

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

Unit 1 Where we live

### Lesson 1 Summer holidays are fun.

**The aim of the lesson:**

**Educational:** - to learn new words related to the topic

**Developing:** - to enable pupils to talk about summer holidays; to work with different text types: poems and emails

**Socio-cultural:** - to raise awareness of talking about summer holidays

**Competence:** SC1, FLCC and PC

**Learning outcomes:** By the end of the lesson, pupils will be able to: talk about summer holidays.

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

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

**Equipment:** Textbook; the DVD of the book

#### TECHNOLOGICAL MAP OF THE LESSON:

<b>№</b>	<b>Part of the lesson</b>	<b>Tasks</b>	<b>Time</b>
<b>1</b>	Organizational Moment	-to greet pupils. - to check up the register	5 min
<b>2</b>	Repeating last lesson	- to give pupils some questions about last lesson. – to ask words from previous lesson	5 min
<b>3</b>	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
<b>4</b>	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
<b>5</b>	Marking.	- To mark pupils	5 min
<b>6</b>	Homework.	- Giving homework.	

#### The Procedure of the lesson:

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

- Checking the register

**II. Pre-Activity**

**Activity 1 Listen and repeat. 8 min**

**Objectives: to introduce the topic; to create a friendly atmosphere**

**STEP 1:** Ask the pupils to listen to a poem ‘Summer’ By Nicolette Lennert

**STEP 2:** Ask the pupils the following questions:

*What’s this poem about?*

*What’s the weather like?*

*What can you do?*

**STEP 3:** Ask the pupils to listen and repeat.

**STEP 4:** Ask the pupils to notice which words rhyme, e.g. fun/sun, pool/cool.

**STEP 5:** Ask the pupils in pairs to write another verse.

**III. Main Part**

**Activity 2a Work in pairs. Ask and answer. 5 min**

**Objective: to prepare for the next activity**

**STEP 1:** Ask the class: “Who can think of question words? Who can think of questions to ask me about my summer holiday? For example, “How did you spend your summer holiday? Where did you go? What did you see there?”

**STEP 2:** The pupils ask their teacher about his/her summer holidays.

**STEP 3:** The pupils work in pairs and ask each other.

**Activity 2b Report. 5 min**

**Objective: to develop speaking skills**

Some pupils tell how their partners spent their summer holidays.



**Activity 3 Listen write T for True and F for False. 7 min**

**Objective: to develop listening skills**

*STEP 1:* Ask the pupils to open Page 86 and read the statements.

*STEP 2:* The pupils listen to the DVD. Pause at the end of each statement and let the pupils discuss with a partner.

*STEP 3:* The pupils write *T* if they agree, and *F* if they disagree.

**Answers:**

- 1 Aziz likes English. *T*
- 2 Aziz went to the Summer International Camp in July. *T*
- 3 The Summer International Camp was in Tashkent. *F*
- 4 Madina went to Turkey in June. *F*
- 5 Madina liked eating fruit. *F*
- 6 Davron liked eating ice-cream. *T*
- 7 Madina stayed at home in July. *F*

**Activity 4a Read the e-mail. Answer the questions. 10 min**

**Objectives: to develop reading for detail; to raise awareness of e-mail writing**

*STEP 1:* The pupils read the e-mail. They notice bold words.

*STEP 2:* The pupils read the e-mail. Ask the questions:

- 1) Who wrote the e-mail? (*Aziz*)
- 2) Who did he write the e-mail to? (*Lucy*)
- 3) What did he write in his e-mail? (*He wrote about his summer holidays.*)
- 4) What questions did he ask? (*He asked Lucy how she spent her summer holiday.*)
- 5) Why did he use the Past Simple? (*He wrote about last summer.*)

*STEP 3:* The pupils draft an e-mail about their summer holidays.

*STEP 4:* The pupils share their e-mail with a partner who proof-reads.

**IV. Post-activity**

**Activity 4b Work in pairs. Write three questions to Aziz. 5 min**

**Objective: to revise writing questions in the Past Simple**

*STEP 1:* The pupils write three questions to Aziz.

*STEP 2:* In pairs the pupils agree on 3 more questions to get more information about Aziz's holiday. E.g. What did you have for breakfast on holiday?

*STEP 3:* The pupils do a class mingle and ask and answer each other their questions.

**V. Homework**

Explain that the pupils must write an e-mail to Aziz. They must write about their summer holiday.

Explain to them that they should write their e-mails on a separate sheet of paper. They also must not write their names. Say that they can write imaginary stories about summer holidays.

**VI. Evaluation** Giving marks

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

Signature \_\_\_\_\_

<b>Grades</b>					<b>English Teacher:</b>
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## Lesson 2 What is the capital city?

**The aim of the lesson:**

**Educational:** - to learn new words related to the topic

**Developing:** - to enable pupils to talk about Uzbekistan and other countries

**Socio-cultural:** - to raise awareness of talking about Uzbekistan, and other countries

**Competence:** SC4, FLCC and PC

**Learning outcomes:** By the end of the lesson, pupils will be able to: talk about Uzbekistan and other countries.

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

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

**Equipment:** Textbook; the DVD of the book

### TECHNOLOGICAL MAP OF THE LESSON:

<b>№</b>	<b>Part of the lesson</b>	<b>Tasks</b>	<b>Time</b>
<b>1</b>	Organizational Moment	-to greet pupils. - to check up the register	5 min
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<b>4</b>	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
<b>5</b>	Marking.	- To mark pupils	5 min
<b>6</b>	Homework.	- Giving homework.	

### The Procedure of the lesson:

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

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

**Activity 1a Work in pairs. Look and think. 10 min**

**Objectives: to identify a city in a country; to understand the difference between a city and a country name**

**STEP 1:** Put the pupils into pairs. Say: “Look and think”.

**STEP 2:** The pupils look at the map. Ask: “Who can find the capital of England on the map?”

**STEP 3:** Ask: “Who knows what language is spoken in England?” (*English*)

**Did you know?**

**Objective: general knowledge that the United Kingdom is formed of 4 different countries**

**STEP 4:** Ask: “Who knows why the country is called the United Kingdom?”

Praise anyone who says because there were 4 kings and they united.

#### **III. Main Part**

**Activity 1b Work in a group of 4. Think. 5 min**

**Objective: to understand that there is a difference between a capital city and another city in a country**

**STEP 1:** Get the pupils into groups of 4. Ask: “Think, what is the difference between a capital city and another city?”

**STEP 2:** Ask: “Do you know the capital cities of any other countries?” Accept all answers the pupils can give you.

**Activity 1c Work in a group of 4. Look and write. 10 min**

**Objective: to be able to identify a continent and the names of the countries in a continent**

*STEP 1:* Say: "In groups of 4, look at the map of Europe."

*STEP 2:* Ask: "What names of countries do you know in Europe?" (*France, Germany, Spain, Portugal and any reasonable answer*)

*STEP 3:* Say: "Find England on the map."

*STEP 4:* Ask: "What's the country in Europe nearest to England?" (*France*)

*STEP 5:* Say: "Write the answer."

**Question:** What are the four countries in the United Kingdom?

**Activity 2a Work in pairs. Look and think. 5 min**

**Objective: to identify the capital city of Uzbekistan on a map**

*STEP 1:* Put the pupils into pairs. Say: "Look and think."

*STEP 2:* Say: "Look for the capital of Uzbekistan on the map."

*STEP 3:* Ask: "What's the capital city called?" (*Tashkent*)

*STEP 4:* Say: "Look at the spelling. Write the word."

*STEP 5:* Ask: "What languages are spoken in Uzbekistan?" Praise any pupils who say Uzbek and Russian.

*STEP 6:* Say: "Write the words."

**Answers:** a) Uzbek; b) Russian



**IV. Post-activity**

**Activity 2b Work in pairs. Think and write. 10 min**

**Objective: to raise awareness of the geographical location of Uzbekistan and the UK**

The pupils in pairs discuss and write answers to the questions.

**Answers:**

- 1) The nearest countries are Kyrgyzstan, Kazakhstan, Tajikistan, Afghanistan and Turkmenistan.
- 2) The answers may vary.
- 3) The United Kingdom is in Europe.
- 4) Uzbekistan is in Asia.

**NB:** If the class is advanced, they can write the countries and capitals, for example: Kyrgyzstan – Bishkek; Kazakhstan – Astana; Tajikistan – Dushanbe; Afghanistan – Kabul; Turkmenistan – Ashgabat.

**V. Homework**

Explain that at home the pupils must read and complete the sentences.

**VI. Evaluation** Giving marks

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

*Signature* \_\_\_\_\_

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### Lesson 3 Water is life.

**The aim of the lesson:**

**Educational:** - to learn the importance of water in our life

**Developing:** -to enable pupils to talk about the importance of water in our life

**Socio-cultural:** - to raise awareness of the importance of water in our life

**Competence:** SC6, PC and FLCC

**Learning outcomes:** By the end of the lesson, pupils will be able to: talk about the importance of water in our life.

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

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

**Equipment:** Textbook; the DVD of the book

#### TECHNOLOGICAL MAP OF THE LESSON:

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<b>5</b>	Marking.	- To mark pupils	5 min
<b>6</b>	Homework.	- Giving homework.	

#### The Procedure of the lesson:

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

#### II. Pre-Activity

**Activity 1 Work in pairs. Look and think. 5 min**

Objective: to raise awareness of the importance of a place a city is built

**STEP 1:** Put the pupils into pairs. Say: “Look and think.” Point to the map.

**STEP 2:** Ask: “Why do you think London city was built in this place? What special features does it have?”

**Possible answer:**

There is a river. The river goes to the sea. Ships can go down the river. Ships can carry things. The river brings water to the people.

#### III. Main Part

**Activity 2 Work in a group of 4. Think. 5 min**

Objective: to raise awareness of the importance of a river in a city

**STEP 1:** Put the class into groups of 4. Say: “Think.”

**STEP 2:** Ask: “Why do you think it is useful to have a river and sea in a city?”

**Possible answer:**

The river gives you water. The river goes to the sea and ships can travel in it. You can bring things in and out of the city (including people).

**Activity 3 Work in a group of 4. Look and think. 5 min**

**Objective: to understand the importance of a place a city is built**

*STEP 1:* Put the class into groups of 4. Say, Look and think.

*STEP 2:* Ask: “Why do you think Tashkent city was built in this place? What special features does it have?”

**Possible answer:**

Tashkent has the river Chirchik running through it. It has canals running off the river so that the water can be used for fishing, for farming and for getting boats to different places.

**Activity 4 Work in groups of 4. Think and discuss. 5 min**

**Objective: to raise awareness of the role of water in people’s life**

The pupils discuss:

- 1) the Uzbek saying: “Water is Life”. What does it mean? Why do people say this?
- 2) the statement: People always live where land and water meet.

Ask the pupils to examine a map and find out where cities are located. Establish that majority of places where people live are connected with water. It may be a river, lake, sea, ocean, waterfall etc.

**Activity 5 Work in groups of 4. Complete the word map. 10 min**

**Objective: to raise awareness of how people use water**

*STEP 1:* Draw a circle on the board in the centre of which there is WATER and arrows around it.

Elicit words/ideas that associate with water and complete the word map together.

*STEP 2:* Divide the class into groups.

The first group will discuss the topic: “Water as a source for food”;

The second group: “Water as means for transportation”;

The third group: “Water for home usage”, etc.

The pupils can choose a topic themselves. Ask them to make their own word map to collect ideas for discussion and to draw a picture or a diagram.

*STEP 3:* Ask them to put their works on the wall for display.

*STEP 4:* Sum up.



**IV. Post-activity**

**Activity 6 Listen and match the texts with the sentences. 10 min**

Objectives: to develop reading for gist; to raise awareness of how people use water

The pupils listen and match the texts with the sentences.

**Answers:**

- 1) Use of water in a daily life. B
- 2) Use of water for health. D
- 3) Use of water in agriculture. A
- 4) Use of water as transportation. C

**V. Homework 5 min** Explain that the pupils should read the text about Nurata and answer the questions.

**VI. Evaluation** Giving marks

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

*Signature* \_\_\_\_\_

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+99891 180 0985 telegram raqamiga yoki


@hasanboy\_uz telegram adresiga xabar yozing

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 Telegram kanal: @uzteachers

Web sayt: [www.hasanboy.uz](http://www.hasanboy.uz)

\* paynet telefon raqamiga emas

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