ОТИ боюнча директордун орун басары:

_____

Teacher's lesson log

Theme of the lesson: The cooking competition Unit 4 Lesson 1

Date	**Lesson objectives:**
Grade: 9 Timing:45	**Grammar:** verbs of sensation with adjectives and superlative adjectives
21st century skills: collaboration: pupils answer questions nd complete a gap–fill exercise	• **New vocabulary:** feel,smell,taste,pepper,a strawberry,untidy,a winner,a bit, colorful,decide, describe, free, healthy,a meal,soft,strange,the problem with
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	• **Learning outcome:** Pupils can describe how food and drink tastes, looks, smells and feels

Stage and aims	**Procedures**
Warm up or review	• Pupils workin pairs. They list the lettwers of the alphabet. They try to write one adjective which begins with each letter of the alphabet . Set time limit. • When the time is up, check the answers: pairs swap their list with another pair. Pairs get one point for each correctly spelled word, and an extra point for any words no one else has thought of. The pair with the most points wins.
Introduction	**New vocabulary** • Look at the vocabulary box on page 30 as a class. Check understanding. Use the pupils' own language to teach the useful language. • Play audio track 4.1. Point to each word in turn. • Replay the audio several times while the pupils repeat. **Audio track 4.1 (CD 01 track 40) Page 30,** **New vocabulary** feel, smell, taste, pepper, a strawberry, untidy, a winner, a bit, colourful, decide, describe, free, healthy, a meal, soft, strange, the problem with
Presentation	**1.Read. Then in your notebook, answer the questions.** • Read the text and questions as a class. Check understanding. • Pupils work in pairs. • Choose pupils to say their answers. The class votes Yes or No. **Answers** 1. a cooking competition 2. make a healthy meal or drink 3. free lunches in the school restaurant all week / for a week
Practice, games and activities	**2 Listen and write the words in the gaps.** Answers: Bill lovely (example), strange May lovely, excellent Sue healthy, colourful, untidy Sam heavy, interesting ***Audio track 4.2 (CD 01 track 41) Page 30, exercise 2** ***3 Read the table on page 30 and complete the sentences.**

	• Use the example to explain the task. • Pupils work in pairs. • Choose pupils to say their sentences to the class. Answers 1. May's fruit drink (example) 2. Sam's pizza 3. May's fruit drink 4. Bill's milk drink, Sue's fish salad **4** Read the table on page 30 again. Ask and answer about the problems with these children's food and drink.
Follow up or close down	**Mr Lee and the children have been shopping. What did they buy? What were the things like? Listen and draw lines.** • Look at the pictures as a class. Review the vocabulary. • Play the first part of audio track 4.1. Use the example to explain the task. • Play the rest of the audio, pausing for the pupils to draw lines. Pupils work alone. • Play the audio again, pausing to check the answers.
Homework **Notes for next class**	***Ex.2 p.31WB* Read about the café. Then complete the sentences.** Answers My family and I went to the Pink Dolphin (example) café on 10th June. The café looked very clean and tidy. I liked the flowers on the table. They smelt very nice. The food looked good and it tasted excellent. Our meal was healthy, too. I really loved the soup. It tasted the best. The ice cream tasted excellent too, and it looked the best. There was a small problem with the drinks. We had lemonade. It looked too green and it wasn't cold. But I think the café is quite nice. Why don't you go and try it?
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values.

ОТИ боюнча директордун орун басары:

_____

Teacher's lesson log

Theme of the lesson: Verbs of sensation with adjectives and superlative adjectives Unit 4 Lesson 2

Date **Grade: 9 Timing:45 Pages :** 31-32 **21st century skills: collaboration: pupils answer questions reading text complete a gap–fill exercise** **Materials:** Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	**Lesson objectives:** **Grammar:** verbs of sensation with adjectives and superlative adjectives • **New vocabulary:** feel,smell,taste,pepper,a strawberry,untidy,a winner,a bit, colorful,decide, describe, free, healthy,a meal,soft,strange,the problem with • **Learning outcome:** Pupils can describe how food and drink tastes, looks, smells and feels

