks.</p> <p>J: Have a wonderful day..... Bye.</p>	
<b>Grammar</b>	Present Continous Tense	Verbs
<b>Additional materials:</b>	 <p style="text-align: center;">Culver Pictures</p>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p><b>Alexander Graham Bell</b></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&amp;T Corp., grew to dominate the telecommunications industry until a 1984 antitrust suit divested the company of its local telephone networks.</p> <p>Culver Pictures</p> <p><b>Microsoft® Encarta® 2008.</b> © 1993-2007 Microsoft Corporation. All rights reserved.</p>
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.	
<b>Homework:</b>	Homework is given according to the academic plan.	

<b>Theme of the lesson:</b>	Lesson 3-4. Business phone calls
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Formal telephone calls
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.

**Main part of the lesson:**

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

<b>Procedure of the lesson:</b>	Lesson 3. Business phone calls			
	<b>1a Look and match.</b>	answerphone – c	mobile phone – a	telephone directory – b
	<b>New words:</b>			
	answerphone ['ɑ:ɪn(t)sə] – avtomat javob beruvchi telefon	mobile phone – mobil telefon	telephone directory – telefon kitobchasi	
	<b>1b Work in groups. Ask and answer the questions.</b>			
1 Have you used a telephone directory? What can you find in it?				
2 Have you ever used a mobile phone? Do you know anyone who has a mobile phone?				
3 Have you ever seen an answering machine? What does it do?				
4 Have you ever talked to an answering machine? If so, what was the message you heard? What was the message you left on the machine?				
<b>2b Jamila phones again later, but there is still a problem. What is it?</b>				
<b>3 Work in pairs. Think of a name of your company. Take turns to phone the company and say the answerphone message.</b>				
<b>4a Find the expressions in the Wordlist.</b> hold on - wrong number -				
<b>4b Read and match the telephone calls and the messages.</b>				
<b>1 A:</b> Hello. <b>P:</b> Could I speak to Mr. S..., please? <b>A:</b> I'm sorry he isn't here at the moment. Can I take a message? <b>P:</b> It's Mr. Procter. Please ask him to ring me back as soon as possible. <b>A:</b> I'm sorry I didn't get your name. It's a bad line. Could you spell your name, please? <b>P:</b> P-R-O-C-T-E-R. Mytelephone number is 0207-135545. <b>A:</b> Right. I'll tell him. <b>P:</b> Thanks very much. Goodbye. <b>A:</b> Goodbye.		<b>2 K:</b> Hello. Could I speak to Mr. S..., please? <b>R:</b> I'm afraid Mr. S ... isn't here today. <b>K:</b> Is that Rosa? <b>R:</b> Yes. Who's speaking, please? <b>K:</b> It's Kate here. Mr. Petrov's secretary. How are you, Rosa? <b>R:</b> Fine, thanks. Can I help you? <b>K:</b> Yes. Could you give Mr. S... a message? <b>R:</b> Certainly. <b>K:</b> I'm phoning about the meeting tomorrow at 10. Ask him to come to our office, please. <b>R:</b> OK. I'll tell him.		
<b>B Message</b> Date: 10 September For: Mr. Smith From: Mr. Procter Message: Please call him back on 0207-135545.		<b>A Message</b> Date: 10 September For: Mr. Smirnov From: Mr. Petrov		

<b>Grammar</b>	I think so. I am afraid not. Have you ever... I have never...		
	Present Perfect Tense		
	Positive	Negative	Question
	I have written this book. You have written this book. She/he/it has written this book. We have written this book. They have written this book.	I have never written this book. You have never written this book. She/he/it has never written this book. We have never written this book. They have never written this book.	Have I written this book? Have you written this book? Has she/he/it written this book? Have we written this book? Have they written this book?

<b>Additional materials:</b>	 <p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.  <b>Alexander Graham Bell's Telephone</b>          Alexander Graham Bell constructed this prototype telephone in 1875. The device consists of a coil of wire, a magnetic arm and a taut membrane. Any sound causes the membrane, and hence the magnetic arm, to vibrate. The movement of the magnet induces a fluctuating electric current in the coil. This electrical signal can be reconverted into sound by an identical apparatus at the other end of the circuit.</p>
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<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

Theme of the lesson:		Lesson 5-6. At the post office									
<b>Aim</b>											
• <b>Upbringing aim:</b>	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.										
• <b>Educational aim:</b>	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.										
• <b>Developmental aim:</b>	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.										
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Post offices and their services										
<b>Type of the lesson:</b>	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.										
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive										
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.										
<b>Main part of the lesson:</b>											
<b>Organizational part:</b>	Greeting. Working with pupils on duty.										
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.										
<b>Procedure of the lesson:</b>	Lesson 4. At the post office										
	<b>1 a Work in groups. Ask and answer.</b>										
	1. How far is the <b>local</b> post office from your place?										
	2. When did you last go to the local post office? What did you do there?										
	3. What can you do there?										
	<b>1 b Read and say what the dialogue is about.</b>										
	A: Excuse me, I'm in Tashkent for the first time and I want to go to the <b>main</b> post office. How do I get there?										
	B: It's not far from here. Go along this street as far as the bank and then turn right. You'll see it on the opposite corner.										
	A: Thank you very much.										
	B: You're welcome.										
<b>1 c Work in pairs. Ask and answer.</b>											
You are a new pupil at the school. You want to get to:											
the nearest post office to your school the nearest post office to your home											
<b>2a Read the poster and say what you can do in a post office.</b>											
Sending arcels											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Distance</th> <th style="width: 35%;">ordinary</th> <th style="width: 35%;">air mail</th> </tr> </thead> <tbody> <tr> <td>up to 600 km</td> <td>60 soums</td> <td>80 soums</td> </tr> <tr> <td>more than 600 km</td> <td>80 soums</td> <td>132 soums</td> </tr> </tbody> </table>			Distance	ordinary	air mail	up to 600 km	60 soums	80 soums	more than 600 km	80 soums	132 soums
Distance	ordinary	air mail									
up to 600 km	60 soums	80 soums									
more than 600 km	80 soums	132 soums									
<b>2b Which of these things have you done in a post office?</b>											
<b>3a Read and find the words and expressions in the Wordlist and write the translation.</b>											
<b>New words:</b>											
cash a postal order [kæʃ] ['pəʊst(ə)l] ['ɔɪdə] – pochta tartibida naqt olmoq weigh/weight [weɪ] [weɪt] – og'irlik ma'nosida o'lchab ko'rmoq/og'irlik sign/signature [saɪn] ['sɪɡnətʃə] – imzolamoq/imzo		by air mail [baɪ] [meɪ] – havo yo'li orqali an express telegram [ɪk'spres] ['telɪgræm] – ekspres telegramma a registered letter ['redʒɪstəd] – buyurtma xat per kilo [pɜː] ['kiːləʊ] – bir kilo uchun									
<b>4 Work in pairs. Take turns to be a customer and clerk in the post office.</b>											
You want to send a letter.											
You want to cash a postal order.											
You want to send a parcel.											
You want to send a telegram.											
<b>Grammar</b>	Antonyms How When What Sifat darajalari bilan savol tuzish.										
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.										
	 <p><b>Cellular Telephone</b>  Portable cellular telephones have become an invaluable tool for people who need to stay in touch while on the move. Cellular telephone systems combine radio and television technology with computer systems. As a caller moves from one geographical cell (the name given to a specific part of the area being covered by the system) to another, computers in switching offices transfer calls among variously located antenna transmitters without interrupting service.  Corbis  Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>										
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.										
<b>Homework:</b>	Homework is given according to the academic plan.										

<b>Theme of the lesson:</b>	Lesson 8-9. Letters	
<b>Aim</b>		
• <b>Upbringing aim:</b>	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.	
• <b>Educational aim:</b>	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.	
• <b>Developmental aim:</b>	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.	
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about the structure of letters	
<b>Type of the lesson:</b>	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.	
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive	
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.	
<b>Main part of the lesson:</b>		
<b>Organizational part:</b>	Greeting. Working with pupils on duty.	
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
<b>Procedure of the lesson:</b>	Lesson 5. Letters	
	<b>1a Answer the questions.</b>	
	1. Do you have computers at school/collage/home?	2. Can you work with a computer?
	3. Do you use Email?	4. Do you use the Internet? If yes, what for?
	<b>1b. Match the pictures with the words.</b>	
	1. Email – C	2. post box - D
	3. fax – E	4. computer – B
	5. letter – F	6. fax machine – A
	<b>New words:</b>	
	Email ['i:meɪl] – elektron pochta manzili, elektron pochta post box [pəʊst] [bɒks] – pochta qutisi fax [fæks] – faks	computer [kəm'pjʊ:tə] - kompyuter letter – xat fax machine [fæks] [mæ'ʃi:ɪn] – faks apparati
<b>2a. Match the phrases and what they are used for.</b>		
e.g 1 Greeting Dear....		
Greeting – Dear...		
making reference to something - Thank you for your letter		
explaining the reason for writing – I am writing to tell you about...		
apologising - I apologise for...		
giving good news - I am pleased to tell you ...		
giving bad news - Unfortunately...		
showing it is the end of the letter - Please let me know		
referring to future contact - I'm looking forward to seeing you of 22 September		
closing - Yours sincerely		
<b>2c Write the letter in the correct order. Is it a fax, a postal letter or an e-mail?</b>		
Date: 26.09.2002      From: Rustam      To: Lobar      Subject: Your trip to Bristol.		
Dear Lobar		
Thank you for your kind letter. I'm very sorry I haven't been able to write for a long time. I was doing my exams. Thank goodness they are over. Congratulations! I'm very glad that you were successful in the competition and that you'll come to England to study. I like Bristol very much and I'm sure you won't be bored here. It's great being near the seaside in the summer. I want to show you everything, and I want you to meet all my friends. I didn't know that I could make so many friends here. If you would like any information about the city or anything else, please contact me. I'll be pleased to help you. I'm looking forward to seeing you soon. With best wishes, Rustam		
<b>Grammar</b>	Do you use...?	
	Question	Short answer.
	Do I have...?	Yes, you do. No, you do not (don't).
	Do you have...?	Yes, I do. No, I do not (don't).
	Does she/he/it have...?	Yes, she/he/it does. No, she/he/it does not (doesn't).
	Do we have...?	Yes, you do. No, you do not (don't).
	Do they have...?	Yes, they do. No, they do not (don't).
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. <b>Business Letters</b> Despite the growing popularity of e-mail, much of the communication between businesses still depends on the letter. Letters are usually written to people outside a company—such as customers, clients, and suppliers—and very often take the place of a face-to-face meeting. Particularly when writing to an outside contact you have never met, you should strive to make your letters as thoughtfully phrased, well structured, and attractively formatted as possible. A hastily drafted e-mail message or memo may embarrass you among your colleagues, but a poorly written letter can result in lost business for your company. Parts of a Letter A business letter comprises the following elements, presented in the order listed: return address (optional)      date      recipient's address      salutation body (or text)      complimentary close      signature      typist's initials (optional)	
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.	
<b>Homework:</b>	Homework is given according to the academic plan.	

Theme of the lesson:		Lesson 10-11. Fax, Internet, e-mail... what next?	
<b>Aim</b>			
• <b>Upbringing aim:</b>	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.		
• <b>Educational aim:</b>	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.		
• <b>Developmental aim:</b>	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.		
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Vocabulary for messages		
<b>Type of the lesson:</b>	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.		
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive		
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.		
<b>Main part of the lesson:</b>			
<b>Organizational part:</b>	Greeting. Working with pupils on duty.		
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.		
<b>Procedure of the lesson:</b>	Lesson 6. Fax, Internet, e-mail... what next?		
	<b>New words:</b>		
	Internet ['Intənət] – internet Message ['mesɪdʒ] - xabar Network ['netwɜ:k] - tarmoq	Photocopy ['fəʊtəʊ,kɒpɪ] - fotokopiya Transmit [trænz'mɪt], [træns-], [trɑ:n-] - o'tkazmoq, jo'natmoq	
	<b>1 a Work in groups. Ask and answer. Look at the pictures in lesson 5.</b>		
	1. Which of the ways in 1 b is the quickest way to send a message? - 2. Which of the ways is the cheapest way to send a message? - 3. Which is the easiest way to send a message? - 4. Which ways have you used? - 5. When did the idea of the Internet begin? - 6. Which year did we begin to use the Internet in Uzbekistan? -		
	<b>1b Read and check.</b>		
	The Internet was invented in the late 1960s by the US Defense Department's Advanced Research Projects Agency. In 1969, there was a network of just four mainframe computers. A mainframe computer is a large, powerful computer, shared by many users. The idea of the electronic mailbox was born when users looked for a way to talk to each other electronically. By 1984, the Internet had begun to develop into the form we know today. <u>Electronic mail is much faster than traditional mail</u> , because once the message is typed out, it arrives in the electronic mail box of the recipient within minutes. It's better to use e-mail to contact friends rather than phone them, because <u>e-mail is cheaper for long distances</u> than the phone. People can share their interests through the Internet and it makes it very easy to exchange ideas and information. <u>Internet access in Uzbekistan began around 1997.</u> The <b>fax</b> machine is a very convenient aid to contact companies and friends because messages are transmitted immediately. Fax machines work like photocopies. They make a copy of a document and then send it down a telephone line to another fax machine. In this way they can send and receive information from each other. You can send any kind of things by fax, but it is more expensive than e-mail.		
	<b>1c How do you think the Internet can make our life easier?</b>		
	<b>2a Work in pairs. Match beginnings and endings.</b> How will life be different 100 years from now? <b>e.g.</b> 1 Many people will live on the Moon in 2112.		
	Many people will live	2 All our news will	3 Everyone will
5 Not only schools but kindergartens will	6 Eachfamily will	7 People will	8 Computers will
<b>2b Work in groups. Imagine you are in 2112. Use the expressions in the cloud. Talk about</b>			
Where you will live What kind of newspapers/ TV - sets/computers/transport/telephone you will have Where you will spend your holiday Do you think that robots will do the housework Do you think that the future will be happy	Live on Mars to exchange information on computers each person will have their own supercars, they will run on water too spend holidays on Pluto robots will help with the housework.		
<b>Grammar</b>			
Simple Future Tense			
Positive	Negative	Question	
I shall do...	I shall not (shan't) do...	Shall I do...?	
You will do...	You will not (won't) do...	Will you do...?	

She/he/it will do...  
We shall do...  
They will do...

She/he/it will not (won't) do...  
We shall not (shan't) do...  
They will not (won't) do...

Will she/he/it do...?  
Shall we do...?  
Will they do...?

**Additional materials:**

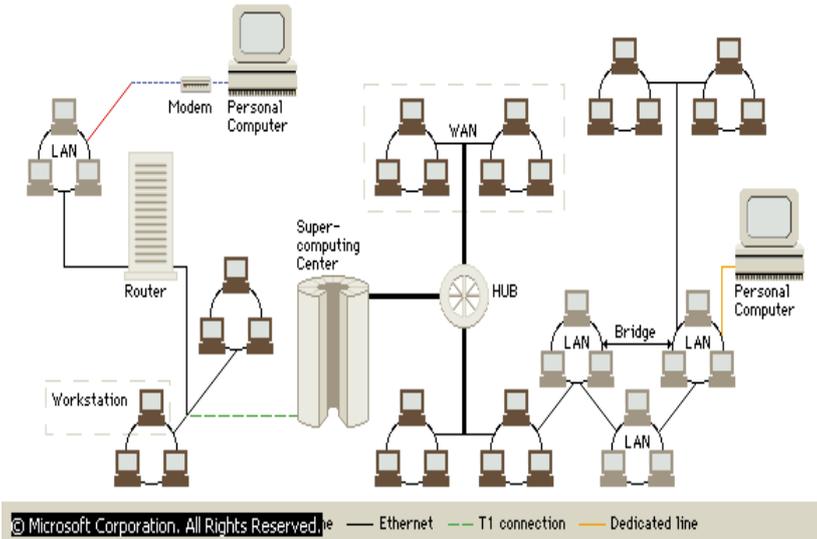
Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.

**Internet Topology**

Connecting individual computers to each other creates networks. The Internet is a series of interconnected networks. Personal computers and workstations are connected to a Local Area Network (LAN) by either a dial-up connection through a modem and standard phone line or by being directly wired into the LAN. Other modes of data transmission that allow for connection to a network include T-1 connections and dedicated lines. Bridges and hubs link multiple networks to each other. Routers transmit data through networks and determine the best path of transmission.

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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.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	<b>Lesson 12-13. The future language</b>
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about A process for writing an essay
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

## Lesson 7. The future language

## New words:

Language ['læŋgwɪdʒ] – til  
 Uzbek ['uzbek] – oz'bekcha  
 Russian ['rʌʃ(ə)n] – ruscha  
 English ['ɪŋɡlɪʃ] – inglizcha  
 French [frentʃ] – fransuzcha  
 German ['dʒɜːmən] – nemischa

Chinese ['tʃaɪ'niːz] - xitoycha  
 Kazakh ['kæzæk] - qozoqcha  
 Tadjik [tɑdʒɪk] - tojikcha  
 Kyrgyz ['kɜːgɪz] – qirg'izcha  
 Arabic ['ærəbɪk - arabcha

## 1 a Read the interview.

Reporter:	You know that millions of people all over the world speak English as a foreign or second language. We are interested in speaking English in the next century. So we interviewed teenagers about how they imagine the future multi-lingual society and if English will still be important in the future. Here is what they said.
Nodir:	I think languages change all the time. English is changing very quickly. But we need an International language. So I think English will continue to be the international language. It is the language of many countries - the USA, Canada, Australia, the UK, New Zealand, and an official language of many others such as South Africa.
Zokir:	The language in the next century? I think it depends on people. There are more than one billion people in China. It's the biggest single group in the world. I think Mandarin Chinese will be the International language in the future. And there are a lot of Spanish speakers too in Latin America and Central America - in the United States it's the fastest growing language... I'm not sure...
Alic:	I like English very much. I began learning English at kindergarten. But there are so many English words and expressions to learn and they are changing very quickly. Sometimes I feel sorry that it isn't my first language. But I'm very happy I can speak English fluently now. I think English will be the first language in future too.
Nargiza:	English is the future? I don't know. I try to speak English well but I know I make a lot of mistakes. That's why I am shy about speaking English but I'm a first year student at the moment. Maybe in four or five years I'll be able to speak it fluently. I want English to be an international language.
Sobir:	English is the first world language? Maybe. I've never thought about it.
Nigora:	Everyone will speak English soon. The world is a very small place. We all need to understand each other. English will be the first world language in future. I'm sure of it because it's the language of computers and business, of diplomacy - all the big agencies like the UN, the World Health Organisation, the World Bank and Asian Development Bank, NATO - they all work in English, international conferences for most subjects are in English - medicine, law, banking. I think English has a bright future!

## 1b Work in groups. What do you think? Discuss your ideas and give reasons for your opinions.

e.g. I think Spanish will be the International language in the future.

## 1c Write an essay on the theme 'What is the future of English as a world language?' Make sure you understand the task.

For example, this is a 'for and against' composition. So you should write reasons why English might be a future world language and why it might not.

## 2 Collect some facts to support your view.

e.g. How many people in the world speak Chinese, Spanish, English as mother tongue, English as a foreign language - and compare them.

## 3 Organise your ideas and your writing.

1. Write an opening sentence which says...
2. Write a sentence which says what the first paragraph will be about...
3. Then give your ideas with supporting evidence.
4. Then write another paragraph with other views and the supporting evidence for them.
5. Write a final paragraph where you weigh up the evidence and give your conclusion.

## 4 Plan the language you will use. facts - simple present possibilities - may/might/could be predictions - will

## 5 Write your first draft.

6 Read and check it. Ask yourself: Is it logical? Are the ideas in a suitable order? Do you need to give more evidence? Have you repeated any ideas?

## 6 Give your work to a friend to check.

<b>Grammar</b>	Hello Is it ... Who is speaking? Mr. Smith is speaking. To be bilan so'roq tuzish.	
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
	 <p>World Languages Interactivity Listen to and compare phrases from different languages. Encarta Encyclopedia © Microsoft Corporation. All Rights Reserved.</p>	
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.	
<b>Homework:</b>	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Hour: \_

<b>Theme of the lesson:</b>	Unit 2. <b>THE WORLD OF WORK</b> Lesson 1. Attitudes to work
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to describe professions and jobs
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

Lesson 1. Attitudes to work

New words:

Work [wɜ:k] – ish, kasb  
 Job [dʒəʊb] – ish, kasb  
 Profession [prə'feʃ(ə)n] – kasb, ish

Wage [weɪdʒ] – oylik maosh, to'lov  
 Salary ['sæl(ə)rɪ] – oylik, maosh  
 Money ['mʌni] – pul

1 Chain Drill.

e.g. My father's an engineer and my mother's a doctor. What about yours?

2a Work in pairs. Answer the questions.

1. Why do your parents work?
2. What is work?
3. What is the difference between work, a job and a profession?
4. What is the difference between a wage and a salary?

