

المعلم الالكتروني شامل 2024 -
2025

English

for

Me

Unit 1

Teen Time



Lesson 1

Preparation:

In lesson 1 of this unit students will need access to grade 8A and 8B Classbooks. If possible arrange with colleagues to borrow some books. Additionally, ask students to bring in their Skills Books from 8A and 8B if they still have them.

There are photocopiable activities in lessons 4, 7, 11 and 15 of this unit. You will need sufficient copies for the students in your class.

Step 1

Activity 1, SB p.2

In this step students are going to familiarise themselves with the title of the units.

Get students to read the instructions for activity 1 on page 2 of the Skills Book on their own. Get them to suggest where they can find the information and elicit the 'Contents'. Let them complete the activity on their own and write answers in the space provided. Elicit answers orally from individuals in the class when they have finished.

Answers:

Writers and Writing	Unit 2
Money	Unit 3
Space	Unit 4
Teen Time	Unit 1

Step 2

Activity 2, SB p.2

In this step students are going to familiarise themselves more fully with some of the contents of the 9A Classbook and Skills Book.

First ask students to look at the Contents Map at the beginning of their Classbook and then

elicit some of the activities they will be doing this semester. Then get the students to read the instructions for Activity 2 on page 2 of their Skills Book. They have to read the clues and then look through their Classbook and Skills Book for the answers. Students should write the answers in the space provided. Take this opportunity to monitor students sentence formation. Let the students check their answers in their groups and then, elicit answers orally from the groups.

Suggested answers:

1. King Midas is in Unit 3
2. The writing competition is the project in Unit 2.
3. We are linked to satellites by telephones and television
4. There is a portfolio sign.
5. Pages 71-72 has a list of irregular verbs.
6. Personal answer

Step 3

Activity 3, SB p.2

In this step students are going to find out more about the unit by reading and listening for specific information.

Start by getting students to tell you as much as they can about teenagers and what they do in their free time.

Then get students to read the instructions for activity 3 on page 2 of the Skills Book on their own. They have to decide where the missing words from the text in the speech bubble at the top of page 1 of the Classbook go. They should work on their own and write the number of the 'blank space' from the text in the Classbook next to the word in the Skills Book. Remind the students not to write their answers in the Classbook. An example is provided to help the students. When the students have finished, you could let them check their answers by playing the tapescript once or elicit answers orally from around the class.



Tapescript 1.1

Welcome to Grade 9 **English**. The first unit is all about teenagers or **teens**. Teens are young adults aged between **13** and 19. You'll find lots of useful information about teen life, teen interests, and what teen's **think**. We'll also be learning more **vocabulary**, for example, teamwork, opinions, drugs and exams. Then there's more Language Focus work on **pronouns**, apostrophes, and conjunctions. There are also some **speaking** activities that you may find useful when talking with friends. Oh yes, I nearly forgot, we'll also spend some time **revising** work from grade 8. Enjoy yourselves.

Answers:

speaking	(7)	vocabulary	(5)
pronouns	(6)	teens	(2)
English	(1)	13	(3)
think	(4)	revising	(8)

Finally, get students to tell you orally what they think the unit is all about and what they will learn using their own words.

Step 4

Learning Journal, SB pp. 91-92

In this step students are going to try to recall as much as they can about work they did in grade 8 English. They will use this information to decide which items will help them with this semester's work.

Spend some time getting students to recall orally as much as they can about the work they did in grade 8. When you have elicited as much as you can get students to find the "What can you remember about grade 8?" Learning Journal pages at the back of the Skills Book. Let them read the instructions on their own. First they have to complete the tables without looking at their English books from grade 8. When they have written as much as they can on their own distribute copies of the 8A and 8B Classbooks to students in order to write any additional missing information.

When they have completed this get them to look at the Contents of grade 9A Classbook, and decide which of the items they have listed will be useful for this semester's work by ticking them. Let students start their work in class and complete for homework.

Lesson 2

Step 1

Activity 4, SB p.2 and CB p.1

In this step students are going to answer questions by reading for specific information.

First get students to look at page 1 of the Classbook and elicit as much information as you can. For example, you may want to get students to tell you the title, the number of people on the page, their ages, where they're from and if the text is formal or informal and why.

Now get students to read the instructions for activity 4 on page 2 of the Skills Book. They

have to read the questions and find the answers by reading what the teens numbered 1 to 6 are saying on the unit cover page on page 1 of the Classbook. Let them write their answers in the space provided. Elicit answers orally from individuals in the class.

Answers:

1. Susan
2. Najma
3. Zakaria
4. Tom
5. Zakaria, Najma and Mustafa
6. Salim, Saleem and Tom

Step 2

'Find Someone Who' cut-out, SB p.109

In this step students are going to find out more about each other by asking and answering questions in order to write some simple sentences. Please note that this step is further developed in the lessons that follow and has to be done.

Ask students to tell you different ways of finding out information about things or people. They may be able to suggest questions, questionnaires, surveys, books, etc. Now tell students that over the next few lessons they will be trying to find out as much as they can about people.

Get students to carefully remove the 'Find Someone Who' cut-out page from the back of the Skills Book. Now get them to read the instructions for the activity on their own. They have to look at the information under the 'Find Someone Who' column and in their groups brainstorm the questions they could ask people. Elicit a few examples orally from the class, such as, *Have you got a friend from Muscat?*, *Have you got a 13 year old friend?*, etc. and then get them to write their questions in the space provided.

Set a time limit for this activity.

Then on their own, students have to walk around the class and ask and answer questions from other members of the class. They should only write the names of the people who say "Yes, I have." in the space provided. An example has been provided to help them.

When they have finished, elicit as much information as you can by asking students questions such as "Who has a friend in Muscat?", etc. Finally, get students to write three sentences using the information they have and the example provided at the bottom of the page.

You may want to let students complete this work for homework if there is not enough time to complete the remaining steps.

Remind students to keep this cut-out page safe as they will need it in step 1 of the next lesson.

Step 3

Language Focus SB p.3

In this step students are going to further develop their understanding of pronouns by finding possessive adjectives in a text.

Write the word pronouns on the board and get students to brainstorm in their groups all they can remember about pronouns. Elicit as much as you can from them. They should be able to name subject pronouns [I, he, she, it, we, you, they] and object pronouns [me, you, him, her, it, us, you, them] and that students are aware that names can be subject pronoun, e.g. *Salma = her* from work in 8B, Unit 4. You may want to get students to refer to the Grammar Reference at the back of the Skills Book to help remind themselves of subject and object pronouns.