Stage and aims	Procedures
Warm up or review	Once pupils have learnt how to play a game as a class, let them play in pairs or small groups as often as possible, to maximise practice and develop motivation. Encourage pupils to choose the words or phrases to be practised themselves.
Introduction	**Grammar:** look, feel, taste, smell + adjective the best / the worst • Choose pupils to read sentences from the grammar box. Check understanding. • Use mime and ice cream to prompt Ice cream (tastes nice/feels cold/looks pretty/smells sweet). • Elicit more examples.
Presentation	**Audio track 4.1 (WB CD track 11) Page 30, exercise 1**
Practice, games and activities	**2 Read about the café. Then complete the sentences.** • Use the heading to explain the task. Pupils use the information from the customer survey to complete the article for the school magazine. Use the pupils' own language to explain survey. • Pupils work alone or in pairs. • Check the answers. Pupils vote Yes or No. **Answers** : My family and I went to the Pink Dolphin (example) café on 10th June. The café looked very clean and tidy. I liked the flowers on the table. They smelt very nice. The food looked good and it tasted excellent. Our meal was healthy, too. I really loved the soup. It tasted the best. The ice cream tasted excellent too, and it looked the best. There was a small problem with the drinks.

<table>
<tr><td></td><td>We had lemonade. It looked too green and it wasn't cold. But I think the café is quite nice. Why don't you go and try it?</td></tr>
<tr><td>Follow up or close down</td><td>Cool down
Play Try again! as a class or in pairs. (See page 40 for general instructions.) Use this grid

<table>
<tr><td colspan="4">Jo's Pink Dolphin survey</td></tr>
<tr><td>chairs felt</td><td>a bit hard</td><td>very comfortable</td><td>too soft</td></tr>
<tr><td>soup smelt</td><td>lovely</td><td>a bit strange</td><td>great</td></tr>
<tr><td>pizza looked</td><td>very colourful</td><td>healthy</td><td>good</td></tr>
<tr><td>cake tasted</td><td>delicious</td><td>terrible</td><td>very sweet</td></tr>
</table></td></tr>
<tr><td>Homework
Notes for next class</td><td>Ex.3 p. 32 WB What did they think of the food? Look, read and say.
Sample answers Bill thought the robot's cakes tasted like card. May thought Jill's soup smelt like black bananas. Sue thought that Pex sounded like a cat.</td></tr>
<tr><td>Assessment</td><td>Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing</td></tr>
</table>

ОТИ боюнча директордун орун басары:

_____

Teacher's lesson log
Theme of the lesson: May's day.
Unit 4 Lesson 3

Date **Grade: 9 Timing:45 Pages :** 32-33 **21st century skills lesson objectives:** • Collaboration: Pupils complete a gap-fill exercise. • Communication: Pupils say or write descriptions based on the senses. **Materials:** Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	**Lesson objectives** • **Grammar:** verbs of sensation with like and nouns to describe things and people: The cake looked like a rabbit. She sounded like a bird. • **New vocabulary:** a conversation, a railway station, sound, sweets, whistle, actually, horrible, lucky, repeat, tidy **Learning outcomes:** Pupils can use verbs of sensation to describe what a person or thing was like. o Pupils can say and write what others thought something was like

Stage and aims	Procedures
Warm up or review	Warm up Brainstorm a list of food words and write them on the board. Pupils play Bingo in pairs or small groups. (See page 27 for instructions.)
Introduction	**New vocabulary** • Look at the vocabulary box on page 32 with the class. Check understanding. Teach the useful language. • Play audio track 4.4 several times while the pupils repeat.
Presentation	**Ex. 5.Read about May's day. Complete the sentences . Use the words in the boxes** **6. Look at the pictures. Say sentences. Use the words in the box.** **Grammar:** look, feel, taste, smell, sound + like • Review He looks like his brother. • Choose pupils to read sentences from the grammar box. Check understanding. • Pupils add smelt and felt to their list of irregular past tense verb forms. • Elicit more examples: It looked like (a castle)
Practice, games and activities	**3 What did they think of the food? Look, read and say**. • Use the heading to explain the task. • Play audio track 4.2 as an example. • Pupils work in pairs. • Choose pupils to read each sentence aloud. Instructions for homework