2b Work in pairs. Read and choose three statements which define work.

- work is what you do every day as a paid job
- work is anything that you get paid for
- work is what you don't enjoy doing, but have to do
- work can be anything - cooking, washing clothes, gardening - the things we have to do in our daily life
- work is hard - it's what we do outside our free time
- work is the opposite of leisure

3a Read people's opinions about their job and find who:

- 1 sometimes earns a lot of money. - **Joseph**
- 2 thinks that she doesn't get enough money for the job. - **Rita**
- 3 gets more money than just a salary. - **Mike**
- 4 wants to find another job to get more money. - **Susan**

<b>Rita</b>	<b>Susan</b>
Being a high school teacher is very <b>demanding</b> . I teach five classes a day with thirty-five kids to a class. I spend my evenings preparing lessons and correcting papers. At the end of the day I am very tired but I like my job. I'm pleased by young minds. I think I should be paid more.	I enjoy working as a waitress. I like the people who visit our place and those who I work with. That's why I <b>keep working</b> here. I guess I should look for a job in a restaurant where I can get more money. Everything seems to be more expensive lately. I wish I had a job with <b>perks</b> .
<b>Mike</b>	<b>Joseph</b>
The <b>construction trade union</b> gets me work in projects all over the city, and makes sure that I get two weeks of <b>paid vacations</b> a year plus public holidays. I make extra money by doing small jobs for people who need work on their houses.	I'm a <b>trader</b> in Chicago. Trading starts at 7am and finishes at 3.15pm. The whole time I'm competing against other traders to buy and sell. I have to be very <b>aggressive</b> , and my job is very stressful, but the work is exciting... I like risk, and I can make a lot of money.

3b Read again. Guess the meaning of the words in bold and the part of speech. Then check your guesses in the Wordlist. Say how you could guess

3c Say why Susan, Rita, Mike and Josef like their job.

4a Read and find what kind of job you would like/not like.

<ol style="list-style-type: none"> <li>1. work in an office</li> <li>2. work outdoors</li> <li>3. work indoors</li> <li>4. deal with a lot of people</li> <li>5. spend a lot of time travelling</li> <li>6. work with children</li> </ol>	<ol style="list-style-type: none"> <li>7. work during the evening and at weekends</li> <li>8. work for a big company</li> <li>9. wear a uniform</li> <li>10. have a lot of responsibility</li> <li>11. help people</li> <li>12. work with my hands</li> </ol>
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4b Work in pairs. Share your ideas about jobs.

e.g. I would enjoy working outdoors, because...

Procedure of the lesson:

Grammar

**Remember:**  
 Find **someone who** earns a lot of money.  
 I wouldn't like **a job where** I have to wear a uniform.  
 Work is **anything that/which** you get paid for.  
 I don't want **a job which** is very demanding.

Additional materials:

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



Job Sectors

A labor market is made up of job sectors, groups of jobs related by level and type of skills used, education or training needed, and pay. This group of photographs depicts people working in six different job sectors: clockwise from top left, a medical professional, a construction worker, an executive, a salesperson, a laborer, and a farmer.  
 Ben Blankenburg/Gamma Liaison; Lawrence Migdale/Stock, Boston/PNI; Stephen Frisch/Stock, Boston/PNI; Rob Johns/Gamma Liaison; Frank Wing/Gamma Liaison; Robert Reichert/Gamma Liaison  
**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.

HEAD OF TEACHING PROCESS:

\_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 3-4. Personal qualities and jobs	
<b>Aim</b>		
• <b>Upbringing aim:</b>	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.	
• <b>Educational aim:</b>	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.	
• <b>Developmental aim:</b>	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.	
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about qualities needed for professions	
<b>Type of the lesson:</b>	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.	
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive	
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.	
<b>Main part of the lesson:</b>		
<b>Organizational part:</b>	Greeting. Working with pupils on duty.	
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
<b>Procedure of the lesson:</b>	Lesson 2. Personal qualities and jobs	
	<b>New words:</b>	
	Strong [strɔŋ] -kuchli Weak [wi:k] -kuchsiz Punctual ['pʌŋktʃuəl], [-tju-] -o'z vaqtida bajaruvchi	Sociable ['səʊfəbl] - Active ['æktɪv] -faol Energetic [ˌenə'dʒetɪk] -quvvatli Quiet ['kwaɪət] -tinch, sokin
	<b>1a Read the words and guess the professions. Do you know any more which end in -ist?</b> biology - biologist economy - economist sociology - sociologist ecology - ecologist hair style-stylist	
	<b>1b Say what you know about these professions.</b> e.g. A biologist is a person who studies people's bodies, animals and plants.	
	<b>1c These professions are popular today in many countries. Why?</b> e.g. An ecologist works with the environment. Maybe s/he checks pollution or organises the protection of trees or animals. Pollution is a problem for us now.	
	<b>2 Say what you want to be and why.</b>	
	<b>3a Read the extract from the book 'How to choose a profession' and choose the main idea.</b>	
	1 how to get a job in a shop	3 about personal strengths and weaknesses
	2 how to choose the right job	4 how to become an engineer
It's not difficult to see that having certain abilities means that you can do certain jobs much better. If you have an ability to make friends quickly and get on with other people, it would be easier for you to work in a shop. If you are good at technical machinery and interested in operational problems you should be an engineer. We should think about our personal strengths and weaknesses so that we can choose something more in line with our natural abilities.		
<b>3b Read and identify your personal qualities.</b> I enjoy physical activity. I am active. I like sitting at a desk. I am good at paperwork. I like to be around a lot of people. I am sociable. I have a lot of energy. I am energetic. I am a quiet person. I am quiet. I like to be around children. I am fond of children. I am good with children. I like to fix things and figure out how things work. I am good at problemsolving. I enjoy being outside. I am an outdoor type. I like being around animals and taking care of animals. I am fond of animals, I am good with animals. I like to talk on the telephone I am good with people.		
<b>3c Write what qualities you need for your future profession.</b> e.g. I want to be a teacher. A teacher should love children, be patient and open-minded.		
<b>4b Write the qualities people need for these jobs:</b> 1. Dentist 2. Lawyer 3. Policeman 4. Computer programmer		
<b>4c Work in groups. Choose who in your group could be a doctor, a lawyer, a policeman or a computer programmer. Explain why.</b>		
<b>Grammar</b>	<b>Remember:</b> I am good at paperwork/problem-solving. I am good with people/animals/children/machines.	I am interested in fashion and beauty. I am fond of children/animals. I am active/strong/polite.
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. I must admit, it would be nice if I had a few more exciting personal qualities than I do. George McGovern (1922 - ) U.S. politician.	
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.	
<b>Homework:</b>	Homework is given according to the academic plan.	

<b>Theme of the lesson:</b>	Lesson 5-6. Applying for a job	
<b>Aim</b>		
• <b>Upbringing aim:</b>	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.	
• <b>Educational aim:</b>	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.	
• <b>Developmental aim:</b>	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.	
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about job interviews	
<b>Type of the lesson:</b>	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.	
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive	
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.	
<b>Main part of the lesson:</b>		
<b>Organizational part:</b>	Greeting. Working with pupils on duty.	
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
<b>Procedure of the lesson:</b>	Lesson 3. Applying for a job	
	<b>New words:</b>	
	<b>Application form</b> [ˌæplɪˈkeɪʃ(ə)n] [fɔɪm] - anketa <b>Apply</b> [əˈplɑɪ] –ishga topshirmoq, topshirmoq, ariza bilan murojat qilmoq <b>CV</b> [ˌsiˈviɪ] –rezюме, qisqa biografiya <b>Resume-rezюме</b>	<b>Interview</b> ['ɪntəvjuː] –suhbat, interviyu <b>Employee</b> [ˌɪmplɔɪˈiː], [em] -ishchi <b>Employer</b> [ɪmˈplɔɪə], [em-] –ish beruvchi
	<b>1 a Answer the questions.</b>	
	<ol style="list-style-type: none"> <li>Where can you find information about different jobs?</li> <li>What do you know about applications and interviews?</li> </ol>	
	<b>1b Listen to the interview and complete the application form.</b>	
	<div style="border: 1px solid black; padding: 5px;"> <b>Application form</b>            First name:            Surname:            Sex:            Date of birth:            Address:            Phone number:            When can work:            Character/Personality:         </div>	
	<b>2a Answer the questions.</b>	
	<ol style="list-style-type: none"> <li>What should you wear for the interview?</li> <li>How should you behave at the interview?</li> </ol>	
	<b>2b Read the suggestions about what not to wear for an interview and how to behave.</b>	
<ul style="list-style-type: none"> <li>no hats</li> <li>no sunglasses</li> <li>no food, drink or gum</li> <li>no mobile phones</li> <li>be on time</li> <li>try to look relaxed</li> <li>look directly at your interviewer from time to time</li> <li>if you do not understand a question, ask for an explanation</li> <li>if you have no questions, say that you have all the information you need</li> <li>thank the interviewer and smile</li> <li>if you are not successful, it might be useful experience for the future</li> </ul>		
<b>2c Work in pairs. Write other suggestions about clothes and behaviour. Look at the Remember box.</b>		
<b>3a Look at the picture: these people have come for an interview. Choose one person and say why you chose him/her.</b>		
<b>3b Say why you have not chosen the other people.</b>		
<b>Grammar</b>	<b>Remember:</b> If you do not understand, ask a question. Try to relax/listen carefully/be smart.	
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. The interview, a widely used method of personality assessment, is a means of eliciting from the subject a report of past, present, and anticipated future responses. Most interviews are unstructured, but some use set questions asked in a given sequence. Skilled interviewers pay attention to what is said and notice how responses relate to nonverbal cues such as posture and facial expressions. <b>Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b>	
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.	
<b>Homework:</b>	Homework is given according to the academic plan.	

<b>Theme of the lesson:</b>	Lesson 7-8. A day in the life of...
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Jobs and workplaces
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

Procedure of the lesson:

Lesson 4. A day in the life of...

**1a Read and guess the meaning of these words. Check them in the Wordlist and write.** full-time job part-time job flexi-time job

<b>New words:</b>	
full-time job [ful taim dʒɔb] -to'liq vaqtli ish	part-time job [paɪt taim dʒɔb] - qisman(vaqtli) ish
flexi-time job [fleksi taim dʒɔb] -o'zgaruvchan vaqtli ish	weekend [,wi:k'end] -uikend, dam olish kunlari
weekday ['wi:kdeɪ] -xafta kuni	

**1 b Answer the questions.**  
 What kind of job do you want-full, part or flexi-time? What are the advantages and disadvantages of a full/part/flexi-time job?

**2a Listen to Anna Moran and say what you like and dislike about her job.**

**2c Answer the questions.**  
 Do your parents have a full/part/flexi-time job? How do your parents get to work? Have you ever visited the place where they work?

**3a Read the letter and say what 'Take your daughter to work' day is.**

Dear Zilola

It was great to hear from you. I always enjoy reading your letters.

Yesterday was 'Take your daughter to work' day. It's not a holiday like Mother's Day in your country. It's the day when mothers (and fathers) take their daughters to work with them. The daughters spend the whole day with them at work. They see what their parents do and they begin to understand the world of work. Everyone takes part in it when they are in year 11 at school, that is when they are 15-16. It helps us to prepare for getting a job. I really enjoyed the day. When we arrived at work there were other women with their daughters. It was interesting to see what it is like to be in an office all day, to answer the phone, to type a letter and I did some filing too, which was a bit difficult. I found out I'm not very good at a,b,c... I was very proud to see that people respect my mother for her efficiency and her pleasant *manner*, which helps her to solve problems. Now I know what she means when she talks about 'her team' and being part of a team. They all work together, helping each other. It was a nice feeling. I felt part of it too. We took some photos, which I'll send next time I write.

Looking forward to hearing from you soon.

Love

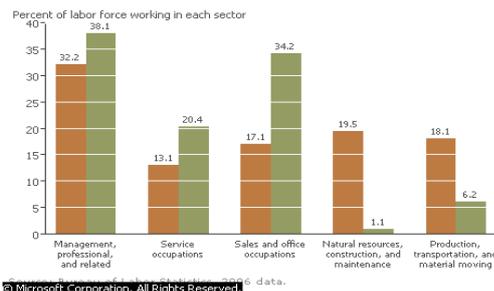
Christy Moran

**3b Answer the questions.**  
 Why does Christy like Take your daughter to work' day?  
 Why does she think it is useful for her to spend a day at work with her mother?  
 Why is Christy proud of her mother?

**4 Work in groups. Ask and answer the questions.**

- Have you ever visited your parents' workplace? Would you like to?
- What do you want to know or learn there?
- Do you want to do the same job as your parents? Why/why not?

<b>Grammar</b>	Remember: a part-time job n+n=adj n It's the day when ...
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<b>Additional materials:</b>		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. <b>Job Types of Men and Women in the U.S.</b> This chart shows the percentages of men and women in the United States working in different job sectors. Significantly, a much larger share of women occupy sales and office jobs, while a greater share of men are employed in agriculture, mining, construction, manufacturing, and transportation. © Microsoft Corporation. All Rights Reserved. Microsoft Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.
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<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

<b>Theme of the lesson:</b>	Lesson 9-10. A worthwhile job
<b>Aim to talk with pupils about</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about more professions
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

## Lesson 5. Jobs and workplaces

## New words:

Teacher ['ti:tʃə] -o'qituvchi Doctor ['dɒktə] -shifokor Engineer [ˌendʒɪ'nɪə] -muhandis Manager ['mænɪdʒə] -boshqaruvchi, menedjer Driver ['draɪvə] -xaydovchi	Pilot ['paɪlət] -uchuvchi Farmer ['fɑ:mə] -fermer Policeman [pə'li:smən] -politsiyachi Fireman ['faɪəmən] -o't o'chiruvchi Seller ['selə] -sotuvchi
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**1a Work in groups. List the most popular professions in Uzbekistan.**

**1 b Say why you think these professions are popular.**

**2a Copy and complete the table for these professions.**

10 = most useful, 1 = least useful

**pop singer teacher cleaner mechanic fireman policeman journalist shop worker**

Job	How useful	How much responsibility	Stress/Dangers	Qualifications/ skills
e.g. doctor	10	10	10	10

**2b Work in pairs. Compare your table with your partner's table.**

e.g. I think doctors are the most useful because they are responsible for people's lives and they must have good qualifications and skills.

**3 You want to know more before you choose a job. Read what some people wrote in a questionnaire about their jobs and say which job you would prefer and why.**

e.g. I would prefer to be a ... because I... and because it's important...

**4a Think about the job you would like to have. Write answers for the questionnaire.**

**4b Work in pairs. Interview each other and take notes.**

Questionnaire. 1. Name. 2. Job. 3. Brief description of the job. 4. What do you like about the job? 5. What don't you like about the job? 6. What abilities do you need for the job? 7. Is the job well-paid or badly-paid? 8. Are there any perks?	1 Ron Stewart 2 Engineer 3 Testing that electronic goods work properly. 4 The feeling of success when difficult work is done well; a good salary. 5 The environment in my work place. 6 A focus on .getting the job done, ability to work in a team, being able to manage your work and yourself. 7 The pay is OK.      8 Not really.
1 Oliver Bennet 2 Computer network manager 3 Supporting people who use the computer network. 4 I love helping people to use their computers more efficiently. Also, there is something new to learn all the time. 5 Monday. 6 You must be able to work in a team. And you must be ready to work at night or early in the morning. 7 Could be a little more! 8 Free e-mail and Internet.	1. Julie Golos 2. Year 2 teacher 3. Teaching spelling, maths and reading. 4. Seeing improvements in my students. I just love to teach. 5. The pay is not very good. The students' behaviour and attitudes can be difficult to handle. 6. Patience, gentleness, love of children and teaching, desire to do everything possible to reach the students. 7. No. 8. Free breakfast and lunch.

Procedure of the lesson:

<b>Grammar</b>	Prepositions Sifat darajalari. Orttirma daraja.
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. Studies have shown that many of us carry a burden of subjective baggage about women and minorities in the workplace. For women and minorities striving to move up the corporate ladder, this can pose an enormous barrier. <b>Richard J. Mahoney</b> U.S. business executive. Speech
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

<b>Theme of the lesson:</b>	Lesson 11. Project
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to practise critical thinking
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 6. Project
	<p><b>1 Preparation</b>  <b>Work in groups. You are in a hot air balloon. The balloon is too heavy so all except one person must leave the balloon or it will crash. Think of reasons why you should be the person who stays in the balloon because your job is the most important for society. Write your reasons, e.g.</b></p> <p>1 I should be saved because my job is the most important. I'm a ... and a... is a very important job.  2 I know ... I have ... qualification. I am strong ... . I ....  3 When you ... I .....If you ... I .... You all need me. Without a ... you cannot...  4 You don't need a ... or a .... You can manage without a ... but you ... can't manage without a ... . So I am the most important and I must be saved.</p> <p><b>2 Presentation and judging</b>  <b>A In your group, take turns to explain why you should be saved. The rest of the class will listen. When all the groups have finished, the class will vote - and you will know which one person will be saved!</b>  <b>B You will listen to the members of other groups explain why they should be saved. For each group, write the name and job of the person who you think gives the best reasons to be saved,</b>  <b>e.g. Group 1</b>  Saodat - architect. She's right, everyone needs buildings to live in. Without them we would die of cold and heat.</p> <p><b>3 Voting</b>  <b>You may vote for one person in each group to be saved. Use the notes you made while you were listening to help you. The person in each group who gets the most votes is the winner.</b></p>
<b>Grammar</b>	
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Unit 3. <b>EDUCATION</b> Lesson 1. Education in Uzbekistan and the USA
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to describe education systems in USA and Uzbekistan and compare them
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

<b>Procedure of the lesson:</b>	Lesson 1. Education in Uzbekistan and the USA																				
	<b>1 Look and answer the questions.</b>																				
	<table border="1" style="width: 100%;"> <thead> <tr> <th>Types of schools</th> <th>Age</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>3- 6</td> <td>0</td> </tr> <tr> <td>Secondary school</td> <td>7-16</td> <td>1 -9</td> </tr> <tr> <td>Specialized school</td> <td>6-16</td> <td>1 -9</td> </tr> <tr> <td>Specialized boarding school</td> <td>7-16</td> <td>1 -9</td> </tr> <tr> <td>Academic lyceum and college</td> <td>16-18</td> <td>10-12</td> </tr> </tbody> </table>			Types of schools	Age	Grade	Kindergarten	3- 6	0	Secondary school	7-16	1 -9	Specialized school	6-16	1 -9	Specialized boarding school	7-16	1 -9	Academic lyceum and college	16-18	10-12
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	Academic lyceum and college	16-18	10-12																		
	<ol style="list-style-type: none"> <li>What types of school are there in Uzbekistan?</li> <li>Did you go to kindergarten? What age do children go there?</li> <li>How old were you when you started school? What is the usual age for starting school?</li> <li>When you finish class 9, where will you go?</li> </ol>																				
<b>2a Read about education in the USA. Guess the meaning of the words you don't know. Check your guesses in the Wordlist.</b>																					
Education in the USA																					
<p>There are five types of schools in the US education system. They are: kindergarten, elementary school, middle school, high school and private school. Children go to kindergarten when they are 5 years old. They go to elementary school from ages 6 through 11 (1-5 grades), middle school from ages 12 through 14 (6-8 grades) and high school from ages 15 through 19 (9-12 grades). About 90 percent of all children attend public school, which is free. The other 10 percent go to private schools, which often include religious education. They are similar to the public schools but parents must pay for their children to go to these schools. About half of all private schools are run by Catholics.</p> <p>In the United States, education is mainly the responsibility of state and local governments, not the national government. The amount of money spent on education differs from state to state. The subjects studied also differ a little. The school year usually runs from September to June. At the high school level, there are some specialized schools. They include schools that emphasize vocational subjects like business or auto mechanics. Most high schools are general schools. High school students are often involved in the non-academic activities that their school offers - for example, in drama clubs, sports teams, or the school newspaper.</p>																					
<b>2b Read again. Copy and complete the table for the USA.</b>																					
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Types of schools	Age	Grde																			
Kindergarten																					
Elementary																					
Middle																					
Hig																					
<b>2c Work in groups. Find and discuss similarities and differences in education between Uzbekistan and the USA.</b>																					
e.g. In Uzbekistan and in the USA children go to kindergarten, but in Uzbekistan they go at three years old and in the USA at five years old.																					
<b>3 Find the following words in 2a. Write what these words are in British English. Check your answers in the Wordlist.</b>																					
New words:																					
Emphasize ['emfəsaɪz] –alohida e'tobor berish Specialized ['speʃ(ə)laɪz] -maxsus Auto ['ɔ:təʊ] -avto Education [ˌedʒu'keɪʃ(ə)n], [ˌedju-]-ta'lim		kindergarten ['kɪndə,gɑɪt(ə)n] –bog'cha secondary school ['sek(ə)nd(ə)rɪ [skʊ:l] -o'rta maktab academic lyceum [ˌækə'demɪk] [laɪ'si:əm] -akademik litsey college ['kɒlɪdʒ] -kollej university [ˌju:ni'vɜ:ɪtɪ] –universitet																			
<b>Grammar</b>	There is (not)... There are (not)... Is there... ?																				

