Текшерилди:_____

ОТИ боюнча директордун орун басары:

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Teacher's lesson log

Theme of the lesson: That's a good idea (Lesson 1 Pupil's Book pages 50–51; Workbook pages 50–51)

Unit 6 lesson 1

Date	**Lesson objectives:** • Grammar: reinforcement of will • New vocabulary: curtains, spots, striped/stripes, agree, bright, comfortable, improve, let, should • Learning outcomes: o Pupils can say what others should and shouldn't do. o Pupils can give reasons using will
Grade: 9 Timing:45 Pages : 50-51	
21st century skills lesson objectives: • Communication: Pupils say what others should and shouldn't do, and give reasons using will. • Collaboration: Pupils match pictures with sentences	
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	Procedures
Warm up or review	Play Noughts and crosses to review vocabulary for the lesson. (See page 18 for instructions.)
Introduction	**Ex1** Pupils book 50-51 **Audio track 6.1 (CD 02 track 01)** **Page 50, exercise 1** Listen and match the sentences to the pictures. Write the letters. • Set the scene. It's Sam's mother's birthday. • Pupils study the pictures. Teach should/shouldn't. Elicit suggestions for what Sam should do. • As a class, read the speech bubbles and the sentences. Check understanding. • Play the first part of audio track 6.1. Use the example to explain the task. • Play the rest of the audio, pausing for the pupils to write. Pupils work in pairs. • Replay the audio, pausing to check the answers. Answers 1. c (example) 2. e 3. f 4. b 5. d 6. a
Presentation	**Ex2** Pupils book 50-51 Sue wants to improve her room. Whose ideas are these? Listen and write M for May, B for Bill and S for Sam. • Set the scene. Review will be, will look, will feel. • Play the first part of audio track 6.3. Use the example to

	explain the task. • Play the rest of the audio, pausing for the pupils to write. Pupils work alone. • Replay the audio, pausing to check the answers. Answers: 1. B (example) 2. S 3. B 4. M 5. S 6. M
Practice, games and activities	**Ex3** Pupils book 50-51 Do you agree with the ideas in exercise 2? Ask and answer. Use will look, will be or will feel and the words in the box. • Use the heading to explain the task. Check understanding of the words in the box. • Play audio track 6.4 as an example. • Pupils work in pairs. • Choose pairs to say their conversations to the class. Possible answers Should Sue change the curtains in her room? Yes, she should. Why? The room will look more beautiful with new curtains. Should Sue get a comfortable chair? No, she shouldn't. Why not? The room will look smaller. Audio track 6.4 (CD 02 track 04) Page 51, exercise 3 A: Should Sue paint the walls blue? B: Yes, she should. A: Why? B: The room will feel cooler.
Follow up or close down	Pupils play a chain game with should/shouldn't in groups. • The first player asks a question with should: Should I (watch TV tonight)? • Player 2 answers Yes and gives a reason. • Player 2 makes a new suggestion: Should I play football after school? • Player 3 must answer No and give a reason.
Homework Notes for next class	**Ex2** Workbook 50-51 Write sentences about what these people should and shouldn't do. Use the words in the boxes. • Use the example to explain the task. Check understanding of the pictures. • Pupils work alone. • Check the answers. Possible answers 1. The children shouldn't play on the road. They should play in the park. (example) 2. The boy shouldn't throw things at the ducks. He should give food to them.

	3. The women/woman shouldn't buy curtains with stripes. They/She should buy curtains with spots. 4. The boys/children shouldn't play football in the rain. They should wait until the weather improves. 5. The girl shouldn't play computer games. She should study for her exam(s). 6. The young man shouldn't sit on the/a seat. He should let the old man sit down
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____
ОТИ боюнча директордун орун басары:
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Theme of the lesson: Need advice? Use should/shouldn't
Pupils book pages 52-53
Unit 6 lesson 2

Date	**Lesson objectives:**
Grade: 9 Timing:45 Pages : 52-53	Grammar: should and shouldn't (for advice and opinions)
21st century skills lesson objectives: • Collaboration: Pupils match problems with advice; pupils check information in a reading text. • Communication: Pupils say whether they agree with suggestions, and give reasons.	• New vocabulary: a belt, a necklace, a ring, a stage, tights, advice, secret, thank • Learning outcome: Pupils can say whether they agree with advice and explain why
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	Procedures
Warm up or review	As a class, play Let's draw Max! to review vocabulary for the lesson (activities, advice, angry, break, explain, future, grow up, help, lazy, problem, speak to, worry). See page 12 for instructions.)
Introduction	Look at the vocabulary box on page 52 with the class. • Play audio track 6.5. • Check understanding. Teach the useful language. • Replay the audio several times. The pupils repeat
Presentation	**Ex4** Read and match the children's letters to the advice. Write the numbers. • Use the grammar activity to consolidate should and shouldn't. • Set the scene. • Read the letters as a class. Check understanding. • Use the example to explain the task. • Pupils work in pairs. • Check the answers. Answers a. 4 (example) b. 3 c. 1 d. 2
Practice, games and activities	**Ex6** Do you agree with Owen's advice for Sarah, Simon, Helen and Harry? Say why. • Use the heading to explain the task. • Play audio track 6.6 as an example. • Pupils work in pairs.