	• Pupils write the sentences in their notebooks. Sample answers Bill thought the robot's cakes tasted like card. May thought Jill's soup smelt like black bananas. Sue thought that Pex sounded like a cat. **Audio track 4.4 (CD 01 track 43) Page 32, New vocabulary a conversation, a railway station, sound, sweets, whistle, actually, horrible, lucky, repeat, tidy**
Follow up or close down	**4 Look at page 32 again. Write sentences about what Sam and Sue thought.** • Use the example to explain the task. • Pupils work alone. • Choose pupils to read their sentences to the class. **Answers 1.** Sam thought the robot's cakes tasted like plastic. (example) 2. Sam thought Jill's soup smelt like horrible old cheese. 3. Sam thought Pex sounded like a crying baby. 4. Sue thought the robot's cakes tasted like wood. 5. Sue thought Jill's soup smelt like sports shoes. 6. Sue thought Pex sounded like a cat.
Homework **Notes for next class**	**To learn new words**
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

ОТИ боюнча директордун орун басары:

_____

Teacher's lesson log
Theme of the lesson: Sue is at the market
Unit 4 Lesson 4

Date	**Lesson objectives:**
Grade: 9 Timing:45 Pages : 34-35	• **Grammar:** verbs of sensation with superlative adjectives • **New vocabulary:** sunglasses, fresh • **Learning outcomes:** o Pupils can give reasons for others' actions,using verbs of sensation and superlative adjectives. o Pupils can write descriptions of others' thoughts and actions
21st century skills lesson objective: **Communication:** Pupils give reasons, based on the senses, for others' actions; pupils write short accounts of recent events, giving reasons based on the senses.	
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	**Procedures**
Warm up or review	• Review superlatives. Teach or elicit o the 1–1–1 rule: 1 syllable, 1 vowel, 1 (final) consonant – double the last consonant before adding -er or -est (hot, hottest) o that adjectives ending in -y change y to i (lovely, loveliest) o that adjectives with three or more syllables add the most (colourful, the most colourful). • Elicit more examples. Prompt with the adjective and elicit the superlative
Introduction	**New vocabulary** • Look at the vocabulary box on page 34 with the class. Check understanding of sunglasses. Use the pupils' own language to teach fresh. • Play audio track 4.6 several times while the pupils repeat. Audio track 4.6 (CD 01 track 45) Page 34, New vocabulary sunglasses, fresh
Presentation	7 Sue is at the market. What does she decide to buy? Listen and tick (✓). • Look at the pictures as a class. Review vocabulary. • Use the exercise heading to explain the task. • Play audio track 4.7, pausing for the pupils to tick the boxes. Pupils work alone. • Play the audio again, pausing to check the answers. **Answers** 1. b (example) 2. c 3. c 4. a
Practice, games and activities	**8** Look at the pictures on page 34 again. What did Sue buy and why? Ask and answer. Use the words in the boxes. Audio track 4.8 (CD 01 track 47) Page 35, exercise 8 **9.** Look at the pictures. Ask and answer. Use each word in the box once **Cool down** • Pupils play a chain game in small groups. The first player names something he or she bought and says what it/they tasted, smelt, looked, felt or sounded like.

	• The following player repeats everything the previous speaker said and then adds a new sentence. Players who forget or make a mistake are out. • Play continues round the group until there is only one player left. He or she is the winner.
Follow up or close down	**WB**: Read. Write one, two or three words from the email to complete the sentences. • Read the text as a class. Check understanding. • Use the example to explain the task. • To support less able pupils, elicit one more example. • Pupils work alone or in pairs. • Choose pupils to read out their sentences. The class votes Yes or No. **Answers** 1. World Food Market (example) 2. tasted 3. (fresh) mango salad 4. the most interesting 5. smelt horrible 6. looked and smelt 7. the most beautiful 8. sounded the best **7** Look at the pictures. Write about the visit to the market. • Use the heading and the example to explain the task. • As a class, brainstorm some ideas for what the pupils can write about each of the pictures. • Pupils work alone. • Pupils share their work with a partner. They check each other's spelling and punctuation. • Choose pupils to read their writing to the class
Homework **Notes for next class**	**Exercise 6 p 34**
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

ОТИ боюнча директордун орун басары:

_____

Teacher's lesson log

Theme of the lesson: It's our world! The Mooncake Festival. Unit 4 Lesson 5

Date	**Lesson objectives:**
Grade: 9 Timing:45	• Topic vocabulary: acrobatics, celebrate, celebration, dark (n), festival, flavour, full moon, harvest, in their own area, lantern, mooncake, parade, paste, perfume, pomelo, salted, spend time with
21st century skills lesson objective: • Global awareness: Pupils read about a festival that celebrates a good harvest in Hong Kong. • Collaboration: Pupils work together to find information in a reading text. • Communication: Pupils talk about festivals that are important to them.	• Learning outcomes: o Pupils can read a simple text and answer questions on it. o Pupils can discuss local festivals .
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	**Procedures**
Warm up or review	Warm up Play Jumbled words as a class to review autumn, beautiful, cake, different, favourite, grow, important, middle, modern, moon, round, salt, shape, special, watermelon. (See page 14 for instructions.)
Introduction	**Cultural notes:** Hong Kong is on the south coast of China. Part of it is an island and part of it is on the mainland. It is famous for its beautiful harbour and modern buildings. It is very popular with tourists. Look at the photos. What can you see? Do you know the name of this festival? • Use the heading to explain the task. • Pupils discuss the questions in pairs. • Choose pupils to say their answers to the class. Help with vocabulary. Teach a full moon.
Presentation	**3 Read the text. Answer the questions.** • Use the heading to explain the task. • Play audio track 4.11 while the pupils read. • Check understanding. Teach or elicit the meanings of in their own area, spend time with, lantern, parade, (the) dark, acrobatics, perfume. • Pupils answer the questions in pairs. • Choose pupils to say their answers. The class votes Yes or No. Answers 1. Because people had to eat the food they grew/ couldn't get food from far away. 2. (She goes to) Victoria Park. 3. A lantern/lanterns 4. The park looks very different in the dark and it's very noisy. 5. (You can smell) sweet perfumes and lots of different kinds of food. **Audio track 4.10 (CD 01 track 49) Page 36, exercise 2**
Practice, games and activities	4 Talk to a friend. Then tell the class. • Read the questions as a class. Check understanding. • Pupils answer the questions in pairs. Help with any new vocabulary.

	• Discuss the answers as a class
Follow up or close down	• Pupils use their answers to the questions to write a paragraph about celebrating a harvest festival in their country.
Homework **Notes for next class**	Ex. 4 p 37 PB
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

ОТИ боюнча директордун орун басары:

_____

Teacher's lesson log

Theme of the lesson: Extra exercises. Unit 4 Lesson 6

Date	**Lesson objectives:**
Grade: 9 Timing:45 Pages : 30-31	**Say it!:** pronunciation of words containing 'ee' and 'ea' (been, leave, already)
21st century skills lesson objective: • Critical thinking: Pupils solve a crossword puzzle. • Creativity: Pupils answer questions about a poem. Say it!: pronunciation of words containing ee and ea (been, leave, already)) Write it!: ordering of multiple adjectives	**Write it!:** ordering of multiple adjectives used together in a sentence
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	**Procedures**
Warm up or review	Once pupils have learnt how to play a game as a class, let them play in pairs or small groups as often as possible, to maximise practice and develop motivation. Encourage pupils to choose the words or phrases to be practised themselves
Introduction	Listen and repeat. • Play audio track 4.3, pausing to elicit the meaning of each word. • Play the audio again. The pupils repeat in the pauses. Monitor for correct pronunciation. **Audio track 4.3 (WB CD track 13) Page 36, exercise** 1 1. been; 2. speak; 3. see; 4. leave; 5. feel; 6. already; 7. heavy; 8. free; 9. healthy; 10. teacher; 11. weather; 12. head; 13. season; 14. wheel; 15. Queen
Presentation	Listen again and tick (✓) the words that have a sound like the ee in sweet. Use the heading to explain the task. • Model the ee sound. The pupils repeat • Play audio track 4.3 again, pausing for the pupils to tick. Pupils work alone. • Read out the words or replay the audio, pausing to check the answers. Pupils vote Yes or No. • Elicit two ways to spell the ee sound: -ee- and -ea-. • Point out that both these spelling patterns can be pronounced in other ways too. Challenge pupils to say the words in exercise 1 which don't have the ee sound (weather, heavy, healthy, head and already). Check for correct pronunciation. Answers Extra! 1. been ✓ 4. leave ✓ 7. heavy 10. teacher ✓ 13. season ✓ 2. speak ✓ 5. feel ✓ 8. free ✓ 11. weather 14. wheel ✓ 3. see ✓ 6. already 9. healthy 12. head 15. queen ✓
Practice, games and activities	**3 Read about adjectives. Then complete the sentences with the adjectives in the correct order**. • Use the table to explain the order of adjectives. Use the pupils' own language if necessary. • As a class, read the adjectives between brackets in each sentence. Elicit which kind of adjective each one is