Are there ...?

**Additional materials:**

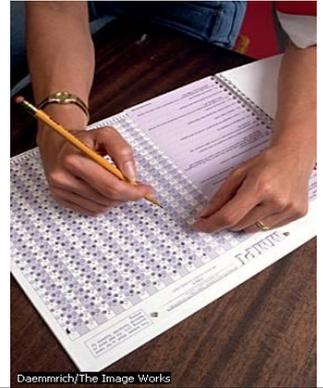
Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.

**Multiple-Choice Examination**

In a multiple-choice examination, students are asked to choose from a number of possible answers to each question. Students follow instructions for recording their answers on a test form such as the one shown here. Multiple-choice exams are commonly used in standardized tests for elementary and secondary school students.

Daemmrich/The Image Works

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Daemmrich/The Image Works

**Assessment:**

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

**Homework:**

Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 2. Education in England and Wales
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Education in UK and Further education descriptions
<b>Type of the lesson:</b>	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
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

## Lesson 2. Education in England and Wales

## New words:

Nursery ['nɜːs(ə)rɪ] – bolalar yalisi Primary ['praɪm(ə)rɪ] – boshlang'ich maktab Infant ['ɪnfənt] – maktabgacha ta'lim	Junior ['dʒuːniə] – kichik sinflar Comprehensive [ˌkɒmprɪ'hen(t)sɪv] – umumiy o'rta ta'lim maktabi
---	---

**1 a Make phrases with the word 'school' and guess the meaning.**

nursery primary infant junior comprehensive e.g. nursery school

**1 b Read and check your guesses.**

## Education in England and Wales

There are four types of schools in the English and Welsh education system - nursery, primary, secondary and private schools. Scotland has its own education system, which is different. Children start school at the age of five, but there is some free nursery-school education before that age. The state nursery schools are not for all. They are for some families, for example for families with only one parent. In most areas there are private nursery schools. Parents who want their children to go to nursery school pay for their children under 5 years old to go to these private nursery schools.

Primary school is divided into infant school (pupils from 5 to 7 years old) and junior school (from 8 to 11 years old). In some areas there are middle schools instead of junior schools, which take pupils from 9 to 12 years old. Primary schools have from 50-200 pupils. Secondary schools are usually much larger than primary schools and most children - over 80 per cent - go to a comprehensive school at the age of 11. These schools are for all. Pupils do not need to pass an exam to go to these schools. These schools are large. They have from 1,200 - 2,500 pupils. School lasts all day in the UK, so there is only one shift. In some areas there are grammar schools. Pupils must pass special exams to go to these schools.

Some parents prefer private education. In England and Wales, private schools are called public schools. They are very expensive. Only 5 per cent of the school population goes to public schools. Public schools are for pupils from 5 or 7 to 18 years old. Some public schools are day schools, but many public schools are boarding schools. Pupils live in the school and go home in the holidays.

**1 c Answer the questions.**

- 1 What types of schools are there in England and Wales?
- 2 What age do children go to school in England and Wales?
- 3 What types of primary schools are there?
- 4 What is the difference between comprehensive schools and grammar schools?
- 5 What are private schools called in England and Wales?

**1d Copy and complete the table.**

Types of schools	Age
Nursery	-5
Infant	5-7
Junior	9-12
Comprehensive	11
Private	5,7-18

**1 e Find similarities and differences in education between Uzbekistan, the USA and England and Wales. Use 'is different from' and 'is the same as' and 'is not the same as'.**

e.g. Kindergarten in the USA is different from kindergarten in Uzbekistan and in England and Wales. Children in the USA go to kindergarten when they are 5 years old, and in Uzbekistan children under 6 years old can go to kindergarten. Nursery school in England and Wales is a little different but the same as kindergarten in Uzbekistan. Children under 5 years old can go to nursery school.

**2a Look at the text above. Find and translate the sentences with 'which'.****2b Translate the following sentences.**

1. About 90 percent of all children in the USA attend public school, which is free. The other 10 percent go to private schools, which often include religious education.
2. American specialized schools include schools that emphasize vocational subjects like business or auto mechanics too. High school students are often involved in non-academic activities that their school offers - for example, in drama clubs, sports teams, or the school newspaper.
3. In Estover Community College in England, pupils develop their understanding of the past, which will help them to live successfully in the present. 4. Estover Community College teaches pupils who will be responsible people in the future.

<b>Grammar</b>	<p><b>The same as...</b>  <b>...is not the same as...</b>  <b>Remember:</b>          Adding extra information - use a comma and which. Formal and mostly in writing, <b>e.g.</b> About 90 percent of all children in the USA attend public school, <b>which</b> is free. Telling us which person/thing/place/time - no comma and who/which or that/where/when. Use in speech. Where's the pupil <b>who</b> needs a copy of the textbook? Referring to a whole sentence - <b>which</b>.</p>
<b>Additional materials:</b>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p>  <p>Anthea Sieveking/Collections</p> <div style="background-color: #e0e0e0; padding: 5px;"> <p><b>British Education</b>          Children in the United Kingdom are required to attend school from age 5 to age 16. State schools are maintained by local government and offer pupils free education up to the age of 18, while the so-called public schools are private institutions that charge attendance fees. The country has many universities, colleges, and adult education facilities.          Anthea Sieveking/Collections  <b>Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b></p> </div>
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 3. Estover Community College
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about A college in England
<b>Type of the lesson:</b>	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
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

## Lesson 3. Estover Community College

## New words:

Community[kə'mju:niti]-jamoatchilik, jamoat

Knowledge['nɔ:lɪdʒ]-bilim

Subjects[sʌbdʒɪkts]-fanlar

Mark [mɑ:k]-baho

Respect [rɪ'spekt]-hurmat

**1 a Read the text. Guess the meaning of the bold words. If necessary look in the Wordlist.**

Estover Community College is in Plymouth in the southwest of England. It is an exciting centre for learning. It offers high quality education to pupils from 11 to 18 years old. The College's **aims** for pupils are that they should:

1. Develop into lively pupils who can ask questions and argue logically
2. Think and act creatively and with imagination
3. Gain knowledge, skills and understanding of the fast-changing world and be able to solve problems independently
4. Develop an understanding of the past, which will help them to live successfully in the present and to plan intelligently for the future
5. Grow in confidence and independence and experience the value of cooperation
6. Understand the feelings of others, respect their values and respect their own attitudes, values and beliefs
7. Be proud of their achievements and take pleasure in the achievements of others
8. Participate in the wider community

**1 b Read Estover Community College's aims for pupils and answer the questions.**

1. Does your school have aims for pupils? What are they?
2. If your school does not, what aims can you suggest?

**2a Read the second part of the school brochure on page 31. Find the new words and guess the meaning. If necessary look in the Wordlist.**

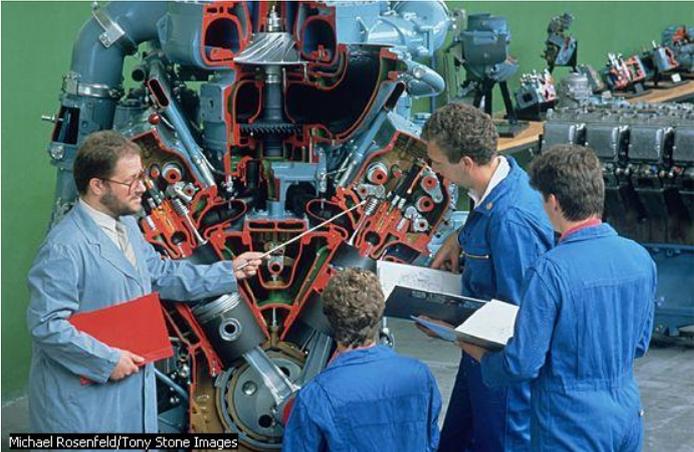
The College offers the following subjects:

Years 7, 8 and 9 (for students 11-14)	English and Drama, Mathematics, Science (Biology, Chemistry, Physics), Art, Design and Technology, Humanities (Geography, History, Religious Education), Information and Communication Technology, Modern Foreign Languages (French or Spanish), Music, Personal and Social Education, Physical Education, Tutorial			
Years 10 and 11 (for students 14-16)	English (including Language, Literature and Media Studies), Mathematics, Double Science, A Modern Foreign Language (French or Spanish), Personal and Social Education, Physical Education, Religious Education			
	Humanities Choice	1 Arts Choice	1 Design Technology Choice	1 Free Choice
Years 10 and 11 also learn 1 additional subject they choose from:	Business Studies Geography History Religious Studies Curriculum Plus	Drawing and Painting Fashion and Textiles Fine Art Graphic Design 3 Dimensional Studies Drama	Food Technology Graphic Products Resistant Materials Electronic Products Textile Technology	Art Business Studies Child Development Geography History Information Technology Music Office Applications Physical Education

The Year 12 and 13 students (students from 16 to 18 years old) learn academic and vocational courses such as Accounting, Administration, Animal Care, Beauty Therapy, Bench Joinery, Brick Laying, Business, Care, Carpentry, Electrical Installation, Electronics, Forestry, etc.

**2b Find and write the subjects which will help to fulfil the College's curriculum aims in 1a.****2c Find the subjects pupils of your age study, and talk about the similarities and differences with Uzbekistan.**

e.g. In Uzbekistan many of the subjects we study are the same as ... but some are different. For example, we study ... but in England and Wales pupils of our age study

<b>Grammar</b>	The same as... What type? What types? What are...? What is...? ... different from... which bog'lovchisi who bog'lovchisi	
<b>Additional materials:</b>	 <p data-bbox="384 577 619 595">Michael Rosenfeld/Tony Stone Images</p>	<p data-bbox="1098 120 1532 237">Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p data-bbox="1098 277 1532 304"><b>Industrial Training</b></p> <p data-bbox="1098 304 1532 434">A community college instructor explains the design of an engine with the aid of a cross-section model. Most community colleges offer technical, preprofessional, and vocational training programs to prepare students for jobs in a variety of fields.</p> <p data-bbox="1098 434 1532 461">Michael Rosenfeld/Tony Stone Images</p> <p data-bbox="1098 461 1532 515"><b>Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b></p>
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.	
<b>Homework:</b>	Homework is given according to the academic plan.	

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 4. A day in the life of a pupil
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about daily routines of school pupils
<b>Type of the lesson:</b>	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
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

## Lesson 4. A day in the life of a pupil

**1 a Read and translate the sentences.**

1. Before reading a book, I look through it.
2. Before going to school, I check my school things.
3. Before speaking, I think.
4. After doing my homework, I have a rest.
5. Before going to bed, I brush my teeth.

**1 b Chain Drill.**

A: Before going to bed, I watch TV. What do you do before going to bed?

B: Before going to bed, I iron my uniform. What do you do before going to bed?

**2a Work in pairs. You are going to interview the pair next to you about their day. Write 10 questions.**

e.g. When do you get up? What do you do before going to school?

**2b Work in groups. Interview your partners. Use your questions.****2c Report your interview.**

e.g. Tohir gets up at 7 o'clock but Salim gets up at 6:30. Before going to school, both of them have breakfast.

**3a Read about an English pupil's day. Guess the meaning of these words.**

## New words:

Registration [ˌredʒɪ'streɪʃ(ə)n] -ro'yxatga olish, ro'yxatdan o'tish

Standard ['stændəd] -standard

a set book [set] [buk] -kitoblar to'plami

instead [ɪn'sted] -o'rniga

available [ə'veɪləbl] -mumkin bo'lgan,

A typical day at school starts at 8.50 a.m. with the first bell. We must go to registration, which lasts until 9 o'clock. After registration, lessons begin. Year 12 and 13 pupils attend the subject lessons that they have chosen, either at GCSE (General Certificate of Secondary Education) level or at 'A' level standard. My first lesson on a Wednesday morning is English. During this lesson, we usually read a set 'A' level book, and discuss it. For English we have several set books - you know, works of literature which we have to study for the exam: a Shakespeare play, a novel... etc. After this I have two 'free' periods. Lessons last 45 minutes each.

The courses chosen by Year 12 and 13 pupils are all mixed, and last for different amounts of time, depending on the subjects you have chosen. For example, pupils who do science have to do practical laboratory work and that takes a long time. So we have some free periods. In these periods we work privately and independently. After my two free periods, it's breaktime. During the break, we can buy drinks, sweets and crisps from the school shop. I'm on a diet now so I try not to buy sweets during the break. I bring an apple to school instead. After break I have double geography. I'm in the top set. You know, there are two groups for geography so the fastest pupils are in the top set and the slower pupils are in the second set. Then it's lunchtime. Many pupils bring sandwiches for lunch, but hot and cold meals are available in the school canteen. School orchestra practice is at 1.45 on Wednesday. It's quite a big orchestra with about 30 members. Lessons begin again at 2.20. Most Year 12 pupils have personal and social education on a Wednesday afternoon, which is held in the library, and taken by the Principal. This lesson lasts until 3.20 -the end of school.

After school I go home and spend a couple of hours on my homework. Three times a week I go to the sports centre. I'm a member of the gymnastics club. Sometimes I read novels. After doing my homework or going to the sports centre, I mostly watch TV. I like films, especially thrillers. Before going to bed I often chat to my friends on the phone. I go to bed around 10 o'clock.

**3b Copy and complete the table for the English pupil.**

Time the school starts:

Length of lessons:

Number of lessons:

Routine things pupils do before lessons:

Types of lunch:

Time school ends:

Activities after school:

**3c Talk about the differences between Uzbek and English pupils' days.**

e.g. Here school starts at 8 o'clock but in England and Wales it starts at 8.50.

<b>Grammar</b>	Remember: After doing my homework, I have a rest. Before going to bed, I brush my teeth.
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. The true teacher defends his pupils against his own personal influence. <b>Bronson Alcott</b> (1799 - 1888) U.S. teacher and philosopher. <i>Orphic Sayings. From The Dial, "The Teacher"</i> <b>Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b>
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 5. State versus private education
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about comparing features
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

Lesson 5. State versus private education

**New words:**

Private school ['praɪvɪt] [sku:l] – xususiy maktab  
 Elementary [ˌeɪˈment(ə)rɪ] -boshlang'ich maktab  
 Superior [s(j)u:'pɪəriə] -yuqori maktab  
 Extra-curricular ['ekstrə] -maktabdan tashqari

Opportunity [ˌɒpə'tju:nəti] -imkoniyat  
 Advantage [əd'vɑ:ntɪdʒ] -afzallik  
 Disadvantage [ˌdɪsəd'vɑ:ntɪdʒ] -kamchlik

**1 Work in groups. Answer the following questions.**

- Do you know what private school is? Have you heard about it?
- Do we have private schools here in Uzbekistan?
- What do you think of private school? Would you like private schools in Uzbekistan?
- Do you think we will have private schools in the future? Why/why not?
- Which schools do you think are better: private or public schools?

**2a Read the interview with Vince Aquila, the Principal of an American private school - the Catholic High School, Huntsville, Alabama and answer the question.**

Would you study for the price shown in the text if you lived in America? Why/Why not?

Interviewer: What percentage of students attends private schools here in Huntsville?  
 Principal: There are approximately 22,000 students in Huntsville City Schools. We have 18 private schools. About 5-6 percent out of the 22,000 go to private schools.

Interviewer: What age groups are the private schools for?  
 Principal: Private schools accept students from the elementary school ages. So there are private elementary middle and high schools. Private elementary and middle schools are mostly in the same building.

Interviewer: Why do parents send their children to private schools?  
 Principal: Parents prefer private schools because private schools teach religion, have smaller classes and have stricter discipline compared to public schools. Also there are greater opportunities for pupils to attend extra-curricular activities.

Interviewer: How much does it cost to go to a private school? How much is the cheapest and the most expensive?  
 Principal: Private elementary and middle schools cost \$3,000 for a year. For private high schools like ours it costs \$4,700 for a year. The highest price is \$8000. In that school each pupil gets a laptop computer and other facilities that are superior to other schools.

Interviewer: Are there any famous private schools? What are their names? Where are they in the US?  
 Principal: I don't know about other states, but the most famous here is Randolph Academy.

Interviewer: Do private schools have a uniform?  
 Principal: Yes. For example our uniform is beautiful. Look around and you'll see it.

Interviewer: Are private schools co-ed or single sex?  
 Principal: All of the private schools in Huntsville are co-ed. But I know some single sex private schools in Washington DC.

**2b Work in groups. Discuss the questions and write notes.**

What are the advantages of private schools? What are the disadvantages of private schools?

Procedure of the lesson:

<b>Grammar</b>	I think/believe/agree/disagree/know that o do i/ I do too/nor do I/ neither do I / in my opinion
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<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. <b>Types of U.S. Private Schools</b> © Microsoft Corporation. All Rights Reserved. Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.	<p>© Microsoft Corporation. All Rights Reserved. Center for Educational Statistics, Private School Survey, 1997-98.</p>
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<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

<b>Theme of the lesson:</b>	Lesson 6. Project
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to discuss about private schools. –participate a debate
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 6. Project
	<p><b>1a Listen to the programme about private schools and say who thinks they are good: teachers, pupils, or parents.</b></p> <p><b>1 b Listen to the programme again. Which statements are true and which are false?</b></p> <ol style="list-style-type: none"> <li>Private schools are very good with all kinds of students: the very talented, those of average ability, and those in trouble.</li> <li>At private school you have to overcome lots of things and work harder to learn.</li> <li>In private schools the teachers make you learn; in public schools it is up to the pupil.</li> <li>At private schools, school is the only thing in your life.</li> <li>Students don't get help from anybody in private schools.</li> <li>Private schools must satisfy parents' requirements.</li> <li>In private schools traditions and moral education are strong because both the Principal and the teachers make students learn and behave.</li> </ol> <p><b>2 You are going to take part in a debate. The motion is 'Every pupil should have the same opportunities. We do not want private schools in our town/region.'</b></p> <p><b>Preparation Work in groups.</b></p> <p>Group A: You agree with the motion. Write reasons why private schools are a bad idea. Group B: You do not agree with the motion. Write reasons why private schools are a good thing.</p> <p><b>Activity</b></p> <p><b>Have a debate. Remember to use all the phrases you know.</b></p> <p>I think/believe/agree/disagree/know that... So do I/I do too/Nor do I/Neither do I ... In my opinion ...</p>
<b>Grammar</b>	
<b>Additional materials:</b>	<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><b>Students at Phillips Exeter Academy</b> Founded in 1781, Phillips Exeter Academy in Exeter, New Hampshire, is one of the oldest and best-known private schools in the United States. Known for its academic rigor, the school attracts students from around the world. Most students live in dormitories on school grounds. Richard Pasley/Stock Boston <b>Microsoft</b> ® <b>Encarta</b> ® <b>2008</b>. © 1993-2007 Microsoft Corporation. All rights reserved.</p> </div> </div>
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Unit 4. <b>SCHOOL AND COMMUNITY</b> Lesson 1. School rules in Uzbekistan, the UK and the USA	
<b>Aim</b>		
• <b>Upbringing aim:</b>	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.	
• <b>Educational aim:</b>	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.	
• <b>Developmental aim:</b>	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.	
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to compare school rules in different countries and Uzbekistan	
<b>Type of the lesson:</b>	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.	
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive	
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.	
<b>Main part of the lesson:</b>		
<b>Organizational part:</b>	Greeting. Working with pupils on duty.	
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
<b>Procedure of the lesson:</b>	Lesson 1. School rules in Uzbekistan, the UK and the USA	
	<b>New words:</b>	
	Rules [ru:l] -qoidalar	Wear ['wi:tə] -kiymoq
	Member ['membə] -a'zo	Arrive on time [ə'raɪv] [ɔn] [taɪm] -o'z vaqtida kelmoq
	Concentrate ['kɒn(t)s(ə)ntreɪt] -fikrni jamlamoq	Prepare [prɪ'peə] -tayyorlamoq
	<b>1 Work in groups. How well do you know your school rules? Write the rules you know.</b> e.g. Come to school on time.	
	<b>2a Read Estover Community School Rules. Which rules are the same as yours? Which are different? Are there any rules that you would like to add to your own school rules?</b> As a member of this school I will:	
	<ul style="list-style-type: none"> <li>• listen when a member of staff is talking to me</li> <li>• concentrate and allow others to learn</li> <li>• respect people and their property</li> <li>• wear the school uniform correctly</li> <li>• come to school with an appropriate hair style and colour</li> <li>• eat and drink only in the canteen</li> <li>• walk in the corridor</li> <li>• arrive on time</li> <li>• prepare everything for all lessons (pens, pencils, ruler, crayons, calculator, geometry set, English dictionary)</li> </ul>	
	<b>2b Read Pleasant Valley High School Rules. Which rules are the same as yours? Which are different? Are there any that you would like to add to your school rules?</b>	
	<ul style="list-style-type: none"> <li>• Be in the yard no earlier than 7.30 a.m. and no later than 8.30 a.m.</li> <li>• Be at the bus stop on time. Buses can't wait.</li> <li>• Keep your head and hands inside the bus.</li> <li>• Move around school quietly.</li> <li>• Don't bring chewing gum to school.</li> <li>• Don't bring toy guns, water pistols, radios, tape-players, electronic games or cell phones to school.</li> <li>• Don't spend so much time improving yourself that you have no time left to give feedback to others.</li> <li>• Be better than you were yesterday.</li> <li>• Don't wear shorts, very short skirts, high-heeled shoes, caps or hats on the school site. Don't bring jewellery to school. If you need to leave the campus during school hours you must have written permission. And you must sign out at Reception before you leave. If you are absent from school you must bring a letter from your parents or guardian explaining the absence.</li> </ul>	
<b>Grammar</b>	Where bog'lovchisi Must modal fe'li	