Now get students to read the information and the instructions in the 'Possessive Adjectives' language focus box on page 3 of the Skills Book. Get them to tell you what they understand. They have to find the examples of possessive adjectives in the texts numbered 1-6 on page 1 of the Classbook and complete the table. Get them to use the subject pronouns and the example provided to help them. Elicit answers orally from the class.

Answers:

subject pronoun	I	you	he	she	it	we	they
possessive adjectives	my	your	his	her	its	our	their

Step 4

Activity 1, SB p.3

In this step students are going to practise using possessive adjectives.

Get students to read the instructions for activity 1 on page 3 of the Skills Book. They have to fill in the blanks with the correct possessive adjectives. When they have finished get them to exchange their work with a partner for checking. Elicit answers orally from the class.



Answers:

1. Salma's lost her bag. I think that is **her** bag.
2. John and Jenny said, "That's where we live. That's **our** house."
3. I like **your** shoes Siham. Where did you buy them?
4. "**My** name is Hilal," said Hilal.
5. "That's my sister. **Her** name is Maha."

6. This bike is nice to ride, but I don't like **its** colour.

Direct student's attention to the self-study icon and let them complete activity 1 of the self-study on page 12 of the Skills Book on their own for homework.

Lesson 3

Step 1

CB p.1, SB cut-out page p.109 and Exercise Books

In this step students are going to brainstorm questions for personal information in order to find out more about the answers students gave to the 'Find Someone Who...' activity from step 2 of the previous lesson. There are several parts to this step.

First, get students to look at the texts numbered 1-6 on page 1 of the Classbook and orally elicit questions that ask for personal information. These include:

How old are you?	text 1
What's your friend's name?	text 3
Where do you live?	text 4
What's your name?	text 6

Quickly get students to take turns asking and answering these questions with a partner.

Now, get students to take out the 'Find Someone Who...' cut-out from the previous lesson and quickly elicit sentences they should have written.

Next ask students to tell you what other questions they could ask to find out more about the people they questioned using the information under the 'Find Someone Who' column. For example, for 'Find someone who has a friend in Muscat', they could ask:

- What's your friend's name?
- Where do they live?
- How old are they?

Or for the 'Find someone who has been to the Khareef festival' they could ask:

- When did you go there?
- Who did you go with?
- What did you see?
- How long did you stay?

Elicit some examples orally and then let students work together in their groups to brainstorm questions for the remaining categories. Let them write their questions in their exercise books.

Once students have finished, on their own, get them to re-interview the people they talked to in the previous lesson using the additional questions they have brainstormed. Encourage students to find out as much as they can and write any answers as notes in their exercise books. Give students time to complete this and then elicit answers orally from the class.

Step 2

Activity 1, CB pp.2-3

In this step students are going to do a pre-reading exercise.

Direct students' attention to pages 2 and 3 of the Classbook and elicit as much as you can from them about what they can see on the pages. Try to get them to tell you that the top half is about describing people and the bottom half is questioning them about what makes people different.

المعلم الإلكتروني الشامل 2024 - 2025

Now get them to look at activity 1 on page 2 of the Classbook and elicit the title. This text also provides an opportunity to check if students can identify adjective pronouns. You may want to spend a few minutes eliciting these orally from the students before they start the activity. When you have done this get students to read the instructions for activity 1 on their own. They have to read the text and match the photos with the paragraphs. Let them write their answers in their exercise book. When they have finished get them to check their answers with a partner from their group and elicit these orally.

Answers:

- | | |
|----------|--------------|
| Photo A. | Paragraph 3. |
| Photo B. | Paragraph 1. |
| Photo C. | Paragraph 5. |
| Photo D. | Paragraph 4. |
| Photo E. | Paragraph 2. |

Step 3

Activity 2, SB p.3

This step continues to build student's understanding of a reading text.

Get students to read the instructions for activity 2 on page 3 of the Skills Book on their own. They have to read what Fahad has written about himself on page 2 of the Classbook. They have to match the clues with the correct paragraph, and write the number of the paragraph in the space provided. Let students work on their own. When they have finished, elicit answers orally from around the class.

Answers:

- | | |
|-----------------------------------|-------------|
| a. The people in my family. | paragraph 5 |
| b. What I wear. | paragraph 2 |
| c. Not being careful with things. | paragraph 4 |
| d. What I want to be. | paragraph 1 |
| e. What others think of me. | paragraph 3 |

Now direct student's attention to the oral activity below. Let them read the instructions on their own. They have to write three clues like the ones in activity 2 in their exercise book. In pairs they have to take turns to ask the clues and find the matching paragraph.

Encourage them to use the models provided to help them.

Additional activity

You may want to get students to give you an example of sentence for each of the clues and write them in their exercise book.

Step 4

Portfolio, SB p.3

In this step students are going to start work on writing a description of a person. This work should be completed before lesson 6. Take this opportunity to get them to remind you of the work they did previously in 8B, Unit 4 about describing people.

Get students to read the instructions for the portfolio activity on page 3 of the Skills Book. They have to start by reading the 'Writing about a person' learning strategy on page 3 of the Classbook, and then read the text about Fahad on page 2 of the Classbook again. Encourage students to use the example provided, the information they have collected about people in the class, and the learning strategy to write about themselves or a friend. You may want to get them to make a poster for this.

A space has been provided to brainstorm initial ideas in the Skills Book. Get students to follow the writing route and do their initial drafts in their exercise book. Let them put their final draft in their portfolio before lesson 6.

Preparation:

You may want to have copies of 8B Classbook available for step 1 of the next lesson in order to remind students of the work they did on descriptions in Unit 4.

You will also need to make sufficient photocopies for your class of the "Homework Vocabulary" activity from the photocopyable pages on page 138 at the back of the Teacher's Book.



Lesson 4

Step 1

CB pp.2-3

In this step students are going to brainstorm adjectives that describe people and their personality. There are several parts to this step.

First, tell students to keep their Class and Skills Books closed. In their groups get them to brainstorm adjectives to describe people. Give them a few minutes to do this and then elicit answers orally from around the class.

Then get students to look at the adjectives in the border of page 2 and 3 of the Classbook. Check that students know what a border is by pointing to it in the Classbook. Ask them if they have seen or used any of the adjectives before. Some students may remember some of the adjectives from Unit 4 in the 8B Classbook when they read and wrote about detectives and criminals. At this point you may want to show or give copies of 8B Classbook to students in order to remind them of the work they did.

Write the following headings on the board:

What does a person look like?
What is a person like?

You may want to take this opportunity to discuss with the students that 'What a person looks like' refers to a person's appearance and looks, and 'What a person is like' refers to how they behave or personality. You may also want to highlight that adjectives can change their meaning according to how they are used.

Now get students to work together in their groups and choose five adjectives from the border for each category and sort them into the above headings. Let them write their answers in their exercise book. Elicit answers orally from the class. Be careful, some adjectives can refer to both appearance and

personality, for example: -

smart

He looked smart in his dishdasha

appearance / tidy

She is a smart girl

personality / clever

Finally, get students to choose 10 adjectives from the list in the Classbook border and learn for their spellings for a test in lesson 7.

Homework:

For their homework get students to complete the "Homework Vocabulary" activity from the photocopiable pages on page 138 at the back of the Teachers Book. Elicit answers orally at the start of the next lesson.

Answers:

Personality	Appearance
selfish	handsome
careful	curly
rude	short
polite	bald
generous	pale

Additional activities:

Here are three more additional activities you may want to use with this step:

1. Get students to look up the meanings of 5 of the adjectives in a dictionary and write them in their exercise book or portfolio.
2. Get students to say or write sentences using some of the adjectives from the border.
3. Get students to do activity 2 of the self study on page 12 of the Skills Book in which students have to sort the adjectives into positive and negative in the table provided.

المعلم الإلكتروني شامل 2024 - 2025

Step 2

Learning Strategy box, SB p.4 and Activity 1, SB p.4 and CB p.3

In this step students are going to work out the meanings of key words for the text they are going to read in step 2 of this lesson.

Tell students to keep their Skills Book closed, and elicit orally from the class different ways of working out the meanings of words they do not know. They may suggest different strategies such as looking in a dictionary or asking a friend, for example. Then get them to read the 'Word Meanings' learning strategy box on page 4 of the Skills Book, and get them to tell you what they understand.

Now let students read the instructions for activity 1 on page 4 of the Skills Book on their own. They have to find the words numbered 1-5 from the activity in the 'What makes people different' report on page 3 of the Classbook and match them with the descriptions. A distracter has been provided to additionally challenge the students. Let them write the answers in the space provided. Elicit answers orally from around the class.

Answers:

- | | |
|----------------|---|
| 1. active | f |
| 2. curly | d |
| 3. features | a |
| 4. personality | c |
| 5. unique | e |

Finally, discuss with students which strategies they used to help them match the words with the descriptions.

Step 3

Activity 2, CB p.3

In this step students are going to answer some reading comprehension questions on a piece of written text.

Get students to look at pages 2 and 3 of the Classbook. Direct their attention to the title 'Who am I?' at the bottom of page 2 and ask

how this is different from the title at the top of page 2 'Who I am!' They should be able to tell you that one is a question and the other a statement. From this, get students to tell you that the top half of the page tells you about what a person thinks they are and the bottom half asks about what a person is.

Now get students to read the instructions for activity 2 on page 3 of the Classbook. They have to read the 'What makes people different' text and answer the Focus questions in their exercise books. Elicit answers orally from the class.

Answers:

- List the adjectives in paragraph 2.**
black, blond, blue, curly, fat, long, short, straight, tall, thin.
- How can people change themselves?**
length, colour or style of hair, by dieting, and choosing what to wear.
- What kind of things might an active person like doing?**
sports, meeting people.
- How are you more likely to make friends?**
being kind and helpful, and not angry.
- Why shouldn't you judge people by the way they look?**
personal answer.

Step 4

Activity 2, SB p.4

In this step students are going to find out more about themselves to help with developing the writing they are doing for their portfolio.

Get students to look at activity 2 on page 4 of the Skills Book. Direct students' attention to the adjectives in the border and get them to guess their meanings in their groups. Elicit these orally from around the class. Also direct students attention to the photos in the activity and get them to tell you as much as possible about them.

Now get them to read the instructions for activity 2 on page 4 of the Skills Book. They



have to read the statements and give themselves a mark between 1 and 5 and write it in the space provided. The higher the mark (5), the more they agree with the statement; the lower the mark (1), the less they agree with the statement. When they have completed the activity, elicit answers orally from individuals in the class and get them to explain their answers. Ask students if they have learned anything new about themselves.

Finally direct their attention to the text at the bottom of the page asking them to use this information for the portfolio task they started in the previous lesson. If they are writing about a friend, then they should refer to their friend's answers. Get them to include any additional information in the next draft of their writing.

Lesson 5

Step 1

Activity 1, SB p.5 and CB p.4

In this step students will be identifying key words from a piece of written text and matching them with the corresponding descriptions.

Get students to read the instructions for activity 1 on page 5 of the Skills Book. They have to read the descriptions and find the word that best matches the description by reading 'The Story of Prophet Yusuf (Peace Be Upon Him)' on page 4 of the Classbook. You may want to take the opportunity to get them to tell you what they already know about the story of Prophet Yusuf (PBUH) from their Islamic Studies before they start this activity.

Let them write their answers in the spaces provided. Let students check their answers with a partner and then elicit answers orally from around the class.

Answers:

1. ears
2. famine
3. dream
4. jealous

Step 2

Activity 2, SB p.5 and CB p.4

In this step, students are going to answer reading comprehension questions.

Get students to read the instructions for activity 2 on page 5 of the Skills Book. They have to read 'The Story of Prophet Yusuf (PBUH)' on page 4 of the Classbook and answer the focus questions in their eExercise books. Let them work on their own and when they have finished let them exchange their books with a partner for checking. Elicit answers orally.

Focus Question Answers:

1. **Name the main characters in the story.**
Prophet Yusuf (PBUH), father, brothers, the Aziz, the King of Egypt,
2. **Why did Yusuf's (PBUH) brothers throw him in a well?**
They were jealous/ their father liked Yusuf (PBUH) more
3. **Which animal is mentioned in King's dream?**
cow
4. **What was Yusuf's (PBUH) special gift?**
He knew the meanings of dreams.
5. **Where was Yusuf taken after they rescued him from the well?**
Egypt
6. **What is the moral of the story?**
Not being jealous/ not getting angry. etc...

Additional activity:

You may want to spend a few minutes getting students to identify any possessive adjectives

in the text and calling these out orally by saying the sentence they are in.

Step 3

Activity 1 CB p.4 and Exercise Book

In this step students are going to read a story and then hear someone expressing an opinion about parts of the text. This step gives practise in listening and reading for specific information.

Get students to read the title of 'The Story of Prophet Yusuf (Peace Be Upon Him)' on page 4 of the Classbook. Elicit the title and direct students attention to the items in the border. Elicit any vocabulary and get students to tell you anything they already know about this story using as much English as possible.

Now get students to read the instructions for activity 1 on page 4 of the Classbook. They have to read the story and then listen to different ITC members talking about parts of the story. They have to decide which paragraph the ITC member is talking about and write their answers in their Exercise Book. They only need to write the number of the paragraph. Play the tapescript through twice and let students complete the activity on their own. When you have finished elicit answers orally from the class.

Tapescript 1.2

- Yes, I remember the bit he told his father about his dream.
- I don't think it's good to throw your brother into a well.

- I think this must be the introduction to the story.
- I like the ending when they're all together as a family.
- I hope his brothers will listen to their father.
- I'm glad someone saved Prophet Yusuf (PBUH) from the well.

Answers:

- paragraph 2
- paragraph 4
- paragraph 1
- paragraph 9
- paragraph 3
- paragraph 5

Step 4

Exercise Books

In this step students are going to ask and answer questions they have written about 'The Story of Prophet Yusuf (PBUH).'

On their own, tell students to write four questions in their exercise books. When they have finished, get students to work with a partner to ask and answer the questions they have written. The person with the most correct answers is the winner.

Reminder

Students should be learning the adjectives they chose from lesson 4 for a test in lesson 7. Also remind students to write a few sentences in their learning diary about what they have done in the unit so far.

Lesson 6

Step 1

CB p.5, Activity 3, SB p.5 and Exercise Books

In this step students are going to identify words from a text and brainstorm vocabulary in preparation for a survey. There are several parts to this step.

First, get students to quickly look at the ITC page on page 5 of the Classbook. Elicit the title and get them to tell you that 'hanging out' means being with friends and doing things. Get them to tell you where they like to hang out and what they like to do when they are hanging out.



Then get students to tell you as much as they can about the web page as possible. You may want to ask some focus questions similar to the following orally, e.g. How many paragraphs are there?, Which countries are named?, Who has written from Brunei?, What club did Sally join?, etc. In their groups, get students to work out the meaning of words they are unfamiliar with and elicit an example from each group.

Now get students to read the instructions for activity 3 on page 5 of the Skills Book. They have to circle the activities that Ali has been brainstorming that are the same as ITC members have been writing in about for the ITC web page on page 5 of the Classbook. When students have completed the activity, get them to check their work with a partner and elicit answers orally from around the class.

Answers:

- going on an expedition
- watching TV
- eating
- going to a fun park
- shopping
- listening to music

Finally, in their groups get students to brainstorm any other activities they like to do or are interested in doing in their exercise book.

Additional activity

Here are three additional activities you may want to use with this step:

- Get students to use the models provided from the ITC web page on page 5 of the Classbook and get them to write about what they like to do when they are 'hanging out'. Get them to put their work in their portfolio when they have finished.
- If you have access to dictionaries you may want to get students to choose any words they do not know from the ITC web page text on page 5 of the Classbook and get them to find their definitions. Students could put these in their portfolio or their exercise books.

- There is additional spellings work in activity 3 on page 12 of the self-study page.

Step 2

Portfolio SB p.5

In this step students are going to start by carrying out a survey and then write up their findings. This activity can be started in class and should be completed before the end of the unit.

Get students to read the instructions for the portfolio task on page 5 of the Skills Book. They have to choose any 5 activities from the ITC web page on page 5 of the Classbook or the activities they brainstormed in the previous step to find out what 3 people in the class like to do when they are 'hanging out'.

Let them work on their own and draw a table similar to the one provided on a piece of paper. To save time, you may want to draw a blank table yourself and provide photocopies for students.

They should think of their own activities to write in the spaces and the names of people in the class. You may need to spend some time getting students to tell you what kind of questions they could ask each other, for example, "Do you like to...?", etc. When they have completed the survey they should use the information to write sentences about what people like and do not like to do and put their work in their portfolio.

Step 3

Activity 1, SB p.6

In this step students are going to complete a newspaper article by finding words from texts they are familiar with.

Get students to read the instructions for activity 1 on page 6 of the Skills Book. First they have to read all of the newspaper report, and then write the missing words in their exercise books using words from the ITC web site on page 5 of the Classbook. You may want

to spend a few minutes getting students to decide if nouns, verbs, or adjectives are missing from the newspaper report and predict the missing words before they start writing them in. Initial letters of the missing words have been provided to assist students.

When they have completed the activity get students to check their answer with a partner and elicit answers orally from the class. After eliciting the answers, you may want to spend a few minutes discussing the article with the students and get them to tell you if they agree or disagree with it and why.

Answers:

Parents, do you know what your teenagers get up to? Is **1. hanging** out with the rest of their **2. friends** at weekends or in the **3. holidays** a good use of their time? It is true that in some countries gangs of teens can be a menace to the rest of the public. In some countries the number of teens is controlled in **4. shopping** centres and fast food **5. restaurants** and other places where they like **6. chilling** out. The

truth is that teens can get **7. bored** easily.

Joining **8. clubs**, organising special events, or going on **9. expeditions** can be one way to direct the natural energies of young adults. Getting them to **10. help** others is another way...

Step 4

Let students complete any unfinished work.

Reminder:

Students should be learning the adjectives they chose from lesson 4 for a test in lesson 7. Also remind students to write a few sentences in their learning diary about what they have done in the unit so far.

Preparation:

To save time, you may want to draw a blank table similar to the one provided in the Portfolio activity on page 5 of the Skills Book yourself and provide photocopies for students for use in step 2 of the next lesson.

Lesson 7

Step 1

Exercise Books

Test the students on the spelling of the self-chosen adjectives from lesson 4.

Step 2

Language Focus SB p.6

In this step students are going to continue to develop their understanding of pronouns by finding possessive pronouns in a text.

Quickly get students to tell you all they know about pronouns. You may need to refer students back to lesson 2 where they looked at adjective pronouns.

Now get students to read the information and the instructions in the 'Possessive Pronouns' language focus box on page 6 of the Skills Book. Get them to tell you what they understand. They have to find the examples of possessive pronouns in the 'Whose Bag?' text on page 6 of the Skills Book and complete the table. Get them to use the subject pronouns and the example provided to help them. Elicit answers orally from the class.

Answers:

subject pronoun	I	you	he	she	we	they
possessive pronoun	mine	yours	his	hers	ours	theirs

Please note that there are no possessive pronouns for it.

Step 3

Activity 2, SB p.6

In this step students are going to practise using possessive pronouns.

Get students to read the instructions for activity 2 on page 6 of the Skills Book. They have to fill in the blanks with the correct possessive pronouns. When they have finished get them to exchange their work with a partner for checking. Elicit answers orally from the class. Direct student's attention to the self-study icon and let them complete activity 4 of the self-study on page 12 of the Skills Book on their own.

Answers:

1. 'Is this your bag Mustafa?'
'Yes, it's **mine**.'
2. 'Has Ali left his keys again?'
'Yes, these are **his**.'
3. 'Maha, you've got a lot of shoes in your cupboard! Are they really all **yours**?'
4. Najma and Siham have been friends for a long time. **Theirs** is a great friendship.
5. The keys belong to Susan. The keys are **hers**.
6. 'Ahmed and Ali, are those books yours?' asked the teacher.
'Yes, they're **ours**,' they replied.

Step 4

TB photocopiable activity p.139

In this step students are going to get further practise in using possessive pronouns within a short time period.

Tell students to keep their Class and Skills Book closed. Distribute copies of the 'Bags, Bags, Bags' dialogue. Let them read the instructions. They have two minutes to fill in the blanks with the correct possessive pronouns. At the end of the two minutes, get students to exchange their work with a partner for checking. Elicit answers orally from around the class

Answers:

- Sally: Simon, is this bag **1.yours**?
Simon: No Sally it's not **2.mine**. Ask mum, I think it's **3.hers**.
Sally: Mum, is this bag **4.yours**?
Mum: No Sally, it's not **5.mine**. Ask dad, I think it's **6.his**.
Sally: Dad, is this bag **7.yours**?
Dad: No Sally, it's not **8.mine**. Ask your grandparents, I think it's **9.theirs**.
Sally: Grandfather, grandmother. Is this bag **10.yours**?
Grandparents: Yes, it's **11.ours** Sally. We've been looking for it. Where did you find it?
Sally: On top of my cupboard.

General note:

Over the next few lessons you will be getting students to discuss topics that may be sensitive for some students in your class.

Lesson 8

Step 1

Activity 1, CB p.6

This step aims to get students to remember and use previously learned language to express opinions. They have expressed personal opinions previously by using the language "I think..." and given reasons using "because" in 8A Unit 2.

Ask the students to look at the title "What's your opinion?" on pages 6 and 7 of the Classbook. Elicit the students' understanding of the word "opinions".

Then, get the students to look at the pictures in activity 1 on page 6 of the Classbook and elicit what they can see. Find out the opinions of some students by asking "What do you think about exams/ smoking/ shopping/ dieting...?" Encourage some of the more confident students to give reasons for their answers using "because".

Now, get the students to read the instructions for activity 1 on page 6 of the Classbook. In pairs, they are going to choose a picture and tell their partner what they think about it. They should try to give a reason for their opinion by using the conjunction because. There is an example provided to help them.

Step 2

Activity 1, SB p.7

In this step, the students are going to identify functional expressions, which show the speaker is giving a personal opinion. They also identify conjunctions that give reasons for the opinions expressed.

Get the students to read the instructions for activity 1 on page 7 of the Skills Book. Elicit their understanding of the task. They are going to read Juma's and Moza's opinions about television and underline three phrases that show they are giving their opinions. Then, the students are going to circle two conjunctions which give reasons for their opinions.

When the students have finished identifying the language, elicit some examples orally from around the class.

Answers:

Language of opinion (underlined):

In my view...

I think...

In my opinion...

My feeling is...

Conjunctions that give a reason (circled)

because

as

since

Step 3

Activity 2, SB p.7

The aim of this step is to give the students a written table of useful language that will support oral activities and project work in the unit.

Get the students to read the instructions for activity 2 on page 7 of the Skills Book. Elicit their understanding of the task. They are going to read Juma's and Moza's opinions about television and write the language of opinion and the conjunctions they found in the boxes provided.

When the students have finished identifying the language, elicit some examples orally from around the class.

Step 4

Activity 3, SB p.7 and Exercise Books

This activity uses a graphic organiser to help students organise their reasons for their own opinions.

Ask the students to read the instructions for activity 3 on page 7 of the Skills Book. Get them to look at the table and elicit their understanding of "positive" and "negative" (which they met previously in 8A, Unit 1) and get them to offer ideas for the "other" column. Check that the students understand that this column doesn't always get filled in.

First, the students have to sort the opinions from the Club Talk texts in to the table in activity 3 on page 7 of the Skills Book.

Possible answers:

Television

Positive

makes life interesting

learn about world

see different places

get news quickly

Negative

health: get fat/ don't exercise

stops people talking

lonely/stops visiting

Other

how much you watch

what you watch

Then, they have to copy the table in to their exercise books and prepare their own opinions on a topic. Encourage the students to suggest some possible topics or get them to look at the topics provided in activity 1 on page 6 of the Classbook.

When they have finished preparing their opinions about a topic in their exercise books, encourage a confident student to tell the class their opinion. Get them to use the language from activity 2 to talk about their opinion.

Additional activity:

In groups, get the students to use the table that they completed in their exercise books to express an opinion orally and justify it with reasons.

Lesson 9

Step 1

Activity 1, SB p.8

This step gets the students reading semi-authentic dictionary definitions and familiarising themselves with vocabulary necessary for the listening activity in step 3.

Get the students to read the instructions for activity 1 on page 8 of the Skills Book. They are going to match the correct word to the correct dictionary definition and write it in the space provided. Let the students work independently and then encourage them to tell you how they completed the task. Students might have used different strategies to do the task such as looking at the phonetic transcription, putting the words in alphabetical order or reading the meanings. When they have completed the activity get them to tell you the answers orally.

Answers:

- bronchitis
- caffeine
- dangerous
- drug
- harmful
- medicine
- popular
- selfish

Additional Activity

To check student's understanding of the vocabulary, give each group a different word from the text box and ask them to think of a sentence with that word in it. Elicit the sentences from each group orally.

Step 2

Learning strategy SB p.8

This step helps to prepare students for the following listening activity.

Tell the students that they are going to listen to some ITC members in step 3, and they have to identify the opinion of the speakers. Get students to tell you any strategies they already know for how to listen for opinion e.g. loudness of voice. Then get them to read the learning strategy about listening for opinion on page 8 of the Skills Book. In addition, elicit the language of opinion which they recorded on page 7 of their Skills Book. Remind the students that they are recording the speaker's opinion and not their own.

Step 3

Activity 2, SB p.8

In this step, students learn to listen for the opinion of three different speakers. This is the first time that students have done this activity and you might want to listen to Maha and complete the first two questions together with the class.

Get the students to read the instructions for activity 2 on page 8 of the Skills Book. Give the students enough time to read the questions first and to think about them. Tell the students they will hear the tapescript twice. When they are ready to start, play the tapescript.

Listening Tapescript 1.3

A.

Hi. I'm Maha and I'm going to tell you what I think about caffeine.
Well...I think caffeine is the most popular drug in the world because you can find it everywhere ... in coffee ... tea ... cocoa ... chocolate and even in some soft drinks. I think people drink caffeine because it makes them more active and wakes them up.
But ... my feeling is that people don't understand that caffeine is a drug ... you know, too much caffeine is dangerous as it can stop you sleeping, give you headaches. So, in my opinion, teenagers should only drink and eat very small amounts of caffeine or none at all!

B.

Hello, my name's Paul and I'm going to talk about smoking.
I know about smoking because I know some boys who smoke. I reckon ... they started smoking because their friends smoke and they want to be a part of the same group. I also think they smoke because they see people smoking in films on TV!
Well... in my view, smoking makes teenagers look stupid because it looks like they don't know smoking can give you lung cancer, heart disease or bronchitis. I also think people who smoke are selfish because they don't care about the health of people around them. In my opinion, they smell bad too!

C.

Howya doing? My name's Bob and I'm going to tell you what I think about medicines.
Right ... we all have medicines at home. We keep medicines because they're designed to cure us from diseases and to make our lives better, but do they?

In my opinion ... medicines are often very dangerous because people put them in places where children can get them. Do you know, that 76% of child medicine poisoning happens in the home. I also think that medicines are harmful when people do not follow the instructions from their doctor and they take too much of the stuff! In my view, medicines are dangerous because people are careless with them.

Give the students some time to finish writing and then play the tape a second time so they can check their answers.

When they are ready, elicit some answers orally from around the class. Then, play the answers and let the students correct their work.

Listening Tapescript 1.4

Number 1.

I think caffeine is the most popular drug in the world because you can find it everywhere ... in coffee ... tea ... cocoa ... chocolate and even in some soft drinks

a.

Number 2.

... My feeling is that people don't understand that caffeine is a drug ... you know, too much caffeine is dangerous as it can stop you sleeping, give you headaches.

b.

Number 3.

I reckon they started smoking because their friends smoke and they want to be part of the same group.

b.

Number 4.

I also think people who smoke are selfish because they don't care about the health of people around them.

a.



Number 5.

In my opinion, medicines are often very dangerous because people put them in places where children can get them.

c

Number 6.

In my view, medicines are dangerous because people are careless with them.

c

Additional Activity:

You may want to take this opportunity to get students to express their opinions about the use of caffeine, medicine and smoking. Encourage them to use the phrases that show their opinion.

Lesson 10

Step 1

Activity 2, CB pp.6-7 and Exercise Books

In this step, the students use some focus questions to identify organisational features of a written text. This develops skimming skills and prepares students for their project work.

Ask the students to read the instructions for activity 2 on page 7 of the Classbook. They are going to read the two texts on page 6 and 7 of the Classbook and answer the focus questions in their exercise books. When they have finished, quickly elicit the answers from around the class and encourage some students to express their personal opinions about the topics in the texts.

Answers to the Focus Questions:

1. Text b.
2. Text a.
3.
 - The writer's opinion about the topic. [Paragraph 4]
 - The reasons people shouldn't do this. [Paragraph 3]
 - The topic the author is writing about. [Paragraph 1]
 - The reasons people do this. [Paragraph 2]
4. Paragraphs 2 and 3 contain facts.
5. Jojo get her facts from www.bbc.co.uk
6. Personal opinion.

Step 2

Activity 3, CB pp.6-7 and Exercise Books

The aim of this step is to get students guessing the meaning of words from context by scanning the texts.

Ask the students to read the instructions for activity 3 on page 7 of the Classbook. First they are going to find some words in the texts on page 6 and 7 of the Classbook. Then they are going to match them to the best definition and write the answer in their exercise book. Encourage the students to write down whether the word is used as a noun, verb or adjective in the texts. When they have finished, get the students to compare their answers with a partner and then elicit the answers quickly from around the class.

Answers:

1. d
2. c
3. f
4. e
5. b
6. a

Additional activity:

Get students to write a sentence for each of the words in this step in their exercise book.

Step 3

PROJECT Project, SB p.9

This step sets up the project that will be presented in lesson 15.

Get the students to turn to page 9 of their Skills Book and read about the project. They are going to choose a topic and write their opinion on it, similar to the model texts on pages 6 and 7 of the Classbook. You might want to suggest some possible topics such as English Club, traditional medicines, eating disorders such as bulimia or anorexia, shopping, cars, football, the environment and fast food. The students might want to include some facts in paragraph 2 or 3 so discuss possible sources of information such as friends and family, newspapers, television, radio, magazines, Internet, LRC.

Tell the students that they will need to begin by writing some notes.

Step 4

'Note-taking styles' Learning Journal p.89

This step raises awareness of different ways to write notes for their project.

Get the students to tell you how they like to write notes.

Ask the students to turn to the Learning Journal page called 'Note-taking styles' at the back of their Skills Book. Let the students work through the Learning Journal independently. They should choose one of the three different note-taking styles and use it to plan their project on the back of the Learning Journal page. Let the students complete the planning of their project at home if necessary and start writing their first draft in their exercise book.

Before the next lesson

Remind the students to write a few sentences about what they have learned this week in their Learning Diaries.

You might want to prepare copies of the "Top Teen Award Guidelines" photocopiable text or prepare an overhead transparency of the text so you can work through the editing process with the students, in step 3 of the next lesson.

Lesson 11

Step 1

Activity 1, SB p.9

English has many more vowels than Arabic and this step aims to help students distinguish between similar sounding vowels /u/ and /i:/.

Ask the students to read activity 1 on page 9 of the Skills Book. First, they should read the words in the two boxes and identify the matching phonetic symbols. Then, they are going to listen to a short sentence and circle the word with the same vowel sound as the

tapescript. Do the first one together as an example. When they have finished, elicit answers from around the class.

Listening Tapescript 1.5

1. Do you want to sit?
2. He wants to leave on a boat.
3. I saw several teens in the shop.
4. Can you fill it?
5. I want to buy a small ship.
6. The leopard beat the oryx.

Answers:

- | | |
|----------|----------|
| 1. sit | 2. leave |
| 3. teens | 4. fill |
| 5. ship | 6. beat |



Step 2

Activity 2, SB p.9

This step gives students further practise at reading and identifying the focus sounds.

Get the students to read the instructions for activity 2 on page 9 of the Skills Book. They are going to read the words and draw a line from Start to Finish through the sound maze. They can only go in boxes which have words with an /i:/ sound. When the students have finished, elicit the sequence of words from around the class.

Answers:

- | | | |
|-----------|-------------|---------|
| 1. leave | 2. teen | 3. team |
| 4. feel | 5. please | 6. heat |
| 7. coffee | 8. caffeine | 9. seat |

Spellings

Get the students to choose 5 words with a /t/ sound and 5 words with a /i:/ sound from the sound maze and learn them for a test in lesson 14.

Step 3

Activity 3, SB p.9

This step gets the students to remember how to edit their writing and gets them to think about criteria for a Top Teen Award which will be developed in the next lesson.

Get the students to tell you **why** we edit our writing (e.g. they might suggest to improve accuracy, make it easier to read ...) and **what** pieces of writing we edit (e.g. work we are publishing for an audience).

Now get the students to tell you **how** they edit. Write their ideas on the board and check their understanding of when they are used. The students might suggest some of the following:

- Spelling
- Sentence construction
- Verb tense
- Capital letters (start sentences, names of people and places, titles)
- Full stops (end sentences)
- Commas (separate things in lists, 'if' and contrast clauses, take a breath)

- Apostrophes (to show shortened forms such as 'What's')
- Check the sentences make sense

Highlight the ideas on the board which concern punctuation (capitals, full stops, commas and apostrophes).

Now ask the students to read the instructions for activity 3 on page 9 of the Skills Book. The students are going to read the text and then mark in the missing punctuation. Before the students start editing, elicit the possible meanings of unknown vocabulary such as nominate: to suggest or indicate a person and community: the local area and people. Encourage them to use a different coloured pen or pencil and to think about why the punctuation is there as they edit.

When the students have finished editing, use the overhead transparency to model the editing process with the students.

Answers:

Top Teen Award Guidelines.

We're accepting nominations for this year's Top Teen Award from September 25th until October 25th. You can nominate any person between the age of thirteen and nineteen for the award. However, they should be outstanding in some way. For example, the person you nominate might have helped other people in the community. Perhaps they'll be very brave, active or generous teenagers.

There is an additional editing activity in Self Study activity 7 on page 13 of the Skills Book.

Step 4

Give the students time to work on their project in class. Remind them that after planning and writing, they should edit their first draft in a similar way to activity 3 on page 9 of the Skills Book.

Reminder:

Students should be working on their projects.

Preparation:

You may want to prepare your own certificates for the Top Teen award portfolio activity that is set up in the next lesson.

Lesson 12

Step 1

Activity 1, CB pp.8-9 and Activity 1, SB p.10

In this step, the students practise skimming in order to familiarise themselves with the texts on page 8 and 9 of the Classbook and then complete a concept check activity in the Skills Book.

First get the students to look at pages 8 and 9 of the Classbook. Ask them the following questions orally and elicit answers quickly from around the class:

- What's the title of the double page? (Top Teen of the Year Award)
- What does the Top Teen Award look like? (words 'Top Teen' on top of each other)
- How many memos are there? (1)
- How many forms are there? (3)
- How many main sections are there to fill in on the forms? (3)
- What are the speech bubbles about? (agreeing and disagreeing)
- Who wrote the memo? (Doctor B. Fore)

Now get the students to read the instructions for activity 1 on page 10 of the Skills Book. They are going to think about what they did when they answered your questions, read the sentences and circle true or false for skimming.

Answers:

- | | |
|----------|---------|
| 1. false | 2. true |
| 3. true | 4. true |
| 5. false | 6. true |
| 7. false | 8. true |

Step 2

Activity 1-2, CB pp.8-9 and Activity 2, SB p.10

In this step, the students prepare and do a discussion. There are several parts to this step.

Get the students to read the instructions for activity 1 on page 8 of the Classbook. First, they are going to read the memo, which contextualises the reading task, and decide what they have to do. You might also want to elicit the student's understanding of a memo (a short official note often sent within departments). The students have to decide which of the three nominations gets the award and give reasons for their decision.

Get the students into groups of three. In their groups, ask each of the students to choose a different one of the three nomination forms (a, b or c) on pages 8 and 9 of the Classbook. Alternatively, you may want to assign different nomination forms to each group in your class, and hold a whole class debate.

Then get them to read the instructions for activity 2 on page 10 of the Skills Book. They are going to read their nomination form in the Classbook and complete the notes in their Skills Book.

Next, get the students to read the instructions in activity 2 on page 9 of the Classbook. In their groups, they are going to take turns to present their own argument, using the notes they wrote on page 10 of the Skills Book. The students should try to use the language of opinion which has been built up during the unit and the phrases in activity 2 on page 9 of the Classbook during the discussion. Encourage each group to try and agree on one nomination to receive the Top Teen Award.

After an appropriate time, ask each of the groups to write their final nomination on a piece of paper so you can collect them, count them and announce the winner of the award.



المعلم الإلكتروني الشامل 2024 - 2025

Step 3

Portfolio task, SB p.10 and Top Teen Award cut-out page p.107

This step sets up the portfolio task.

Get the students to read the portfolio task on page 10 of the Skills Book. The students are going to think of a teenager in their school and nominate them for the Top Teen Award. They should carefully remove the Top Teen Award cut-out page from the back of their Skills book and complete it for the student they want to nominate.

Quickly elicit some of the questions which the students will have to ask in order to complete

the personal details section of the form such as 'What's your full name?' and 'What's your address?' etc).

Display the completed nominations so students can read them and if possible, conduct an award ceremony within your school. When you have finished displaying the nomination forms, let students put them in their portfolio.

Reminder

Remind students that they should be learning the 10 spellings which they selected in lesson 11 and they should be completing their project work.

Lesson 13

Step 1

CB pp.8-9

This step gets students to notice possessive apostrophes. Possessive apostrophes were introduced simply in 5A, Unit 4.

Get the students to look at the nomination forms on pages 8 and 9 of the Classbook and ask them the following questions:

Are the forms formally or informally written?	formal
Are there any contractions?	no
Are there any apostrophes	yes

Get the students to find and read out the apostrophes in the texts. Write them on the board:

He saved a boy's life.	text a
Jamila's legs were broken.	text b
Basil's skill.	text c
David's quick action.	text a

Circle the words life, legs and skill and ask the students who they belong to. The students should suggest the boy, Jamila and Basil. Encourage the students to tell you what the

apostrophe does (e.g. show possession/ show what or who is the owner of something).

There is an additional activity revising apostrophes and contractions in Self Study activity 6 on page 13 of the Skills Book.

Step 2

Language focus, SB p.10 and Activity 1, SB p.11

In this step the students extend their understanding of possessive apostrophes by reading the language focus. Then, they show their understanding by doing an activity.

Get the students to read the language focus on page 10 of the Skills Book.

When they have finished, get them to read the instructions for activity 1 on page 11 of the Skills Book. The students are going to use the words provided to make short sentences with possessive apostrophes.

Answers:

1. My brother's money.
2. The women's cars.
3. The girls' books.
4. Vicky's award.
5. The boys' caps.
6. Its lid.

Step 3

Activity 1, CB p.10 and Activity 2, SB p.11

In this step, the students distinguish between apostrophes which show possession and apostrophes which show letters are missing.

Get the students to read activity 2 on page 11 of the Skills Book. They are going to read phrases from the photo story on page 10 of the Classbook. Some of the phrases use apostrophes to show possession and some use apostrophes to show missing letters. They have to read the phrase and write the full form in the space provided.

Answers:

1. The bike is broken.
2. The bike shop belongs to Bob.
3. This way is quicker.
4. The dog belongs to Mr Fripp.
5. I am going this way.
6. It is past those houses.

There are more activities on the possessive apostrophe in activity 8 on page 13 of the Self Study.

Additional activity

Get the students to look at different texts from Unit 1 of the Classbook and write a list of words and phrases which contain the possessive apostrophe. Encourage them to write a longer description next to the phrase with the same meaning:

Reminder:

Remind students that they should be learning the 10 spellings which they selected in lesson 11 for the next lesson. They should be completing their project work.

Lesson 14

Step 1

Spelling Test and Exercise Books

Get the students in pairs so they can test each other on their /l/ and /ll/ spellings which they started learning in lesson 11.

Step 2

Activity 1, CB p.10

This activity gets the students ready to read the photo story.

Ask the students if they have seen a story like this before. If so, elicit where they saw it. Explain that photo stories are a feature of

teenage magazines and that they are similar to comic strips, but use photos and are often based around teenage issues.

Now get the students to look at the photo story on page 10 of the Classbook. Tell them not to read, but to just look at the pictures. Ask them some questions to get them predicting the story:

- How many people are in the story?
- Do you think they are friends?
- What are they doing in the first picture?
- Why do you think someone is holding a wheel?
- What do you think they talk about?
- Do you think they will speak formally/informally?



Step 3

Activity 1, CB p.10 and Exercise Book

In this step, the students read a photo story for general understanding.

Get the students to read the instructions for activity 1 on page 10 of the Classbook. They are going to read the photo story and describe Mark and Andy's character.

When they have finished the story ask the students to describe Mark and Andy using the adjectives provided in the activity instructions.

Answers:

Mark: helpful, active, sensible, careful
Andy: lazy, bored, stupid, careless

When they have finished, let the students compare their answers in their groups and elicit the answers:

Answers:

- | | |
|--------|------|
| 1. e | 2. f |
| 3. a/g | 4. b |
| 5. a/g | 6. d |
| 7. c | |

Additional Activities

Here are three more additional activities you may want to use with this step:

1. In pairs, get the students to write and practise a short dialogue using some of the teen talk phrases from the photo story on page 11 of the Classbook.
2. In pairs, get the students to read or act out the teen talk photo story on page 11 of the Classbook.
3. Get the students to take photos, draw or cut up pictures from magazines and make their own short photo story.

Reminder

Tell the students to bring their projects to the next lesson.

Before the next lesson

Prepare enough copies of the 'Teen Test Answers' from the photocopiable pages on page 141 at the back of the Teacher's Book.

Step 4

Activity 1, CB p.10 and Activity 3, SB p.11

In this step the students identify some idiomatic informal phrases that may be characteristic of teenage conversation.

Ask the students if they know any phrases which are used in informal speech by young people such as OK, hang around, what's up...

Now get the students to read the instructions for activity 3 on page 11 of the Skills Book. They are going to find the teen talk phrases in the photo story on page 10 of the Classbook and match them with their more formal meaning.

Lesson 15

Step 1

Student projects

Ask the students to get out their projects which they started in lesson 10. Get the students to take turns to read out their projects in their groups. Encourage the students to listen to each other and to agree, disagree or give their own opinion on each topic.

When they have finished speaking, collect the projects and display them where other students can read them.

Step 2

Activity 4, SB p.11

In this step students reflect upon the unit.

Get the students to read the instructions for activity 4 on page 11 of the Skills Book. They are going to look back through the work they did in the unit, select five things they did and write them in the first column of the table in activity 4 on page 11 of the Skills Book. They might find and add some of the following activities:

- Interviewed a Top Teen
- Story about jealousy
- Listened to opinions
- Read opinions on topics
- Wrote opinions
- Possessive adjectives
- Possessive pronouns
- Possessive apostrophes

When the students have finished writing down some things they did in the unit, encourage them to think about their own learning and tick the relevant columns.

Elicit some personal opinions from willing students.

Step 3

'Teen Test' Learning Journal, SB pp.87-88 and Teen Test photocopiable answers p.141

In this step students are going to assess their language.

Ask the class to identify some of the main language they learned in unit 1. Elicit the following from the students:

- possessive adjective (my, your, his, her, its, our, their)
- possessive pronouns (mine, yours, his, hers, theirs)
- possessive apostrophe

Ask the students their personal opinions about how well they understood the focus language. Tell them that tests can sometimes help us identify areas of learning where we need to do further study. Tell the students that they are going to do a test to help them identify areas they need to study again from grade 8 and 9A Unit 1.

Get the students to carefully remove the 'Teen Test' Learning Journal from the back of their Skills Book pp.87-88. Let them read the instructions and give them enough time to work through the questions by themselves.

When the students have finished, distribute the answer sheets and let the students compare their answers with those on the answer sheet. Encourage them to make corrections where necessary so that they are learning about what they did wrong and why, rather than just ticking or crossing.

You might want to use this opportunity to talk to the students about how they can use the grammar reference pages and the Self Study pages to check their understanding. They can ask friends and the teacher for further help. It is also a good time to remind students that now they are in grade 9, they should keep all of their Skills Books as a useful reference in the future.

Reminder

Remind students to make an entry in their learning diary.