	. • Pupils work alone. • Check the answers. • Elicit more sentences with two or three adjectives. • Point out that it is not a good idea to use too many adjectives in the same sentence. **Answers** 1. Pex is eating a small round pink fruit. (example) 2. There's a horrible big black spider in Bill's bathroom. 3. The clown is wearing a strange short green jacket. 4. Sam's mum made a delicious large round pizza for dinner.
Follow up or close down	Audio track 4.4 (WB CD track 14) Page 37, exercise 5 Clouds White sheep, white sheep, On a blue hill, When the wind stops, You all stand still. When the wind blows, You walk away slow. White sheep, white sheep, Where do you go?
Homework **Notes for next class**	**Ex. 4 on page 37 WB**
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

ОТИ боюнча директордун орун басары:

_____

Teacher's lesson log

Theme of the lesson: Molli's amazing neighbours **Unit 5 Lesson 1**

Date	**Lesson objectives:**
Grade: 9 Timing:45 Page : 38	• **Grammar**: present perfect (with for and since): She has lived here since 1960. She hasn't lived there for six months
21st century skills lesson objective: • Collaboration: Pupils complete sentences using information from a listening text.	
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	• **New vocabulary:** chopsticks, a fridge, a mobile phone, a toilet, an umbrella, wool, a businesswoman, a neighbour, midnight, amazing, chat, Chinese, a cooker, east, electricity, move in, until • **Learning outcome:** Pupils can write and say how long a present state has lasted, using for and since

Stage and aims	**Procedures**
Warm up or review	Review the names of the days of the week and months of the year. • Ask questions: What day is it today? Tomorrow? What day will it be in three days? What day was it two days ago? What is the month after June? What is the third month called? and so on. Pupils answer and spell out the names. • Say the days and months in order as a class.
Introduction	**New vocabulary** • Look at the vocabulary box on page 38 as a class. Check understanding. Use the pupils' own language to teach the useful language. • Play audio track 5.1. Point to each word in turn. • Replay the audio several times while the pupils repeat Audio track 5.1 (CD 01 track 51) Page 38, New vocabulary chopsticks, a fridge, a mobile phone, a toilet, an umbrella, wool, a businesswoman, a neighbour, midnight, amazing, chat, Chinese, a cooker, east, electricity, move in, until
Presentation	Listen to Molly talk about moving house and write the correct day under each picture. • Work through the grammar activities as a class before beginning the exercise . • Look at the pictures as a class. Check understanding. Review the vocabulary . • Play the first part of audio track 5.1. Use the example to explain the task. • Play the rest of audio track 5.1. Pupils work in pairs.

	• Choose pupils to say their answers to the class. Pupils vote Yes or No Answers 1. Friday (example) 2. Monday 3. Tuesday 4. Thursday 5. Wednesday
Practice, games and activities	**Grammar: present perfect + since/for** • Choose pupils to read sentences from the grammar box. Check understanding. • Teach or elicit that for is used with a length of time (five days, many years) and since with a single point of time or event in the past (Tuesday, she was seven). Use the pupils' own language if necessary. • Elicit more example sentences
Follow up or close down	**Audio track 5.2 (CD 01 track 52) Page 38, exercise** 1 Molly: We've moved into our new house! It's in east Liverpool, about eight kilometres from our old flat. The address is 23 Rainbow Street. There isn't a lot of traffic here, so it's nice and quiet. We've only been in the new house since Monday, but it already feels like home. On the day we moved in, the electricity was off so we had no internet, lights, TV, fridge or cooker. Dad bought us some Chinese food from a restaurant for dinner. We ate it with chopsticks in the kitchen, and we used torches to see. It was fun – just like camping! We all sat together round the kitchen table and chatted until midnight
Homework **Notes for next class**	**Ex. 2 p.39 WB**
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