<p><b>Additional materials:</b></p>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <div data-bbox="379 136 1082 595" data-label="Image"> </div> <div data-bbox="384 568 651 591" data-label="Caption"> <p>Bruce Roberts/Photo Researchers, Inc.</p> </div> <div data-bbox="1098 159 1233 185" data-label="Section-Header"> <p><b>School Busing</b></p> </div> <div data-bbox="1098 190 1560 577" data-label="Text"> <p>In the 1954 landmark <i>Brown v. Board of Education of Topeka</i> the Supreme Court took a first step toward desegregation when it ruled against segregation. Change came slowly, however, and the Court made several subsequent decisions that called on individual public school districts to desegregate immediately. One of the most common methods of desegregating school districts was busing. White students were bused to all black schools and black students to all white schools. Here, white and black students in Charlotte, North Carolina, arrive at an inner city school in 1970.</p> </div> <div data-bbox="1098 580 1449 604" data-label="Caption"> <p>Bruce Roberts/Photo Researchers, Inc.</p> </div> <div data-bbox="379 604 1123 631" data-label="Text"> <p>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p> </div>
<p><b>Assessment:</b></p>	<p>Marking pupils according to their homework and activities during the lesson.</p>
<p><b>Homework:</b></p>	<p>Homework is given according to the academic plan.</p>

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 2. Ways of expressing rules
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to write school rules
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 2. Ways of expressing rules <b>New words:</b>
	<b>Uniform</b> ['ju:nɪfɔ:m] -uniforma, maxsus kiyim <b>Kind-yaxshi</b> , muloyim <b>Angry</b> ['æŋgrɪ] -g'azabli, jahlli <b>Fingernail</b> ['fɪŋgəneɪl] -tirnoq <b>Badge</b> [bædʒ] -nishon
	<b>1 a Look at the school rules from the UK and the USA in Lesson 1 again. Find and write words which mean:</b> <ol style="list-style-type: none"> <li>the things which belong to someone</li> <li>the place where the school is and all the school buildings</li> <li>rings, earrings, etc. made of gold and silver</li> <li>the place where visitors to the school must report and where pupils must report if they leave the school</li> <li>the person who is responsible for you but is not your mother or father</li> <li>a letter which says you can leave</li> </ol> <b>1 b Look at the school rules from the UK and the USA again. How many different ways of expressing the rules can you find? Name the different structures/tenses.</b> <b>1 c Look and say: What other words can be used to say rules? Which way of saying rules in English do you like best?</b> Pupils must wear identity badges at all times. Pupils should keep their fingernails short and clean. No animals should be brought to school. <b>2 Translate the school rules in 2a in Lesson 1.</b> <b>3 Work in pairs. Imagine pupils are in charge of the school. Write your rules. You can use the words in the cloud.</b> e.g. Teachers must wear uniform. smile, no homework, high marks, be beautiful, sing the lesson, lessons in the garden, be kind, not be angry
<b>Grammar</b>	Ot yasovchi qo'shimchalar Urg'u
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 3. School Discipline Policy	
<b>Aim</b>		
• <b>Upbringing aim:</b>	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.	
• <b>Educational aim:</b>	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.	
• <b>Developmental aim:</b>	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.	
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about raising awareness of school policy	
<b>Type of the lesson:</b>	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.	
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive	
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.	
<b>Main part of the lesson:</b>		
<b>Organizational part:</b>	Greeting. Working with pupils on duty.	
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
<b>Procedure of the lesson:</b>	Lesson 3. School Discipline Policy	
	<b>1 Look at the picture and answer the questions.</b>	
	What is happening in the picture? Has something like this ever happened to you? Why did someone punish you? Did it hurt? Do you think it was good for you?	
	<b>2a Find these words in the Wordlist. Write the part of speech and the translation.</b>	
	<b>New words:</b>	
	<u>Bully</u> -ajoyib, zo'r Detain [dɪ'teɪn] – qoldirmoq, ushlab turmoq Discipline ['dɪsəplɪn] – tartib, o'rgatish <u>Exclude</u> [ɪks'kluːd] -istisno qilmoq Expel [ɪk'spel] – istisno qilish, chiqarish	maintain [meɪn'teɪn]- qo'llab-quvvatlash, asrash truant ['truːənt] – dangasa, darsdan qochadigan permit-ruxsat bermoq tolerate ['tɒl(ə)reɪt]-chidamoq, izn bermoq, ruxsat bermoq
	<b>2b Match the words in 2a with these nouns.</b>	
	punishment expulsion detention truancy permission exclusion bullying maintenance tolerance	
	<b>2c Say the words in 2a and 2b. Find the words where the stress is different in the verb and the noun.</b>	
	<b>2d Chain drill.</b>	
e.g. Pupil 1: detain. Pupil 2: detention. Pupil 3: permit. Pupil 4: permission.		
<b>3a Read the text and answer the questions.</b>		
1. Who is the text written for? 2. What does the writer of the text want? 3. The school uses two ways to help pupils behave well. What are they?		
Estover School Discipline Policy		
We expect a high standard of behaviour from our pupils at all times. We hope that parents will support us in developing the good behaviour of their children. A copy of the school rules is given below for parents' information. It is important that pupils behave well in class. Bad behaviour affects the learning of other pupils and is unacceptable. Bullying is not tolerated in this school. There is a separate policy on bullying at the back of this information pack. Truancy is a serious matter. Repeated truancy may result in exclusion from the school. Teachers and pupils are responsible for maintaining discipline. Our policy is to encourage good behaviour. The form teacher will help pupils with personal problems, and give academic advice about exams and school reports. All our teachers are trained to help pupils improve their behaviour. Teachers will punish pupils who break the rules. If the matter is serious, pupils must see the Head Teacher.		
<b>3b Work in groups. Talk about your School Discipline Policy.</b> e.g. In our school all pupils must behave well in school.		
<b>Grammar</b>	Future Simple Tense -er, -or ot yasovchi qo'shimchalar	
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. School Discipline. On July 6 a 15-year-old high school girl in Kobe was crushed to death by a quarter-ton steel gate that had been slammed shut by a teacher just as morning classes were about to begin. The teacher, who claimed he was trying to teach students a 'lesson' on coming to school on time, was fired and charged with professional negligence. The girl's death revived national debate over Japan's school system, in which teachers are allowed broad powers to dictate student behavior, dress, and activities. Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.	
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.	
<b>Homework:</b>	Homework is given according to the academic plan.	

<b>Theme of the lesson:</b>	Lesson 4. School punishments
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about types of school punishments
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 4. School punishments <b>New words:</b> Punishment ['pʌnɪʃmənt] -jazo Punish ['pʌnɪʃ] -jazolamoq Behaviour [bɪ'heɪvjə] -hulq Behave [bɪ'heɪv] -o'qini tutmoq Serious ['sɪəriəs] -jiddiy
	<p><b>1a Work in pairs. Answer the questions.</b></p> <ol style="list-style-type: none"> <li>Do your parents punish you? How?</li> <li>Do your teachers punish you? How?</li> </ol> <p><b>1b Read the second part of Estover School Discipline Policy and answer the questions.</b> Which punishments are the most serious? Why?</p> <p>Punishments used in Estover School include: Lines: when a teacher gives a pupil 'lines' s/he must write the same sentences again 50 or 100 times. For example, T will never be late for school again'. Detention: If a pupil is on detention s/he must stay after school to do extra work, e.g. lines for half an hour. Report: If a pupil is on report s/he has a card which s/he gives to the teacher at the end of every lesson. Each teacher reports if s/he has behaved well or badly. Exclusion: If a pupil is excluded s/he can't come to school for a few days or weeks. His/her parents must see the Headmaster. Exclusion is serious. Expulsion: If a pupil is expelled s/he is sent away from the school. This is very serious. The pupil has to go to another school where the teachers all know about his/her bad record. Please note: it is against the law to use physical punishment. No pupil can be hit, beaten or punished in any other physical way.</p> <p><b>1 c Compare the punishments with punishments in Uzbekistan. Use 'the same as', 'different from' and 'not the same as'.</b> e.g. Physical punishment is against the law in the UK the same as in Uzbekistan.</p> <p><b>1 d Work in groups. Read the text again and say what you think about the punishments. Agree or disagree with your classmates.</b> e.g. I think lines are good/bad because ... So do I. I do too./Sorry, I don't agree ... I don't think detention is good because ... Nor do I. Neither do I./Sorry, I don't agree ...</p> <p><b>2a Look and say what is happening in this picture.</b></p> <p><b>2b Listen and answer the questions.</b></p> <ol style="list-style-type: none"> <li>What is bullying?</li> <li>Does bullying happen in your school?</li> <li>Is bullying a serious offence?</li> </ol> <p><b>2c Write T for True and F for False</b></p> <ol style="list-style-type: none"> <li>Bullying is a serious offence.</li> <li>Bullying happens when somebody physically attacks a strong pupil.</li> <li>The school cannot tolerate bullying.</li> <li>Parents are happy when bullying happens.</li> </ol>
<b>Grammar</b>	Neither do I Nor do I Either do I Or do I
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. School Discipline  Punishments in UK schools Exclusion: a pupil is excluded from the school and cannot come back. The pupil has to find a new school or a different method of education (home tutor, special centre for difficult pupils) Suspension: when a pupil is suspended they cannot enter the building or attend lessons until the school has a meeting about their

	<p>case. Suspension can last from 1 to 45 days in a school term. The school usually gives work to do at home with a tutor (special teacher).</p> <p>Detention: a pupil is detained/asked to stay at school at the end of the school day. The pupil must work for 30 minutes or an hour more before they are allowed to leave the school.</p> <p>Lines: a pupil has to write a sentence many times (100 times) on a sheet of paper: An example sentence: I must not shout in class. This punishment is sometimes given during detention too.</p> <p>Case Study</p> <p>Freya Macdonald, a 15 year old pupil from Scotland, made the news this month in the UK. When her Secondary school gave her detention, she went to a lawyer and took legal action against the school. The teenager believes that it is not legal to keep a pupil in the school building against their wishes.</p> <p>She is citing Article 5 of the European Convention of Human Rights which is now also part of Scots law. It says that it is illegal to detain children against their will. If schools want to keep pupils after school hours they should ask for a court order.</p> <p>Freya says that repeated detentions disrupted her education and stopped her from learning successfully. She is citing article 2, which states that every child has the right to an education. She is now refusing to return to school until the school respects her civil rights. She wants the headmaster and her teachers to sign a letter to promise they will respect her rights.</p> <p>Many schools in the UK now give parents a home school contract. This is a contract explaining the school discipline and rules. Parents must sign this document and agree that they accept the school's rules. They are responsible for their child's behaviour and must respect the discipline methods used in the school.</p> <p><a href="http://www.teachingenglish.org.uk/language-assistant/essential-uk/school-discipline">http://www.teachingenglish.org.uk/language-assistant/essential-uk/school-discipline</a></p>
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 5. Extra - curricular activities
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about school clubs
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 5. Extra - curricular activities
	<b>New words:</b>
	Extra Curricular Activity ['ekstrə] [kə'ri:kjələ] [æk'tivəti] – maktabdan tashqari mashg'ulot Club-klub Interests ['Int(ə)rəst] - qiziqishlar
	<b>1 Look and say who you can see and what they are doing.</b>
	<b>2 a Read about extra-curricular activities in the USA and the UK and say which are the same in your school.</b>
	<b>Field trips:</b> geography biology modern languages history <b>Other trips:</b> museum exhibition factory monument theatre cinema castle France <b>School clubs:</b> sports photography <b>Activities:</b> video debating choir dance radio school newspaper drama orchestra
	<b>2c Listen again and look at the list of advantages of clubs/activities. Say which of the advantages Lucy mentions.</b>
	Clubs are good because we can: <ul style="list-style-type: none"> <li>• learn to work in a team</li> <li>• learn to take responsibility</li> <li>• make the best of our time</li> <li>• learn interesting things</li> <li>• have fun</li> <li>• prepare for our future life</li> <li>• be more active</li> </ul>
	<b>2d Work in pairs. Answer the questions.</b>
	1. Which clubs do you belong to? 2. What are the advantages, in your opinion? 3. What is your role in the club? 4. What could you do to be more active in the club?
<b>2e Report.</b>	
<b>Use this list of points to help you.</b> name goal how often, when, what days what activities teacher members roles for the members	
<b>Grammar</b>	Present passive
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
	<b>Family Field Trip</b> Homeschooling activities usually include visits to libraries, museums, churches, or other locations outside the home. Frequently, groups of homeschooling families organize joint field trips as a central part of their children's educational program. The families shown here participate in an exhibit at the Exploratorium, a museum in San Francisco, California. K. Preuss/The Image Works

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X. Preuss/The Image Works

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

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 6. School Council	
<b>Aim</b>		
• <b>Upbringing aim:</b>	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.	
• <b>Educational aim:</b>	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.	
• <b>Developmental aim:</b>	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.	
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Democratic structures in schools	
<b>Type of the lesson:</b>	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.	
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive	
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.	
<b>Main part of the lesson:</b>		
<b>Organizational part:</b>	Greeting. Working with pupils on duty.	
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
<b>Procedure of the lesson:</b>	Lesson 6. School Council	
	<b>1 Find the words you don't know in the Wordlist. For each word say if it is a noun, verb or adjective.</b>	
	<b>New words:</b>	
	Elect [ɪ'lekt] - saylamoq Election [ɪ'lekʃ(ə)n] - saylov Vote [vəʊt] - ovoz bermoq Voter ['vəʊtə] - ovoz beruvchi Govern ['gʌv(ə)n] - boshqarmoq government ['gʌv(ə)nɪmənt] - hukumat	senate ['senɪt] - senat senator ['senətə] - senator finance [faɪ'næns] - moliya financial [faɪ'nænʃ(ə)l] - moliyaviy constitution [ˌkɒn(t)stɪ'tjuːʃ(ə)n] - konstitutsiya, tashkil topish
	<b>2a Look at the picture and answer the questions.</b>	
	1. Who can you see? 2. Where do you think he is? 3. What do you think he is doing?	
	<b>2b Listen to Michael talking about himself and check your answers in 2a</b>	
	<b>2c Work in pairs. Listen again and answer the questions.</b>	
	1. What position does Michael hold? 2. How did he get the job? 3. What is his area of responsibility? 4. How many people are in his group?	
	<b>3a Answer the questions.</b>	
1. Do you have a school council in your school? If yes, how do you choose the members? If not, why don't you have one? 2. What does your school council do? Or, if you have no school council, what would you like it to do? 3. Would you like to be a member of a school council? Why/why not?		
<b>3b Work in groups. Read the speeches. Say who you would vote for and why.</b>		
Hello. My name is Shuhrat Tursunov. I hope you will vote for me. I want to represent you on the School Council. I want to make our school more aware about the environment. If you vote for me, we will: <ul style="list-style-type: none"> <li>keep the school cleaner</li> <li>recycle more and reduce the amount of garbage the school produces</li> <li>start a school garden to encourage wildlife</li> <li>join Ecosan and help protect the environment in Uzbekistan</li> <li>have litter days when we clean up litter in the school and in the mahalla</li> </ul> Live better! Live cleaner! Vote for me as your representative!	Hello. My name is Saodat Zakirova and I am hoping you will vote for me to represent you on the School Council. If you vote for me, we will: <ul style="list-style-type: none"> <li>help all the elderly people in our mahalla</li> <li>invite them to the school once a week and put on a show for them</li> <li>use our voluntary hours well</li> <li>make our school into a model school</li> <li>provide extra help for pupils who have low marks to help them raise the school standard</li> </ul> Do better at school! Look after our people! Vote for me as your representative and we'll all have a bright future.	
<b>Grammar</b>	Do you have...? Yes, I do. No, I don't.	
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.	
<b>Homework:</b>	Homework is given according to the academic plan.	

<b>Theme of the lesson:</b>	Lesson 7. School as a centre for community
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about The role of schools in the community
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 7. School as a centre for community <b>New words:</b> Building ['bɪldɪŋ] -bino Library ['laɪbr(ə)rɪ] -kutubxona Canteen [kæn'tiːn] -maktab oshxonasi, bufet Dance hall [dɑːns(h)ɪl] [hɔːl] -raqs holi(zali) Health centre [helθ] ['sentə] -tibbiyot markazi School garden [skuːl] ['gɑːd(ə)n] -maktab bog'i
	<b>1 Answer the questions.</b> 1. Who uses the school building apart from teachers and pupils? 2. Which parts of the building do they use? 3. What do they use it for?
	<b>2a Read the page from Estover Community College's brochure and say what your family could do at the school.</b> e.g. My father could use the library. My grandmother could ...
	IT'S YOUR SCHOOL We try to include the whole community in our work. We are here for YOU! Please let us know how we can help you - and we will let you know how you can help US! Together we can do more. Our school has/is... a place to hold meetings      a 'mothers and babies' clinic      rooms of all sizes health education classes      a library      an environmental centre a dance hall      a place to keep fit      a place for shows and plays a place for a cup of tea and chat      a place where adults can learn too      day and evening classes for all Come and enjoy our garden. Use our gym and tennis court and mini-nature reserve.
	<b>2b Say which of the things your family can do in your school.</b>
	<b>2c Say what the community can do for the school.</b> e.g. The factory can give us some paper.
	<b>3 Work in groups. Take turns describing your ideal community school and compare your ideas.</b> e.g. I think an ideal community school is a school which is/where ...
	<b>4a Work in groups. Discuss the following problems. Say what the problems are and what is needed.</b> Group A: the public welfare problem Group B: family and children services Group C: the school building
	<b>4c Answer the question. What is your school's and your role in solving these problems. Is it important? \ Why? Why not?</b> e.g. I think we can help to solve the ... problem. We can do ... . It is important for us to solve our... because ... I don't think there is much we can do. It is not important for us to solve our... because ...
	<b>4b Work in pairs. Choose one topic from 4a. Find a person, agency or service in the telephone directory to help. Note in the table how the person/organisation can help.</b>
<b>Problems:</b> <b>Solutions:</b> We need ... Name of the person/organisation: Address: Phone number: Type of help:	
<b>Grammar</b>	I could do... Can modal fe'li
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.

Education is compulsory in Uzbekistan from age 6 until age 15. Nearly the entire adult population can read and write. Illiteracy was high before the Soviet period but was virtually eliminated by 1970 as a result of the Soviet Union's emphasis on free and universal education. Since gaining independence, Uzbekistan has embarked on a gradual and costly reform of its education system, which was based on the Soviet model, to bring it up to modern and internationally recognized standards. Among other changes, the government has introduced new curricula and textbooks, new teacher-training programs, and a multitiered degree system for higher education. The government has also opened new primary and secondary schools to serve the growing population of the country, as well as science and technology institutes to meet the needs of a developing nation. Schools play an integral role in the process of nation building. For example, textbooks now place a greater emphasis on Uzbek history and literature, and both the Arabic and Latin scripts are taught in schools.

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

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 8. Project
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to design brochure for their school
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 8. Project
	<b>1 Preparation</b> <b>Design a brochure for your school. The brochure should include pictures and information about the school. The brochure is for new pupils and their parents, and for visitors to the school.</b> Include the following things: a plan of the school a picture of the school and some pupils details of the school's facilities details of the study programme and timetable details of the extra-curricular activities the school offers details of the school uniform for boys and for girls a copy of the school rules a copy of the school policy on discipline and bullying a calendar for this year with all the holidays marked on it
	<b>2 Presentation Display your brochure. Walk round and look at other groups' brochures.</b> <b>3 Evaluation Say what you think are the best points about each group's brochure on time help my mother with the housework</b>
<b>Grammar</b>	
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Unit 5. <b>GOVERNMENT AND POLITICAL STRUCTURE</b> Lesson 1. National flags and emblems
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about governments, national flags and emblems
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 1. National flags and emblems <b>1 a Find the words in the Wordlist. Write the words and translations.</b>
	<b>New words:</b>
	Stripes [straɪp] -chiziqlar Top[top]-ustki, yuqori left hand corner [left][hend][ˈkɔɪnə] -chap burchak crescent ['kres(ə)nt] -yarimoy union flag ['juɪnjən] [flæg] – (Union Jack) – Buyuk Britaniya bayrog'i background ['bækgraund] -orqa fon represent [,reprɪˈzent] -ifodalamoq
	<b>1 b Work in pairs. Point and say.</b>
	<b>1 c Look at the flags and say what country they represent</b> Blue Red Green
	<b>1 d Work in pairs/fours. Play 'What flag is it?'</b> e.g. It's got a blue background. In the top left-hand corner is the Union flag. It's got six stars. Five of them have seven points and one five points. The stars represent the different states of the country. What flag is it?
	<b>3 Work in pairs. Match the emblem and the country.</b> <u>Australia -4</u> <u>UK -2</u> <u>Canada -5</u> <u>USA -1</u> <u>New Zeland -6</u> <u>Uzbekistan -3</u>
	<b>4a Read the description and match the words with the parts of the UK emblem.</b> 1. <u>standing unicorn -c</u> 2. <u>a motto -e</u> 3. <u>a shield -d</u> 4. <u>standing lion -a</u> 5. <u>a crown -b</u>
	The British emblem consists of a standing lion on the left and a standing unicorn on the right. At the bottom there is a motto. At the top there is a crown and another lion. There is a shield in the centre.
	<b>4b Translate the text.</b> <b>5a Match the words and phrases with the parts of the emblem.</b> 1. flowering valley 2. shining Sun 3. spreading wings 4. wheat ears 5. cotton seed cloves 6. eight-pointed star
<b>Grammar</b>	<b>Remember: V + ing = adjective flower + ing = flowering shine + ing = shining</b> Sifat so'z turkumi Ot so'z turkumi
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.

		Uzbekistan		The USA
	The UK		Australia	
	New Zeland		Canada	

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

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 2. Democracy in Uzbekistan
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about The constitution of Uzbekistan
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

**1 Look and answer.**

What is the name of this building? – The building is ‘Oliy Majlis’

Where is it situated? – It is situated in Tashkent.

**2. Find the words in the Wordlist. Write the words and translate them.**

New words:	
Executive [ɪg'zekjutɪv] – ijro etuvchi	term of powers [tɜɪm] [ɔv] ['paʊə] – vakolat muddati
Legislative ['ledʒɪzɪlətɪv] -qonun chiqaruvchi	appoint [ə'pɔɪnt] -tayinlamoq
Judicial [dʒuɪ'dɪʃ(ə)l] -sud	authoritative [ɔɪ'θɔɪtətɪv] – rasmiy, avtoritet
Representative [,reprɪ'zentətɪv] -vakil	merit ['merɪt] – заслуга, достоинство
Democratic [,demə'krætɪk] -demokartik	territorial constituencies [,terɪ'tɔɪrɪəl] [kən'stɪtjuən(t)sɪ] – hududiy saylov okrugi
Sovereign ['sɔv(ə)rɪn] -suveren	on a multiparty basis [ɔn] [mʌltɪpɑ:ti] ['beɪsɪs] – ko'ppartiaviylik asosida
Law-qonun	territorial representation [,terɪ'tɔɪrɪəl] [,reprɪzen'teɪʃ(ə)n] – hududiy vakolatxona
Court-sud	
Supreme [s(j)uɪ'priɪm] -oliy	
Chamber ['tʃeɪmbə] -palata	

**3 Read and match the definitions. Be careful – there is one extra answer!**

1 constitution	b) the system of laws and principles for governing a country or an organization
3 representative	e) a person who has been chosen to act for someone else or for a group of people
2 government	d) the group of people who govern
4 supreme	a) the highest (about a body, court, etc.)

- a) the highest (about a body, court, etc.)  
 b) the system of laws and principles for governing a country or an organisation  
 c) believing in or practising the principle of equality  
 d) the group of people who govern  
 e) a person who has been chosen to act for someone else or for a group of people

**4a Work in pairs. Answer the questions.**

- When was our constitution adopted? – The Constitution of Uzbekistan was adopted on December 8, 1992.
- Who is the head of our state? – According to the constitution, the President is the Head of State, elected generally and directly by secret ballot.
- How many regions does Uzbekistan consist of? – Uzbekistan consists of 12 regions, Tashkent city and Republic of Karakalpakstan.
- What is the legislative branch of Uzbekistan? What chambers does it consist of? - The supreme legislative body is the Oliy Majlis. The Oliy Majlis consists of two chambers -the Legislative Chamber (the lower chamber) and the Senate (the upper chamber).
- How many members are there in the Legislative Chamber and how many in the Senate? How are these members called in each chamber? – The Legislative Chamber of the Oliy Majlis consists of one hundred and twenty deputies elected by territorial constituencies on a multiparty basis. The Senate of the Oliy Majlis is the chamber of territorial representation and consists of members of the Senate (senators). There are 100 senators.
- How many members of the Senate can the President appoint? Who they may be? Sixteen members of the Senate of the Oliy Majlis is appointed by the President from among the most authoritative citizens with large practical experience and special merits in the sphere of science, art, literature, manufacture and other spheres of state and public activity.

**4b Read the text and check your answers.**

The sovereign Republic of Uzbekistan was founded on 31 August, 1991. The country is situated in the central and north-western part of Asia. Uzbekistan consists of 12 regions and the Republic of Karakalpakstan. The state language is Uzbek, and Karakalpak in Karakalpakstan. The state currency is soum. The Constitution of Uzbekistan was adopted on December 8, 1992. According to the constitution, the President is the Head of State, elected generally and directly by secret ballot. His term of office is seven years, with a right to re-election. The President is also the Head of the Senate of the Oliy Majlis. The supreme legislative body is the Oliy Majlis. The Oliy Majlis consists of two chambers -the Legislative Chamber (the lower chamber) and the Senate (the upper chamber). The term of powers of the Legislative chamber and the Senate of the Oliy Majlis is five years.

The Legislative Chamber of the Oliy Majlis consists of one hundred and twenty deputies elected by territorial constituencies on a multiparty basis.

The Senate of the Oliy Majlis is the chamber of territorial representation and consists of members of the Senate (senators).

Members of the Senate of the Oliy Majlis is elected in equal quantity - in six persons - from the Republic of Karakalpakstan, regions and the city of Tashkent by secret ballot. Sixteen members of the Senate of the Oliy Majlis is appointed by the President from among the most authoritative citizens with large practical experience and special merits in the sphere of science, art, literature, manufacture and other spheres of state and public activity.

<b>Grammar</b>	When...? Who...? How...? What...?
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. Democracy (Greek <i>demos</i> , "the people"; <i>kratein</i> , "to rule"), political system in which the people of a country rule through any form of government they choose to establish. In modern democracies, supreme authority is exercised for the most part by representatives elected by popular suffrage. The representatives may be supplanted by the electorate according to the legal procedures of recall and referendum, and they are, at least in principle, responsible to the electorate. In many democracies, such as the United States, both the executive head of government and the legislature are elected. In typical constitutional monarchies such as the United Kingdom and Norway, only the legislators are elected, and from their ranks a cabinet and a prime minister are chosen. Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

<b>Theme of the lesson:</b>	Lesson 3. The USA is a republic
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about The constitution of the USA
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.

**Main part of the lesson:**

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

## Lesson 3. The USA is a republic

**New words:**

United States of America [ju:ˈnaɪtɪd] [stert] [əˈmerɪkə] -Amerika Qo'shma Shtatlari  
 Federal ['fed(ə)r(ə)l] -Federal  
 Republic [rɪˈpʌblɪk] -Respublika  
 President ['prezɪd(ə)nt] -Prezident  
 District ['dɪstrɪkt] – okrug, tuman

**1 a Look and answer.****State Structure of the Federal Republic of the USA**

The branches of the US federal government				
Legislative		Executive	Judicial	
The Senate	The House of Representatives	The President and the Vice President	The Supreme Cour	Th Federal District Court

1. What kind of state is the USA? – the Usa is a federal republic.
2. How many houses does the legislative branch consist of? – the legislative branch consists of The Senate and The House of Representatives.
3. Who heads the executive branch of the country? – The President and the Vice President head the executive branch of the country.
4. How many courts does the judicial branch consist of? – The judicial branch consists of The Supreme Court and The Federal District Court.

**1 c Write the verbs in the correct form. Use the Present Simple Passive.**

1. The US federal government (divide) into three branches.  
The US federal government is divided into three branches.
2. The executive branch (head) by the president together with the Vice President.  
The executive branch is headed by the president together with the Vice President.
3. The legislative branch (make) up of two houses: the Senate and the House of Representatives.  
The legislative branch is made up of two houses: the Senate and the House of Representatives.
4. The US president (elect) for four years.  
The US president is elected for four years.
5. Federal judges (appoint) by the President with the approval of the Senate.  
Federal judges are appointed by the President with the approval of the Senate.

**2a Copy and complete the table.**

Country	Official name	Capital	State Structure	Head Branch of government	Constitution adopted
Uzbekistan	<u>The Republic of Uzbekistan</u>	Tashkent	<u>Republic</u>	Oliy Majlis	<u>1992</u>
<u>America</u>	United States of America	<u>Washington</u>	Federal Republic	<u>Congress</u>	1788

**2b Work in groups. Answer the questions. Use the table in 2a to help you.**

1. What is similar in the state structure of Uzbekistan and the state structure of the USA?
2. What is different?

e.g. The US government has the same branches as Uzbekistan has. The adoption date of the US Constitution is different from Uzbekistan's.

<b>Grammar</b>	Present Simple Passive
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.



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**Representative Democracy**

In representative democracies, citizens elect people to serve in legislative and executive positions. These representatives, invested with the confidence of their constituencies, then try to convey the interests and desires of these constituencies by participating in governmental processes. In the United States, citizens elect people to the House of Representatives and the Senate, which together comprise the nation's bicameral legislature. Citizens in each state elect two senators and a certain number of representatives based on the population of the state. Here, members of the Senate (right) and House of Representatives (left) meet in their respective chambers to discuss legislation.

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

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 4. The UK is a constitutional monarchy
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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,
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about a constitutional monarchy
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

<b>Procedure of the lesson:</b>	Lesson 4. The UK is a constitutional monarchy	
	<b>1 Look and match.</b>	
	<ol style="list-style-type: none"> <li><u>Queen Elizabeth II – a</u></li> <li><u>Prince Phillip – b</u></li> <li><u>Prince Charles – d</u></li> <li><u>Princess Anne – c</u></li> <li><u>The caption for the picture is The Royal Family – e</u></li> </ol>	
	<b>2a Answer the questions.</b>	
	<ol style="list-style-type: none"> <li><u>Where does the Queen of England live? - The most famous British royal home is Buckingham Palace</u></li> <li><u>What is the name of the British National Anthem? - The National Anthem is called 'God save the Queen'.</u></li> </ol>	
	<b>2b Read and check.</b>	
	<p>Since 1066 there have been forty monarchs in England, thirty-five kings, five queens and seven dynasties. Only fourteen monarchs have stayed on the throne for more than twenty-five years, one of them is Queen Elizabeth II.</p> <p>Every royal house or 'dynasty' has a surname. In Britain's case that name is Windsor. Queen Elizabeth II is the fourth Windsor monarch. She is also the head of a very large family. She has three sons, one daughter, and many grandsons and granddaughters. The most famous British royal home is Buckingham Palace. But it is not the only one. The Queen and her family have several other castles, official residences and country houses too. Today Buckingham Palace is the best known palace in the world. It stands at the end of a long boulevard called The Mall and it has 600 rooms on three floors, 400 staff, and 300 clocks.</p> <p>After Queen Elizabeth II, Britain's next monarch will probably be Prince Charles, the Prince of Wales. He will be King Charles III. Even further in the future his son, Prince William, will become king too. His title will be King William V. The National Anthem is called 'God save the Queen'. But if Prince Charles becomes King, it will be 'God save the King'.</p>	
	<b>2c Choose the best title.</b>	
	<ol style="list-style-type: none"> <li>The life of the monarchy.</li> <li>The Royal Family.</li> <li>Buckingham Palace.</li> </ol>	
	<b>2d Find and write the words from the text. Guess their meaning and write the translation.</b>	
<b>New words:</b>		
<b>Dynasty</b> ['dɪnəstɪ] -sulola <b>Monarch</b> ['mɒnək] -monarx <b>Throne</b> [θrəʊn] -taxt	<b>Palace</b> ['pæləs] -saroy <b>Residence</b> ['rezɪd(ə)n(t)s] -qarorgoh <b>boulevard castle-</b> ['bu:ləvə:d] ['kɑ:sl] – hiyobon qari	
<b>2e Answer the questions.</b>		
<ol style="list-style-type: none"> <li><u>How many dynasties have there been in the British monarchy up to present? - Since 1066 there have been forty monarchs in England, thirty-five kings, five queens and seven dynasties.</u></li> <li><u>Where is the official residence of the Queen? - The most famous British royal home is Buckingham Palace. The Queen and her family have several other castles, official residences and country houses too.</u></li> <li><u>Who will be the next monarch? - After Queen Elizabeth II, Britain's next monarch will probably be Prince Charles, the Prince of Wales.</u></li> </ol>		
<b>2f Find the phrases in the text and say why 'the' is used.</b>		
<p>the Queen, the Mall, the best known, the Prince of Wales  e.g. Today Buckingham Palace is <u>the best known</u> palace in the world.</p>		
<b>Grammar</b>	Artikl. Aniq va noaniq artikl.	
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. United Kingdom, constitutional monarchy in northwestern Europe, officially the United Kingdom of Great Britain and Northern Ireland. Great Britain is the largest island in the cluster of islands, or archipelago, known as the British Isles. England is the largest and most populous division of the island of Great Britain, making up the south and east. Wales is on the west and Scotland is to the north. Northern Ireland is located in the northeast corner of Ireland, the second largest island in the British Isles. The capital of the United Kingdom is the city of London, situated near the southeastern tip of England. <b>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b>	
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.	
<b>Homework:</b>	Homework is given according to the academic plan.	

<b>Theme of the lesson:</b>	Lesson 5. Westminster and Washington
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about The UK Parliament and US Congress
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.

**Main part of the lesson:**

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

Lesson 5. Westminster and Washington

**1 Find the words in the Wordlist. Write the words and translations.**

**New words:**

Convention [kən'ven(t)(ə)n] -Konvensiya  
 Alter ['ɔ:lteɪ] -o'zgartirish  
 Confederation [kən, fedə'reɪj(ə)n] -Konfederatsiya  
 Capitol Hill ['kæpɪt(ə)l] [hɪl] - Kapitoliy tepaligi

**2a Read and answer the questions.**

1. How many parts does the UK Parliament consist of? Parliament is the legislature and the supreme authority. It consists of three elements - the Monarchy, the House of Lords and the House of Commons.
2. Who elects the Prime Minister of the UK? The government is formed by the political party with the most MPs (members of parliament). The Queen then appoints its leader as Prime Minister.
3. What is another name for the Houses of Parliament? The House of Lords and the House of Commons meet in the Houses of Parliament, which are known as Westminster.

Good morning. My name is James McLenan. I work here at Westminster. And I'm going to be your guide to the House of Commons. Britain is a parliamentary democracy with a constitutional monarch - Queen Elizabeth II - as Head of State. The British Constitution, unlike those of most other countries, is not written in one document. Instead it is made up of statute law, common law and conventions from the last 1,000 years. Parliament is the legislature and the supreme authority. It consists of three elements - the Monarchy, the House of Lords and the House of Commons. These meet together only for special ceremonies. The House of Lords and the House of Commons meet in the Houses of Parliament, which are known as Westminster. The government is formed by the political party with the most MPs (members of parliament). The Queen then appoints its leader as Prime Minister. The Prime Minister's official residence is at 10 Downing Street in central London. As head of the government, the Prime Minister appoints about 100 ministers, 20 of them are in the Cabinet - the senior group which takes major policy decisions.

**2b Copy and complete the table for the UK.**

Country and capital city	State Structure	Head of State	Head of the Government	Name of Government Building

**3 Read the interview and answer the questions.**

1. What is the capital of the USA? Washington
2. What is the name of the government of the USA? The US Congress
3. What is the name of the place where the government buildings are? the Capitol

Hello I'm John Tolbertson. I'm a representative of the Senate and I'm going to tell you about Washington, which is the nation's capital. The city of Washington is in the District of Columbia on the Potomac River. Its population is more than 3.4 million. The US Congress meets in the Capitol, where government officers discuss new laws and make decisions. Under the constitution the states delegate much of their sovereignty to this central government in Washington. But they keep many important powers for themselves. Each of the 50 states, for example, retains the right to run its own public school system, to license its doctors and other professionals, to provide police protection for its citizens and to maintain its roads.

<b>Grammar</b>	-ing sifatlarda On the right On the left At the top At the bottom In the middle
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Procedure of the lesson:

<p><b>Additional materials:</b></p>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p><b>Westminster Abbey</b>  Westminster Abbey is the best-known church in England. It was begun in 1245 for King Henry III, and the French Gothic influence can be seen in the flying buttresses and the window tracery in particular. The chapel of Henry VII, designed in the Tudor style, was added in 1503.  Bernard Cox/Bridgeman Art Library, London/New York  <b>Microsoft ® Encarta ® 2008.</b> © 1993-2007 Microsoft Corporation. All rights reserved.</p>	 <p>Bernard Cox/Bridgeman Art Library, London/New York</p> <p><b>White House, North Portico</b>  Home and office of the United States president, the White House, in Washington, D.C., is one of the nation's most popular tourist attractions. The White House contains 132 rooms, but only 5 of these—the Blue Room, East Room, Green Room, Red Room, and State Dining Room—are open to public visitation.  White House Historical Association  <b>Microsoft ® Encarta ® 2008.</b> © 1993-2007 Microsoft Corporation. All rights reserved.</p>
<p><b>Assessment:</b></p>	<p>Marking pupils according to their homework and activities during the lesson.</p>	
<p><b>Homework:</b></p>	<p>Homework is given according to the academic plan.</p>	

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 6. Project
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Creating a self - governing committee
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 6. Project You are going to set up a club with a self-governing committee. Decide on the club (it could be the one you worked on in lessons 1 and 2 of this unit).
	<p><b>1 a Work in groups. Create and describe your self-governing club. Your club should include the following:</b></p> <ul style="list-style-type: none"> <li>• What is it called?</li> <li>• Who may join?</li> <li>• What are its objectives?</li> <li>• What is its slogan?</li> <li>• What does it cost to join?</li> <li>• What else is special about it?</li> </ul> <p><b>1 b Prepare the following:</b></p> <ul style="list-style-type: none"> <li>• A club membership card</li> <li>• A club constitution or list of rules</li> <li>• An application form</li> </ul>
<b>Grammar</b>	
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Unit 6. <b>POLITICAL PARTIES</b> Lesson 1. Political parties in Uzbekistan and Great Britain	
<b>Aim</b>		
• <b>Upbringing aim:</b>	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.	
• <b>Educational aim:</b>	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.	
• <b>Developmental aim:</b>	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.	
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Electoral system in Uzbekistan and the UK	
<b>Type of the lesson:</b>	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.	
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive	
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.	
<b>Main part of the lesson:</b>		
<b>Organizational part:</b>	Greeting. Working with pupils on duty.	
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
<b>Procedure of the lesson:</b>	Lesson 1. Political parties in Uzbekistan and Great Britain	
	<b>New words:</b>	
	Political-siyosiy Party-partiya Liberal-liberal Revival-	Justice-adolat, adliya Social-ijtimoiy House – palata, uy
	<b>1a Work in pairs. Answer the questions.</b>	
	1. <u>How many political parties are there in Uzbekistan? – 4</u>	
	2. <u>What are they?</u>	
	<ul style="list-style-type: none"> <li>• <u>Uzbekistan Liberal Democratic Party (<i>Tadbirkorlar va ishbilarmonlar harakati — O'zbekiston Liberal demokratik partiyasi</i>)</u></li> <li>• <u>Uzbekistan People's Democratic Party (<i>O'zbekistan Xalq demokratik partiyasi</i>)</u></li> <li>• <u>Uzbekistan National Revival Democratic Party (<i>O'zbekistan "Milliy tiklanish" demokratik partiyasi</i>)</u> <u>From 2008, includes the former Self-Sacrifice National Democratic Party (<i>Fidokorlar Milliy Demokratik Partiyasi</i>)</u></li> <li>• <u>Justice Social Democratic Party (<i>"Adolat" sotsial demokratik partiyasi</i>)</u></li> </ul>	
	3. <u>What electoral system does Uzbekistan have? - Electoral System</u> <u>The citizens of the Republic of Uzbekistan enjoy the right to vote and to be elected to representative bodies of power. Each constituent has one vote. Presidential elections, as well as the elections of the representative bodies of power, are carried out on the basis of universal, equal and direct suffrage by secret ballot. The citizens upon reaching the age of 18 enjoy electoral rights. Citizens who are recognized by the court as incapable and persons deprived of liberty cannot be elected or take part in the elections. A citizen of the Republic of Uzbekistan cannot be simultaneously a deputy in more than two representative bodies. The order of holding the elections is determined by the law.</u>	
	<b>1 b Listen and check your answers.</b>	
	<b>2a Read and answer the questions.</b>	
1. What is the difference between the British and Uzbekistan electoral systems?		
2. What is similar?		
Every five years, British people over the age of 18 can vote in a general election. People vote for the candidate they want in their region. The candidate who wins becomes their MP (Member of Parliament) in the House of Commons, even if he or she gets only one vote more than the candidate who is second. This is called the first-past-the-post system. The first-past-the-post electoral system in Britain usually makes two parties powerful, while smaller parties do not have many MPs. Since the 1920s, the two main parties have been the left-wing Labour Party and the right-wing Conservative Party. The Liberal Democratic party is not happy with the first-past-the-post electoral system. This is because it is a party which does not win many seats in Parliament, but comes second in many regions. It would prefer a system of proportional representation where the number of MPs is based on the number of people who vote for the party in the whole of the country.		
<b>2b Look at the diagrams and answer the questions.</b>		
1. What party has the highest percentage of votes? -		
2. What party has the highest percentage of MPs? -		
3. Why is the percentage of votes and MPs different? -		
<b>2c Talk about the parties in the diagrams in 2b.</b> Use the example in the Remember box.		
<b>Grammar</b>	Remember: The number of Labour MPs is greater/ hi than the number of Conservative MPs. The number of Conservative MPs is fe lower than the number of Labour MPs. Sifat qiyosiy daraja	
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. Conservative Party (Britain), oldest political party in the United Kingdom. The Conservative Party evolved as the successor to the Tory Party in the 1830s. It is known in full as the Conservative and Unionist Party. The party's tenets of conservatism include the continuance of monarchical parliamentary government. Until after the end of World War II in 1945 imperialism was also a major force in British conservatism. For decades Northern Ireland's major political party, the Ulster Unionist Organization, was an integral	



Jean Catuffe/SIPA

Jean Catuffe/SIPA

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**David Steel**

Sir David Martin Scott Steel, leader of the British Liberal Party from 1976 to 1988, first introduced Great Britain's Abortion Bill in Parliament in 1966, shortly after he was elected for the first time.

Camera Press London/Globe Photos, Inc.

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part of Britain's Conservative Party, but that relationship has eroded considerably. The Scottish Conservative and Unionist Association also is related to the larger unit but has a separate existence.

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**Tony Blair**

In 1994 British lawyer Tony Blair became the leader of the British Labour Party. He worked extensively to reorganize the party and to increase its popularity. In 1997 the Labour Party won a landslide victory in British national elections, and Blair became prime minister.



Camera Press London/Globe Photos, Inc.

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

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 2. Local government
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Systems in Uzbekistan and the UK
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 2. Local government
	<b>New words:</b> Local Government-mahalliy hokimiyat County Council Resident-fuqaro, rezident Borough-tuman City administration-hokimiyat
	<b>1 a Work in pairs. Answer the question.</b> How is local government in Uzbekistan organized? <b>1 b Read and compare local government in Uzbekistan and in the UK.</b> Local Government in the UK
	<b>England and Wales are divided into:</b> <b>53 County Councils</b> Normally County Councils have between 250,000 and 1 million residents. County Councils provide the large-scale services - motorway maintenance, the police and the fire service. <b>369 District Councils</b> (in London called Borough Councils) They provide the smaller-scale services like refuse collection. Scotland and Northern Ireland have their own systems.
<b>2 Listen and answer the question.</b> Why is local government important for people? <b>3a Work in groups. Imagine you are councillors. Look at the pie chart and make a finance plan for a year.</b> <b>3b Report.</b> e.g. We hope to spend more money on House Refuse Collection, because we need more equipment.	
<b>Grammar</b>	Remember: <b>We hope to</b> spend more money on house refuse collection. <b>We hope not to</b> spend so much on street cleaning.
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. Local Government, agency organized to provide and supervise administrative, fiscal, and other services to the people who reside within its territorial boundaries. It is the level of government most directly accountable to the public. In the U.S. local governmental units consist of five major types: county, town and township, municipality, special district, and school district. <b>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b>
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

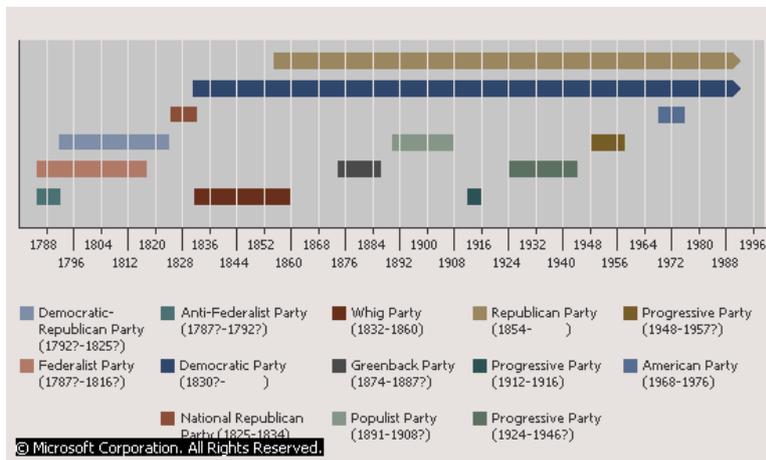
HEAD OF TEACHING PROCESS: \_\_\_\_\_



magazines, answering questions.

**Major U.S. Political Parties**

Major political parties of the United States, and the time spans during which they were nationally prominent, are charted here. The Founding Fathers created no provisions for political parties in the U.S. Constitution, believing that institutional regulation would foster corruption and inhibit the public's ability to freely judge issues and candidates. A two-party system has come to dominate the country's politics, and since the mid-19th century the Democratic and



Republican parties have been most prominent. © Microsoft Corporation. All Rights Reserved. Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.

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

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 4. This party believes that...
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Action plans to solve problems
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

<b>Procedure of the lesson:</b>	Lesson 4. This party believes that...		
	<b>1 a Work in groups of 5/6. Compare the ideas you wrote for homework.</b>		
	<b>1 b Put your ideas into different categories.</b>		
	<b>New words:</b>		
	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"> <b>Water pollution -suvning ifloslanishi</b>  <b>Streetlights-svetofo</b>  <b>Air pollution-havoning ifloslanishi</b> </td> <td style="text-align: center;"> <b>School equipment-maktab jihozlari</b>  <b>Waste of resources-manbalarning isrof b'lishi</b> </td> </tr> </table>	<b>Water pollution -suvning ifloslanishi</b> <b>Streetlights-svetofo</b> <b>Air pollution-havoning ifloslanishi</b>	<b>School equipment-maktab jihozlari</b> <b>Waste of resources-manbalarning isrof b'lishi</b>
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	Water pollution Streetlights Air pollution School equipment Waste of resources		
	<b>1 c Choose a problem from 1b. Discuss the following.</b>		
	<ul style="list-style-type: none"> <li>a) the problem (describe the situation)</li> <li>b) what you are going to do</li> <li>c) who will do it, whose help you need</li> <li>d) how you are going to get support</li> <li>e) what things you need</li> </ul>		
	<b>1 d Look at the example. Write an action plan. Use your sentences.</b>		
Action plan to repair broken streetlights <ul style="list-style-type: none"> <li>• List location of all broken streetlights.</li> <li>• Visit office responsible for repairs. Ask for report on what will be done and by when.</li> <li>• Check which lights are repaired.</li> <li>• If nothing happens, plan action campaign.</li> <li>- Write letters to newspapers.</li> <li>- Visit influential people to ask for their support and ideas.</li> </ul>			
<b>1e Prepare your group presentation.</b>			
It is important to ... It is (high) time (we, they) ... It is necessary to ...			
<b>1f Listen and write two sentences for each group presentation.</b>			
e.g. I like your idea to get support from the mahalla committee. You can get support from the local newspaper too.			

<b>Grammar</b>	<b>That bog'lovchisi</b>
----------------	--------------------------

<b>Additional materials:</b>		Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.
		<p><b>Political Convention Speech</b></p> <p>The drama and pageantry of national political conventions are important elements of presidential election campaigns in the United States. In this photo, Patrick Buchanan addresses the 1992 Republican Convention in Houston, Texas.</p> <p>Charles Krupa/AP/Wide World Photos</p> <p>Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>

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

HEAD OF TEACHING PROCESS: \_\_\_\_\_



<b>Theme of the lesson:</b>	Lesson 6. Vote for us!
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Learning how to hold elections
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 6. Vote for us!
	<b>New words:</b> <b>Election-saylov</b> <b>Labour-ishchi, ish</b>
	<b>1a Work in the same groups of 4-5. Prepare a poster for your party.</b> <b>1 b Present your 'party'</b> <b>1c Hold an election.</b> <b>2 Class discussion</b> <b>Vote for the Labour Party in the school elections</b> <ul style="list-style-type: none"> <li>• Support the party that will give most money for education.</li> <li>• Should all health care be free? If you think so, support Labour.</li> <li>• Support the party that will reduce crime among young people by providing work opportunities for all.</li> <li>• Fair pay for work. Labour will ensure that everyone working will receive enough money.</li> </ul>
<b>Grammar</b>	Reported speech.
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.   <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p><b>Election-Day Vote</b></p> <p>This man votes in an election at his neighborhood precinct by punching holes through a booklet. Voting in the United States usually occurs in private booths such as the one pictured. However, some states have also begun to experiment with balloting by mail.</p> <p><small>B. Daemmrch/The Image Works</small></p> <p><b>Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b></p> </div>
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Unit 7. <b>ADVERTISING AND MARKETING</b> Lesson 1. What is marketing and promotion?								
<b>Aim</b>									
• <b>Upbringing aim:</b>	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.								
• <b>Educational aim:</b>	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.								
• <b>Developmental aim:</b>	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.								
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Marketing and promotion concepts								
<b>Type of the lesson:</b>	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.								
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive								
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.								
<b>Main part of the lesson:</b>									
<b>Organizational part:</b>	Greeting. Working with pupils on duty.								
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.								
<b>Procedure of the lesson:</b>	Lesson 1. What is marketing and promotion?								
	<b>1 a Work in pairs. Ask and answer the questions.</b>								
	<ol style="list-style-type: none"> <li>1. Who want to have their own business?</li> <li>2. Who wants to sell things for a company?</li> <li>3. What will you sell?</li> <li>4. How will you tell people about your company and products?</li> <li>5. How will you get your products to your customers?</li> <li>6. How will you make sure customers buy your products and not another company's products?</li> </ol>								
	<b>1 b Find in the Wordlist and translate.</b>								
	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;"><b>New words:</b></td> </tr> <tr> <td style="text-align: center;">Product-maxsulot</td> </tr> <tr> <td style="text-align: center;">Persuade-</td> </tr> <tr> <td style="text-align: center;">Marketing-marketing</td> </tr> <tr> <td style="text-align: center;">promotion</td> </tr> <tr> <td style="text-align: center;">advertise-reklama qilmoq</td> </tr> <tr> <td style="text-align: center;">customer-iste'molchi</td> </tr> <tr> <td style="text-align: center;">client-mijoz</td> </tr> </table>		<b>New words:</b>	Product-maxsulot	Persuade-	Marketing-marketing	promotion	advertise-reklama qilmoq	customer-iste'molchi
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Persuade-									
Marketing-marketing									
promotion									
advertise-reklama qilmoq									
customer-iste'molchi									
client-mijoz									
<b>2a Match the words and the definitions.</b>									
1 promotion	B persuading your customers to buy your products								
2 marketing	C deciding on a product, its price, how to get it to the customer and making promotion								
3 advertising	A telling customers about your products								
<b>2b Work in pairs. You are all customers or consumers. You buy and use products. What persuades you to buy a product?</b> see on TV hear about on the radio read an advert in a magazine a friend recommended it cheap price evaluation in the newspaper it looks nice e.g. I bought for it on TV ... because I saw an advert for it on TV.									
<b>2c You are going to hear a talk about marketing. You will listen to the programme twice. Listen and complete the notes.</b>									
<ol style="list-style-type: none"> <li>1. The four parts of marketing are ...</li> <li>2. The four parts of promotion are ...</li> </ol>									
<b>2d What is the difference between a wholesaler and a retailer? Translate these words into your mother tongue. Do you have any wholesale markets in your region?</b>									
<b>3 We asked some teenagers their opinions about promotion. This is what they said. Do you agree with them? Work in groups and say what you think.</b>									
<b>Grammar</b>	Gerundiy-gerund.								
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. Sales Promotion, element of the marketing process that can close the sale of goods or services to a potential customer by providing the incentive to make a positive purchase decision. Sales promotion, advertising, and salesmanship are the major techniques used in merchandising products to the public. Salesmanship often takes the form of a face-to-face encounter between the buyer and seller; the presentation is set up to convince customers that the product on sale is essential to their satisfaction. The lack of personal feedback between buyer and seller is sometimes considered a drawback of the advertising approach. Selling by telephone, although it is significantly less effective than personal selling, is still considered an important method of merchandising. In the 1980s, a growing promotional technique involved in-home shopping programs using cable television channels. Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.								

### Marketing and the Internet

The Internet enables marketers to promote products and services to millions of potential customers through the World Wide Web. This Web site provides information about a product designed to keep vegetables fresh.

Courtesy of Dennis Green, Ltd.

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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.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 2. Special offers		
<b>Aim</b>			
• <b>Upbringing aim:</b>	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.		
• <b>Educational aim:</b>	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.		
• <b>Developmental aim:</b>	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.		
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Promotion techniques		
<b>Type of the lesson:</b>	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.		
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive		
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.		
<b>Main part of the lesson:</b>			
<b>Organizational part:</b>	Greeting. Working with pupils on duty.		
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.		
<b>Procedure of the lesson:</b>	Lesson 2. Special offers		
	<b>New words:</b>		
	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"> <b>Special-maxsus</b>  <b>Offer-taklif</b>  <b>Price-narx</b>  <b>Cut-</b> </td> <td style="text-align: center;"> <b>Discount-chegirma</b>  <b>Coupon-kupon</b>  <b>Company-kompaniya</b> </td> </tr> </table>	<b>Special-maxsus</b> <b>Offer-taklif</b> <b>Price-narx</b> <b>Cut-</b>	<b>Discount-chegirma</b> <b>Coupon-kupon</b> <b>Company-kompaniya</b>
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	<b>1 a Work in groups. Look at the promotions or 'special offers' you found. Can you find examples of:</b>		
	<ul style="list-style-type: none"> <li>• a price cut or discount</li> <li>• a free gift</li> <li>• a free small size extra product (called a sample)</li> <li>• a money back offer</li> <li>• a coupon (a small piece of paper which you can use to get the next packet you buy cheaper)</li> <li>• a token (a piece of paper printed on the packet. You collect two or three and then you can get a free packet or a cheaper packet)</li> </ul>		
	<b>1 b Answer the questions.</b>		
	<ol style="list-style-type: none"> <li>1. Which kind of promotion do you like best?</li> <li>2. Which ones are very popular in Uzbekistan?</li> </ol>		
	<b>2a Look at the logo and answer the questions.</b>		
	<ol style="list-style-type: none"> <li>1. What kind of company is it?</li> <li>2. Do you know any other companies that sell the same products?</li> </ol>		
<b>2b Read and answer the questions.</b>			
<ol style="list-style-type: none"> <li>1. Why do companies develop new promotion techniques?</li> <li>2. How did the customer make money with this promotion?</li> <li>3. How did Shell make sure the promotion wouldn't cost them too much money?</li> <li>4. What evidence is there that 'Make Money' was a successful promotion?</li> </ol>			
<i>New promotion techniques</i>			
Techniques which are used to win customers include coupons, samples, money back, competitions, etc. Many of these techniques are over a hundred years old. New promotion techniques are not often developed and, even when they are, there is always a risk that they will not please customers. So why do companies still try to develop new promotion techniques? The answer is because companies which do develop a successful new promotion can win many customers because they are the first to use the technique. The oil company Shell invented a new "matching-half" promotion called 'Make Money'. Each time people bought a Shell product they were given half of a bank note. If they got the other half of the note they could get the money for the two halves. So for example, if they got two halves of a 500 soum note, they could get 500 soum in cash in the Shell shop. The competition was very successful because it was simple, it was easy to win and people liked getting cash immediately. Shell liked it because it could control the amount of money it had to pay. It printed a limited number of matching halves. 'Make Money' was a very successful promotion and paid for itself many times over. It helped Shell to increase its sales by 50% over a ten week period. When the promotion was over, sales remained high for several months. This was because some motorists who had changed to buy Shell products during the promotion continued to buy them after the promotion ended.			
<b>3 Look at the pictures and answer the questions.</b>			
<ol style="list-style-type: none"> <li>1. Where can we see this kind of promotion?</li> <li>2. Which of these promotions might attract you? Why?</li> <li>3. Which ones would you ignore? Why?</li> </ol>			
<b>4a Work in groups. Make your future company. Decide on:</b>			
Name:			
Product:			
Price:			
Placement: Promotion technique:			
<b>4b Tell the class about your company.</b>			
<b>Grammar</b>	Why..? Might modal fe'li.		
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books,		



Gary Morrison

magazines, answering questions.

**Point-of-Purchase Display**

A bookstand highlights some of the many books available for sale in a bookstore. Point-of-purchase displays such as these enable marketers to showcase a product or products and help finalize a sale by calling attention to the product in a store, the actual point where the purchase is made.

Gary Morrison

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

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 3. The power of advertising
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about advertising, increase Vocabulary related to advertising
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 3. The power of advertising
	<b>New words:</b>
	Power-kuch Advert- Industry-sanoat Persuasion Slogan-
	<b>1 a Work in groups. Look at the adverts you wrote down in your exercise books and say:</b>
	1. where you found them 2. what products are advertised 3. which adverts you like and why 4. which you don't like and why
	<b>e.g.</b> I found this advert on a hoarding in the middle of the road. It advertises a new fruit drink. I like it because it shows a happy family in Uzbekistan. They look healthy and happy and that is how I would like to feel too.
	<b>1 b Answer the questions.</b>
	1 What jobs are there in the advertising industry? <b>e.g.</b> There is the person who writes the advertising slogan. 2 Would you like to work in the advertising industry? Why/why not? 3 What kind of knowledge, skills and personal qualities do you need to work in advertising? <b>e.g.</b> You need to ... 4 How do adverts work? Why do they influence us, do you think?
	be creative be good at drawing be original be witty have a good sense of humour know how to touch people's hearts be good with language know how people's minds work be able to work fast be able to work under pressure be able to accept failure
	<b>2a Read and check your answer to question 4 in 1 b.</b>
<b>Advertising as persuasion</b> Advertisements want to persuade us to buy particular products. How do they do it? Let's imagine.... You're watching TV. It's a hot evening. You feel thirsty. You see an advert for a refreshing drink. You see people looking cool and relaxed. You notice the name of the refreshing drink because you think it could be useful for you to satisfy your thirst. Advertisers study how people learn so that they can 'teach' them to respond to their advertising. They want us to be interested, to try something, and then to do it again. These are the elements of learning: interest, experience and repetition. If an advert can achieve this, it is successful. If an advert works well, the same technique can be used to advertise different things. So, for example, in winter if the weather is cold and you see a family having a warming cup of tea and feeling cosy, you may be interested and note the name of the tea ... Here the same technique is being used as with the cool, refreshing drink. If advertisements are to be learned, there is a need for lots of repetition. But advertisers have to be careful because too much repetition can result in consumer tiredness and the message may fall on 'deaf ears'. Consumers learn to generalize from what they have learned. So advertisers sometimes copy a highly successful idea that has been well learned by consumers. For example, the highly successful 'Weston Tea Country' advertising for different tea has led to 'DAEWOO Country' for automobile dealers and 'Cadbury Country' for chocolate bars.	
<b>2b Read the text again and answer the questions.</b>	
1. Why do we need to see advertisements several times? 2. Why do advertisers use 'generalization'?	
<b>3 Work in groups. Write an advertising slogan for the product you described in Lesson 2 Activity 4a</b>	
<b>Grammar</b>	Let's...
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.



Archive Films

**Fifties Advertising Techniques**

These three stills of television advertisements from the 1950s demonstrate some of the ad techniques of the day, such as Folger coffee's pseudoscientific sales pitches, Mum deodorant's satires of spy movies, and Pepsodent toothpaste's animations with snappy jingles.

Archive Films

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**Billboard in China**

Advertising is used throughout the world to promote the sale of products and services. This Chinese billboard advertises a brand of telephone card.

Marcel & Eva Malherbe/The Image Works

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Marcel & Eva Malherbe/The Image Works

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

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 4. Advertising standards
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about The Advertising Code in Britain
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 4. Advertising standards
	<b>1 Find in the Wordlist and translate.</b>
	<b>New words:</b> Claim-talab qilmoq code of practice- decent- authority- withdraw
	<b>2a Work in pairs. Read the adverts. Do you believe their claims? Why/why not?</b>
	<b>2b Work in pairs. Answer the questions.</b> What other adverts do you know? Do you believe them?
	<b>3a Read about the Advertising Code and say what the purpose of the code is.</b> <i>What is an advertising code?</i> In some countries advertising is controlled. For example, in Britain there are rules called a 'Code of Advertising Practice'. The code contains the standards for advertisements. It guides companies about what they can claim in their adverts. It is also the standard for evaluating adverts. Adverts must be honest, fair and decent. So, for example, if an advert claims that a car is the fastest in the world, the company must be able to show that this is true.
	<b>3b Read and say what happens if an advert breaks the code.</b> <i>What happens if an advert breaks the code?</i> There is an authority and a committee which checks adverts. If you have a complaint, you can write to them. Sometimes adverts break the regulations. In such a case the Advertising Standards Authority requests the company to withdraw the advert. Usually the company agrees. But if they do not, the Authority can 'persuade' them to do so. They can do this by publishing a report. Companies do not like this because everyone can read and hear about their dishonest or unfair advertising in the media. This makes people think that the company is bad, not just the advert. So the company gets negative advertising. Copies of all Advertising Standards Committee Reports are available in public libraries.
	<b>3c Work in pairs. Look at the adverts in 2a and answer the questions.</b> 1. Would they pass the code? Why/why not? 2. How could you re-write them to make them pass?
	<b>4a Read and translate the sentences. Read Grammar Reference 14.</b> It's worth having an advertising code. It's not worth breaking the code.
	<b>4b Work in pairs. Answer the questions.</b> 1. Do you think that many adverts in Uzbekistan would pass this code? 2. Do we have a code in Uzbekistan? 3. Do you think it would be a good idea to have one? e.g. Yes, it's worth having an advertising code because ... Advertisers would soon find out it's not worth breaking the code ... 4. What would you include in it? <b>e.g.</b> If we had an advertising code in Uzbekistan I would include ... decent clear fair true only for healthy products honest beautiful moral clear value for money only for useful products good according to the culture of Uzbekistan informative
<b>Grammar</b>	<b>Remember:</b> <b>It's worth having</b> an advertising code. <b>It's not worth breaking</b> the code.
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. A logo is like a man's name. When I mention a certain man you know well, everything about that man jumps into your mind...A logo does the same thing for a product. <b>William Bernbach</b> (1911 - 1982) U.S. advertising executive. <b>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b>
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

<b>Theme of the lesson:</b>	Lesson 5. I want to make a complaint	
<b>Aim</b>		
• <b>Upbringing aim:</b>	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.	
• <b>Educational aim:</b>	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.	
• <b>Developmental aim:</b>	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.	
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Phone calls about problems	
<b>Type of the lesson:</b>	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.	
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive	
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.	
<b>Main part of the lesson:</b>		
<b>Organizational part:</b>	Greeting. Working with pupils on duty.	
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
<b>Procedure of the lesson:</b>	Lesson 5. I want to make a complaint	
	<b>1a You see an advert which is not true. What would you do?</b>	
	<b>1b Find in the Wordlist and translate.</b>	
	<b>New words:</b>	
	Compliant Caller-	Employee- Purpose-maqsd
	<b>2a Listen to the telephone call to the the Advertising Standards Authority and answer the questions.</b>	
	1. Why does the caller phone? 2. What does he want?	
	<b>2b Listen again. Say what the Advertising Standards Authority employee agrees to do.</b>	
	<b>2c Listen and complete the notes.</b>	
	<b>CALL NOTES:</b> <b>Name:</b> <b>Date:</b> <b>Address:</b> <b>Tel.No.</b> <b>Purpose of call:</b> <b>Details:</b> <b>Name of person who took the call:</b> <b>Action:</b>	
<b>2d Listen and write how the telephone conversation begins and ends.</b>		
<b>2e Listen and write how the caller explains the problem.</b>		
<b>2f Write the questions the Advertising Standards Authority employee asks.</b>		
<b>2g Listen and check if you are correct.</b>		
<b>3a Read the memo the Advertising Standards Authority employee wrote after the phone call. Correct his mistakes.</b>		
A message for: Yusuf Pulatov From: Shavkat Rasulov on tel #169-04-64 To solve the problem with the firm 'Princess'. The meeting is on the 21 st of March at 10 p.m. at the office.		
<b>3b Work in threes. Role play a complaint to the Advertising Standards Authority.</b>		
<b>Pupil A - Mr Yarrulin. Read this page.</b>		
<b>Pupil B - Mrs Nazarova is an Advertising Standards Authority employee. Read page 78.</b>		
<b>Pupil C - The director of the firm Navro'z. Read page 76.</b>		
<b>Pupil A - Mr Yarrulin, makes the first phone call.</b>		
You saw an advert about a special offer from the firm Navro'z. They advertised 1000 high quality personal business cards made for a cheap price. You ordered some cards. You received your cards. You were not satisfied because Navro'z printed your business cards on cheap paper. But their advert said they would print them on cardboard. You spoke to them yesterday but they refused to change their work. You phone the Advertising Standards Authority. You complain that their advert is untrue.		
<b>Grammar</b>	Question. What do...? What does...?	
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. I have always been a grumbler. I am designed for the part—sagging face, weighty underlip, rumbling, resonant voice. Money couldn't buy a better grumbling outfit. <b>J. B. Priestley</b> (1894 - 1984) British writer. <i>The Guardian (London)</i>	
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.	
<b>Homework:</b>	Homework is given according to the academic plan.	

<b>Theme of the lesson:</b>	Lesson 6. My company is ...
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about A presentation about companies
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Procedure of the lesson:</b>	Lesson 6. My company is ...
	<b>New words:</b> LLC-MChJ Entrepreneurship- Corporation-Korporatsiya Service-hizmat Projects-Loyiha Partnership-
	<b>1 a Look and answer the questions.</b> 1. Have you ever heard of these companies? 2. What products or services do these companies provide? 3. Where are their products used? 4. Do you know anything about their activities? <b>2a Work in groups. Prepare to make a short presentation about a company to the class. Write notes.</b> Products/services Main customers Locations (factories, branches) Size (number of employees/turnover) Main strength Current projects Other information <b>2b Decide on the structure of your presentation.</b> The introduction Ordering information Checking understanding Finishing <b>2c Give the presentation. Then answer the questions from your colleagues. Use the phrases in the cloud.</b> I'll begin with I'd like to tell you about... . Now I'll move on to... Are you with me? OK so far? Are there any questions? Is that clear? Thank you very much. Thank you for your attention.
<b>Grammar</b>	
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. Company, in business, an organization created to pursue profit by providing goods or services. <b>Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b>  'My idea of good company, Mr. Elliot, is the company of clever, well-informed people, who have a great deal of conversation; that is what I call good company.' 'You are mistaken,' said he gently, 'that is not good company, that is the best.' <b>Jane Austen (1775 - 1817)</b> British novelist. <i>Persuasion</i> <b>Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b>
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

<b>Theme of the lesson:</b>	Unit 8. <b>INDUSTRY AND SERVICES</b> Lesson 1. We have had the house painted				
<b>Aim</b>					
• <b>Upbringing aim:</b>	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.				
• <b>Educational aim:</b>	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.				
• <b>Developmental aim:</b>	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.				
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Arranging for someone to do something				
<b>Type of the lesson:</b>	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.				
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive				
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.				
<b>Main part of the lesson:</b>					
<b>Organizational part:</b>	Greeting. Working with pupils on duty.				
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.				
<b>Procedure of the lesson:</b>	Lesson 1. We have had the house painted				
	<table border="1" style="width: 100%;"> <tr> <th colspan="2" style="text-align: center;">New words:</th> </tr> <tr> <td style="text-align: center;"> <b>House-Uy</b> Smart-aqli, zehnl Clean-toza </td> <td style="text-align: center;"> <b>Wash-yuvmoq</b> Repair-tuzatmoq Iron-dazmollamoq, temir </td> </tr> </table>		New words:		<b>House-Uy</b> Smart-aqli, zehnl Clean-toza
New words:					
<b>House-Uy</b> Smart-aqli, zehnl Clean-toza	<b>Wash-yuvmoq</b> Repair-tuzatmoq Iron-dazmollamoq, temir				
	<p><b>1 a Look at the pictures. Describe the differences between them.</b> e.g. In the first picture in January the house looks old and dirty. But in the second picture in March it looks smart and clean.</p> <p><b>1 b Look and say who you think painted the house and repaired the windows.</b></p> <p><b>1 c Read the speech bubbles and translate them.</b></p> <p><b>2 Imagine you are the two women in the picture. Talk about the changes to the house. Ask and answer.</b> e.g. A: What have you had done? B: We've had the windows painted. A: Yes, they look beautiful. And what else have you had done?</p> <p><b>3 Read and write the sentences.</b> e.g. We have had our clothes washed. 1. <u>have, we, our, washed, had, clothes.</u> – We have had our clothes washed. 2. <u>I, painted, have, portrait, had, my.</u> – I have had my portrait painted. 3. <u>has, she, her, shoes, repaired, had.</u> – She has had her shoes repaired. 4. <u>watch, repaired, he, his, has, had.</u> – He has had his watch repaired. 5. <u>taken, we, photos, have, our, had.</u> – We have had our photos taken. 6. <u>You, have, hair, your, had, done.</u> – You have had your hair done.</p> <p><b>4 Your cousin is getting married. Your family is ready to go to the wedding. Work in pairs. Say what they have had done.</b> e.g. My mother's had her hair done. 1 <u>mother/hair/do</u> – My mother's had her hair done. 2 <u>father/shoes/clean</u> – My father's had his shoes cleaned. 3 <u>mother/nails/paint</u> – My mother's had her nails painted. 4 <u>father/suit/clean</u> – My father's had his suit cleaned. 5 <u>father/shirt/iron</u> – My father's had his shirt ironed. 6 <u>father/hair/cut</u> – My father's had his hair cut.</p>				
<b>Grammar</b>	<b>Remember:</b> What have you had done? I've had the room painted.				
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.				
		<p><b>Automobile Plant, Detroit</b> The automobile industry has been important to the economy of Detroit since the early 1900s. As the foremost automobile manufacturing center in the world, Detroit earned its nickname, The Motor City. Shown here, cars are assembled in one of Detroit's auto plants. Gary Cralle/The Image Bank Microsoft © Encarta © 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>			
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.				
<b>Homework:</b>	Homework is given according to the academic plan.				

<b>Theme of the lesson:</b>	Lesson 2. At the hairdresser
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Making an appointment
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.

**Main part of the lesson:**

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

Lesson 2. At the hairdresser

**1 a Look at the picture and answer:**

- 1 Where is it?
- 2 What is the girl having done?

**1 c Work in pairs. Pupil A use this page. Pupil B use page 84.**

You are the hairdresser. Expect a phone call from a customer.

**Appointments**

Tuesday
9.00 <b>Ann Ford</b>
10.00 <b>Paul Bell</b>
11.00 <b>John Dee</b>
12.00
13.0 <b>Mr Kim</b>
14.00 <b>Mrs Smith</b>
15.00 <b>Jane Foy</b>
1.00

**2 a Find in the Wordlist and translate.**

New words:	
Parting- Colour-rang chart hairspray-soch spreyi	perm blow- dry-quritmoq a fringe

**2b You don't like your hair. You wish it was different. Talk about your hair.**

e.g. I wish I had long hair. I wish my hair wasn't (weren't) short. I wish I didn't have dark hair.

1. ... (have) long hair.
2. ... (have) fair hair.
3. ... (have) curly hair.
4. ... not (be) curly.
5. ... not (be) straight.
6. ... (be) beautiful.
7. ... not (have) a fringe.
8. ... not (be) fair.

**2c You have had your hair done, but you don't like it. You tell your friend about it.**

e.g. I wish I hadn't had my hair cut. I wish I had had it permed.

- 1 not have my hair cut. -
- 2 have my hair coloured.
- 3 not have my hair blow dried.
- 4 not have my parting on the left.
- 5 have my parting on the right.
- 6 not have my fringe cut.

<b>Grammar</b>	<b>Remember:</b> I wish I had long hair. I wish I didn't have dark hair.
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Procedure of the lesson:

<p><b>Additional materials:</b></p>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p><b>Charles I in Hunting Dress</b>          This portrait of King Charles I of England is by Flemish artist Anthony van Dyck. In it, Charles wears his hair long and his beard short and pointed in the so-called Vandyke beard, which was common for 17th-century European men. This piece is in the collection of the Louvre, in Paris, France.          Giraudon/Art Resource, NY  <b>Microsoft® Encarta® 2008.</b> © 1993-2007 Microsoft Corporation. All rights reserved.</p>	
<p><b>Assessment:</b></p>	<p>Marking pupils according to their homework and activities during the lesson.</p>	
<p><b>Homework:</b></p>	<p>Homework is given according to the academic plan.</p>	

HEAD OF TEACHING PROCESS: \_\_\_\_\_

Theme of the lesson:		Lesson 2. At the hairdresser																																														
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• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about appointments of the day																																															
<b>Type of the lesson:</b>	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.																																															
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	<b>Hairdresser</b> Hairstyle Appointment Cost		<b>New words:</b>  <b>Cut</b> Shampoo-shampun Equipment-qurilma, jihaz Scissors-qaychi																																													
	<b>1 Look at the picture and answer:</b>																																															
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	2. What is the girl having done?																																															
	<b>2d Read and say what Lucy would like to do with her hair.</b>																																															
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**Jacqueline Kennedy**

As the wife of United States President John F. Kennedy, Jacqueline Kennedy set a trend for American women of the mid-20th century with her short, waved hairstyle.

Corbis

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

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 3. I've broken my heel
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to give advice,
<b>Type of the lesson:</b>	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
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

<b>Procedure of the lesson:</b>	Lesson 3. I've broken my heel			
	<b>New words:</b>			
	Heel- Boots- Sandals-			Toe- Sole- Stick-
	<b>1a Look at Andrew. What should he have done before he went for an interview?</b>			
	e.g. He should have his trousers ironed.			
	<b>1b Translate your sentences in 1a.</b>			
	<b>2a Look and say what is wrong with the shoes.</b>			
	e.g. The heel is broken.			
	<b>2b Work in groups. Look at your own shoes and talk about them.</b>			
	e.g. My shoes are clean and in good condition.			
	My The	shoes boots sandals heel(s) toe(s) sole(s)	is are need	clean. in good condition. broken. worn out. repairing, sticking, new soles.
<b>2c Work in groups. Give yourself and your friend's advice about your shoes.</b>				
e.g. I should have my shoes repaired. You should have your shoes cleaned.				
<b>3 Work in pairs. Read and give advice.</b>				
e.g. A: There are a lot of dirty marks on my dress.				
B: You should have it cleaned.				
1 Our house is very old. (renovate)				
2 My tape-recorder is broken, (repair)				
3 My shoes are very dirty, (clean)				
4 My hair is very long, (cut)				
5 Our car makes a strange noise, (check by a mechanic)				
6 The telephone doesn't work, (the line/ check)				
7 The tap doesn't turn off properly, (repair)				
8 Something is wrong with my watch, (repair)				
<b>4 Work in groups. Answer the questions.</b>				
1 Where do you usually have your shoes repaired?				
2 Which usually needs repairing first, the heels or the soles of your shoes?				
3 Will shoemakers repair your shoes while you wait?				
4 Why do people change their walking shoes for slippers when they come home?				
<b>Grammar</b>	<b>Remember:</b> My shoes need repairing. You should have the heels stuck.			
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. <b>Platform Shoes by Vivienne Westwood</b> Originally associated with the punk movement of 1970s London, British designer Vivienne Westwood is known for the whimsy and theatrical-style drama of her designs, as seen in the exaggerated platform soles and ultra-high heels of the shoes pictured here. Courtesy of the Trustees of the V and A <b>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b>			
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.			
<b>Homework:</b>	Homework is given according to the academic plan.			

<b>Theme of the lesson:</b>	Lesson 4. Industry in Uzbekistan
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Branches of industry
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.
<b>Grammar</b>	Word building. n+n.
<b>Additional materials:</b>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>Little industrial development occurred in Uzbekistan under Soviet rule besides that related to the cotton industry, such as fertilizer production and ginning. Since independence, however, Uzbekistan has begun to develop its industrial base. Textile manufacturing, which was limited in the Soviet era, is expanding. Automobiles and trucks are assembled through agreements formed in the mid-1990s with German and South Korean manufacturers. Transport and passenger aircraft are produced near Tashkent. Industry, including mining, manufacturing, and construction, employs 20 percent of the workforce.</p> <p>Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 5. Industry in the UK and the USA
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Awareness of UK and US industries
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

<b>Procedure of the lesson:</b>	Lesson 5. Industry in the UK and the USA		
	<b>1 Copy and complete the table.</b>		
		Industry in the UK	Industry in the USA
	What I know		
	What I think (but I'm not sure)		
	What I'd like to know		
	<b>2a Copy the information card into your exercise book.</b>		
	<b>Work in pairs. Pupil A read this page. Pupil B read the text on page 90. As you read your text, complete the table.</b>		
		Place	Industry
	Glasgow and Newcastle Manchester Sheffield and Leeds Liverpool Grimsby London  Birmingham Cambridge West of England, Northern Ireland and Scotland East and north-east coasts		
<b>Industry in the UK</b>			
Britain is one of the most highly industrialised countries in the world: for every person employed in agriculture 12 are employed in industry. The original base of British industry was coal-mining, iron and steel, and textiles. Today the most productive sectors include high-tech industries, chemicals, finance and the service sectors, especially banking, insurance and tourism. England is a steel producer for shipbuilding and car manufacture. Approximately 25 million tons of steel are produced annually. Sheffield and Leeds are important steel centres. Glasgow and Newcastle became great centres of engineering and shipbuilding. Liverpool is the centre of aerospace engineering, chemicals and car manufacture. Manchester is one of the world's centres for the manufacture of cotton. Manchester's industries also include aircraft, machinery, chemicals and electronics. Grimsby is Britain's most important fishing port.			
<b>2b Work in pairs. Ask, answer and complete.</b>			
e.g. Pupil B: What industries are there in Sheffield and Leeds? Pupil A: They have steel industries.			
<b>3a Listen and say what US industries are mentioned in the advert.</b>			
<b>New words:</b>			
Machine-building-Mashinasozlik Chemical-kimpyoviy Cotton cleaning-paxta tozalash Cattle-farming- Light-yengil Shipbuilding-kemasozlik Food-oziq-ovqat Atomic-Atom	Electronic-elektronik Silkworm breeding- Poultry-farming- Film business-kino-biznesi Fishing-baliqchilik Aircraft-samolyotsozlik Vegetable growing-sabzavot yetishtirish		
<b>3b Check activity 1. Were you right? Did you find the answers to your questions?</b>			
<b>Grammar</b>	I have got. Have-ega bo'lmoq.		
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.		



Anthony Edwards/The Image Bank

#### Industry in the United Kingdom

Two important industries in the United Kingdom are chemical manufacturing and energy production. This chemicals plant, with a power station in the background, is located in Cheshire in western England. The United Kingdom has one of the largest chemicals industries in the world and also produces a surplus of energy.

Anthony Edwards/The Image Bank

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

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 6. Project	
<b>Aim</b>		
• <b>Upbringing aim:</b>	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.	
• <b>Educational aim:</b>	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.	
• <b>Developmental aim:</b>	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.	
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Organizing an imaginary joint venture	
<b>Type of the lesson:</b>	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.	
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive	
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.	
<b>Main part of the lesson:</b>		
<b>Organizational part:</b>	Greeting. Working with pupils on duty.	
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
<b>Procedure of the lesson:</b>	Lesson 6. Project	
	<b>1 Work in pairs. Read and say what business foreign companies could set up in your area.</b> e.g. In Samarkand they could set up businesses for carpet production, silk production, leather, fur items, furniture manufacture, musical instrument manufacture, jewellery manufacture, plastic goods and marble products. <b>Basic guidelines for the development of small and medium enterprises for the production of consumer goods and other products in the Republic of Uzbekistan.</b>	
	<b>Types of activity</b>	<b>Resource potential</b>
	carpet manufacture	raw wool, labour force
	raw silk production	silk cocoons
	blankets, table cloths, men's shirts, children's and ladies' footwear	excess labour force
	preparation of leather	raw hide
	preparation of furs	raw karakul pelts
	manufacture of musical instruments and furniture	local resources, historical skills
	gold embroidery, skull caps	local resources, historical skills
jewellery production	raw materials, labour force	
manufacture of plastic goods	chemical waste	
		<b>Location</b>
		Kashkadarya, Djizzak, Andijan, Navoi, Samarkand, the Republic of Karakalpakstan
		Fergana, Bukhara, Andijan, Samarkand, Namangan
		Andijan, Fergana, Tashkent, Navoi, Samarkand, Bukhara
		Samarkand, Fergana, Bukhara, Tashkent, Namangan
		Bukhara, Navoi, Samarkand, Djizzak, the Republic of Karakalpakstan
		Tashkent, Djizzak, Bukhara, Samarkand, Fergana
		Bukhara, Kokand, Margilan, Kitab, Baysun
		Bukhara, Tashkent, Samarkand, Fergana, Khorezm
		Tashkent, Fergana, Navoi, Samarkand, Djizzak, the Republic of Karakalpakstan
	<b>2 Work in three groups. Organize a joint venture. Draw a poster to explain your joint venture to the class.</b>	
	1. Decide on roles. Half of the group should be from Uzbekistan. The other half are representatives of a foreign company.	
	2. Decide what the joint venture will manufacture.	
	3. Agree on who will do what and make two lists. In the cloud are the things you should agree on. You can add more if you like.	
	4. Agree on: How much each step will cost. Remember that in a joint venture each company is responsible for paying its own costs.	
	5. Imagine you have done the work and sold the goods (e.g. making teapots and selling them overseas and in Uzbekistan).	
	6. Add up the money and take away the costs from the money. What is left is the profit.	
	7. Agree on how to share the profit - 50/50 or 30/70?	
	buy materials, manufacturing, sales, design, training of partner staff, financing	
<b>Grammar</b>		
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.	
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.	
<b>Homework:</b>	Homework is given according to the academic plan.	

<b>Theme of the lesson:</b>	Unit 9. <b>GLOBALIZATION AND UZBEKISTAN</b> Lesson 1. Uzbekistan and the UN				
<b>Aim</b>					
• <b>Upbringing aim:</b>	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.				
• <b>Educational aim:</b>	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.				
• <b>Developmental aim:</b>	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.				
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about UN and Uzbekistan				
<b>Type of the lesson:</b>	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.				
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive				
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.				
<b>Main part of the lesson:</b>					
<b>Organizational part:</b>	Greeting. Working with pupils on duty.				
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.				
<b>Procedure of the lesson:</b>	Lesson 1. Uzbekistan and the UN				
	<b>1 a Work in groups. Answer the questions.</b> <ol style="list-style-type: none"> <li>1. What does 'UN' stand for?</li> <li>2. What is the UN?</li> <li>3. What is the purpose of the UN?</li> <li>4. What are the official languages of the UN?</li> </ol>				
	<b>1 b Find in the Wordlist and translate.</b>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">New words:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">           Preserve- Conflict-nizo Ferocity-         </td> <td style="text-align: center; padding: 5px;">           the Balkans- provide-ta'minlamoq a forum for-uchun forum         </td> </tr> </tbody> </table>	New words:		Preserve- Conflict-nizo Ferocity-	the Balkans- provide-ta'minlamoq a forum for-uchun forum
	New words:				
Preserve- Conflict-nizo Ferocity-	the Balkans- provide-ta'minlamoq a forum for-uchun forum				
<b>1 c Read and check your answers to 1a.</b> People have dreamed of a peaceful and united world throughout history. The United Nations officially came into being at the end of the Second World War, in 1945, in order to achieve this dream. The primary purpose of the UN is to maintain peace and security throughout the world and to develop friendly relations among nations. Within this broad aim its agencies also try to assist with economic and social problems, and to promote human rights and freedoms. Since 1945 there has not been another world war, but this does not mean that the UN has had nothing to do. There have been a number of small conflicts of terrible ferocity in places around the world such as Korea, Afghanistan, Vietnam, Iran and Iraq, the Gulf War in Kuwait and the conflicts in the Balkans. Such conflicts are great problems which can only be solved through international cooperation. The UN provides a forum for such international cooperation. The only time that all member nations actually meet together is at the General Assembly. Here representatives from each of the 185 states which make up the UN meet to discuss the world's problems and how to solve them. There are two working languages at the UN: English and French, but five official languages are used for meetings: Chinese, French, Russian, Spanish and English. Arabic is also used as an official language in the General Assembly.					
<b>1d Work in pairs. Summarise the text in four sentences in your mother tongue.</b> <ol style="list-style-type: none"> <li>1. The purpose of the UN</li> <li>2. Why the UN is still needed</li> <li>3. How often the UN meets</li> <li>4. The official languages of the UN</li> </ol>					
<b>2a Listen and say why it is important for Uzbekistan to be a member of the UN.</b>					
<b>Grammar</b>	<b>Remember:</b> the UN, WHO, WWF ECOSAN, UNICEF, UNESCO Numbers. Dates.				
<b>Additional materials:</b>	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 style="margin-left: 20px;"> <p><b>United Nations Headquarters</b>              In 1945 the United States Congress invited the United Nations (UN) to establish its permanent headquarters in the United States. Completed in 1952, the UN complex sits in Manhattan, alongside the East River, in the city of New York. Under the UN's agreement with the United States, the site of the UN headquarters is exempt from local laws.              Vanessa Vick/Photo Researchers, Inc.  <b>Microsoft® Encarta® 2008.</b> © 1993-2007 Microsoft Corporation. All rights reserved.</p> </div> </div>				
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.				
<b>Homework:</b>	Homework is given according to the academic plan.				

<b>Theme of the lesson:</b>	Lesson 2. UNESCO and UNICEF in Uzbekistan
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Raising awareness of NGOs
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

<b>Procedure of the lesson:</b>	Lesson 2. UNESCO and UNICEF in Uzbekistan			
	<b>New words:</b>			
	UNESCO-Yunesko UNICEF-Yunisef UNO-Birlashgan Millatlar Tashkiloti Headquarters-Bosh qarorgohi		Agency-Agentlik Human rights-inson huquqlari WWF- WTO (World Trade Organization)-	
	<b>1a Work in pairs. A and B. Pair A read the text on page 96. Pair B read the text on page 101. Copy and complete the table.</b>			
		UNESCO	UNICEF	
	Name of agency:			
	When it was founded:			
	Main areas of work:			
	What the agency is doing in Uzbekistan:			
		<p>UNESCO is a specialized agency of the UN. Its full name is the United Nations Educational Scientific and Cultural Organization. Countries which belong to UNESCO agree to contribute to peace and security by cooperating in the areas of education, science and culture. About 160 nations are members of UNESCO and provide most of the agency's funds. UNESCO was founded in 1946 and has its headquarters in Paris. UNESCO promotes and supports developments in science, culture and justice. It tries to increase respect for justice and law, human rights and fundamental freedoms for all people. The agency carries out programmes to promote these aims at the request of its members.</p> <p>On October 29, 1993 Uzbekistan became a member of UNESCO. Soon UNESCO began to have programmes in Uzbekistan. In 1996 in Paris an international conference was held in honour of AmirTemur. It was called 'Science and culture in the age of Temur'. In 1995 at UNESCO's headquarters in Uzbekistan the 28th session passed a resolution to celebrate the 660th jubilee of Amir Temur's birth. In 2002 UNESCO organised a celebration of the 900th anniversary of the birth of A G'ijduvoni, the famous Uzbek poet and scientist, and in 2003 the 2.700th anniversary of the founding of the town of Shakhri-sabz, Amir Temur's birthplace. You may know that UNESCO contributed funds for the restoration of Khiva and has officially listed Khiva as a World Heritage Site.</p>		
	<p><b>1b Make groups of four. Take turns to ask and answer. Complete the information in your tables.</b> e.g. When was UNISEF founded?</p> <p><b>2a Work in groups. Think about your place and your region. Copy and complete the table.</b></p> <ol style="list-style-type: none"> <li>1. What problems and difficulties are there?</li> <li>2. What things would you like to share with the world?</li> <li>3. What could be done to improve the situation?</li> <li>4. How could you/organisations in your place help?</li> <li>5. What help could an organisation like UNICEF/UNESCO give?</li> </ol>			
	environment education family local government health communications food culture buildings ancient buildings and sites			
	Topic	Wants	Needs	Help
	e.g. Education	We want to have a new school building	We need modern technology	We may help to build a new school; we need help to buy modern equipment and training to maintain it
	<b>2b Present your ideas to the class.</b>			
<b>Grammar</b>	<b>Remember:</b> Numbers. Ordinals and cardinals. the first, the second, the third, the fourth the 28th, the 600th, the 2,000 <sup>th</sup>			
<b>Additional materials:</b>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>United Nations Children's Fund (UNICEF) organization founded by the United Nations in 1946 to provide food, clothing, and rehabilitative programs to European children brutalized by World War II (1939-1945). In 1950 the United Nations made UNICEF responsible for improving the welfare of all children worldwide. The organization's mission is threefold: (1) to ensure that basic nutrition, health, and education needs of children are met, (2) to give children the opportunity to expand their potential, and (3) to create an international ethical standard of behavior toward children.</p> <p>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</p>			
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.			
<b>Homework:</b>	Homework is given according to the academic plan.			

<b>Theme of the lesson:</b>	Lesson 3. NGOs are organizations which ...
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about Raising awareness of multi-nationals
<b>Type of the lesson:</b>	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
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.

**Main part of the lesson:**

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

Lesson 3. NGOs are organizations which ...

**1 a Work in pairs. Read and answer the questions.**

1. What do the letters NGO stand for?
2. What NGOs do you know?
3. What are the Red Cross and the Red Crescent?
4. What do they do?

**1 b Find the words in the Wordlist and translate them.**

New words:	
obey – quloq solmoq statute - natural -tabiiy disaster -ofat war -urush	battle -jang wounded –jarohatlangan voluntary –ko'ngillilik volunteer-ko'ngilli

**1 c Listen to the first part of the radio programme and check your answers to 1a.****1 d Listen to the second part and answer the question.**

How did the Red Cross and the Red Crescent begin?

**2a Read the text and find:**

1. The names of three NGOs working in Uzbekistan.
2. An example of how the Red Crescent cooperates with the Uzbekistan Government.
3. An example of the kind of international help the Red Crescent gives.
4. Examples of Red Crescent help with disasters in Uzbekistan.
5. Examples of Red Crescent programmes to promote healthy citizens.

There are many NGOs working in Uzbekistan. They work to improve all areas of life - health, education, promoting small businesses, and so on. Some NGOs working in Uzbekistan are the Healthy Generation, the Business Women's Association and the Red Crescent. The Red Crescent was established in Uzbekistan on May 28, 1992. The organization holds a general assembly every five years. In 1995 the Uzbekistan branch of the Red Crescent became a member of ICRC (International Command of the Red Crescent). On June 5, 1998 the first general assembly was held and the principles of the organization were approved. The members of this organization are from the 12 regions, the Republic of Karakalpakstan, and organizations in Tashkent City, the Railways of Uzbekistan, and the 215 city and district organizations of Uzbekistan.

The ICRC co-operates with the Government of Uzbekistan on a number of programmes. For example, together with the Ministry of Public Education and the local Red Crescent of Uzbekistan, an important and excellent textbook called 'The Individual and Society' has been developed for secondary schools in Uzbekistan. The book was approved for use in schools in 2000. In 1998 the Red Crescent gave important help in Shahimardon after the floods, and in 1999 they helped in Soh after the terrible fire, and also in 1999 they sent humanitarian help to Turkey after the devastating earthquake there. In Uzbekistan the Red Crescent and the ICRC are working to raise awareness about the problem of drugs, the effects of drugs and how to treat them. 23 seminars have been organized. The Red Crescent also works with young people. From September 11 to 17 in the year 2000 the Red Crescent organized a national youth camp with many interesting and educational programmes for young people in Uzbekistan.

**2b Work in groups. What problems and difficulties are there in your place/region? Write three things the Red Crescent could do to help.****2c Work in groups. Say three things you could do to help the Red Crescent in Uzbekistan.****3 Claire is a Year 11 pupil. She supports the WWF. Read and say what you think about her activity.**

"We have lots of organizations which try to help. There are NGOs like the WWF (Worldwide Fund for Nature) which try to protect animals and their environments, OXFAM which helps people in disasters and emergencies, and so on. I try to play my part. We have 'Flag Days' when we stand in the street and collect money from people. We have official badges so people can recognise us and we are licensed by the city authorities. People are generous. It usually takes me just four hours to collect £70. That's about \$105."

**4a Say how long it takes you to do these thing.**

e.g. It takes me 20 minutes.

1. How long does it take you to walk a kilometre?
2. How long does it take you to wake up in the morning?
3. How long does it take you to fall asleep at night?

**4b Work in pairs. Ask and answer about how long things take.**

<b>Grammar</b>	<b>Remember:</b> They organized a camp <b>for young people</b> . <b>It takes me</b> ten minutes <b>to wake up</b> in the morning.
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. Nongovernmental organizations (NGOs) are private organizations whose memberships and activities are international in scope. NGOs do not possess the legal status of national governments. However, the UN and other international forums recognize many NGOs as important political institutions. Examples of NGOs include the Roman Catholic Church, Greenpeace, the International Olympic Committee, and the International Committee of the Red Cross. Although multinational corporations (MNCs) share many characteristics of NGOs, they are not international organizations because they do not coordinate the actions of members for mutual gain. Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_

<b>Theme of the lesson:</b>	Lesson 4. Multi-nationals	
<b>Aim</b>		
• <b>Upbringing aim:</b>	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.	
• <b>Educational aim:</b>	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.	
• <b>Developmental aim:</b>	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.	
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk about English in technology, business, etc.	
<b>Type of the lesson:</b>	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.	
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive	
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.	
<b>Main part of the lesson:</b>		
<b>Organizational part:</b>	Greeting. Working with pupils on duty.	
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.	
<b>Procedure of the lesson:</b>	Lesson 4. Multi-nationals	
	<b>1 a Look at the logos and say if the companies work in Uzbekistan</b> <b>1b Match the companies with the country they come from.</b> USA/UK – British-American Tobacco Germany – Siemens USA – Xerox South -Korea – Daewoo Sri Lanka – Beta tea <b>1c Add more companies which work in Uzbekistan but have their parent company in another country, e.g. General Motors</b> <b>1d Say if the companies work in two countries or more than two countries.</b> <b>1e What do we call companies that work in several countries?</b>	
	<b>New ords:</b>	
	joint ventures-qo'shma korxonalar multi-nationals-	joint stock companies-ochiq xissadorlik kompaniyasi small-scale business –kichik tadbirkorlik
	<b>2 You are interested in working for a multi-national. What do you want to know? Write your questions.</b> <b>4 Say what kind of job you would like and what kind of place you would like to work in.</b> <b>5a Read and say what happened and why in your mother tongue.</b> Be careful! Not all multi-nationals are good guys. Some multi-nationals have caused problems in the past. For example, there was the great baby milk scandal. In Europe, companies cannot promote dried milk for babies. In fact, every packet must carry a warning against giving the milk to babies. This is because a mother's own milk protects babies from diseases and has more food value than dried milk. But some companies wanted to sell their dried milk. They could not sell very much in Europe because of the regulations. So they sold it in Africa instead. Because people there did not know that it was not the best thing for babies, they bought it. It was not cheap, but they thought it was modern, good and convenient. But it was not good for babies and some babies died. <b>5b Work in groups. Discuss what happened and say what could be done to prevent such situations.</b>	
<b>Grammar</b>	Present Perfect Tense. Question form.	
<b>Additional materials:</b>	Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions. <b>Levi's Factory in South Africa</b> Many large companies based in developed countries, such as the United States, have moved parts of their operations to developing countries. Here, a woman assembles blue jeans in a Levi Strauss & Co. factory in Capetown, South Africa. Such operations are generally less expensive to run than those in developed countries, in part because people in developing countries will work for lower wages. Louise Gubb/The Image Works <b>Microsoft® Encarta® 2008.</b> © 1993-2007 Microsoft Corporation. All rights reserved.  Multinational Corporation (MNC), sometimes called transnational corporation or international corporation, business that produces or distributes products or services in one or more foreign countries by establishing a branch or affiliate there. A branch is a part of a company that is located in another country. An affiliate is a company partially or entirely owned by another company. MNCs engage in foreign direct investment (FDI)—that is, investment in one country by citizens of another country. Sometimes such investment involves acquiring an existing company. In other cases MNCs undertake what is known as <i>greenfield investment</i> by creating new facilities or activities. <b>Microsoft® Encarta® 2008.</b> © 1993-2007 Microsoft Corporation. All rights reserved.	
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.	
<b>Homework:</b>	Homework is given according to the academic plan.	

<b>Theme of the lesson:</b>	Lesson 5. One world - in English?
<b>Aim</b>	
• <b>Upbringing aim:</b>	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.
• <b>Educational aim:</b>	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.
• <b>Developmental aim:</b>	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.
• <b>Linguistic competence</b>	By the end of the lesson pupils will be able to talk English learning and to prepare test
<b>Type of the lesson:</b>	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.
<b>Method of the lesson:</b>	Traditional, non-traditional, modern, interactive
<b>Equipments:</b>	Textbook "Fly High 9", pictures, Internet, Computers, projector, etc.
<b>Main part of the lesson:</b>	
<b>Organizational part:</b>	Greeting. Working with pupils on duty.
<b>Checking for homework and revision of the previous lesson:</b>	Revision of the words. Pupils remember the words from the past lesson. Checking homework. Marking pupils for their homework.

<b>Procedure of the lesson:</b>	Lesson 5. One world - in English?		
	<b>New words:</b>		
	<b>World-dunyo</b> <b>Business-tadbirkorlik, biznes</b> <b>Finance-moliya</b> <b>International law-xalqaro huquq, qonunchilik</b> <b>ICT and software engineering-</b> <b>Banking and insurance-Bank ishi va sug'urta</b>	<b>Aviation-aviatsiya</b> <b>Shipping Tourism-kema turizmi</b> <b>Science and technology-fan va texnologiya</b> <b>Bio-sciences-bio-fan</b> <b>Medicine-tibbiyot</b>	
	<b>1 a Work in groups. Ask and answer.</b>		
	1 Which language is the mother tongue of the most people in the world? a Spanish b Russian c Mandarin Chinese d <u>English</u> e Arabic f Hindi/Urdu		
	2 Which language is spoken most as a foreign language? a Spanish b Russian c Mandarin Chinese d <u>English</u> e Arabic f Hindi/Urdu		
	<b>1 b Read and check your answers to 1a.</b>		
	Each year fewer people speak English as their mother tongue - but more people speak it as a second or foreign language. In 1950 nearly 9% of the world's population spoke English as their first language. By 2050 the proportion will have dropped to just over 5%. Chinese is spoken by more speakers than any other language and the numbers of speakers of Spanish, Hindi/Urdu and Arabic are increasing rapidly. During the next few years, English will become a language mainly spoken by bilingual and multi-lingual people. It is estimated that 75% of the world's mail is in English and 60% of the world's telephone calls.		
	<b>2a Answer the question. Why are you learning English?</b>		
	a because I like it b because I think it is important for my future job c because it is a school requirement d because I think educated people should know a foreign language e so I can understand the words of songs f so I can travel to other countries g ... (write your own reason)		
<b>2b Work in groups. Ask and answer the question in 2a. Take notes and be ready to report about your group's reasons for learning English.</b>			
<b>3a Work in groups. Ask and answer about your future professions. Then look at the table and say if you will need English for your work.</b>			
<b>e.g.</b> A: What do you want to be, Latif? B: I want to be a network support manager. A: Will you need English? B: Yes, I will. Most companies require their ICT staff to speak English because the training courses with companies like Microsoft are run in English and the original training manuals are in English. Of course, there are translations available in Russian, Spanish, Chinese and all the major languages, but you have to wait to get a translation			
<b>Professions where English is the world language</b>			
Business and finance Diplomacy International law ICT and software engineering Banking and insurance Aviation	Shipping Tourism Multi-national companies Science and technology Bio-sciences Agro-chemicals Medicine	Organizations such as the UN, WWF, UNICEF, UNESCO, WTO (World Trade Organization), etc.	
<b>3b Report.</b>			
<b>4a Work in groups. Write the ways you can continue to improve your English.</b> <b>e.g.</b> We can listen to the radio and TV. There is news in English on (name of TV channel) and we can get the BBC and Voice of America on the radio.			
<b>4b Present your ideas to the class. Add your ideas to the list on the blackboard as you speak.</b>			

<b>Grammar</b>	What do you want to be, Latif? I want to be a network support manager. It takes me 5 minutes to...Question.
<b>Additional materials:</b>	<p>Review of the lesson, doing exercises, listening to audio files, watching video lessons, movies, reading books, magazines, answering questions.</p> <p>English Language, primary language of the majority of people in the United Kingdom, the United States, Canada, Australia, New Zealand, other former colonies of Britain, and territories of the United States. It is also an official or semi-official language of many countries with a colonial past, such as India, Nigeria, Pakistan, and South Africa. Even in countries where English is not a primary or official language, it is taught as a foreign language and used as the language of technology and diplomacy. English is spoken in more parts of the world than any other language and by more people than any other language except Chinese. <b>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b></p> <p>International Language, any of several languages, natural or deliberately constructed, used to facilitate communications among peoples with different native languages. <b>Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</b></p>
<b>Assessment:</b>	Marking pupils according to their homework and activities during the lesson.
<b>Homework:</b>	Homework is given according to the academic plan.

HEAD OF TEACHING PROCESS: \_\_\_\_\_