	• Choose pairs to say their conversations to the class. Audio track 6.6 (CD 02 track 06) Page 53, exercise 6
Follow up or close down	Pupils play Jumbled words in pairs, with words from the unit so far. (See page 14 for instructions.)
Homework Notes for next class	**Ex5** Read the letters on page 52 again. Did Owen West give this advice? Tick (✓) or cross (✗). • Use the example to explain the task. • Check the answers. Pupils vote Yes or No.
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____
ОТИ боюнча директордун орун басары:
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Theme of the lesson: Kids' club magazine (workbook pages 52-53)

Unit 6 Lesson 2

Date	**Lesson objectives:**
Grade: 9 Timing:45 Pages : 52-53	Grammar: should and shouldn't (for advice and opinions) • New vocabulary: a belt, a necklace, a ring, a stage, tights, advice, secret, thank • Learning outcome: Pupils can say whether they agree with advice and explain why
21st century skills: Collaboration: Pupils match problems with advice; pupils check information in a reading text. • Communication: Pupils say whether they agree with suggestions, and give reasons.	
Materials: * Whiteboard + markers * Printed handouts: gap-fill + advice cards * Dialogue script or audio * Mini "problem" cards for pair work * Exit slips or feedback stickers	

Stage and aims	Procedures
Warm up or review	To enable learners to give and respond to simple advice using *should / shouldn't* in common everyday situations (e.g., school, health, relationships), both orally and in writing.
Introduction	* Students create an "Advice Wall" in class: sticky notes with real problems and helpful advice * Roleplay: "Advice Hotline" — students call and give live advice to a partner acting as a caller
Presentation	**Ex3** Read the letter and tick (✓) or cross (✗). • Read Molly's letter as a class. Check understanding. • Use the example to explain the task. • Pupils work alone. • Check the answers as a class Answers 1. ✓ (example) 2. ✓ 3. ✓ 4. ✓ 5. ✗ 6. ✗
Practice, games and activities	Listening Practice* | Listen to short dialogue: One student asks for advice, another gives it. Task: Match advice to problem. | Individual | Listening
Follow up or close down	Shows images of everyday problems (e.g., sleepy student). Asks: What's the problem? What should they do? | | Spoken interaction

Homework Notes for next class	4 Listen and read. Then write the names in the correct places. •Read Owen's replies as a class. Check understanding. • Use the heading to explain the task. • Play audio track 6.1 straight through. • Replay the audio, pausing for the pupils to write. Pupils work alone. • Play the audio again, pausing to check the answers. Answers a. Amy (example) b. Nick c. Sally d. Jane e. Fred f. Ben
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____
ОТИ боюнча директордун орун басары:
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Theme of the lesson: Let's talk about the problems
Pupil's Book pages 54–55
Unit 6 Lesson 3

Date **Grade: 9 Timing:45 Pages : 54-55** **21st century skills lesson objectives**: • Collaboration: Pupils match suggestions with reasons for and against. • Communication: Pupils give reasons, orally and in writing, for and against suggestions; pupils write a letter giving advice **Materials:** Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	**Lesson objectives:** Grammar: reinforcement of how about, let's, could for making suggestions • New vocabulary: an air conditioner, a water cooler, shade, a meeting, a suggestion • Learning outcomes: o Pupils can make suggestions using how about, let's, could. o Pupils can say why they agree or disagree with a suggestion.

Stage and aims	Procedures
Warm up or review	Review suggestions. Ask What shall we do at the weekend? Prompt pupils to use different ways to start their sentences: Let's, How about, We could, We should.
Introduction	New vocabulary • Look at the vocabulary box on page 54 with the class. • Play audio track 6.7. Check understanding. Teach the useful language. • Replay the audio. The pupils repeat.
Presentation	**Ex7** Audio track 6.7 (CD 02 track 07) Page 54, New vocabulary an air conditioner, a water cooler, shade, a meeting, a suggestion 7 Listen, read and say. • Use May's first speech bubble and the first part of audio track 6.8 to set the scene. • Play the rest of the audio, pausing for the pupils to repeat. • Check understanding.

Practice, games and activities	**Ex8** Read the sentences below. Find the matching suggestion on page 54. Who made the suggestion? Write the name. • Read all the sentence endings as a class. Review vocabulary if necessary. • Use the example to explain the task. • Pupils work in pairs. • Check the answers as a class. Answers Good suggestion: 1. Mr Lee (example) 2. Miss Sun 3. Mr Baker 4. Bill 5. Sam 6. Sue 7. May Not a good suggestion: 1. Sue 2. Sam 3. Mr Lee 4. Mr Baker 5. Bill 6. May 7. Miss Sun
Follow up or close down	**Ex9** Now talk about the suggestions. What is good and bad about them? • Use the exercise heading to explain the task. • Play audio track 6.9 as an example. • Pupils work in pairs. • Choose pupils to say their conversations to the class. Answers See Pupil's Book exercise 8
Homework Notes for next class	Ex 8 Read the sentences below. Find the matching suggestion on page 54. Who made the suggestion? Write the name. • Read all the sentence endings as a class. Review vocabulary if necessary. • Use the example to explain the task. • Pupils work in pairs. • Check the answers as a class. Answers Good suggestion: 1. Mr Lee (example) 2. Miss Sun 3. Mr Baker 4. Bill 5. Sam 6. Sue 7. May Not a good suggestion: 1. Sue 2. Sam 3. Mr Lee 4. Mr Baker 5. Bill 6. May 7. Miss Sun
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____
ОТИ боюнча директордун орун басары:
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Theme of the lesson: Why we should/shouldn't watch TV
Workbook pages 54–55
Unit 6 Lesson 3

Date	**Lesson objectives:**
Grade: 9 Timing:45 Pages : 54-55	Grammar: reinforcement of how about, let's, could for making suggestions • New vocabulary: an air conditioner, a water cooler, shade, a meeting, a suggestion • Learning outcomes: o Pupils can make suggestions using how about, let's, could. o Pupils can say why they agree or disagree with a suggestion.
21st century skills: • Collaboration: Pupils match suggestions with reasons for and against. • Communication: Pupils give reasons, orally and in writing, for and against suggestions; pupils write a letter giving advice	
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	Procedures
Warm up or review	To enable students to express opinions and give advice using *should / shouldn't* in the context of discussing television habits.
Introduction	**Ex8** Read the sentences below. Find the matching suggestion on page 54. Who made the suggestion? Write the name. • Read all the sentence endings as a class. Review vocabulary if necessary. • Use the example to explain the task. • Pupils work in pairs. • Check the answers as a class. Answers Good suggestion: 1. Mr Lee (example) 2. Miss Sun 3. Mr Baker 4. Bill 5. Sam 6. Sue 7. May Not a good suggestion: 1. Sue 2. Sam 3. Mr Lee 4. Mr Baker 5. Bill 6. May 7. Miss Sun
Presentation	**Play Silly suggestions**. Instructions for Silly suggestions • Begin by playing as class. • Make a very silly suggestion: Should I/we eat our lunch at 9 o'clock in the morning?

	• Elicit a sensible reason why not: No, you/we shouldn't. You/We won't be hungry. • Pupils continue in pairs.
Practice, games and activities	Speaking Practice* | | Pairs: discuss TV habits using prompts (e.g. I watch TV every day. / I think we shouldn't watch late at night.) | Pair work | Spoken production
Follow up or close down	**Ex9** Now talk about the suggestions. What is good and bad about them? • Use the exercise heading to explain the task. • Play audio track 6.9 as an example. • Pupils work in pairs. • Choose pupils to say their conversations to the class. Answers See Pupil's Book exercise 8.
Homework Notes for next class	Write a short paragraph: Why we should or shouldn't watch TV. Use at least 3 reasons.
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____
ОТИ боюнча директордун орун басары:
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Theme of the lesson: What are these people doing? +
(its our world)
Pupils book pages 56-57

Date	**Lesson objectives:**
Grade: 9 Timing:45 Pages : 56-57	• Topic vocabulary: chance (opportunity), charity, cheer up, council, lead, meet (have a meeting), project, raise money, recording, report • Learning outcomes: o Pupils can read a simple text and answer questions on it. o Pupils can discuss how to make changes in their community.
21st century skills: Global awareness: Pupils read about a school community council in Wales. • Collaboration: Pupils work together to find information in a reading text. • Communication: Pupils discuss how they could help their community; they present their ideas to the class.	
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	Procedures
Warm up or review	Play Let's draw Max! to review: area, advice, choose, community, decision, idea, important, improve, information, neighbour, newspaper, patients, reason, suggestion. (See page 12 for instructions.)
Introduction	**Ex1** Look at the photos. What are these people doing? Why are they doing these things? • Read out the heading. • Look at the photos and answer the questions as a class. Help with vocabulary.
Presentation	**Ex2** Read the text. Underline all the things that Ceri and her friends have done or do to help people. • Use the heading to explain the task. • Play audio track 6.10 while the pupils read. Check understanding. Teach or elicit the meanings of Community Council, cheer up, recording, report, raise money, charity. • Pupils work in pairs. • Choose pupils to say their answers to the class.

Practice, games and activities	**Ex5** **Read again and answer the questions.** • Say Now listen. Were you right? • Play audio track 6.11 while the pupils read. • Answer the question about the photo: The students are having a meeting of the Sunshine Community Council. • Check understanding. Teach or elicit the meanings of meet, project, lead, chance. • Pupils answer the questions in pairs. • Check the answers as a class. • Help the pupils to find Wales on their maps. Answers 1. every Wednesday/once a week 2. the students all take turns 3. the teachers 4. they have a lot of good ideas 5. how to work together
Follow up or close down	**Ex6** Talk to a friend. Then tell the class. • Read the questions as a class. Check understanding. • Pupils answer the questions in pairs. • Discuss the answers as a class.
Homework Notes for next class	**Ex3** Read the text again. How do Ceri and her friends help: • Read the heading as a class. • To support pupils, do the first item as a class. • Pupils work with a partner. • Choose pupils to say their answers to the class. Answers 1. They make recordings of reports in the local newspaper for people who have problems seeing. (example) 2. They go shopping for them. 3. They planted flowers outside to cheer them up. 4. They raise money for them.
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Текшерилди:_____
ОТИ боюнча директордун орун басары:
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Theme of the lesson: Consolidation of the unit + (extra)
Workbook pages 56–57

Date	**Lesson objectives:**
Grade: 9 Timing:45 Pages : 56-57	Say it!: ir sound (first, work, turn): /□□/
21st century skills lesson objectives: • Critical thinking: Pupils solve a puzzle. • Creativity, communication: Pupils make a poster. Say it!: ir sound (first, work, turn): /□□/ Write it!: Checking and correcting your writing: grammar, vocabulary, spelling, punctuation	Write it!: ordering ideas in descriptive writing
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	Procedures
Warm up or review	**Ex1** Listen and tick (✓) the words where the letters in pink sound like the letters in pink in f irst, work and turn. • Play the first part of audio track 6.3 and use the example to explain the task. • Play the rest of the audio. Pupils work alone. • Replay the audio, pausing to check the answers. Answers 1. bird, circle, skirt, third (examples) 2. learn, heard, early 3. worst 4. hurt, curtain, burger, burnt 5. world, worse 6. journey, journalist Audio track 6.3 (WB CD track 20) Page 56, exercise 1
Introduction	**Ex2** Listen again and repeat the words with a tick (✓) in exercise 1. • Use the exercise heading to explain the task. • Play audio track 6.4. The pupils repeat. • Pupils practise in pairs.

	Audio track 6.4 (WB CD track 21) Page 56, exercise 2 Answers: 1. bird, circle, skirt, third 2. learn, heard, early 3. worst 4. hurt, curtain, burger, burnt 5. world, worse 6. journey, journalist
Presentation	**Ex3** Read about checking your writing. Then rewrite the question and answer correctly. • Read the information in the box as a class. Check understanding. • Pupils work alone. • Check the answers as a class. Answers What were you doing when your grandpa arrived? I was playing on the computer with my sister. Her name is Anna.
Practice, games and activities	**Ex4** Write the words. • Explain the task. • Pupils work alone. • Check the answers as a class.
Follow up or close down	• Pupils play Spell that! using new words from the unit. (See page 20 for instructions
Homework Notes for next class	**Ex5** Make a poster: Good advice. • Read the instructions as a class. • Brainstorm ideas for each topic. Set the research for homework if necessary. • Pupils work alone. • Pupils share their work in pairs or groups. • Choose one or two good examples to share with the 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: Sea monsters Unit 7 Lesson 1 (Pupil's Book pages 58–59)

Date **Grade: 9 Timing:45 Pages : 58-59** **21st century skills:** • Collaboration: Pupils find and record information in a text **Materials:** Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	**Lesson objectives** • **Grammar:** past continuous (for background setting and interrupted actions) • **New vocabulary:** little, an octopus, a pocket, spotted, collect, disappear, scream (v), several • **Learning outcomes:** o Pupils can describe the background to a story. o Pupils can say and write what people were doing when something happened

Stage and aims	Procedures
Warm up or review	• In the Workbook Extra!, page 65 exercise 6, the pupils have to write about a sea, lake or river 'monster'. At a suitable point, set the research for this as homework if necessary. • Play Let's draw Max! to review vocabulary for the lesson: afraid, amazing, beautiful, clever, famous, horrible, lovely, lucky, pretty, round, strange. (See page 12 for instructions.)
Introduction	New vocabulary • Look at the vocabulary box on page 58 with the class. • Play audio track 7.1. Check understanding. • Teach the useful language. • Replay the audio. The pupils repeat.
Presentation	**Ex 1 pages 58-59 (pupils book)** Listen and read. Draw lines. • Do the grammar activity first (see page 87). • Set the scene. Mum, Sue and Jill are at the beach. • As a class, name the characters and read the phrases below the text. Use the example to explain the task. • Play audio track 7.2 while the pupils read. Check understanding. • Pupils work in pairs to join the phrases. • Choose pairs to read their sentences to the class.
Practice, games and activities	**Ex 2 page 58-59 (pupils book)** **Now say the sentences.** • Use audio track 7.3 to explain the task. • Pupils work in pairs. Monitor.

	Answers Mum was sitting on the sand when Jill screamed. (example – incorrect on PB page) Sue was collecting pretty shells when Jill screamed. Jill was watching little fish in the sea when she screamed. Sue was walking along the beach when Jill screamed. Mum was sending texts when Jill screamed.
Follow up or close down	**Ex1 Workbook pages 58–59** **Read and circle the correct word in the two stories.** • Use the example to explain the task. • Pupils work alone. • Check the answers. Check understanding of the stories. Answers 1. was sailing (example) 2. were working 3. was watching 4. saw 5. was swimming 6. was enjoying 7. was looking 8. saw 9. was taking 10. disappeared
Homework Notes for next class	**Ex 2 Workbook pages 58–59** Read the stories on page 58 again. Which story are the sentences about? Write 1 or 2. • Use the example to explain the task. • Pupils work alone or in pairs. • Check the answers. Answers 1. 2 (example) 2. 2 3. 1 4. 2 **Ex 3 Workbook pages 58–59** Look at the picture. Put the words in the correct order to write sentences. • Use the example to explain the task. • Look at the picture as a class. Review the vocabulary. • Pupils work alone or in pairs. • Check the answers Answers 1. Sam was laughing when he jumped into the sea. (example) 2. An octopus was under a rock when Sam jumped into the sea. 3. Pex was collecting shells when a spotted bird flew onto the rock. 4. Some little fish were eating when a pretty shell fell into the sea. **Cool down** Play a chain game as a class. Prompt with a sentence beginning I/Pat was (sleeping) when … Elicit an ending: … my/his friend (arrived).
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: What were Jill and Sue doing? Pupil's Book pages 60–61
Unit 7 Lesson 2

Date **Grade: 9 Timing:45 Pages : 60-61** **21st century skills:** • Communication: Pupils ask and answer about interrupted events **Materials:** Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	**Lesson objectives:** **Grammar:** past continuous in questions • **New vocabulary**: an exit, follow, begin, the beginning, end (v) • **Learning outcome:** Pupils can ask and answer about what people were doing when something happened

Stage and aims	Procedures
Warm up or review	Pupils play Pairs with a partner, using target vocabulary from the course so far. (See page 11 for instructions.) Either: • Write 12 target words and their meanings (in the pupils' own language) on the board for the pupils to copy. Players must find the word and its meaning. Or: • Each player chooses six words from the Pupil's Book and makes two copies of each. Players must find both copies of the word and say the meaning to win the pair.
Introduction	**New vocabulary** • Look at the vocabulary box on page 60 with the class. • Play audio track 7.5. Check understanding. Teach the useful language. • Replay the audio. The pupils repeat. Audio track 7.5 (CD 02 track 16) Page 60, New vocabulary an exit, follow, begin, the beginning, end **ex 4 Pupil's Book pages 60–61** Listen to Sam and Sue and put the pictures in order. • Look at the pictures as a class. Review the vocabulary. • Use the first part of audio track 7.6 and the example to explain the task. • Play the rest of the audio, pausing for the pupils to

	number the boxes. Pupils work alone. • Check the answers. **Answers** a. 4 b. 1 (example) c. 3 d. 2
Presentation	**Ex 6 pupils book 60-61** What were the children doing when Max disappeared? Ask and answer about Picture 1. • Look at picture 1 as a class. Review the vocabulary. • Explain the task. Play audio track 7.8 as an example. • Pupils work in pairs. • Choose pairs to say their conversations to the class. **Sample answers** Jill and Sue were fishing when Max disappeared. May was collecting shells on the beach when Max disappeared. Bill was watching/looking at boats/the sea when Max disappeared
Practice, games and activities	**Ex 7 pupils book 60-61** Now ask and answer about Picture 2. Use the words in the box. • Look at picture 2 as a class. Review the vocabulary. • Read the phrases in the box as a class. • Explain the task. Play audio track 7.9 as an example. • Pupils work in pairs. • Choose pairs to say their conversations to the class. Audio track 7.9 (CD 02 track 20) Page 61, exercise 7 A: Who was speaking on the phone when Sam found Max? B: May was speaking on the phone when Sam found Max. **Answers** May was speaking on the phone when Sam found Max. (example) Jill was sitting on a box when Sam found Max. Sue was calling 'Max!' when Sam found him. Bill was looking in the sea when Sam found Max. Pex was flying over the sea when Sam found Max. Grammar: Past continuous in questions • Read the questions in the grammar box as a class. • Elicit more examples.
Follow up or close down	• Choose two pupils to act out one action interrupted by another action. Elicit sentences from the class: Joe was reading when Pat opened the door. • Continue with new actors.
Homework	Make sentences

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: Use the words in the boxes. Workbook pages 60–61

Unit 7 Lesson 2

Date	**Lesson objectives:**
Grade: 9 Timing:45 Pages : 60-61	**Grammar:** past continuous in questions
21st century skills:	• **New vocabulary:** an exit, follow, begin, the beginning, end (v)
• Communication: Pupils ask and answer about interrupted events	• **Learning outcome:** Pupils can ask and answer about what people were doing when something happened
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	**Procedures**
Warm up or review	Pupils play Pairs with a partner, using target vocabulary from the course so far. (See page 11 for instructions.) Either: • Write 12 target words and their meanings (in the pupils' own language) on the board for the pupils to copy. Players must find the word and its meaning. Or: • Each player chooses six words from the Pupil's Book and makes two copies of each. Players must find both copies of the word and say the meaning to win the pair.
Introduction	**Ex 4 workbook pages 60-61** Look at the picture on page 60. Write the questions and answers. Use the words in the boxes. • Look at the picture as a class. Review the vocabulary. • Read the phrases in the boxes as a class.

	• Use the example to explain the task. • Pupils work alone. • Do not check the answers yet.
Presentation	**Ex 5 workbook pages 60-61** Now listen and check your answers. • Pupils swap books and check each other's writing. • Play audio track 7.1, pausing to check the answers. **Answers** See audio track 7 Audio track 7.1 (WB CD track 22) Page 61, exercise 5
Practice, games and activities	**Ex 6 workbook pages 60-61** Close your book and say what you remember. • Explain the task and play audio track 7.2 as an example. • Pupils work in pairs. • Choose pupils to say their answers. The class votes Yes or No. Instructions for homework Omit this exercise. **Answers** See audio track 7.1
Follow up or close down	• Choose two pupils to act out one action interrupted by another action. Elicit sentences from the class: Joe was reading when Pat opened the door. • Continue with new actors.
Homework Notes for next class	Make up sentences (use past continuous)
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: what the children did ? Pupil's Book pages 62–63
Unit 7 Lesson 3

Date **Grade: 9 Timing:45 Pages : 62-63** **21st century skills:** • Communication: Pupils talk about the effects of actions. **Materials:** Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	**Lesson objectives:** • **Grammar:** causal make • **New vocabulary:** a bin, full, rubbish, a smell, smelly • **Learning outcomes:** o Pupils can use make/made to explain problems and solutions. o Pupils can say what makes them tired, happy, and so on

Stage and aims	Procedures
Warm up or review	Review comparative adjectives. • Prompt with the adjective. Pupils respond with the comparative: safe – safer, dangerous – more dangerous. • Review the spelling rule: untidy – untidier
Introduction	New vocabulary • Look at the vocabulary box on page 62 with the class. • Play audio track 7.10. • Replay the audio. The pupils repeat.
Presentation	Audio track 7.10 (CD 02 track 21) Page 62, New vocabulary a bin, full, rubbish, a smell, smelly **ex 8 pupils book pages 62-63** Look at the pictures and read. Write one word in each gap. • Do the grammar activity first. • Read Mr Lee's speech bubble. • Use the example to explain the task. • Pupils work alone. • Do not check the answers yet
Practice, games and activities	**Ex 11 pupils book pages 62-63** Ask and answer the questions. • Explain the task. Play audio track 7.13 as an example. • In pairs, pupils take turns to ask and answer the questions. • Choose pupils to say their conversations to the class.
Follow up or close down	**Play Try again! with this grid. (See page 40 for instructions.)**

Homework Notes for next class	**ex 10 pupils book pages 62-63** Read and say what the children did. • Read May's speech bubble as a class. • Explain the task. Play audio track 7.12 as an example. • Pupils work in pairs. Monitor. • Choose pupils to say their sentences to the class. Answers 1. The rubbish made the beach untidy. The children (put the rubbish in the bins and) made the beach tidier. 2. Broken bottles and old metal make/made the beach dangerous for children. The children made it/the beach safer. 3. Plastic rubbish makes/made the birds and animals ill. The children made them/the birds and animals safer. 4. The rubbish (on the beach) made Mr Lee unhappy. The children made him/Mr Lee happier.
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: Use make or makes. Workbook pages 62–63
Unit 7 Lesson 3

Date **Grade: 9 Timing:45 Pages : 62-63** **21st century skills:** **Materials:** Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	**Lesson objectives:** • **Grammar:** causal make • **New vocabulary:** a bin, full, rubbish, a smell, smelly • **Learning outcomes:** o Pupils can use make/made to explain problems and solutions. o Pupils can say what makes them tired, happy, and so on

Stage and aims	Procedures
Warm up or review	Review comparative adjectives. • Prompt with the adjective. Pupils respond with the comparative: safe – safer, dangerous – more dangerous. • Review the spelling rule: untidy – untidier
Introduction	**Ex 7 Workbook pages 62–63** Audio track 7.3 (WB CD track 24) Page 62, exercise 7 Listen and write the words. • Play the first part of audio track 7.3 and use the example to explain the task. • Play the rest of the audio. Pupils work alone. • Check the answers. Answers 1. untidy (example) 2. smelly 3. hot 4. dark 5. dangerous
Presentation	**Ex 8 workbook pages 62-63** Complete the sentences. Use make or makes. • Use the example to explain the task. Remind pupils to use makes with singular nouns and make with plurals. • Pupils work alone and then check their work with a partner. • Check the answers. **Answers** 1. The full rubbish bins make the classroom untidy.

	(example) 3. The old food makes the classroom smelly. 4. The sun makes the classroom hot. 5. The pictures on the window make the classroom dark. 6. The water on the floor makes the classroom dangerous
Practice, games and activities	**Ex 9 workbook pages 62-63** Look at the picture from the end of the day. Write sentences. Use the words in the box. • Read the words in the box as a class. Check understanding. • Use the example to explain the task. • Pupils work alone and then check their spelling and punctuation with a partner. • Choose pupils to read their work to the class. **Answers** 1. They made Mr Lee happier. (example) 2. He made the classroom cooler. 3. He made the classroom tidier. 4. He made the classroom safer. 5. She made the classroom lighter. 6. She made the classroom smell nicer.
Follow up or close down	**Play Try again! with this grid. (See page 40 for instructions.)**
Homework Notes for next class	Make up sentences (Use make or makes) **Ex 10** Ask and answer the questions. • Read the questions as a class. Check understanding. • Explain the task and play audio track 7.4 as an example. • Pupils work in pairs. Monitor. • Choose pairs to say their conversations to the class. Instructions for homework • Pupils write the questions and answers in their notebooks.
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: Let's talk about sea monsters (Pupil's Book pages 64–65)
Unit 7 Lesson "its our world"

Date	**Lesson objectives:**
Grade: 9 Timing:45 Pages : 64-65	**Topic vocabulary:** barrier, a bit like, breathe, chemicals, coral, creatures, discover, dugong, frighten, light up, ocean, point down, reef, ship, snorkelling, sting, trunk
21st century skills: • Global awareness: Pupils read about the Great Barrier Reef. • Collaboration: Pupils work together to find information in a reading text. • Communication: Pupils share their ideas about sea creatures.	**• Learning outcomes:** o Pupils can read a simple text and answer questions on it. o Pupils can discuss their ideas about sea life.
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	Procedures
Warm up or review	Play Match and spell to review: around, breathe, dangerous, dolphin, favourite, frightened, monster, near, nose, real, sailed, sailor, strange, themselves, touch, yet. (See page 43 for instructions.)
Introduction	**Cultural notes** The Great Barrier Reef is the largest coral reef in the world. It isn't one long reef, but is a chain of many reefs and islands. It lies in the Coral Sea, off the coast of Australia.
Presentation	**Ex 4 pupils book pages 64-65** 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.
Practice, games and activities	**Ex 2 pupils book pages 64-65** Read the text. Write short answers to the questions. • Use the heading to explain the task. • Play audio track 7.14 while the pupils read. • Check understanding. Teach or elicit the meanings of creatures, snorkelling, chemicals, light up, frighten, sting. • Pupils work in pairs.

	• Choose pupils to say their answers to the class. Pupils vote Yes or No. Answers 1. goes snorkelling (example) 2. they have chemicals in their bodies 3. the box jellyfish 4. it can make you very ill
Follow up or close down	**Ex 4 pupils book pages 64-65** 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.
Homework Notes for next class	Read about sea monsters Can you think of any interesting fish or other animals that live in the sea? Tell the class about these animals.
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: Say it!: ow sound (Workbook pages 64–65)
Unit 7 Lesson Extra

Date	**Lesson objectives:** Say it!: ow sound (snow, no, goat): /əʊ/ Write it!: Further strategies for checking and correcting your writing: grammar, vocabulary, spelling, punctuation
Grade: 9 Timing:45 Pages :	
21st century skills: • Collaboration: Pupils find and correct mistakes in a written text. • Critical thinking: Pupils find inconsistencies in written text; pupils identify a common theme across several sentences. • Creativity: Pupils write a short report about a 'monster'	
Materials: Flashcards: jobs, food and drink; games, certificates and more … www.mceduhub.com	

Stage and aims	Procedures
Warm up or review	Say it!: ow sound (snow, no, goat): /əʊ/ Write it!: Further strategies for checking and correcting your writing: grammar, vocabulary, spelling, punctuation
Introduction	**Ex 1 Workbook pages 64–65** Listen and repeat. • Play audio track 7.5 while the pupils read. Check understanding. Explain that a lot of snow can make travelling on roads dangerous, and sometimes schools close for the day. • Play the audio again, pausing for the pupils to repeat each line. • What would pupils do if their school was closed for a day? Elicit ideas. Audio track 7.5 (WB CD track 26) Page 64, exercise 1 The winds blow, The sun's low, Dark clouds are full of snow. Do you know

	Where we'll go If school is closed tomorrow?
Presentation	**Ex 3 Workbook pages 64–65** Read about checking your work. Then check the poem. Write it again and correct the mistakes. • Read the information in the box as a class. • Read the poem as a class. • Pupils work alone and then check their work with a partner. To support pupils, tell them that there are seventeen mistakes to find. • Check the answers. Copy the poem onto the board and choose pupils to make the corrections.
Practice, games and activities	**Ex 5 Workbook pages 64–65** Look at the sentences you struck out in exercise 4. Where was Bill when he saw these things? • Pupils review the answers to exercise 4 and discuss the question in pairs. • Elicit what Bill saw (a giraffe, monkeys, elephants, bears). • Check the answer as a class. **Answer** at the zoo
Follow up or close down	• Pupils share their work from exercise 6 in pairs or small groups. • Choose one or two good examples to share with the whole class.
Homework Notes for next class	**Ex 6 Workbook pages 64–65** Find out about a sea, lake or river 'monster'. Write about it. • Use the exercise heading to explain the task. Set the research for homework if necessary. • Read the instructions as a class. • Pupils work alone and then check their work for mistakes with a partner.
Assessment	Diagnostically, Formative values, Oral and writing, Iterative connecting values, Summarizing

Тест по английскому языку для 9класса GRAMMAR AND VOCABULARY

Choose the correct item :

1. Water pollution is…many fish species with extinction.

a) destroying b)threatening c) damaging

2. Animal … are in danger all over the world .

a) homes b) hedgerows c) habitats

3. The Nile … flows into the Mediterranean Sea .

a) Lake b) River c) Pond

4. How many … of birds live in this woodland ?

a) species b) residents c) inhabitants

5. My neighbour is very …; she never says hello to me .

a) arrogant b) selfish c) friendly

6. Kate's been calling you …. because she wants to ask you something.

a) still b)at the moment c) all morning

7. I haven't been to the circus ….a long time.

a) since b)for c) so far

8. Mary is ….worried about the lost book.

a)still b)all morning c)already

9. Jackson Pollock was one of the most well…and unusual American painters.

a) believed b)known c)done

10. I was ….by the directions they gave me, so I asked a local to show me the way.

a) curious b)excited c) confused

11. Mone painted beautiful … of the countryside.

a) images b)celebrities c) collections

12. Tom was very tired .He …football for hours.

a) had played b)had been playing c)played

13. Mary was happy because she… the first prize in the art competition.

a) won b)had bin winning c)had won

14. The boys … TV when their mum came home.

a) were watching b)had been watching c)had watched

15. Nick …play football when he was a child.

a) would b)used to c)had played

16. I don’t like my next-door neighbor; she is …nosy woman.

a) so b)a so c)such a

17. Mike buys ….many gadgets.

a) so b)such c) such a

18. This time next week I… myself on Cyprus.

a) will enjoy b)will be enjoying c)will have enjoyed

19. The train to Moscow….at 7 p.m.

a) will leave b)will be leaving c)leaves

20. Be careful! You …tea on your dress !

a) are going to spill b) will spill c)will be spilling

21. The first Harry Potter book…by J.K. Rowling in 1997 .

a) has written b) was written c) had written

22. Our flat has been painted…environmentally friendly paints.

a) with b)from c) by

23. The money from the sales…to a local charity .

a) will have given b)we will give it c)will be given

24. All the children in the neighbourhood come out to play …the sun is shining.

a) whenever b)however c)wherever

25. Don't believe…he tells you; he isn't a very honest person, you know.

a) whichever b)whatever c)whenever

26. Mary wanted to change her hair colour, so she …blonde .

a)had it dyed b)had dyed it c)has been dyed

27. She doesn't look …today .Is she alright ?

a) yourself b)herself c)himself

28 . Ann told her friends to make … at home .

a)herself b)ourselves c)themselves

29. Boys , if you want some more food ,help … .

a)yourselves b)themselves c)ourselves

30. He did it all by …. .

a) herself b)himself c)itself

31. Nick, did you choose my present … ?

a) itself b)myself c) yourself

32 .The house … was nice , but the area was horrible .

a)itself b)himself c)herself

33 . Students … to call the school if they miss a class .

a)have b)should c)can

34 .We … wash our hands before eating so as not to get sick .

a) needn't b) must c) can

35. You… wash the dishes .Sue has already done it .

a) don't have to b)ought not to c)mustn't

36. Mum ,…I have some ice cream after dinner , please ?

a) must b)should c) can

37. I …return the book to the library today or I'll pay a fine.

ought b)must c)may

38 .If you are on a diet, you …avoid eating junk food and anything that has too much sugar in it .

should b) can c)could

39 .If I … you , I would study better .

had been b) were c)been

40 .If I had prepared ahead of time for my trip, I …so many problems .

a) won't have b)wouldn't have had c)hadn't had

41. When I go to Brazil next year, I … the Carnival .

a) attend b) would attend c) will attend

42 .If I had more time ,I … the gym .

a) would join b)will join c)would have joined

43. If he … such a poor diet , he wouldn't be ill all the time .

a) hadn't b)hadn't had c) hasn't

44 .We won't make it to her birthday party in time unless we … now.

will leave b) leave c)left

45 .If he …at the traffic light, he wouldn't have had an accident .

had stopped b)stopped c) stops

46. She told me … before she spoke to me .

don't leave b)not to leave c)didn't leave

47 .The concert starts at seven ,….?

won't it b)didn't it c) doesn't it

48. She is alright , … ?

a) isn’t she b)aren’t she c)is she

49. You have watered the flowers ,… ?

a) didn’t you b)haven’t you c)have you

50. He called the doctor ,… ?

didn’t he b)is he c)doesn’t he

She can do this , …. ? a) couldn’t she b)can she c)can’t she

52. Give me that book ,…? A) will you b)can you c)won’t you

53 .There aren’t enough apples ,…?

weren’t there b)aren’t there c)are there

54 .Let’s go to the cinema ,…?

shan’t we b)shall we c)aren’t we

55. Mum told me … before she spoke to me .

a) not to leave b)don’t leave c)didn’t leave

56. I’ve looked for my pen … ,but I still can’t find it .

a) anywhere b)somewhere c)everywhere

57. After the storm there was … in many parts of the region .

a) flood b)drought c)rain

58. This painting is … one in the gallery.

a) expensive b)the most expensive c)more expensive

59. This story is … than that one.

a) the most interesting b)more interesting c)interesting

60. That picture is … than this one.

a) the best b)good c)better