ОТИ боюнча директордун орун басары:

_____

Teacher's lesson log

Theme of the lesson: My neigbour. Unit 5 Lesson 2

Date **Grade: 9 Timing:45** **21st century skills lesson objective:** • Collaboration: Pupils complete sentences using information from a listening text. **Materials:** Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	**Lesson objectives:** **Read it!** My neigbour • Collaboration: Pupils complete sentences using information from a listening text

Stage and aims	Procedures
Warm up or review	Once pupils have learnt how to play a game as a class, let them play in pairs or small groups as often as possible, to maximise practice and develop motivation. Encourage pupils to choose the words or phrases to be practised themselves
Introduction	www.kidsclubmag.com **Read and tick (✓) or cross (✗).** *Every week, children write about their favourite people for our Kids' Club internet magazine. This week, Molly writes about her neighbour.* **My neighbor** Mrs Murdock is my neighbour. She is amazing! She has lived at 24, Rainbow Street, the house next to mine, for many years. She moved into the house with her mum, dad and five sisters when she was a young girl. The house had electricity but no telephone, and the toilet was in a small building in the garden! They didn't have a toilet in their house until Mrs Murdock was seven. And then it was a long time before they got a telephone. Mrs Murdock was 20 when that happened! Last year she bought a new mobile phone. She needs it for her work because she is a businesswoman. She makes hats and scarves from wool and sells them in the market. She became a businesswoman 15 years ago, after she finished teaching. She hates having nothing to do! One of her granddaughters, who's a helicopter pilot, lives in Rainbow **3 Read and tick (✓) or cross (✗).** • Set the scene. Molly is writing an internet blog . • Read the text as a class. Check understanding. • Use the example to explain the task. • Pupils work in pairs. • Check the answers as a class. Pupils vote Yes or No. **Answers** 1. ✓ (example) 2. ✗ 3. ✗ 4. ✓ 5. ✓ 6. ✓
Presentation	**WB Read and complete. Use the words in the box. Ex:1 on page 38** • Read the words in the box as a class. Review the vocabulary. • Read the first part of the text as a class. Use the example to explain the task. • Pupils work alone to complete the exercise. Support as necessary.

	• Check the answers as a class. Pupils vote Yes or No. **Answers** 1. since (example) 2. neighbour 3. for 4. ago 5. amazing 6. electricity 7. toilet 8. mobile phone 9. moved in 10. hopes
Practice, games and activities	**2 Look at the pictures. Write what Molly has and hasn't done this week. Use the words in the box.** • Review the words and phrases in the box as a class. • Use the heading to explain the task. Pupils work alone. • Choose pupils to read their sentences aloud. The class votes Yes or No. **Answers** 1. Molly has slept in a tent every night since last Friday. (example) 2. Molly hasn't used the internet since last Friday/for a week. 3. Molly has been in the countryside since last Friday/for a week . 4. Molly has cooked outside (every day) since last Friday/ for a week. 5. Molly hasn't been in the city since last Friday/for a week. 6. Molly hasn't slept in a bed since last Friday/for a week
Follow up or close down	**Cool down** Pupils play Try again! as a class or in pairs. Use this grid. Draw a stick figure on the board to be 'Pat'. The pupil chosen to be 'Jo' begins by saying This is my friend Pat. He or she then introduces 'Pat' to the class following the usual steps. (See page 40 for instructions.)
Homework **Notes for next class**	**Exercise 3 on page 40 WB**
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

ОТИ боюнча директордун орун басары:

_____

Teacher's lesson log

Theme of the lesson: Present perfect with for and since. Unit 5 Lesson 3

Date	**Lesson objectives:**
Grade: 9 Timing:45	
21st century skills lesson objective: 21st century skills lesson objectives: • Collaboration: Pupils complete a gap-fill listening exercise. • Communication: Pupils use a range of time phrases to answer questions beginning How long …? • Critical thinking: Pupils deduce the answer to a question, using information from more than one source.	**Grammar**: present perfect How long …? answered with for and since **New vocabulary**: a designer, just, nice to meet you **Learning outcomes:** Pupils can ask questions beginning with How long …? o Pupils can use for and since with a range of time phrases to answer questions beginning with How long …?
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	**Procedures**
Warm up or review	Review the vocabulary from the previous lesson. Pupils play Let's draw Max! as a class or in pairs. (See page 12 for instructions.)
Introduction	**Useful language** • Look at the vocabulary box on page 40 with the class. Use the pupils' own language to explain the meanings of the words. • Play audio track 5.3 several times while the pupils repeat. **Audio track 5.3 (CD 01 track 53) Page 40, Useful language** a designer, just, nice to meet you
Presentation	**Grammar:**How long …? + for/since • Review time phrases with for and since: for eight months, since last year. • Choose pupils to read the question and the answers from the grammar box. Check understanding. • Elicit more example questions and answers: How long has he/she played the piano? … since he/she was a young child.
Practice, games and activities	Ask and answer about yourself. Use How long …? in your questions. • Explain the task. Play audio track 5.6 as an example. • Pupils work in pairs. • Choose pairs to say their conversations to the class. **Audio track 5.6 (CD 01 track 56) Page 41, exercise 7**

	A: How long have you lived in your home? B: I've lived there for 10 years. A: How long have you been a student at this school? B: I've been a student at this school since I was six.
Follow up or close down	**Read and match the questions to the answers. Write the letters.** For 10 years. b. For a month. c. For two weeks. d. Since last September. e. Since she was four years old. 1. How long has Molly lived in Rainbow Street? 2. How long has Anita lived at number 25? 3. How long has Anita been a student at the sports college? 4. How long has Anita played basketball? 5. How long has Anita played in the Silver Tigers team?
Homework **Notes for next class**	**Exercise 6 on page 42 WB**
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

ОТИ боюнча директордун орун басары:

_____

Teacher's lesson log

Theme of the lesson: Molli's neighbours, Mr and Mrs Hart.

Unit 5 Lesson 4

Date	**Lesson objectives:**
Grade: 9 Timing:45 Pages : 41-42	**Grammar**: present perfect How long …? answered with for and since **New vocabulary**: a designer, just, nice to meet you **Learning outcomes:** Pupils can ask questions beginning with How long …? o Pupils can use for and since with a range of time phrases to answer questions beginning with How long …?
21st century skills lesson objective: 21st century skills lesson objectives: • Collaboration: Pupils complete a gap-fill listening exercise. • Communication: Pupils use a range of time phrases to answer questions beginning How long …? • Critical thinking: Pupils deduce the answer to a question, using information from more than one source.	
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	**Procedures**
Warm up or review	Review the vocabulary from the previous lesson. Pupils play Let's draw Max! as a class or in pairs. (See page 12 for instructions.)
Introduction	**6. Read. Ask and answer about Molly's neighbours, Mr and Mrs Hart. Use How long …? in your questions. PB on page 41**
Presentation	**3 Read and answer the questions. Use for or since.** • Choose pupils to read each speech bubble aloud. • Use the example to explain the task. • Pupils work alone. • Choose pupils to read their answers aloud. Pupils check each other's spelling and punctuation in pairs. • For numbers 5 and 6, they need to count the number of years since 2003. **Answers** 1. She has lived in this house for 11 years. (example) 2. She has had a tree house in her garden since last Saturday. 3. He lived in a flat at the college for 20 years 4 He has had this house since 2003.

	5. She has been married for … years. 6. It's … years since she left her parents' home
Practice, games and activities	4 **Listen and circle a, b or c.** • Set the scene. Choose a pupil to read the speech bubble aloud. • Use the heading to explain the task. • Play audio track 5.1, pausing for the pupils to circle the correct letter. Pupils work alone. • Check the answers. Pupils vote Yes or No. **Answers** 1. b (example) 2. a 3. b 4. b 5. C **Optional extension activity** • Pupils ask and answer the questions in pairs. They answer in full sentences
Follow up or close down	**Cool down** **In small groups, pupils play a chain game.** • Player 1 begins by asking a question with How long …? Player 2 answers using for or since. • Player 2 then asks a new question. Play continues in the same way round the group. • Players must not repeat exactly a time phrase which has already been used.
Homework **Notes for next class**	**Exercise 4 on page 44 WB** Write about your home, your oldest friend and your favourite thing.
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing