Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: Unit Lesson

Date	**Lesson objectives:**
Class: 9 Timing:45	**Grammar:**
21st century skills: collaboration: pupils work together to complete an exercise	**New vocabulary:**
Materials: pictures, posters, presentation, handouts, cards etc	**Learning outcomes:**

Stage and aims	Procedures
Warm up or review	
Introduction	
Presentation	
Practice, games and activities	
Follow up or close down	
Homework **Notes for next class**	
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: A visit to the TV studious Unit 1 Lesson 1

Date	**Lesson objectives:**
Class: 9 Timing:45	**Grammar:** negative question tags with be/do (present simple and present continuous tenses)
21st century skills: collaboration: pupils work together to complete an exercise	
Materials: pictures, posters, presentation, handouts, cards etc	**New vocabulary:** an artist, a journalist, a secretary, a writer, an envelope, early, an environment, excellent, a fact, front, important, look after, natural, news, studio, tonight, wild
	Learning outcomes: ✓ Pupils can understand and say at what time something is going to happen. ✓ Pupils can use question tags and short answers to check and confirm information.

Stage and aims	Procedures
Warm up or review	Review clock times. Use a teaching clock with movable hands or draw a blank clock face on the board. • Move or draw the clock hands to show a time. Choose pupils to say the time. • Say a time. Choose pupils to show or draw the time you say. • Repeat both activities with different times.
Introduction	Look at the vocabulary box on page 6 as a class. Play audio track 1.1. Point to each word in turn. Check understanding. Use the pupils' own language to teach the useful language. Replay the audio several times while the pupils point and repeat. **Audio track 1.1 (CD 01 track 01) Page 6, New vocabulary** an artist, a journalist, a secretary, a writer, an envelope, early, an environment, excellent, a fact, front, important, look after, natural, news, studio, tonight, wild **1 Read. Say the answers to the questions on page 7.** • Read the speech bubbles and the letter as a class. • Play audio track 1.2. • Check understanding. • Pupils work in pairs. • Choose pupils to say their answers. **Answers**

	1. an idea for a (/an exciting and fun) new (TV) programme 2. at Kids' Club TV 3. a letter from Kids' Club TV (inviting/asking the children to visit Kids' Club TV / saying that they have won) 4. a programme with important facts and interesting information about animals and pets / about wild animals in their natural environment and how to look after pets 5.DVDs, a video camera and a visit to Kids' Club TV studio 6. Julia Foster's secretary
Presentation	**Audio track 1.2 (CD 01 track 02) Page 6, exercise 1** Girl: You have to think of an idea for an exciting and fun new programme. **2 Listen and draw the time on the clocks.** • Do the grammar box first (see page 7). • Use the example to explain the task. • Check understanding of the pictures. • Play audio track 1.3. Pupils work in pairs. • Check the answers. **Answers** **1.It's half past 6. 2. It's a quarter to 8. 3. It's a quarter past 8. 4. It's half past 10. 5. It's half past 3. 6. It's a quarter to 5. 7. It's half past 5.**
Practice, games and activities	3 Look at the clocks in exercise 2. Check the times. Ask and answer. • Use the exercise heading to explain the task. • Play audio track 1.4 as an example. • Pupils work in pairs. • Choose pairs to say their conversations aloud. **Answers** Conversations following the model, using the information in exercise 2. **Audio track 1.4 (CD 01 track 04) Page 7, exercise 3** A: We're going to get up at half past six, aren't we? B: Yes, we are. Grammar: Negative question tags with be/do • Read the questions and answers in the grammar box as a class. Explain that a question tag is a short question added to the end of a statement. • Explain that we use question tags when we want to check that our information is correct. • Elicit or point out that: o The subject of the statement is repeated in the tag: We leave at half past five, don't we*?* o If the statement is positive, the tag is negative. o Statements with is or are repeat is or are in the tag. o Statements with verbs in the present simple use do (or does) in the tag. o The answer can be positive or negative. • Elicit more examples with Yes and No answers.
Follow up or close down	**Workbook pages 6–7** **1 Read and match. Write the letters.** • Read Julia's first line and the answers as a class. Use the example to explain the task. Check understanding of you've got 15 minutes. • Pupils work alone. • Check the answers. **Answers : 1. D (example), 2. A 3.e 4. C 5. b** **2. Julia is talking to her husband, Tim. Read and number the**

	sentences in the correct order. e heading and the examples to explain the task. ork alone or in pairs. check the answers yet. 3. **Now listen and check answers again.** • Play audio trac 1.1 pausing to check each answer. • Pupils check their work in pairs. • Pupils role play the conversation.
Homework **Notes for next class**	Ex.4. **pages 7 WB** Write the times in words. Use the example to explain the task. • Choose pupils to say each time aloud. • Pupils work alone. • Choose pupils to spell out their answers on the board. • Pupils check their spelling in pairs. **Answers** 1. quarter past six (example) 2. eleven o'clock 3. twenty (minutes) past three 4. ten (minutes) past four 5. twenty-five (minutes) to nine 6. half past eight
Assessment	Formative values, Oral and writing, Iterative connecting values

Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: Let's talk about the time. Unit 1 Lesson 2

Date **Class: 9 Timing:45** **21st century skills: collaboration: pupils work together to complete an exercise** **Materials:** pictures, posters, presentation, handouts, cards etc	**Lesson objectives:** **Grammar: --** **New vocabulary:** a photographer, forget, friendly, lovely, ready, sure, together, bored, excited, feel, a job, whisper (v) **Learning outcomes:** Pupils can understand and talk about biographical information.

Stage and aims	Procedures
Warm up or review	As a class, play Let's draw Max! to review the vocabulary needed for the lesson. **Instructions for Let's draw Max!** • Pupils play as a class using the board, or in pairs using notebooks. • The leader chooses a word and draws one blank line for each letter. • The other player(s) guess(es) a letter. If the guess is correct, the leader writes the letter on each of the lines that represents that letter. If the letter does not appear in the word, the leader draws a circle to represent Max's head. • For every incorrect guess, the leader adds to the picture of Max, in this order: head, body, legs, arms, feet, ears, eyes, nose, mouth, tail. • Pupils win by guessing the word before the drawing of Max is complete.
Introduction	•Look at the vocabulary box on page 8 with the class. Check understanding of photographer. Teach the useful language. • Play audio track 1.5 several times while the pupils read and repeat. **Audio track 1.5 (CD 01 track 05) Page 8, New vocabulary** a photographer, forget, friendly, lovely, ready, sure, together **4 Listen and circle Yes or No.** • Use the picture to set the scene: Julia Foster is recording a TV programme. • Play the fi rst part of audio track 1.6. Use the example to explain the task. • If necessary, read the sentences as a class and review the vocabulary. • Play the rest of the audio, pausing for the pupils to circle. Pupils work alone or with a partner. • Play the audio again, pausing to check the answers. **Answers** 1. No (example) 2. No 3. Yes 4. No 5. Yes 6. Yes 7. No 8. Yes 9. Yes 10. No
Presentation	**Useful language** • Look at the vocabulary box on page 9 with the class. Teach the meanings. • Play audio track 1.6 several times while the pupils read and repeat.

	Audio track 1.7 (CD 01 track 07) Page 9, Useful language bored, excited, feel, a job, whisper **5 Read and number the sentences in the correct order.** • Read the sentences as a class. Review the vocabulary. • Read out the first sentence of the text. Use the example to explain the task. • Pupils work in pairs. • Check the answers. • Choose pupils to read the text aloud. Check understanding. **Answers** a. 5 b. 7 c. 8 d. 1 (example) e. 3 f. 4 g. 2 h. 6
Practice, games and activities	**Workbook pages 8–9** **Read and complete. Use the words in the box.** • Set the scene: Pex is going on holiday. Max is asking him questions. • Read and review the words in the box as a class. • Pupils work alone. • Check the answers. **Answers** 1. feel (example) 2. ready 3. look after 4. together 5. friendly 6. lovely 7. bored 8. forget
Follow up or close down	**Sam is asking Capo about Ben Adams. Read about Ben and write complete answers to Sam's questions.** • Use the example to explain the task. • Review question tags and answers. • Pupils work alone. • Check the answers. **Possible answers** 1. No, it isn't. His surname is Adams. (example) 2. No, he isn't. He's 35 years old. 3. No, he doesn't. He lives in a small flat. 4. No, he doesn't. He has a job/works in a circus. 5. No, they don't. They live in the circus. 6. No, he isn't. He's going to look after four horses next year. 7. No, he isn't. He's happy in his job. 8. Yes, he does. (He can swim very well.) **Cool down** Pupils play Jumbled words in pairs, with words from the lesson. Instructions for Jumbled words • The pupils each choose six to eight target words and write them in their notebooks, with the letters in the wrong order. • Pupils swap notebooks with a partner. They try to put the letters in the correct order to write the words out correctly.
Homework **Notes for next class**	**Ex. 8 p. 8 WB Listen to Holly talking to Julia. Which words tell us about Holly now? Listen & tick (✓).** • Use the heading and the example to explain the task. • Play audio track 1.2, pausing for the pupils to tick. • Check the answers. **Answers** 1. a writer (example) 2. forty-eight years old 3. writes stories for children 4. married with two daughters 5. children are photographers 6. lives in Australia 7. likes some animals 8. going to move to England 9. going to get a new pet
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values

Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: Present perfect tense and can Unit 1 Lesson 3

Date **Class: 9 Timing:45** **21st century skills: collaboration: pupils work together to complete an exercise** **Materials:** pictures, posters, presentation, handouts, cards etc	**Lesson objectives:** **Grammar:** positive and negative question tags with have (present perfect tense) and can **New vocabulary:** during, an entrance, everywhere, missing, suddenly, worried, explain **Learning outcomes:** o Pupils can ask for and give personal information. o Pupils can use question tags to check personal information.

Stage and aims	Procedures
Warm up or review	Use classroom objects to practice question tags with both Yes and No answers. • For example, point to a book and ask: This book is red/ open/on the table/yours, isn't it? • Pupils continue in pairs. **Useful language** • Look at the useful language box on page 10 with the class. Teach the meanings of the words. • Play audio track 1.8 several times while the pupils read and repeat.
Introduction	**Audio track 1.8 (CD 01 track 08) , Useful language** during, an entrance, everywhere, explain, missing, suddenly, worried **6 Read and write the letter for each sentence in the correct place.** • Do the grammar activity as a class. • Use the example to explain the task. • Pupils work in pairs. Support as necessary. • Choose pupils to read the story aloud. Check the answers. **Answers** 1. d (example) 2. e 3. a 4. f 5. g 6. c 7. b
Presentation	**7 Complete the questions. Match them to the pictures.** • Check understanding of the pictures. • Use the example to explain the task. • Pupils work in pairs. • Do not check the answers yet. **8 Now listen and check your answers.** • Play audio track 1.9, pausing for the pupils to check their answers.

	• Choose pupils to say their answers. **Answers** 1. isn't it, b (example) 2. haven't you, b 3. aren't we, a 4. can't we, c 5. don't you, b 6. can't you, a 7. isn't he, b 8. isn't she, c 9. haven't we, c 10. isn't he, a 11. isn't she, a 12. aren't we, c
Practice, games and activities	**Grammar: Positive and negative question tags with have/can** • Read the questions and answers in the grammar box as a class. • Elicit or teach that ➢ question tags with have and can are made in the same way as those with is and are. ➢ if the statement is negative, the tag is positive (We haven't looked in the basement, have we*?*). • Review Yes and No answers. • Elicit further examples. ✓ Say the beginning of a statement: You've got …. Choose pupils to say the tag: … haven't you*?* ✓ o Prompt answers with Yes or No
Follow up or close down	**Workbook pages 10-11** **10. Match the questions. Draw lines.** • Use the example to explain the task. • Pupils work alone. • Check the answers. 1. How old are you? You like fruit, don't you? 2. What's your name? Your hair is brown, isn't it? 3. What's your favourite food? You're 11, aren't you? 4. What colour hair have you got? You don't live in a town, do you? 5. Where do you live? You're called Tom, aren't you? **Answers** 1. How old are you? -------You're 11, aren't you? 2. What's your name? -------You're called Tom , aren't you? 3. What's you favorite food? ----you like fruit, don't you? 4. What colour hair have you got? -------Your hair is brown, isn't it? 5. Where do you live? -----You don't live in a town, do you? **Cool down** • Pupils work in pairs. They use question tags to check their partner's personal information (name, age, family and so on).
Homework **Notes for next class**	**Ex.12 p.10 WB Complete Sue's diary. Use the words in the box.** • Review the words in the box. Use the example to explain the task. • Pupils work alone. • Check the answers. Choose pupils to read short sections of the text aloud. **Answers** 1. help (example) 2. worried 3. during 4. everywhere 5. explained 6. ready 7. Suddenly 8. entrance
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: It's our world! How many jobs does Josh talk about?

Lesson 4

Date **Class: 9 Timing:45** **21st century skills: collaboration: pupils work together to complete an exercise** **Materials:** pictures, posters, presentation, handouts, cards etc	**Lesson objectives:** **Grammar:** **New vocabulary: Topic vocabulary:** concert hall, entertainment, listener, local, national, on air, presenter, producer, radio station, (sports) reporter, show (n), sound engineer, technology **Learning outcomes:** ✓ Pupils can read a simple text and answer questions on it. ✓ Pupils can discuss their entertainment preferences.

Stage and aims	Procedures
Warm up or review	• Play Noughts and crosses to review cinema, band (music), information, internet, journalist, newspaper, online, programme, radio, website. **Instructions for Noughts and crosses** • Prepare a list of vocabulary to practise. • Draw a 3 × 3 grid of nine boxes on the board. • Divide the class into two teams (0 and X). The objective for each team is to create a line of three boxes with their symbol in any direction — vertical, horizontal or diagonal. • Ask each team in turn to say and then spell out one of your words. (Either say the word in the pupils' own language or show a flashcard or sketch.) • If the answer is correct, put that team's symbol in the square of their choice. The first team to place three symbols in a row is the winner.
Introduction	**1 What jobs do you think people do at a radio station?** • Read the exercise heading as a class. Explain radio station. • Discuss the question as a class. Pupils can use their own language. **2 Read the text. How many jobs does Josh talk about? Underline them.** • Set the scene. Josh's school in Oregon has its own radio station. Help the pupils to find Oregon on their maps. **Read the question as a class.** • Play audio track 1.9 while the pupils read. • Pupils complete the exercise in pairs. • Check the answers as a class. Check understanding of the jobs. • Teach or elicit the meanings of presenter, national radio, concert hall, local sport, show, listeners.

	Answers I'm Josh and I am a presenter at my school's radio station here in Oregon. At our radio station, students do all the jobs that grown-ups do at other radio stations. We work as journalists, sports reporters, presenters, producers and sound engineers, and we also look after our station's website. When you listen to national radio stations, you get a lot of information about what is happening in your country or around the world. At our station, we tell people news about our town. For example, we tell everyone what's on at the concert hall and the theatre that week. We also talk about school events and other local sport. We play music by local bands too, and I present a music show every Thursday. Listeners can phone, email or text me and ask me to play their favourite songs on the show.
Presentation	**Audio track 1.10 (CD 01 track 10) Page 12, exercise 2** **3 Read the text again. Answer the questions.** • Pupils work in pairs. • Check the answers as a class. **Answers** 1. presenter 2. they tell people news about the town rather than what is happening in the country or around the world 3. music/listeners' favourite songs 4. They can phone, email or text him.
Practice, games and activities	**4 Read and tick (✓) or cross (✗).** • Play audio track 1.11 while the pupils read. • Pupils discuss the questions in pairs. **Answers** 1. ✗ 2. ✗ 3. ✗ 4. ✓ 5. ✓
Follow up or close down	**5 Talk to a friend. Then tell the class.** • Read the questions as a class. • Pupils talk about the questions in pairs. Help with any vocabulary. • Discuss the answers as a class.
Homework Notes for next class	Make up dialogues with friends.
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: Doing Grammar exercises. Unit 1 Lesson 5

Date	**Lesson objectives:**
Class: 9 Timing:45 Pages : 12-13 (Workbook pages)	**Grammar:** mixed punctuation: capital letters, full stops, question marks, apostrophes and speech marks
21st century skills: collaboration: pupils work together to complete an exercise	
Materials: pictures, posters, presentation, handouts, cards etc	**New vocabulary:** stress in polysyllabic words (sincerely, envelope) **Learning outcomes:** ✓ Pupils can use capital letters, full stops, question marks, apostrophes and speech marks in their sentences. ✓ Pupils can pronounce the words with correct intonation.

Stage and aims	Procedures
Warm up or review	Pupils do the activity: "Yes or No "
Introduction	**Listen and repeat. Underline the part of each word that is the strongest.** • Review clapping syllables. Ask pupils to say their name and clap (or tap) the syllables. • Tell the pupils to listen for the stress. Play the numbers 1 and 2 of audio track 1.4, pausing after each word to demonstrate making a louder clap on the stressed syllable. • Replay numbers 1 and 2 for the pupils to repeat the words and clap or tap along. Monitor. • Play the rest of the audio. Pupils repeat the words and underline the stressed syllable in each word. • Play the audio again, pausing to check the answers. **Answers** See audio script
Presentation	**Audio track 1.4 (WB CD track 04)** **Page 12, exercise 1** 1. sincerely 2. excited 3. important 4. envelope 5. journalist 6. together 7. December 8. secretary 9. suddenly 10. environment 11. photographer 12. information
Practice, games and activities	**2 Read the information. Then rewrite the paragraph with capital letters, full stops, question marks, apostrophes and speech marks in the correct places.** • Read the information as a class. Check understanding. • Correct the first sentence as a class.

	• Pupils work alone and then check with a partner. • Check the answers. Choose pupils to read out short sections of the text, saying or demonstrating the punctuation. **Possible answers** Today is an important day. The circus has come to town. We went to the circus and spoke to some people there. First we spoke to Ben, a man who works with animals. We asked him, 'Do you like your job?' 'Yes,' Ben answered. 'I like my work very much.
Follow up or close down	**Ex. 4 Choose one of the jobs in the box to write about.** • Review the words in the box. • Read the instructions as a class. • Pupils work alone. • Pupils discuss how the jobs they have each written about are the same or different. • Omit the discussion. **Cool down** Pupils play Spell that! using 10–12 new words from the unit. Instructions for Spell that! • Each pupil makes a list of words. • In pairs, pupils take turns to ask their partner to spell out a word from the list.
Homework **Notes for next class**	**Ex. 3 p. 13 WB Find and circle nine more adjectives.** • Use the example to explain the task. • Pupils work alone. • Pupils check their answers in pairs. **Answers : excellent, worried, lovely, early, wild, ready, friendly, bored, excited.**
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values.

Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: Jobs for everyone Unit 2 Lesson 1

Date **Class: 9 Timing:45** **21st century skills: collaboration: pupils work together to complete an exercise** **Materials:** pictures, posters, presentation, handouts, cards etc	**Lesson objectives:** **Grammar:** pronouns and adverbs to refer to unspecified people, things and places: There isn't anyone. There is something. There is no one. It is everything. **New vocabulary:** a dentist, a postman, a postwoman, a factory, an office, a post office, post, a postcard, a stamp, a chemist, a footballer, a team, score a goal, a language, a lift, a match, nowhere, a player, rich, you're welcome **Learning outcomes:** o Pupils can talk about unspecified people, places and things. o Pupils can understand information about personal and workplace activities.

Stage and aims	Procedures
Warm up or review	Play Noughts and crosses to review vocabulary used in lesson 1: bank, example, famous, favourite, interesting, mechanic, people, photographer, place, secretary, work. (See page 18 for instructions.) **New vocabulary** • Look at the vocabulary box on page 14 as a class. • Play audio track 2.1. Point to each word in turn. • Check understanding. Review happen. • Replay the audio several times while the pupils point and repeat
Introduction	**Audio track 2.1 (CD 01 track 12) Page 14, New vocabulary** a dentist, a postman, a postwoman, a factory, an office, a post office, post, a postcard, a stamp **1 Read and write Yes or No.** • Set the scene. Mr Lee is telling the children about their next project. • Choose pupils to read each of the roles in the text. Pupils read the text as a class. Check understanding. • Pupils complete the exercise in pairs. Support pupils if necessary by reading the sentences together first. • Choose pupils to say their answers. The others raise a hand to agree. **Answers** 1. No (example) 2. Yes 3. Yes 4. Yes 5. No 6. No

Presentation	**New vocabulary:** • Look at the vocabulary box on page 15 as a class. • Play audio track 2.2. Point to each word in turn. • Check understanding. Use the pupils' own language to teach the useful language (here, a lift = a ride). • Replay the audio several times while the pupils point and repeat. Monitor pronunciation of the /k/ sound at the start of chemist. **Audio track 2.2 (CD 01 track 13) Page 15, New vocabulary** a chemist, a footballer, a team, score a goal, a language, a lift, a match, nowhere, a player, rich, you're welcome **2 Listen and write the missing words.** • Play audio track 2.3 straight through while the pupils read and listen. Use the example to explain the task. Some of the information appears in the audio track in a different order from the sentences. • Replay the audio, pausing if necessary after each piece of information. Pupils work in pairs to write the answers. • Play the audio again straight through while the pupils finish and check their answers. • Choose pupils to say and spell out their answers. • Pupils take turns to read short sections of the text to a partner. **Answers** 1. footballer (example) 2. 21/twenty-one 3. rich 4. nowhere 5. science 6. languages 7. matches 8. goals 9. team 10. club 11. early 12. Player
Practice, games and activities	Grammar: Indefinite pronouns and adverbs • Read the words in bold in the grammar box as a class. • Elicit that we use these words when we are not talking about one particular person, place or thing. • Say example sentences to demonstrate the meanings: ✓ No one knows the answer. Everyone knows the answer. I'm going to choose someone to answer. Anyone can answer. ✓ I've looked everywhere. Can you see it anywhere? It's somewhere in this room. There's nowhere it can be! ✓ I have found something! Can you find anything? Have you got everything? There's nothing here. • Use gesture to help. Check understanding. • Challenge pupils to find sentences with these words in the exercise 1 text and read them out.
Follow up or close down	**Audio track 2.1 (WB CD track 05) Page 15, exercise 3** **Cool down** Pupils play Pairs with a partner. Both players write out the 12 pronouns and adverbs from the grammar box on page 15 of the Pupil's Book. They match up the words. (See page 11 for instructions.)
Homework **Notes for next class**	**Ex.2 p. 14 WB Read and complete the words.** • Use the example to explain the task. • If necessary give support. Choose pupils to read the speech bubbles aloud and say the answers. • Pupils work alone to write the answers. • Choose pupils to say and spell out their answers. Pupils check their spelling with a partner. **Answers** 1. happens (example) 2. office 3. welcome 4. language 5. footballers, team 6. players, score goals
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: New vocabulary about profession

Unit 2 Lesson 2

Date	**Lesson objectives:**
Class: 9 Timing:45	**Grammar:**
21st century skills: collaboration: pupils work together to complete an exercise	**New vocabulary:** an actor, a fire fighter, a pilot, a police officer, a newspaper, grow, repair, sell, steal, a fire engine, a fire station, smoke, make sure, material, protect, real, special
Materials: pictures, posters, presentation, handouts, cards etc	**Learning outcomes:** Pupils can understand and complete descriptions of jobs.

Stage and aims	Procedures
Warm up or review	Pupils play Jumbled words in pairs with words from lesson 1. (See page 14 for instructions.) **New vocabulary** • Look at the vocabulary box on page 16 with the class. Check understanding. Teach the useful language. • Play audio track 2.4 several times while the pupils listen, read and repeat.
Introduction	**Audio track 2.4 (CD 01 track 15) Page 16, New vocabulary** an actor, a fire fighter, a pilot, a police officer, a newspaper, grow, repair, sell, steal **3 Read about these people's work. What are their jobs? Use the words in the box.** • Use the example to explain the task. • To support less able pupils, read the speech bubbles as a class. Pupils say the answers. • Pupils work alone or with a partner to write their answers. • Check the answers. Pupils check their spelling in pairs. **Answers** 1. photographer (example) 2. fire fighter 3. actor 4. journalist 5. chemist 6. police officer 7. pilot 8. dentist 9. farmer 10. mechanic
Presentation	**New vocabulary** • Look at the vocabulary box on page 17 with the class. Check understanding. Teach the useful language. • Play audio track 2.5 several times while the pupils listen, read and repeat. **Audio track 2.5 (CD 01 track 16) Page 17, New vocabulary** a fire engine, a fire station, smoke, make sure, material, protect, real, special

	4 Listen and circle a or b. • Set the scene. Bill is visiting the fire station. • Use the first part of audio track 2.6 and the example to explain the task. • Play the rest of the audio. In pairs, pupils read the sentence beginnings and endings and circle the letter (a or b) they think is correct. Pause if necessary for the pupils to check their answers. • Check the answers. Choose pupils to read each completed sentence aloud. Check understanding. **Answers** 1. b (example) 2. b 3. a 4. b 5. b 6. a
Practice, games and activities	**Read and circle the correct word. Match the sentences to the pictures. Write the letters.** • Read the sentences in the box as a class. Check understanding. • Pupils work alone. • Check the answers. Choose pupils to read one sentence each. The others raise a hand to agree. **Answers** 1. anything, f (example) 2. everyone, c 3. Something, a 4. everywhere, b 5. Nothing, e 6. everyone, d
Follow up or close down	**Complete the sentences. Use the words in the box.** • Read the words in the box as a class. Check understanding. • Pupils work alone. Monitor and give support. • Check the answers. **Answers** 1. fire engines (example) 2. newspaper 3. fire station 4. helmets, material 5. repair 6. grow 7. post 8. steal **Cool down** Play Bingo with names of jobs. **Instructions for Bingo** • Brainstorm a list of jobs and write them on the board. • The pupils draw a 3 × 3 grid in their notebooks. • Pupils choose six words from the board and write them anywhere in their grid. • Clean the board. Call out words from the list in random order. • Pupils cross out the words in their grids as they hear them. • The first pupil to cross out all his or her words calls out Bingo! and is the winner.
Homework **Notes for next class**	**Ex.5 p. 17 WB Find and circle five more jobs.** • Use the example to explain the task. • Pupils work alone or in pairs. • Do not check the answers yet. **Answers: pilot, actor, chemist, journalist, firefighter, police officer**
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values.

Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: Pronouns and adverbs to refer to unspecified people, things and places Unit 2 Lesson 3

Date **Class: 9 Timing:45** **21st century skills: collaboration: pupils work together to complete an exercise** **Materials:** pictures, posters, presentation, handouts, cards etc	**Lesson objectives:** **Grammar:** Pronouns and adverbs to refer to unspecified people, things and places: There isn't anyone. There is something. There is no one. It is everywhere **New vocabulary:** shorts, a uniform, a.m., p.m., finish ✓ **Learning outcomes:** Pupils can describe jobs and say what they think about them. ✓ Pupils can talk about the jobs they and others would like to do.

Stage and aims	Procedures
Warm up or review	Pupils play Spell that! in pairs with words from the unit so far. Instructions for Spell that! • Each pupil makes a list of words. • In pairs, pupils take turns to ask their partner to spell out a word from the list.
Introduction	**New vocabulary:** • Look at the vocabulary box on page 18 with the class. Check understanding of uniform. • Play audio track 2.7 several times while the pupils listen, read and repeat. **Audio track 2.7 (CD 01 track 18) Page 18, New vocabulary** shorts, a uniform **5 Read about Michael. Pretend to be Michael and Mr Lee. Ask and answer the questions.** • Use the exercise heading to explain the task. • Read Michael's speech bubble and Mr Lee's questions as a class. Check understanding. • Play audio track 2.8 as an example. • Pupils ask and answer the questions in pairs. Support as necessary. • Choose pairs to say their conversations to the class. **Possible answers** 1. (I'm) a footballer. (example) 2. (I work) in a football club. 3. (I wear) a team uniform / football shorts, a football shirt and special shoes. 4. Yes, I like my job. It's great. / I enjoy playing football. / I've played in many interesting countries.

Presentation	**Audio track 2.8 (CD 01 track 19) Page 18, exercise 5** A: What's your job? B: I'm a footballer. **6 Look at the pictures. Pretend these are your jobs. Ask and answer. Use the questions from exercise 5.** • Use the exercise heading to explain the task. • Look at the pictures and review the vocabulary. • Elicit descriptions of each job. Elicit possible negative responses to question 4. Pupils can use their Pupil's Book to help. • Play audio track 2.9 as an example. • Pupils ask and answer the questions in pairs. Support as necessary. • Choose pairs to say their conversations to the class. **Possible answers** I'm a nurse. I look after people who are ill. I work in a hospital. I wear a uniform. I like my job because I like helping people/patients. I'm a postman. I bring people their letters. I work in a post office/in the street. I wear a uniform. I don't like my job because it's often cold and wet/too hot outside. I'm a pilot. I fly aeroplanes. I go to lots of countries/I take people around the world. I wear a uniform. I like my job because I visit lots of countries. I'm a fire fighter. I help people when there is a fire. I work in a fire station. I wear a uniform. I like my job because it's exciting/important.
Practice, games and activities	**Audio track 2.10 (CD 01 track 21) Page 19, Useful language** a.m., p.m., finish **7 Read the table. Ask and answer about May.** • Use the exercise heading to explain the task. • Play audio track 2.11 as an example. • Pupils study the table in pairs. • Elicit some questions and answers using the information in the table. • In pairs, pupils ask and answer about May. • Choose pupils to say their conversations to the class. **Sample answers** What does she want to work with? (She wants/would like to work with) food. Where does she want to work? (She wants/would like to work in) a restaurant. When does she want to start and finish work? (She wants/ would like to work from) 10:00 a.m. to 5:00 p.m. Which days does she want to work? (She wants/would like to work) Monday to Saturday. What does she want to wear to work? (She wants/would like to wear) a uniform.
Follow up or close down	**Workbook p.18-19** **8 Read and complete. Use the words in the box.** • Read the words in the box as a class and revise the vocabulary. • Use the example to explain the task. • Work with less able pupils in a small group. More able pupils work alone. • Check the answers as a class. **Answers**

	1. post office (example) 2. jobs 3. early 4. postcards 5. offices/factories 6. factories/offices 7. special 8. uniform 9. difficult 10. make sure 11. address 12. a.m. 13. stamps 14. finish **Optional extension activity** • Pupils role-play the conversation. **Cool down** • Pupils share their work in exercise 10 in small groups. • Choose pupils to tell the class about their friend's writing.
Homework **Notes for next class**	***Ex. 10 P. 19 WB*** **Now write about the job. Use the information in the box.** • Use the heading to explain the task. • Choose pupils to say sample sentences using the information on their form. • Pupils work alone to write a short paragraph about their chosen person. • Pupils check their spelling and punctuation with a partner.
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: It's our world! What differences between women and men jobs? Unit 2 Lesson 4

Date **Class: 9 Timing:45 Pages : 20-21** **21st century skills: collaboration: pupils work together to complete an exercise** **Materials:** pictures, posters, presentation, handouts, cards etc	**Lesson objectives:** • **Topic vocabulary:** family member, high school, kids, middle, order (v) (meaning send for), vet • **Learning outcomes:** ✓ Pupils can read a simple text and answer questions on it. ✓ Pupils can discuss what jobs they want to do in the future. **Cultural notes** Alberta is in Canada. Canada is a big country to the north of the USA. Many tourists visit its huge wildlife parks to see bears and other animals. English and French are both official languages in Canada.

Stage and aims	Procedures
Warm up or review	• Play Let's draw Max! to review decide, farm, find out, horse, medicine, member, office, outside, part, patient, tired. (See page 12 for instructions.) • Teach vet.
Introduction	**1 Look at the photograph. What is the woman's job? What is she doing? What is the man's job?** • Read the heading and answer the question as a class. (She's a vet. She's checking that the calf/young cow is OK.)
Presentation	**Read the text. Answer the questions.**

	• Read the questions as a class. Teach or elicit the meanings of kids, Take Our Kids To Work™ Day. • Play audio track 2.13 while the pupils read. • Check understanding. Teach or elicit the meanings of high school, family member. • Help the pupils to find Canada on their maps. • Pupils ask and answer the questions in pairs. • Check the answers as a class. **Suggested answers** 1. On a farm. / At work with her mother. 2. Children can go to work with a parent / family member. 3. It can help them to decide what they want to do in the future. 4. She wants to work outside.
Practice, games and activities	**Audio track 2.13 (CD 01 track 24)** **Page 20, exercise 2** Hi! I'm Isabella. I live in Alberta, in Canada. I study at the local high school, but I'm not at school today. Today is Take Our Kids to Work™ Day, when parents or other family members can take a child with them to work. On this day, we can find out what grown-ups' jobs are really like and see all the things they have to do when they are at work. We can also see what we like about their jobs. This helps young people decide what they want to do in the future. Today I'm at work with my mother. We're on a farm, because my mum is a vet. She looks after animals when they are hurt or ill. She enjoys being outside. I would like to work outside, too. I don't think I would like an office job.
Follow up or close down	**3 Read the text. Write the answers.** • Read the heading as a class. • Play audio track 2.14 while the pupils read. • Check understanding. Teach or elicit the meanings of parts (of her job), order, the middle of the night. • Pupils work alone and then check their answers with a partner. • Choose pupils to say their answers. The class votes Yes or No. Elicit reasons why these things might be difficult for Isabella's mum. **Answers** 1. a. She has to order medicines and keep them safe. b. She has to write reports about sick animals. 2. a. The animals are big, strong and heavy. b. (Sometimes) she has to get up in the middle of the night (because an animal is ill). c. She has to drive a long way (to visit farms) (and she gets tired).
Homework **Notes for next class**	***Ex. 3 PB*** **Audio track 2.14 (CD 01 track 25)** Mum's first patient today is a horse, but she isn't ill. She's had a baby! My mum is going to check that the horse and the baby are OK. It's really interesting to see today what my mum does every day. There are lots of things about her job that I didn't know about. She has to order medicines and keep them safe. She also has to write reports about how the sick animals are doing. Some parts of her job are quite difficult. For example, the animals

	can be very big and heavy, and hard to look after. And sometimes she has to get up in the middle of the night because an animal is ill. Often, she has to drive a long way to visit farms. So my mum gets tired at times, but she enjoys her work a lot. I think I would like to be a vet, and maybe one day I can work with Mum! But I haven't decided yet. ***Ex. 4 PB*** **Talk to a friend. Then tell the class.** • Read the questions as a class. • Pupils talk about the questions in pairs. Help with any new vocabulary. • Discuss the answers as a class.
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values

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Teacher's lesson log

Theme of the lesson: Extra exercises. What are their jobs? Unit 2 Lesson 5

Date	**Lesson objectives:**
Class: 9 Timing:45 Pages : 20-21(WB)	**Grammar:** unusual spellings of some phonemes (**ch**emist, offi**c**e, new**s**, spe**ci**al)
21st century skills: collaboration: pupils work together to complete an exercise	
Materials: pictures, posters, presentation, handouts, cards etc	**New vocabulary:** new words connected with the theme. **Learning outcomes:** • Pupils can read the new words with correct intonation. Pupils can show interest in what a speaker is saying .

Stage and aims	Procedures
Warm up or review	Pupils do the activity: "True or False"
Introduction	**1 Listen and repeat what the children say.** • Use the pupils' own language to demonstrate showing interest or boredom by the way we say things. • Play audio track 2.3, pausing to elicit how each character is feeling. Accept any reasonable suggestions. Accept answers in the pupils' own language. • Replay the audio. Pupils repeat in the pauses. • Pupils role-play the conversation in pairs. Monitor.
Presentation	**Audio track 2.3 (WB CD track 07) Page 20, exercise 1** Pilot: I'm a pilot. Sam: A pilot? Pilot: I travel all round the world in my job. May: All round the world? Pilot: I've been to seven countries this week. Bill: Seven? Pilot: I've been to China, Russia, Australia, Finland, England, Egypt and Canada. Sue: Canada! Pilot: Yes. Canada is my favourite place to fly. I like flying over the lakes and mountains.

<table>
<tr><td></td><td>Sam: Lakes and mountains?
Pilot: Yes. Canada’s beautiful.
2 In each row, underline the word that is different.
• Use the example to explain the task. Review the vocabulary.
• Pupils work alone to find and underline out the odd word in each group.
• Check the answers.
Answers 1.quarter (example) 2. language 3. finish 4. office 5. steal 6. grow</td></tr>
<tr><td>Practice, games and activities</td><td>Optional extension activity
• Choose pupils to say why the odd words are different. Allow
answers in the pupils’ own language if necessary.
3 Choose one of the jobs in the box to write about.
• Review the words in the box. Use the heading to explain the task.
• Read the questions and instructions as a class.
• Pupils work alone.
• Pupils share their work with a partner. They discuss how the jobs they have written about are the same or different.</td></tr>
<tr><td>Follow up or close down</td><td>Cool down
• Choose pupils to mime a job. The others guess what the job is.
• Pupils play as a class or in groups.</td></tr>
<tr><td>Homework
Notes for next class</td><td>Ex. 4 p. 21 WB Read about spelling. Look at the letters in bold in the table. Write the words 1 to 10
under the word in the table that has the same sound.
• Read the information in the box as a class. Say the example words clearly, exaggerating the difference between the sounds (sssee, zzzoo).
• Check understanding. Make sure the pupils understand the difference between the letter name (Ess) and the sound (sss or zzz).
• Look at the table as a class. Use the example to explain the task.
• To support pupils, work through more of the words as a class.
• Pupils finish the exercise alone.
• Check the answers.
Answers :
<table>
<tr><td>kite</td><td>see</td><td>zoo</td><td>ship</td></tr>
<tr><td>score</td><td></td><td></td><td></td></tr>
<tr><td></td><td>office</td><td></td><td></td></tr>
<tr><td></td><td></td><td>visit</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>sure</td></tr>
<tr><td></td><td>post</td><td></td><td></td></tr>
<tr><td></td><td></td><td>news</td><td></td></tr>
<tr><td>mechanic</td><td></td><td></td><td></td></tr>
<tr><td>chemist</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>special</td></tr>
</table></td></tr>
</table>

Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values.

Текшерилди:_____

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Teacher's lesson log

Theme of the lesson: In the future Unit 3 Lesson 1

Date	**Lesson objectives:**
Class: 9 Timing:45 Pages : 22-23	**Grammar:** will/won't: I will help people. Sam won't be lazy.
21st century skills: collaboration: pupils work together to complete an exercise	
Materials: pictures, posters, presentation, handouts, cards etc	**New vocabulary:** build, a businessman, a college, students, away, a business, expensive, hard, lazy, poor, spend **Learning outcomes:** • Pupils can use will/won't to talk about future plans.

Stage and aims	Procedures
Warm up or review	Play Noughts and crosses to revise job titles. (See page 18 for instructions.) **New vocabulary** • Look at the vocabulary box on page 22 as a class. Check understanding. Use the pupils' own language to teach the useful language. • Play audio track 3.1. Point to each word in turn. • Replay the audio several times while the pupils point and repeat.
Introduction	**Audio track 3.1 (CD 01 track 26) Page 22, New vocabulary** build, a businessman, a college, students, away, a business, expensive, hard, lazy, poor, spend **1 Look, listen and read.** • Work through the grammar activity first. • Set the scene. Sam is talking about his plans for the future. • Play audio track 3.2. Check understanding. • Pupils read the text again in pairs.

Presentation	**Audio track 3.2 (CD 01 track 27) Page 22, exercise 1** **Max:** What do you want to do in the future, Sam? **Sam:** After school and university, I think I'll start a business, Max. I'll be a great businessman. I'll work hard and I won't be lazy. I'd like to have some money, but I don't want to be very rich. I'll spend some money, but I won't buy expensive things for myself. I'll buy nice presents for my friends. I'll be kind when I'm older. I'll give away lots of money to other people. I'll help people, Max. I'll build a college where students from poor families can study. **Max:** I know you'll help people in the future, Sam, but can you help me now? **Sam:** Of course, Max. How? **Max:** I would like a banana and a glass of lemonade, please!
Practice, games and activities	**2 Read the sentences below. Say the correct sentences.** • Play audio track 3.3 and explain the task. • Pupils work in pairs. • Choose pupils to say their sentences to the class. **Answers** 1. Sam won't start a business before university. Sam will start a business after university. (example) 2. Sam won't be lazy in the future. Sam will work hard in the future. 3. Sam won't buy expensive things for himself. Sam will buy nice presents for his friends. 4. Sam won't keep all his money when he is older. Sam will give away lots of money to other people. 5. Sam won't build a house for rich students. Sam will build a college for students from poor families. 6. Sam doesn't want Max to buy a banana for him. Max wants Sam to buy a banana for him.
Follow up or close down	**Audio track 3.4 (CD 01 track 29) Page 23, exercise 3** A: I think I'll learn a lot of new things at school next week. B:I think I'll cook dinner for my family at home next week. **Grammar: Modal verb will/won't** • Choose pupils to read sentences from the grammar box. • Elicit that o we use will to talk about things that we are sure are going to happen. o we use won't to talk about things that we are sure are not going to happen. • Elicit more examples.
Homework **Notes for next class**	***Ex. 1 p.22-23 WB*** **Read and complete the words.** • Use the example to explain the task. • Pupils work alone. • Choose pupils to say and spell out their answers. Pupils check their spelling with a partner. **Answers** 1. build (example) 2. poor 3. lazy 4. student 5. college 6. expensive 7. businessman

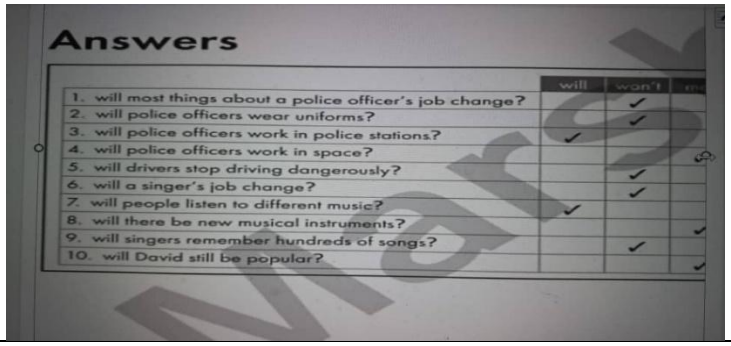
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values.

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Teacher's lesson log
Theme of the lesson: Future Simple in positive and negative
Unit 3 Lesson 2

Date **Class: 9 Timing:45** **21st century skills: collaboration: pupils work together to complete an exercise** **Materials:** pictures, posters, presentation, handouts, cards etc	**Lesson objectives:** • **Grammar:** may/may not for probability/predictions about the future (positive and negative) • **New vocabulary:** blow, a police station, a singer, traffic, hope, noisy, still, save • **Learning outcomes:** • Pupils can ask and answer questions about the future. • Pupils can use will/won't and may/may not to make predictions.

Stage and aims	Procedures
Warm up or review	Pupils play Jumbled words in pairs, with words from the lesson. **Instructions for Jumbled words** • The pupils each choose six to eight target words and write them in their notebooks, with the letters in the wrong order. • Pupils swap notebooks with a partner. They try to put the letters in the correct order to write the words out correctly.
Introduction	**New vocabulary** • Look at the vocabulary box on page 24 with the class. Check understanding. Teach the useful language.

<table>
<tr><td></td><td>• Play audio track 3.5 several times while the pupils listen, read and repeat.
Audio track 3.5 (CD 01 track 30)
Page 24, New vocabulary
blow (v), a police station, a singer, traffic, hope, noisy, save, still
4 What are the answers to Mr Lee’s questions? Listen and write Yes or No.
• Play the first part of audio track 3.6. Use the example to explain the task.
• Play the rest of the audio, pausing for the pupils to write. Pupils work alone.
• Check the answers.
Answers 1. No (example) 2. No 3. No 4. Yes 5. No 6. Yes</td></tr>
<tr><td>Presentation</td><td>Audio track 3.6 (CD 01 track 31) Page 24, exercise 4
5 Ask and answer about the pictures in exercise 4. Use will.
• Explain the task. Play audio track 3.7 as an example.
• Elicit one more example as a class.
• Pupils work in pairs.
• Choose pairs to say their conversations to the class.
Answers Pupils’ own answers</td></tr>
<tr><td>Practice, games and activities</td><td>Audio track 3.7 (CD 01 track 32) Page 24, exercise 5
A: Will May fly her kite when she’s at the beach?
B: No, she won’t.
A: Why not?
B: Because the wind is not blowing today.
6 Bill talked to a police officer and a singer about the future. Listen and tick (✓).
• Work through the grammar activity first.
• Use the heading to set the scene.
• Play the first part of audio track 3.8. Use the example to explain the task.
• Play the rest of the audio, pausing for the pupils to tick. Pupils work alone.
• Check the answers. Check understanding.

</td></tr>
<tr><td>Follow up or close down</td><td>Cool down
Play Try again!
Instructions for Try again!
• Draw this grid on the board.
Jo’s future plans
<table>
<tr><td>Me</td><td>lazy</td><td>work hard</td><td>rich</td></tr>
<tr><td>After school</td><td>go to college</td><td>travel a lot</td><td>get a job</td></tr>
</table></td></tr>
</table>

	Job	**work in an office**	**build houses**	**start a business**
	Money	**buy expensive things for myself**	**spend my money on presents for my friends**	**give away lots of money to other people**

• Choose a pupil to be 'Jo'. Send him or her out of the room.
• With the class, choose one option from each row.
• Bring Jo back in. He or she has to work out what the class has decided.
• Choose a pupil to ask What will you be like in the future*?* Jo guesses one of the answers from row 1.
• If Jo chooses the 'right' answer, continue with What will you do after school? and so on.
• If Jo chooses a wrong answer, the class says No! Try again! Jo must go back to the beginningand repeat all the steps.
• Jo wins when he or she can answer all the questions straight through without any mistakes.
• The table can have as many options or rows as you want.

Homework **Notes for next class**	***Ex. 4 P.24-25 WB*** **Look at Sue's picture of a street in the future and write questions. Use will and the words below.** • Look at the picture as a class. Review vocabulary. • Use the example to explain the task. • Elicit more sample sentences. • Pupils work alone. • Check the answers. Choose pupils to read one sentence each. The others raise a hand to agree**.** **Answers** 1. Will houses speak to you when you arrive home? (example) 2. Will the traffic be noisy or (will it be) quiet? 3. Will cars drive (by) themselves? 4 Will robots clean the streets for us? 5. Will robots carry (our) bags for us? 6. Will robots bring (our) things (to us) when we forget them?
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values.

Текшерилди:_____

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Teacher's lesson log

Theme of the lesson: Work with text . WB p. 24-25 Unit 3 Lesson 3

Date	**Lesson objectives:**
Class: 9 Timing:45 Pages : Workbook p.24-25	• **Grammar:** may/may not for probability/predictions about the future (positive and negative)
21st century skills: collaboration: pupils work together to complete an exercise	
Materials: pictures, posters, presentation, handouts, cards etc	• **Learning outcomes:** • Pupils can ask and answer questions about the future. • Pupils can use will/won't and may/may not to make predictions.

Stage and aims	Procedures
Warm up or review	The pupils do "Outside and inside" activity according to the theme.
Introduction	**Back to the blackboard** Divide your students into two teams. Take one person each team to stand with their backs to the board . Choose five more people from each group to stand in front of them. Write a word on the board. They have to explain the meaning of the word, without saying it. The first "back to the board" person to guess the word wins and their team gets a point. (for example if the word is apple, the person might say: It is a fruit. It is red or green. It grows on trees.)
Presentation	**Read the text: My life in the future.** **My life in the future (by Bill)** I think my life will be very different in the future. I may stay in hotels under the sea when I go on holiday. I think hotels will be cheaper, but I also think that the sea will be dirtier because there will be buildings in it. This will be bad for the fish that live there, so we may not see many different kinds of fi sh. I hope that doesn't happen. I will visit other countries more often in the future because it will easier to fly around the world. Planes may fl y passengers from one part of the world to another in a few minutes. That will save a lot of time.

	There will be computers in every house. Computers and machines will do everything for us. They will buy our food, clothes and other things. I won't need pens or pencils to write with because I will do all my writing on my computer or my phone. Also, there may not be many trees to make paper from because there may not be many forests or jungles left. I think there will be robot cars in the future. They will take us to all the places we want to go to. There won't be shops or banks or police stations in every town. We will phone or email the police or bank when we need them. Of course, we may not get enough exercise because we won't need to walk anywhere. Robots will do a lot of the jobs that people do now. But I don't think that robots will be singers or artists or writers. I'm sure people will still do those jobs. I may stay in hotels under the sea when I go on holiday. I think hotels will be cheaper, other countries more often in the future because it will easier to Where will Bill go for his holidays? fly around the world. Planes may fly passengers from one part of the world to another in a few minutes. That will save a lot of time. clothes and other things. I won't need pens or pencils to write with because I will do all my writing on my computer or my phone. What will Bill's life at home be like?
Practice, games and activities	**Workbook p.24-25** **5.Read what Bill thinks about the future. Then write sentences.** • Review better and worse. • To support pupils, read the text as a class. • Check understanding. Answer the questions in the blue clouds. • Use the example to explain the task. • Pupils work alone. • Choose pupils to read their sentences to the class. **Sample answers** **Things which may/will be better:** Hotels will be cheaper. It will be easier to fly around the world. Computers and machines will do everything for us. **Things which may/will be worse:** The sea may be dirtier. We may not see many different kinds of fish. There won't be shops or banks or police stations in every town. We may not get enough exercise (because we won't need to walk anywhere).
Follow up or close down	**Cool down** **Play Bingo with names of jobs.** **Instructions for Bingo** • Brainstorm a list of jobs and write them on the board. • The pupils draw a 3 × 3 grid in their notebooks. • Pupils choose six words from the board and write them anywhere in their grid. • Clean the board. Call out words from the list in random order. • Pupils cross out the words in their grids as they hear them. • The first pupil to cross out all his or her words calls out Bingo! and is the winner.
Homework **Notes for next class**	Write an essay: **My future plans.**

Assessment	Summarizing.

Текшерилди:_____
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Teacher's lesson log

Theme of the lesson: Do exercises (Future Simple in question form) Unit 3. Lesson 4

Date	**Lesson objectives:**
Class: 9 Timing:45 Pages : 26-27	• New vocabulary: an engineer, a light, a machine, passengers, a screen, air, cheap, exercise, health, an illness, life, same, turn off, turn on
21st century skills: collaboration: pupils work together to complete an exercise	
Materials: pictures, posters, presentation, handouts, cards etc	• Learning outcomes: ✓ Pupils can say what they think will be good or bad in the future. ✓ Pupils can talk and write about what the world will be like in the future.

Stage and aims	Procedures
Warm up or review	Play Noughts and crosses with vocabulary from lesson 1. **Instructions for Noughts and crosses** • Prepare a list of vocabulary to practise. • Draw a 3 × 3 grid of nine boxes on the board. • Divide the class into two teams (0 and X). The objective for each team is to create a line of three boxes with their symbol in any direction — vertical, horizontal or diagonal. • Ask each team in turn to say and then spell out one of your words. (Either say the word in the pupils' own language or show a flashcard or sketch.) • If the answer is correct, put that team's symbol in the square of their choice. The first team to place three symbols in a row is the winner.New vocabulary • Look at the vocabulary boxes on page 26 with the class. Check understanding. Use the pupils' own language to teach the useful language.
Introduction	• Look at the vocabulary boxes on page 26 with the class. Check understanding. Use the pupils' own language to teach the useful language. • Play audio track 3.11 several times while the pupils repeat. **Audio track 3.11 (CD 01 track 36) Page 26, New vocabulary**

	an engineer, a light, a machine, passengers, a screen, air, cheap, exercise, health, an illness, life, same, turn off, turn on
Presentation	**9 Read and choose the best title for each text. Write the correct letter in each box.** **• Use the exercise heading to explain the task.** **• Read the titles as a class. Check understanding.** **• Choose pupils to read each text aloud. Review vocabulary.** **• Pupils work alone. Provide support.** **• Choose pupils to say their answers. The others vote Yes or No.** **Answers 1. e (example) 2. g 3. c 4. b 5. a 6. h 7. f 8. d**
Practice, games and activities	**10 Use the information in exercise 9 to talk about the world in 20 years' time. Say what will be good and what may not be good in the future.** • Use the exercise heading to explain the task. • Play audio track 3.12 as an example. • Look at the pictures and review the vocabulary. • Elicit more examples. • Pupils work in pairs. Provide support. • Choose pairs to say their sentences to the class. **Sample answers** We will travel as passengers in cars that can fly in the air. We won't get enough exercise because we won't walk anywhere. (example) Flats may be in much taller buildings (than today). These homes may be cheaper than homes on the ground. Computers and mobile phones will do our shopping for us. We may not see other people very often. Children will learn everything on computers. Children may not have many friends.
Follow up or close down	**Cool down** **• Play a chain game in groups. The first player says something he or she thinks will happen in the future: I'll get married or I may have a robot to clean the house.** **• The next player makes the sentence negative and adds a new plan: I may not get married. I'll start a business.** **• Play continues round the group. Pupils must not repeat any sentence exactly.**
Homework **Notes for next class**	***Ex.6 P. 26-27 WB* Write questions. Use will and the words below.** **1. what / world / be / like / 30 years** **2. there / be / new medicines / future ?** **3. what kind / houses / people / live in ?** **4. how / passengers / travel / one place / another ?** **5. why / we / not / need / to turn lights / on and off / ourselves ?** **6 Write questions. Use will and the words below.** **• Use the example to explain the task.** **• Pupils work alone.** **• Check the answers as a class.** **Answers** **1. What will the world be like in 30 years? (example)**

	2. Will there be new medicines in (the) future? **3. What kind of houses will people live in?** **4. How will passengers travel from one place to another?** **5. Why won't we need to turn lights on and off (by) ourselves?**
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____

ОТИ боюнча директордун орун басары:

The theme of the lesson: Control work. 1. (Test 1)

The objectives: SWBAT

- ✓ **Revise all grammar and lexical exercises.**
- ✓ **Work on the tests individually.**

1.Tom _____ already left when you arrived.
A) he B) just C) had D) was
2. I _____ working until you came.
A) am B) will be C) had been D) won't
3. The landlord _____ just rented the apartment when I got there.
A) almost B) have C) had been D) had
4. _____ they rented it before you called?
A) How B) Who C) Did D) Had
5.They ___ not object to your plan if you ___ it up perfectly.
A) do / will make B) did / won't make
C) will / make D) would / don't make E) don't / shall make
6. If ___ rings me up, tell him that I'll be in at 5.
A) anything B) nobody C) everything D) something E) somebody
7. Hark will play tennis if he ___ his work in time.
A) finish B) finished C) finishing D) finishes E) will finish
8.Only recently has more attention been paid in the United States to providing special facilities for gifted children.
A) adopted B) talented C) maltreated D) severely handicapped E) emotionally disturbed
9. The government got nowhere with its plan to curtail housing shortage.
A) moved nowhere B) became obsessed C) fooled no one D) accomplished nothing
E) succeeded completely
10. The sales representatives were asked to go over the figures in their reports before the conference.
A) relate B) revise C) review D) calculate E) ignore
11. Vicky is such a good-natured person that his friends sometimes take advantage of her.
A) accessible B) affable C) wealthy D) weak E) assertive
12. After struggling hard, the young politician gradually succeeded in

having people accept the truth of his theory,
A) slowly B) momentarily C) suddenly D) graciously E) presently

1.Tom _____ already left when you arrived.

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A) do / will make B) did / won't make

C) will / make D) would / don't make E) don't / shall make

6. If ___ rings me up, tell him that I'll be in at 5.

A) anything B) nobody C) everything D) something **E) somebody**

7. Hark will play tennis if he ___ his work in time.

A) finish B) finished C) finishing **D) finishes** E) will finish

8.Only recently has more attention been paid in the United States to providing special facilities for **gifted** children.

A) adopted **B) talented** C) maltreated D) severely handicapped E) emotionally disturbed

9. The government **got nowhere** with its plan to curtail housing shortage.

A) moved nowhere B) became obsessed C) fooled no one **D) accomplished nothing**

E) succeeded completely

10. The sales representatives were asked to **go over** the figures in their reports before the conference.

A) relate **B) revise** C) review D) calculate E) ignore

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12. After struggling hard, the young politician **gradually** succeeded in

having people accept the truth of his theory,

A) slowly B) momentarily C) suddenly D) graciously E) presently

Homework: To review

Assessment: Summarizing

Текшерилди:_____
ОТИ боюнча директордун орун басары:

_____

Teacher's lesson log
Theme of the lesson: It's our world! Look at the photos? What can you see?
Unit 3 Lesson 5

Date	**Lesson objectives:**
Class: 9 Timing:45	• **Topic vocabulary:** aeroplane, can't wait (meaning be impatient), close together, electricity, energy, fuel, maybe, modern, oil, one day (meaning in the future), petrol, pollution, shadow, vehicle, work (meaning function correctly)
21st century skills: collaboration: pupils work together to complete an exercise	
Materials: pictures, posters, presentation, handouts, cards etc	• **Learning outcomes:** ✓ Pupils can read a simple text and answer questions on it. ✓ o Pupils can discuss ideas about their own town or city in the future.

Stage and aims	Procedures
Warm up or review	**Warm up** Play Match and spell to review air, buildings, catches, cities, clean, cool, desert, engineer, enough, factories, future, high, ideas, be like, plants, problems, technologies, travel, university. **Instructions for Match and spell** This game is useful for reviewing abstract words which are difficult to show on a flashcard.

	• Write a list of English words on the board. In random order, write the meanings in the pupils' own language. • Choose pupils to match each word with its meaning. • Pupils copy the words and meanings into their notebooks. • They take turns to ask their partner to spell out one of the words. Pupils must spell the plurals correctly to win the point.
Introduction	**1 Answer the questions.** • Read and answer the questions as a class. **2 Read the text. Answer the questions.** • Use the picture to set the scene. Pupils will hear about Fahad. • Play audio track 3.13 while the pupils read. Check understanding. Teach or elicit the meanings of modern, energy, oil, pollution, even. Explain that oil here refers to crude oil and its products (petroleum products). • Pupils answer the questions in pairs. • Check the answers as a class. • Help the pupils to find the UAE on their maps. **Possible answers** 1. It is hot and dry. 2. Oil. 3. Because in the future there may not be enough oil and because oil can cause pollution. 4. It will have clean air, cool homes and streets, no pollution and no traffic problems.
Presentation	**Audio track 3.13 (CD 01 track 38) Page 28, exercise 2** My name is Fahad. I live in Dubai, in the United Arab Emirates (UAE). The UAE is hot and dry, and has big, modern cities and a beautiful desert. Modern cities use a lot of energy. Many countries use oil to make energy for homes, schools, factories and cars. But, in the future, there might not be enough oil left. Oil causes pollution, too, so it's a good idea to use new and cleaner ways of making energy. In the future, we want to have cities that are even better than the ones we have today. That's why engineers here in the UAE are building Masdar City. It's a new kind of city that will have clean air, cool homes and streets, no pollution and no traffic problems. Engineers have already completed some parts of the city!
Practice, games and activities	**Audio track 3.14 (CD 01 track 39) Page 28, exercise 3** **Read the text. Correct the sentences.** • Use the heading to explain the task. • Play audio track 3.14 while the pupils read. • Check understanding. Teach or elicit the meanings of close together, shadows, wind tower, work (function correctly), electricity, petrol, underground, vehicle, fuel, aeroplane, can't wait, maybe, one day. • Explain that themselves is the plural of himself, herself or itself. Teach Tom drives himself to work (Tom drives his car). Tom and Steve drive themselves to work (Tom and Steve drive their cars). • Explain cars that drive themselves. The car drives itself (There isn't a driver). The cars drive themselves (There aren't any drivers). • Pupils complete the exercise alone and then check their answers with a partner.

	• Choose pupils to say their answers. The class votes Yes or No. **Answers** 1. Engineers are using both old and new ideas to build Masdar City. (example) 2. Buildings that are close together help to keep the streets in Masdar cool. 3. In Masdar, people use the sun to make electricity. 4. People in Masdar are trying to use plants to make fuel for aeroplanes.
Follow up or close down	**Cool down** Pupils work in pairs. They use question tags to check their partner's personal information (name, age, family and so on).
Homework **Notes for next class**	***Ex. 4 PB* Talk to a friend. Then tell the class.** • Read the questions as a class. • Pupils talk about the questions in pairs. Help with vocabulary. • Discuss the answers as a class.
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values.

Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: Extra exercises . Workbook p.28-29. Unit 3 Lesson 6

Date **Class: 9 Timing:45 Pages : Workbook p.28-29.** **21st century skills: collaboration: pupils work together to complete an exercise** **Materials:** pictures, posters, presentation, handouts, cards etc	**Lesson objectives:** **21st century skills lesson objectives:** • Critical thinking: Pupils group words by topic. • Creativity, communication: Pupils write a short book about their future. **Say it!:** intonation to show probability and certainty **Write it!:** commas in lists

Stage and aims	Procedures
Warm up or review	**Tick,Tack,Toe** Noughts and Crosses. Make a board similar to the one below with a word in each square or a grammar structure in each square. Divide the class into two teams. Teams want to get a row correct. To win one square , students must correctly use the word in a sentence, and the other team should say if it is correct or not. If it is not correct, the other team should try to correct the sentence, and if the team says it correctly, they get a point.

A pencil sharpener	Coloured pencils	An eraser
A schoolbag	A ruler	scissors

Introduction	**1 Listen and repeat the answers.** • Explain that we can show listeners how sure we are by the way we speak. • Use the pupils' own language to demonstrate showing certainty and uncertainty through delivery. • Play audio track 3.3, pausing to elicit how sure each speaker is. • Play the audio again. Pupils repeat in the pauses. • Pupils role-play the conversation in pairs. Monitor.
Presentation	**Audio track 3.3 (WB CD track 10) Page 28, exercise 1** 1. Max: Will Sam be at the beach tomorrow? May: [unsure] Sam may be there tomorrow. 2. Max:Will you go and see the new film this evening, May? May: [certain] Of course I'll go and see it. 3. Max:Will Mr Lee build a new robot next month, Miss Sun? Miss Sun: [certain] Yes, I think he will. 4. Max:Bill, do you think the traffic on the way to school will be bad? Bill: [uncertain] It may be bad.
Practice, games and activities	**Read about commas. Then rewrite the sentences with commas in the correct places.** • Read the information in the box as a class. • Pupils work alone. • Choose pupils to read their answers, using gesture and saying the word comma. The class votes Yes or No **Answers** 1. Put the plates, cups and knives on the table. (example) 2. You should stop reading, turn off the light and go to sleep. 3. Tennis, badminton, football and volleyball are good exercise. 4. Engineers, fire fighters, nurses and police officers all do different jobs.
Follow up or close down	Pupils play Jumbled words in pairs with words from the lesson. **Instructions for Jumbled words** • The pupils each choose six to eight target words and write them in their notebooks, with the letters in the wrong order. • Pupils swap notebooks with a partner. They try to put the letters in the correct order to write the words out correctly.
Homework Notes for next class	Make up dialogues.
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: Revision 1. Lesson 18

Date **Class: 9 Timing:45 Pages :** **21st century skills: collaboration: pupils work together to complete an exercise** **Materials:** pictures, posters, presentation, handouts, cards etc	**Lesson objectives:** **Grammar:** will and won't: I will help people. Sam won't be lazy. may and may not: Will a police officer's job change in the next 20 years*?* It may. Will a singer's job change*?* It may not. **New vocabulary:** • Jobs: businessman, engineer, singer • Verbs: blow, build • Objects and places: light, machine, screen, college, police station • Other: passengers, students, traffic **Learning outcomes:** • Pupils can use will/won't and may/may not to make predictions. • Pupils can ask and answer questions about future plans and intentions.

Stage and aims	Procedures
Warm up or review	**Crazy story** • **Aim:** writing, reading aloud, listening, grammar(simple past tense, reported speech) • **How to play:** 1. Prepare table with six columns as follows:

		Who? (a man's name)	Whom? (a woman's name)	Where?	What did he say?	What did she say	What did they do?

Introduction	Play Noughts and crosses to review: carefully, energy, expensive, farmer, fresh, ground, grow, important, island, next to, short, special, usually, vegetable, well. **Instructions for Noughts and crosses** • Prepare a list of vocabulary to practise. • Draw a 3 × 3 grid of nine boxes on the board. • Divide the class into two teams (0 and X). The objective for each team is to create a line of three boxes with their symbol in any direction — vertical, horizontal or diagonal. • Ask each team in turn to say and then spell out one of your words. (Either say the word in the pupils' own language or show a flashcard or sketch.) • If the answer is correct, put that team's symbol in the square of their choice. The first team to place three symbols in a row is the winner.
Presentation	**Write the words from the box in the correct group.** • Use the example to explain the task. Review the vocabulary. • Pupils work alone. • Check the answers. **Answers** 1. money: save (example), spend 2. student: university, college 3. traffic: car, passenger 4. jobs: businessman, engineer, singer 5. adjectives: lazy, cheap, hard
Practice, games and activities	**4 Make a short book: My future in 10 years.** • Read the instructions and questions as a class. • Pupils work alone. • Pupils share their work with a partner. They discuss how the futures they have written about are the same or different.
Follow up or close down	**Cool down** Pupils play Spell that! in pairs with words from the course so far. **Instructions for Spell that!** • Each pupil makes a list of words. • In pairs, pupils take turns to ask their partner to spell out a word from the list.
Homework Notes for next class	To revise
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Answers

1. money: save (example), spend

2. student: university, college
3. traffic: car, passenger
4. jobs: businessman, engineer, singer
5. adjectives: lazy, cheap, hard

4 Make a short book: My future in 10 years.

• Read the instructions and questions as a class.
• Pupils work alone.
• Pupils share their work with a partner. They discuss how the futures they have written about are the same or different.

Instructions for homework

• Omit the discussion, but use the finished work to make a class or school display.

Cool down

Pupils play Spell that! in pairs with words from the course so far.

Instructions for Spell that!

• Each pupil makes a list of words.
• In pairs, pupils take turns to ask their partner to spell out a word from the list.