



United Arab Emirates  
Ministry of Education

# On Location

GRADE

11

Classroom Support Guide

Eli Ghazel

رؤية  
VISION  
2021



الإمارات العربية المتحدة  
UNITED ARAB EMIRATES

عام اليوبيل الذهبي 50 GOLDEN JUBILEE YEAR

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# On location

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# Foreword

Dear Fellow Educators,

There is not one single course book or teacher's guide that can rightly claim to have all the answers to helping students learn a language and achieve success. Language learning is a complex process and therefore teaching a language is a complex undertaking. However, researches into education and learning, especially learning a language, have come up with findings that can lead to better teaching and learning. It is worthwhile to mention a few here that teachers should keep in mind:

- Increase the students' exposure to English in terms of listening and reading.
- Enhance the kind of exposure the students get by designing learning tasks that activate information processing abilities in them.
- Design learning tasks that increase the individual experience of every student.
- Design learning tasks that build upon and connect with each other so that each student can make a 'construct' or develop a concept.
- Develop the learning tasks so that there is an increase of social interaction among the students.

## **Managing learning in the classroom**

- When you ask students to share their answers with the whole class, get the student who is speaking to look his/her classmates and address them in a voice that is audible to all. Remind the student speaking to look at whole when he/she starts looking at you only.
- When you ask students to talk to each other in pairs or small groups, remind them to use their pair voice or group voice. That is to say each student's voice is loud enough to be heard by the listener in his/her group, but not by others.
- When you are giving instructions to the students to carry out a task, have them wait until you finish before letting them start. Otherwise, the noise from their movement to take out materials or move into groups will drown out your instructions. This will result in their having to talk to each other to know what to do or even doing the task incorrectly because they didn't hear the instructions.

I hope that you find this teacher's guide useful and that you keep providing us with your valuable feedback.

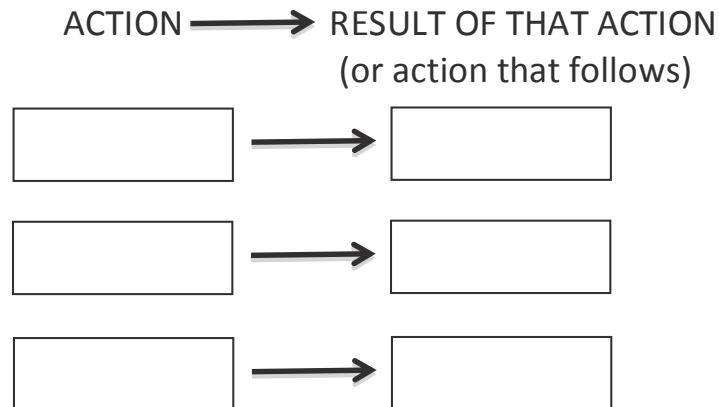
Wishing you success,

**Eli Ghazel**

# UNIT 1

**BEFORE YOU BEGIN**

Draw the diagram below on the board or project it on a screen. Ask the students to look at the picture and write as many actions and results of those actions as they can. It is important that each student work alone.



Ask the students to write the word “Dinnertime” in a circle and make a web to brainstorm words and ideas for it. Have them work alone.

Ask the students to tell each other in pairs or groups of three what they have written. Encourage them to copy words and ideas they like from each other’s web and then do numbers 1, 2 and 3.

**A CONNECTING TO YOUR LIFE****1. Tuning In**

Ask the students to listen to the poem on the CD and write down the names of the animals mentioned in the order they hear them. It is important that they write as they listen, so play the tape more than once if necessary. Remind them that they need to work alone and cannot ask questions or interrupt while the CD is playing.

## READING

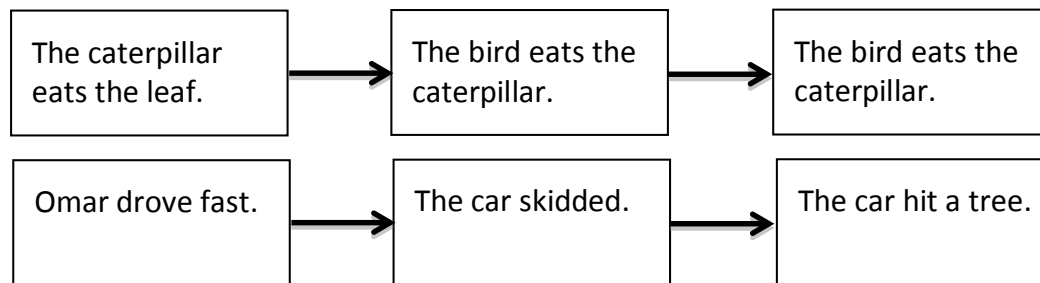
Have them tell each other in pairs how each animal they wrote on the list is related to the animal or plant before or after it.

### 2. Talking It Over

Have the students sit in pairs. Ask them to ask three questions each about three of the pictures and then switch.

Example: What kind of relationship do a cat and mouse have?  
What kind of a relationship do a shark and a tuna have?

Draw the chart below on the board or project it on a screen.



Explain that this is flow chart that shows a chain of events, or a process. Ask the students to draw a similar chart and write their own chain of events. They should first do this alone and then compare their charts with each other in pairs.

## B GETTING READY TO READ

### 1. Learning New Words

Write the following methods for finding the meaning of an unfamiliar word in a text on the board, project them on a screen, or photocopy them and hand them out to each student. Ask them to read the sentences and decide which method is most suitable for helping them find the meaning of each underlined word. Tell them that they should write the letter of the method next to the sentence. When they finish doing this, have them tell each other in pairs or groups of three the method they used for finding out the meaning. *Stress that it is more important to learn the methods than just get the meaning of the word.* Ask a few students to share their answers with the class.

- A. I read the sentence and the underlined word. I find out that the sentence contains an example of the unfamiliar word. (sentences 1, 4)
- B. I look for a cause and an effect in the sentence. I think 'if this happens.... then this will be the result. Knowing what happens helps me understand the result or vice versa. (sentences 2, 3)
- C. I read the sentence and I notice it is a chain of events. If I understand two of the events, this will help me understand the third event, which is usually the unfamiliar word. (sentences 6, 5)

Ask the students to first match the words to their meanings and then compare their answers in pairs. Ask a few to share their answers with the class both which method they used for each sentence and what the meaning of each word is.

**Classroom tip: Start a word wall.**

Have some students write the new words on rectangles of heavy paper and put them up on the wall. Add new words to wall as they are learned. Keep them up until the unit is completed.

## 2. Talking It Over

Have each student do the following alone first.

For each picture (1 to 4), have them write:

- What it eats or how it stays alive;
- Where is the best place for it to grow;
- How its size and its color help it stay alive;
- What its special abilities are.

Ask the students to sit together in pairs and tell each other how the living things in the four pictures are related to each other. Ask a few students to share their answers with the whole class. Make sure they are looking at the whole class and not giving the answer to you only.

## C READING TO LEARN

### 1. Before You Read

Ask each student to write down the name of an animal he/she is familiar with and all the things it can eat. Have them sit in pairs and ask each other about the animal they chose and what it eats.

### 2. Let's Read

Ask the students to listen to the CD as they read along silently. Tell them to circle the animals and underline what they eat. Inform them that sometimes the same word could be circled and underlined at the same time. You may need to play the CD more than once. Remind them to use some of the methods they learned to figure out the meaning of the highlighted words before they read their meanings at the bottom of the page. *Encourage them to add the words to the word wall.*

### Optional but strongly recommended

Ask the students to read the selection aloud to each other in pairs. When one student is reading the other student's book should be closed. The student who is listening should make notes of the animals and what they eat in note form on a blank sheet of paper or in their notebooks. When one student finishes reading, ask them to switch roles. *You can have each student read only half the selection if you feel that the selection is too long for one student to read or if you need to save time).*

When they finish, ask them to each make a chain of events chart for the animals in the selection and then compare their charts with each other in groups of two to three when they finish. *Remind them to hold onto their charts, as they are going to need them for the next task.*

### 3. Unlocking Meaning

Ask the students to do numbers 1 and 2 alone using only the charts and notes they made in the previous task. They should not reread the selection. Explain to them that this will help them remember better, find answers quicker and save time. *Encourage them to keep using this method in all selections that they read in the future and when they become skillful at it, it will save them time in tests.*



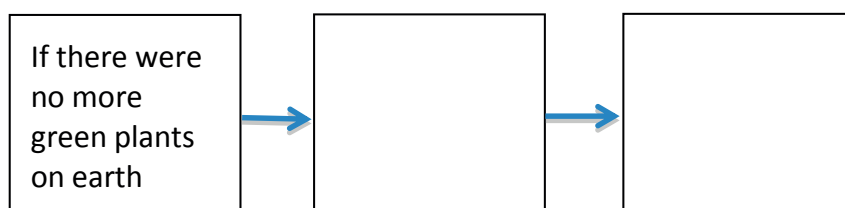
## READING

When they finish, have them compare their answers and then ask a few students to share their answers with the whole class.

Ask the students to read number 3, “Reading Between the Lines”, and make a chart to show a chain of events for:

### IF THERE WERE NO MORE GREEN PLANTS ON EARTH

First, draw on the board or project on the screen the flow chart below as a visual aid and ask them to do it alone. (A chain of events can also be called a flow chart).



Have them compare their charts in pairs and then ask a few to share with the whole class. Ask the students sharing with the whole class to use the chart as notes to give a mini talk on IF THERE WERE NO MORE GREEN PLANTS ON EARTH.

Ask the students to read the questions in number 4, “Listening Between the Lines” first, and then listen to the CD. Ask them to write the answers to the questions alone. Play the CD more than once if necessary. Remind them that they need to work alone and cannot ask questions or interrupt while the CD is playing.

When they finish, have them compare their answers in pairs and then ask a few to share their answers with the whole class.

## D WORD WORK

### 1. Word Detective

Draw on the board or project on the screen the chart below and ask them to work alone to write the information for each picture under the correct heading.

	Where it comes from or lives	What it looks like	What it does
a			
b			
c			
d			
etc.			

Ask them to compare their charts with each other and match the picture to the name of the animal by writing the letter of the picture on the lines.

## 2. Word Study

Ask the students to work in pairs and study the list of animal names in number 1. For each animal, ask them to tell each other how it got its name. They will need to consult their charts in order to do this.

### Example answers:

Gold fish: what it looks like

Praying mantis: what it does (it puts its forelegs together as if praying)

Rattlesnake: what it does (it makes a sound with its tail like a baby's rattler)

Cave bat: where it lives

## 3. Word Play

Ask the students to use the same chart to make up names of other animals. *You may skip this to save time if you need to.*

# E GRAMMAR

## 1. Learn the Rule

Write this text and draw this table on the board, project them on the screen or photocopy them and hand them out to the students.

Ask the students to read the text alone and find the past and the past progressive (continuous) tenses of the verbs listed in the first column of the table and write them under the correct heading. Have them compare their answers in pairs.

*I hiked in the desert a few weeks ago. While I was hiking, I saw a falcon. It was flying high in the big blue sky. I watched the falcon for a long time. Suddenly, it came down and captured a rattlesnake. While it was eating the rattlesnake, I walked to get closer to take a photo with my new camera. I bought my camera in Japan. I took several photos. The falcon ate the rattlesnake and flew away.*

	Past	Past progressive
hike		
fly		
watch		was watching
come		
capture		
eat	ate	
walk		
buy		

*\*It is recommended that you put up a chart like this on the wall and have the students add new verbs every week.*

## 2. Practice the Rule

1. Ask the students to listen to the sentences on the CD and make a check mark  for the correct sentences and a cross mark for the wrong ones.

Play the CD more than once if necessary.

Have the students sit in pairs and listen to the sentences again. Play one sentence at a time and give the students enough time to tell each other why each sentence is correct or wrong and how they could correct the wrong ones. Have the pairs rewrite the wrong ones correctly. Ask a few students to share their answers with the whole class.

2. Ask the students to complete the sentences alone and then tell each other their answers in pairs. Ask a few students to share their answers with the whole class.

## Recommended

Ask the students to write two sentences at least using past and past progressive for the picture on page 3. They may also write sentences for other pictures they can look for in magazines or download from the Internet. ([www.google.com/advanced\\_image\\_search](http://www.google.com/advanced_image_search))

## F BRIDGE TO WRITING

### 1. Before You Read

Ask the students to look at the chart they made for the selection, “Who Eats What”, on page 6 and answer the three questions in pairs.

- What do you think might happen if the wren disappeared from the food chain?
- What would happen to the caterpillars?
- What would happen to the green plants?

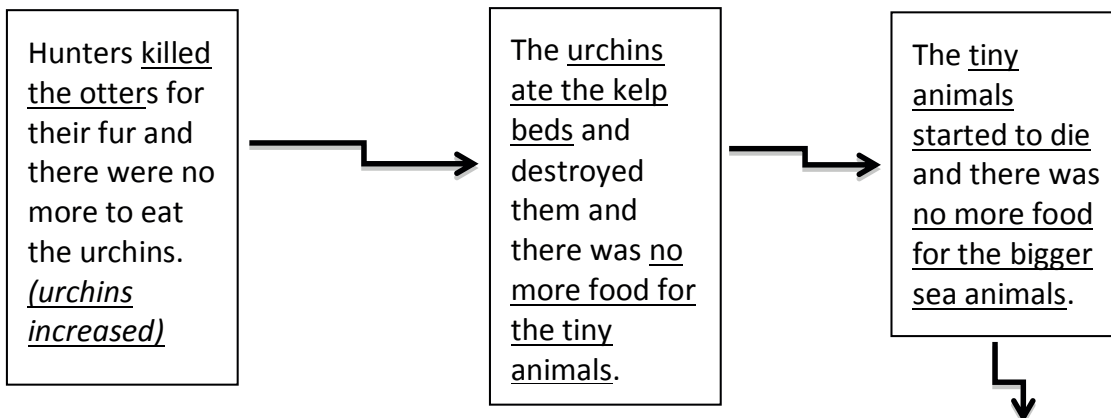
### 2. Let’s Read

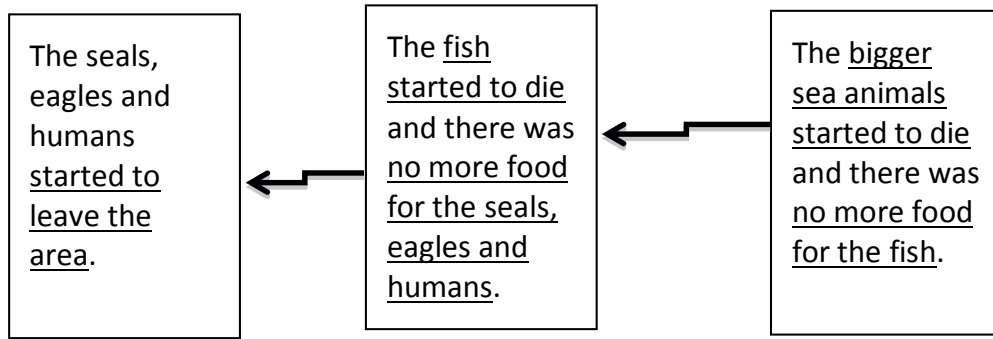
Ask the students to read the article and make notes about the chain of events (flow chart) alone.

Ask them to sit in pairs and compare their notes. Have each pair draw a flow of the process.

Draw this flow chart on the board, project it on the screen or photocopy it and hand it out to the students. Ask them to compare the flow chart they made with it and make any necessary corrections to their own chart.

Explain that when they are reading an article that explains a process, it is important that they keep in mind the chain of events, or process.





## 4. Making Connections

Read the following to the students and have them complete the chart. Read it more than once if necessary. When they are done, ask them to compare their answers in pairs.

**Animals live on land or in water. Some animals can live both on land and in water. Animals and plants form a food chain. At the bottom of the chain, there are animals that only eat plants. At the top of the food chain, there are the animals that are not eaten by any other animals.**

## 5. Expanding Your Vocabulary

Ask the students to study the picture and write the corresponding letter of each animal and plant next to the word or phrases alone. Have them compare their answers in pairs. Ask a few to share their answers with the whole class. *You may also ask them to add the names of some of these animals to the flow chart they made before.*

- |           |            |                |             |            |
|-----------|------------|----------------|-------------|------------|
| a kelp    | b seal     | c killer whale | d tuna      | e mackerel |
| f herring | g sea lion | h anchovy      | i red algae | j krill    |
| k octopus | l squid    |                |             |            |

## G WRITING CLINIC

### 1. Think about It


Ask the students to number 1 alone. Have them make notes about why they chose their answer and why they disregarded the other two answers. Ask them to share their ideas with each other in groups of two to three.

## 2. Focus on Organization

Ask the students to numbers 1 and 2 alone for review and refinement purposes. Tell the students to complete the chart in number three from memory and then compare their answers with each other in pairs or groups of three.

## 3. Focus on Style

Write the following sentences on the board or project them on the screen and ask the students to find **'that'** in each sentence and draw an arrow from **'that'** to the word it replaces. When they are done, have them compare their answers in pairs. Ask a few to share their answers with the whole class.

  
**The hawk ate the wren that ate the caterpillar.**  
**The otters ate the urchins that ate the kelp.**  
**I took a picture of the eagle that was eating the rattlesnake.**  
**People hunted otters that lived in the beds of kelp.**

Ask the students to do number 2 alone and then compare their answers in pairs. Ask a few students to read the sentences they joined together to the whole class.

## H WRITER'S WORKSHOP

### 1. Getting It Out

1. Tell the students that they are going to write an article for a magazine called "Teens Discover". The article that they write will explain a process, or chain of events.

Ask them to first go over the names of the animals and match them to the pictures on pages 11 and 14 by writing the letter of the picture next to the name.

2. Ask them to choose one of the fact files and make a flow chart that shows the food chain for that fact file. Ask them to use colored pens or markers and arrows to show who eats what and who is at the top or bottom of the food chain.

Ask the students to sit in groups of three to four and use their flow charts to give a talk to each other.

When they finish, invite a few students to give an oral presentation to the class using their flow charts.

3. Ask the students to sit in pairs and answer the three questions orally. Ask them to consult their charts for help.

### 2. Getting It Down

1. Ask the students to study the outline (number 1) and draw a similar one on a sheet of paper. Ask them to complete the outline using the information in their flow charts.

Ask the students who chose the same topic to sit in groups of two to three and compare their outlines.

2. Ask the students to read the boxes in the margin and read the short article that Saif wrote. Tell them to draw an arrow from each box to the correct part of the article.

For example, they should draw an arrow from “The article has a good lead sentence” to “All sea creatures eat other sea creatures and plants to survive”. It is recommended that you have the students underline the part of the article the arrow points to.

Ask the students to use the outline they made to write their own article. Remind them to keep in mind the boxes in the margin as they write.

### 3. Getting It Right

Explain to the students that writing is a process (books closed). It begins with:

- a) brainstorming/collecting ideas and information from other sources,**
- b) organizing/outlining the ideas and information,**
- c) writing the first draft**

Tell them that after writing the first draft, the next step in the process is **d) revising and editing**

Explain that revising and editing their essay can be done better if they follow a procedure. Ask the students to work in pairs to answer these questions (books closed). Write them on the board or project them on the screen:

- What questions do I need to ask myself to check my work?
- How can I check my work?
- How do I revise my work?

Ask the students to open their books to page 16 and check the answers to the questions in the chart.

Have the students read the draft they wrote and revise it using the chart (books open).

Ask the students to rewrite their article with the corrections and revisions they made. When they finish, (tell them this part is called **e) publishing**) ask them to use the CheckBric on page 73 of their practice book to give their article a grade.

It is recommended that you have the students put up on the classroom wall the “The Writing Process” from **a** to **e**, if the school administration permits it.

#### 4. Presenting It

Have the students prepare for presenting their article to each other by reading the tips from 1 – 5 and the Presentation Checklist.

Ask them to sit in groups of four to five and read their articles to each other. As they listen to the speaker, they should take notes in the note-taking guide. They should also check the boxes that apply in the Presentation Checklist.

Have the students make any necessary corrections and modifications to their articles and then collect them to make the magazine called “Teens Discover”.



## I BEYOND THE UNIT

### 1. On Assignment

- Tell the students they are supposed to be members of a non-profit charitable organization for protecting animals from cruelty. Tell them that each will be responsible for producing a brochure.
- Tell them that they can choose an animal from the pictures or they can choose an animal from their country.
- Tell them to make a web and write as much as they know about the animal.
- Ask them to draw a table like the one below and try to find information for each column from the school library or the Internet. Remind them that only need to take details for each column and not copy whole passages or articles.

Animal name:			
What it is like and where it lives	What it eats and what eats it	Why it is valuable to the environment	What would happen if it and all its species were destroyed

Ask the students to make a brochure using a template on a computer or by drawing it on a sheet of paper. Remind them that their brochure will have four parts – one for each column’s details. Have them add pictures and the name of the organization to the brochure.

## 2. Listen and Think

Before playing the CD, ask the students to listen and make notes for the questions while they are listening. Play the CD and have them take notes. Encourage them to write as they are listening, but do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary.

Have them sit in groups of two to three and tell (not show) each other their notes. They can make modifications to their notes as they listen to each other. Ask them to use the notes to answer the questions. Ask a few students to share their answers with the whole class.

## 3. Link to Literature

Play the poem on the CD and ask the students read along (using low voices). Play it more than once if necessary. Ask the students to read it aloud in pairs to each other.

Have the students sit in groups of two to three and answer the questions in the LET'S TALK part.

Ask a few students to share their answers with the whole class.

Encourage the students to add the words to the word wall.

## UNIT 1 \_ STUDENT BOOK, PAGE 4

### ANSWER KEY

**Tuning In:** 1. flower; 2. bug; 3. bird; 4. snake; 5. fox.

Each animal on the list

eats the one below it.

**Talking It Over:** Possible answer: The bigger animal eats the smaller one.

**Talking It Over:** 1.

## UNIT 1 \_ STUDENT BOOK, PAGE 5

### ANSWER KEY

**Learning New Words:** 1. c; 2. a; 3. e; 4. b; 5. d; 6. f.

**Talking It Over:** Possible answers:

Grasshoppers eat grass, and hawks eat squirrels.

## UNIT 1 \_ STUDENT BOOK, PAGE 7

### ANSWER KEY

**Finding the Main Idea:** 2.

**Finding Details 1:** 3, 1, 2.

**Finding Details 2:** 1. ✗; 2. ✗; 3. ✓; 4. ✗; 5. ✗; 6. ✗.

**Reading Between the Lines:** Possible answer: First the insects would die without green plants to eat; then the birds that eat insects would die; then hawks would die without small birds to eat.

**Listening Between the Lines:** Possible answers: 1. Because it is too hot during the day. 2. Plants turn sunlight into energy (photosynthesis). 3. It eats plants. 4. A predator kills and eats other animals. 5. They break down animal droppings to create nutrients for the soil.

## UNIT 1 \_ STUDENT BOOK, PAGE 7

### ANSWER KEY

**Word Detective:** 1. e; 2. f; 3. g; 4. d; 5. a; 6. h; 7. c; 8. b.

**Word Play: Where It Comes From:** Arabian horse;

**What It Looks Like:**

goldfish, black bear, praying mantis, rattlesnake, yellow jacket, hammerhead

shark; **What It Does:** praying mantis, cave bat, rattlesnake.

**Spelling and Phonics:** a. shampoo; b. stew; c. screw; d. blue; e. rude;

f. glue; g. student; h. group; i. move; j. zoo; k. soon; l. you.

## UNIT 1 \_ STUDENT BOOK, PAGE 9

### ANSWER KEY

**Practice the Rule 1:** 1. ✗; 2. ✓; 3. ✗; 4. ✓; 5. ✗; 6. ✗; 7. ✓; 8. ✓; 9. ✗; 10. ✗.

**Practice the Rule 2:** 1. ate; 2. didn't eat; 3. bought; 4. was hiking; 5. captured; 6. were you watching.

## UNIT 1 \_ STUDENT BOOK, PAGE 11

### ANSWER KEY

**Expanding Your Vocabulary:** 1. a; 2. e; 3. k; 4. c; 5. i; 6. j; 7. l; 8. d; 9. h; 10. b; 11. g; 12. f.

## UNIT 1 \_ STUDENT BOOK, PAGE 13

### ANSWER KEY

**Think about It:** Science and Nature

**Focus on Organization 2: Left side:** (kelp) tiny sea animals, bigger sea animals, fish;

**Right side:** (kelp) sea urchins, sea otters.

**Focus on Organization 3:** 2. sea urchins 3. kelp 4. kelp 5. tiny sea animals 6. fish.

**Focus on Style 2:** 1. The cat ate the mouse that ate the cheese. 2. The eagle caught the fish that ate the kelp. 3. The wren ate the caterpillar that was in the tree. 4. The whale chased the sea lion that was in the ocean.

## UNIT 1 \_ STUDENT BOOK, PAGE 18

### ANSWER KEY

**2. Listen and Think:** Possible answers: 1. It has brown fur, a bushy tail, long ears, and big brown eyes. 2. a herbivore 3. Because predators like to eat it. 4. Its predators would kill the farmer's goats and other animals.

## UNIT 2 \_ STUDENT BOOK, PAGE 22

### ANSWER KEY

**Talking It Over:** 1. b; 2. d; 3. f; 4. a; 5. e; 6. c.

**Talking It Over:** 3.

## UNIT 2 \_ STUDENT BOOK, PAGE 23

### ANSWER KEY

**Learning New Words:** 1. emergency; 2. save a life; 3. honor; 4. first aid; 5. paramedic; 6. tragic; 7. stay calm; 8. hero.

## UNIT 2 \_ STUDENT BOOK, PAGE 25

### ANSWER KEY

# UNIT 2

**BEFORE YOU BEGIN**

Draw the diagram below on the board or project it on a screen. Ask the students to look at the picture and write as many words and actions as they can. It is important that each student work alone.

NAMING WORD  
(noun)

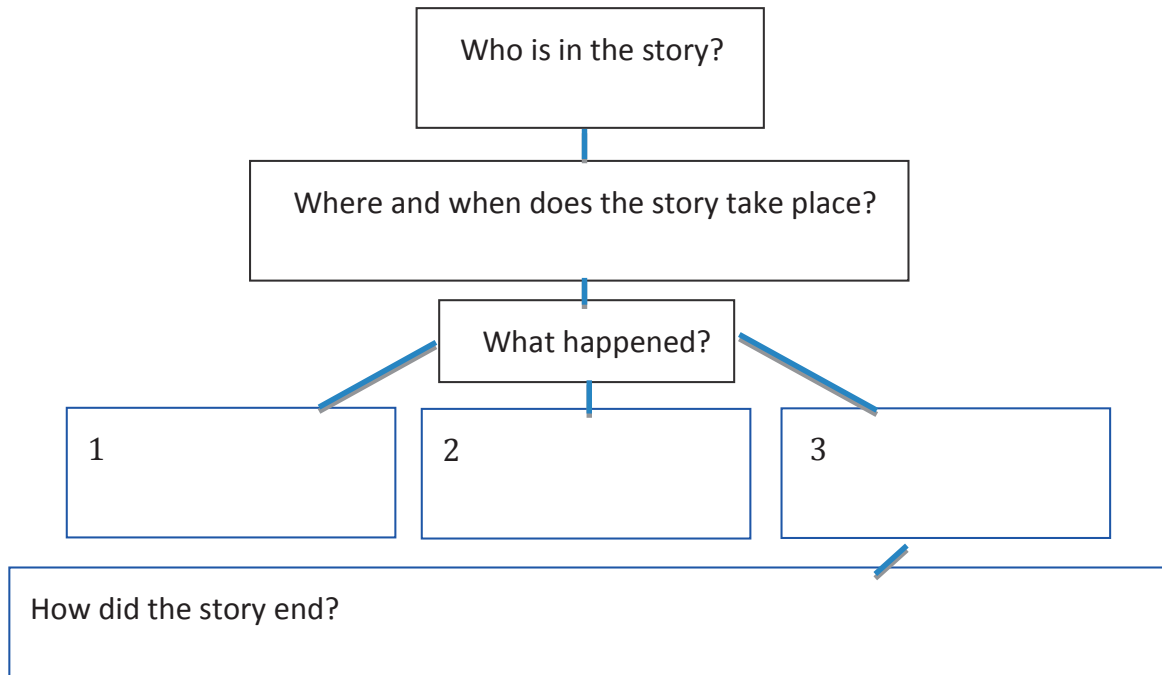
ACTION  
(verb)

Ask the students to write the statement ***“What I would do in this situation”*** in a circle and make a web to brainstorm words and ideas for it. Have them work alone.

Ask the students to tell each other in pairs or groups of three what they wrote. Encourage them to copy words and ideas they like from each other’s web and then do numbers 1, 2 and 3.

**A CONNECTING TO YOUR LIFE****1. Tuning In**

Draw the story map below on the board, project it on the screen or photocopy it and hand it out to the students. Ask the students to listen to the Jamal’s story on the CD and write down the information mentioned in the story map boxes. It is important that they write as they listen so play the CD more than once if necessary. Remind them that they need to work alone and cannot ask questions or interrupt while the CD is playing.

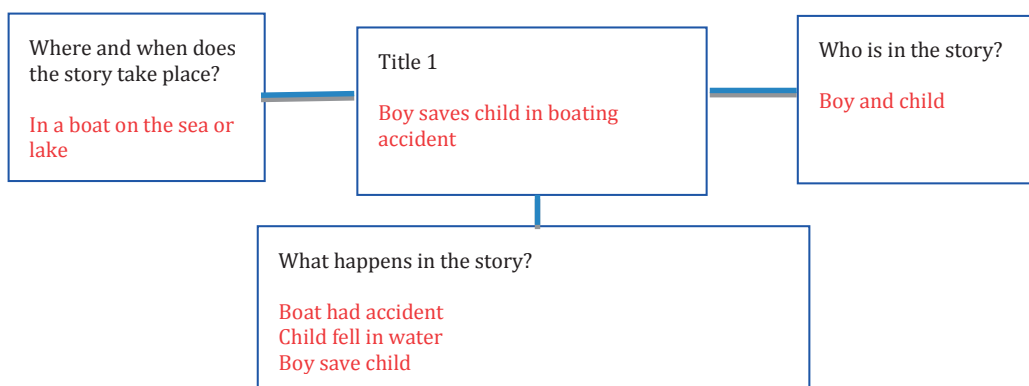


Have the students sit in pairs and retell Jamal’s story using their story maps.

## 2. Talking It Over

Explain to the students that it is possible to **predict** what is in a story from the **title**. Tell them that this is called a **pre-reading strategy**. Ask them to read each title, copy it in the middle circle\* and write answers to the question in the outer circles alone.

\*Draw the map on the board for them. The words in red are suggested answers for the first title. After they finish drawing a map for each title, they should look for the details in the pictures and write the letter of the picture next to the correct title. Ask them to share their maps and answers in pairs.



Explain that a story map helps them predict a story, find details in a story and later help them write a story. They should keep practicing using a story map for prediction until they can do it automatically in their minds.

## B GETTING READY TO READ

### 1. Learning New Words

Draw the chart below on the board or project it on a screen. Ask the students to copy the new words and definitions in the first two columns. Then have them sit in pairs and think of and write examples of each.

New words	Meaning	Example
save a life	to stop someone from dying	Doctor; civil defence; red crescent
hero	someone who is very brave, especially who risked his/her life	
honor	to award someone for his/her work or courage	
stay calm	to avoid getting too excited	
emergency	a serious situation that needs immediate action	
first aid	emergency help for an injured person	
paramedic	someone trained to give medical help in an emergency	
tragic	causing terrible destruction or death	

When they finish, have them complete the sentences alone and then tell each other their answers. Ask a few to share their answers with the whole class.

#### **Classroom tip: Start a word wall.**

Have some students write the new words on rectangles of heavy paper and put them up on the wall. Add new words to wall as they are learned. Keep them up until the unit is completed.

## 2. Talking It Over

Ask the students to work alone and add some of the new vocabulary words to the story maps they made for each title and picture on page 22. Have the students sit in groups of two to three and use one of their story maps to tell the story to the other. Encourage them to use some of the new words.

## C READING TO LEARN

### 1. Before You Read

Have the students look at the picture in the story “Calm in an Emergency”, but make sure they don’t read the selection yet. It would be much better if you could copy the picture and project it on a screen if you have the facilities.

Ask the students to use the picture to predict the story by drawing a story map like they did for the picture on page 21.

Ask them to sit in pairs with their books closed and tell each other what the story will be about.

### 2. Let’s Read

Ask the students to listen to the CD as they read along silently. Tell them to check the story map they made and make any necessary corrections.

Explain to the students that after they do the pre-reading strategies, they will start to read the story. While they are reading, they compare what they predicted with what they are reading. Sometimes a reader’s predictions will be correct and sometimes they will not be correct. This is called **during reading strategies**.

*Encourage them to add the highlighted words to the word wall.*

### **Optional but strongly recommended**

Ask the students to read the selection aloud to each other in pairs. When one student is reading, the other student’s book should be closed. The student who is listening should make notes of WHO? WHERE/WHEN? WHAT HAPPENED? and the ENDING. They don’t need to draw the story map but only to remember the questions for it. When one student finishes reading ask them to switch roles.



## 3. Unlocking Meaning

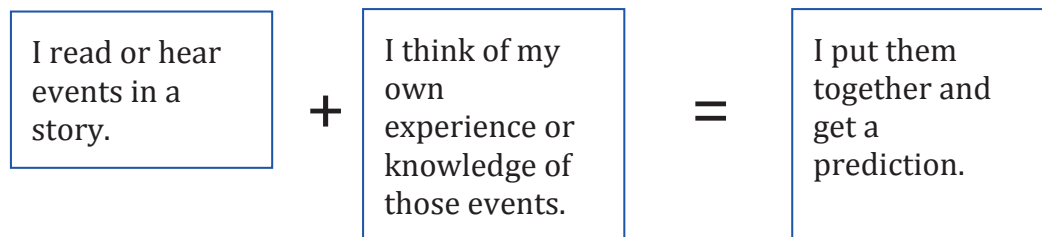
1 Explain that the way to find the main idea in a story is find out the  
1. WHO? 2. WHERE/WHEN? 3. WHAT HAPPENED? 4. the ENDING  
in it and put them into a short sentence.

Ask them to recall the four points in “Calm in an Emergency” and then do number 1 on page 25 alone.

2 Explain to the students that a story has a main event and several smaller events (WHAT HAPPENED?). The events are usually in order and that is called the sequence of events. Finding and remembering the sequence of events will help them understand a story better.

Have the students recall and retell the events to each other in pairs with their books closed first and then open them and do number 2 alone. Ask a few to share their answers with the whole class.

3 Explain to students that our experiences in life help us predict events. Tell them that for example if we read that a vase fell onto the floor, we can predict that it might have broken. Draw the diagram below on the board.



Ask the students to open their books and do number 3. Inform them that they are going to predict the events that happened after the story finished. Have them do the task alone and then ask a few to share their answers with the whole class.

4 Ask the students to read the questions in number 4, “Listening Between the Lines” first, and then listen to the CD. Ask them to write the answers to the questions alone. Play the CD more than once if necessary. Remind them that they need to work alone and cannot ask questions or interrupt while the CD is playing. When they finish, have them compare their answers in pairs.

**D WORD WORK**

**1. Word Detective**

Explain to the students that one of the ways of finding out the meaning of a word is to check if the word is made up of other words which is called a **compound word**.

Ask the students to read the list of compound words in the left hand column and circle each word in the compound word. Then ask them to find a word in the list of meanings that has a similar meaning to one of the circled words. Inform them that this is one of the strategies that will help them find meanings of compound words when they are reading.

Use the diagram below to illustrate your explanation.



Have the students find the meanings of the compound words alone and then compare their answers in pairs. Ask a few to share their answers with the whole class.

**2. Word Study**

Explain to the student that many compound words are often made up of a noun and a verb. The noun usually comes after the verb in a sentence but before the verb in a compound word.

Ask the students to study the chart on page 26 and then use it to write sentences that explain the compound nouns in the sentences below. Write the sentences on the board or project them on a screen. The answers are in red.

The captain has a **sailboat**. *The captain sails a boat.*

He took the letter to the **post office**. *He took the letter to an office to post.*

The UAE government published a **guide book** for investors. *The UAE government published a book to guide investors.*

The **moonlight** lit up the road. *The road was lit by moon.*

A cobbler is a **shoemaker**. *A cobbler makes shoes.*

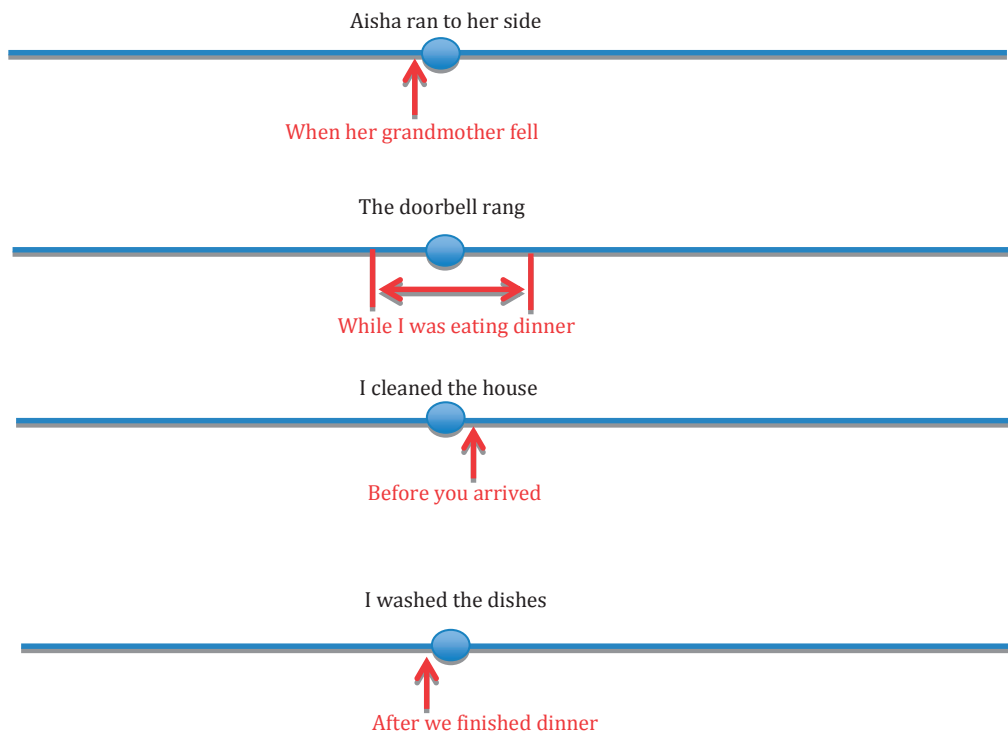
## 3. Word Play

Ask the students to make compound words from the clues in the sentences alone and then share their answers in pair. Encourage them to add these words to the word wall in the classroom.

## E GRAMMAR

### 1. Learn the Rule

Draw the following timelines on the board, project them on a screen or photocopy them and hand them out to the students. The parts in red are the answers.



Ask the students to write the time clauses and draw arrows to where they would appear relative to the main sentence. See the answers in red above. When they finish, ask them to compare their answers in pairs and then have a few share their timelines with the whole class.

*When her grandmother fell...*

*While I was eating dinner ...*

*Before you arrived ...*

*After we finished dinner ...*

## 2. Practice the Rule

1. Ask the students to listen to the sentences on the CD and make a check mark □ for the correct sentences and a cross mark for the wrong ones.

Play the CD more than once if necessary.

Have the students sit in pairs and listen to the sentences again. Play one sentence at a time and give the students enough time to tell each other why each sentence is correct or wrong and how they could correct the wrong ones. Have the pairs rewrite the wrong ones correctly. Ask a few students to share their answers with the whole class.

2. Ask the students to complete the sentences alone and then tell each other their answers in pairs. Ask a few students to share their answers with the whole class.

### **Strongly recommended**

Ask the students to write four sentences at least using the four time clauses for the pictures on page 22.

## **F BRIDGE TO WRITING**

### 1. Before You Read

Ask the students to write down two problems they might have on a camping trip and then share these problems with two to three other students.

### 2. Let's Read

Remind the students that to read better and understand more in a shorter time, they always need to start with the pre-reading strategy. Tell them that practicing it now through mind mapping and writing will make it more automatic in the future.

Ask them to apply the pre-reading strategies steps on the picture and on the title.

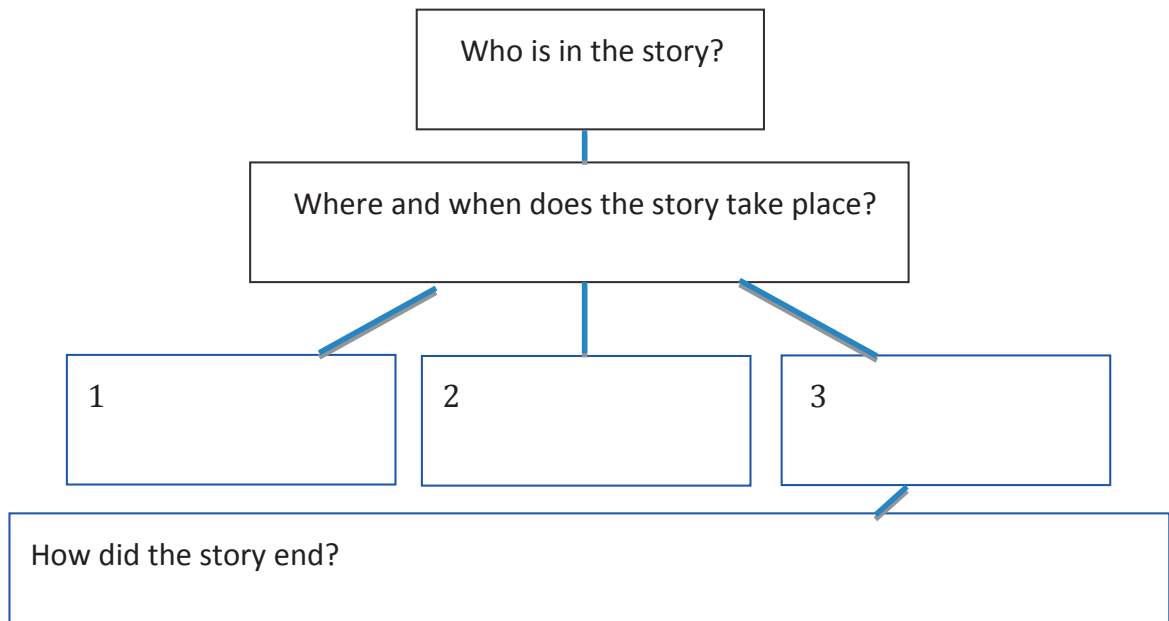
- Predict the story by drawing a story map like they did for the picture on page 21.
- Predict a story from the title like they did in “Talking it Over” on page 22.

The picture is  
on page 20

The Title: **A Close Brush with Death**

## WRITING

Ask the students to read the story alone and make a story map for it. They can use the map below.



When they finish, ask them to close their books and retell the story to each other using only the story map they made. Remind them to add the highlighted words to the word wall.

### 3. Making Connections

Explain to the students that as they get better at English and they start to do research, it will become necessary to read more than one selection at a time. In order to find the similarities and differences between two selections, they can use a chart like the one on page 29.

Ask them to complete the chart with information that answer the questions from “Calm in an Emergency” and “A Close Brush with Death”. When they finish, ask them to sit in pairs and compare their answers with each other.

### 5. Expanding Your Vocabulary

Ask the students to read the sentences and underline all the words they know and understand. Then have them circle only the words that they need to understand to complete the task. Tell them that before they try to find the answer, they should ask themselves a question that starts like this: What would I do if I **sprained my ankle?**

Tell them to think of an answer from their own experiences first, then look for an answer that could be similar to their experiences. When they finish, ask them to tell each other their answers in pairs and add the new words to the word wall.

### G WRITING CLINIC

#### 1. Think about It

Explain to the students that true stories can only be found in certain sources, but not others. Ask the students to number 1 alone. Have them make notes about why they chose a particular source. Ask them to share their ideas with each other in groups of two to three. Ask a few to share their answers with the whole class.

#### 2. Focus on Organization

Ask the students to study the notes in the boxes that inform us how the story is organized (LEAD ..., ACTION ..., ENDING ...). Ask them to read “A Close Brush with Death” and write the notes similar to the ones in the boxes next to the parts to show how that story is organized. When they finish, have them tell each other their notes in pairs.

#### 3. Focus on Style

1. Explain to the students that writers sometimes use creative titles to attract readers and if the title is short, a reader will understand it faster than if the title is long. Inform them that writing short creative titles takes a lot of practice and that now they will learn how to do it.
2. Ask the students to sit in pairs and one of them will read a sentence from the left-hand column to the other. The other will quickly say who is in the story, where and when it happened, and what the events were. Then the second student will read the next sentence.

*Note: the student who is telling the other **who, where and when, what happened** in the story should have his or her book closed.*

When they finish all six sentences, have them open their books and choose the best short creative title for each sentence.

3. Explain to the students that writers need to start with a good lead in order to hook the reader. Hooking the reader makes the reader want to know what is going to happen next.

Ask the students to read each lead and answer the question below alone first.

***What part of the lead makes me want to find out what is going to happen next?***

When they finish, have them sit in pairs and tell each other what their answer to the question above was and then match it to the correct title.

### **Recommended**

Ask the students to write good leads for the following titles.

- School Scare
- Stop the Train
- Watch Out! Children Crossing!

## **H WRITER'S WORKSHOP**

### **1. Getting It Out**

Tell the students that they are going to write true stories for a book called "Teenagers Did It! Real Life Heroes". True stories are NOT imaginary so they will need to interview some people to be able to write their stories.

Ask them to first read the interview questions in number 2. Inform them that they are going to listen to two interviews with people who helped others in danger and they should write notes from the interview next to each question. Have them make two interview cards like the one on page 32.

Ask the students to close their books. Play the CD and have them take notes. Encourage them to write as they are listening, but do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary.

Ask the students open their books to page 33 and compare their answers with the notes Ameena took. Have them make corrections to their own notes if needed.

## 2. Getting It Down

1. Ask the students to study the outline (number 1) and draw a similar one on a sheet of paper. Ask them to complete the outline using the notes from the second interview. Remind to use what they learned previously to write creative titles and good leads. Have them look at the boxes in the margin on page 34 for help.

2. Ask the students to use the outline they made to write their own true story now. Remind them to keep referring to the boxes in the margin on page 30 as they write.

## 3. Getting It Right

Ask the students to close their books and tell each other in pairs the steps of the writing process they learned in unit one. Ask a few to share the process with the whole class. Remind them of any points that they may have missed.

### **Reminder of the writing process**

- a) brainstorming/collecting ideas and information from other sources,**
- b) organizing/outlining the ideas and information,**
- c) writing the first draft**

### **d) revising and editing**

Revising and editing their essay can be done better if they follow a procedure. Ask the students to work in pairs to answer these questions (books closed). Write them on the board or project them on the screen:

- What questions do I need to ask myself to check my work?
- How can I check my work?
- How do I revise my work?

Ask the students to open their books to page 33 and check the answers to the questions in the table.

Have the students read the draft they wrote and revise it using the table (books open).



Ask the students to rewrite their true story with the corrections and revisions they made. When they finish, (tell them this part is called **publishing**) ask them to use the CheckBric on page 75 of their practice book to give their article a grade.

It is recommended that you have the students put up on the classroom wall the “The Writing Process” from **a** to **e**, if the school administration permits it.

#### 4. Presenting It

1-3. Have the students prepare for presenting their true stories to each other by reading the tips form 1 – 3 and the Presentation Checklist.

4. Ask them to sit in groups of four to five and read their stories to each other. As they listen to the speaker, they should CheckBric on page 75 to rate the story.

5. Have the students make any necessary corrections and modifications to their stories and then collect them to make the book called “Teenagers Did It! Real Life Heroes”.

## I BEYOND THE UNIT

### 1. On Assignment

- Tell the students they are supposed to choose a “UAE Citizen of the Month”. Tell them that they will hold an award ceremony to honor that person.
- Ask them to work alone with their books closed and write the qualities that a “UAE Citizen of the Month” should have.
- Make a web on the board and invite them to tell you what they wrote. Write their answers in the web.
- Ask them tell each other in pairs or groups of three the most important six qualities listed. Have them tell you and number these qualities in order of importance.

Have the students do numbers 2 to 4.

### 2. Listen and Think

Ask the students to read the questions and think of possible answers. Encourage them to write their notes as they are listening, but do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary.

Have them sit in groups of two to three and tell (not show) each other their notes. They can make modifications to their notes as they listen to each other. Ask them to use the notes to answer the questions. Ask a few students to share their answers with the whole class.

### 3. Link to Literature

Play the poem on the CD and ask the students read along (using low voices). Play it more than once if necessary. Ask the students to read it aloud in pairs to each other.

Have the students sit in groups of two to three and answer the questions in the LET'S TALK part.

Ask a few students to share their answers with the whole class.

Encourage the students to add the words to the word wall.

## UNIT 2 \_ STUDENT BOOK, PAGE 22

### ANSWER KEY

Tuning In: Answers will vary.

Talking It Over: 2.

## UNIT 2 \_ STUDENT BOOK, PAGE 23

### ANSWER KEY

Learning New Words: 1. challenge;  
2. skill; 3. allowed; 4. different; 5. out of  
style; 6. action.

## UNIT 2 \_ STUDENT BOOK, PAGE 25

### ANSWER KEY

Finding the Main Idea: 2.

Finding Details: YES!: 1, 2, 5; NO!: 3, 4, 6.

Listening Between the Lines: Correct  
sentences: 2, 3, 4, 5, 7.

## UNIT 2 \_ STUDENT BOOK, PAGE 26

### ANSWER KEY

Word Detective: 1. c; 2. g; 3. a; 4. b; 5. d; 6. e; 7. f.

Word Play: 1. love; 2. musical; 3. salty; 4. color; 5.  
wide; 6. danger;

7. legend.

Spelling and Phonics: a. style; b. nine; c. tie; d. pie; e.

July; f. might;

g. white; h. nice; i. night.

## UNIT 2 \_ STUDENT BOOK, PAGE 27

### ANSWER KEY

Practice the Rule 1: Correct sentences: 2; 3;

4; 5; 6; 7; 9.

Practice the Rule 2: 1. won't play; 2. does he  
receive; 3. won't leave; 4. is; 5. becomes; 6.  
will go.

## UNIT 2 \_ STUDENT BOOK, PAGE 29

### ANSWER KEY

Making Connections: Answers will vary.

## UNIT 2 \_ STUDENT BOOK, PAGE 31

### ANSWER KEY

Think about It: editorial page/letters  
from readers.

Focus on Organization 2: Answers will vary.

Focus on Style 2: 1. "Girls are smarter than  
boys." —Aysha; 2. "Children don't have  
enough homework." —Mr. Huzaim, parent;

3. "Watching a lot of TV is bad for you!"

—Mr. Akbar, teacher; 4. "Children have too

much homework." —Shamma; 5. "Children

shouldn't have to take P.E." —Imad; 6. "The

school day is too short." —Mrs. Hissa, school  
principal.

## UNIT 2 \_ STUDENT BOOK, PAGE 36

### ANSWER KEY

Listen and Think: 1. they make sure that children and  
teens are at home

after dark, safe and sound / they teach children to

obey the rules. 2. they

violate children's rights.

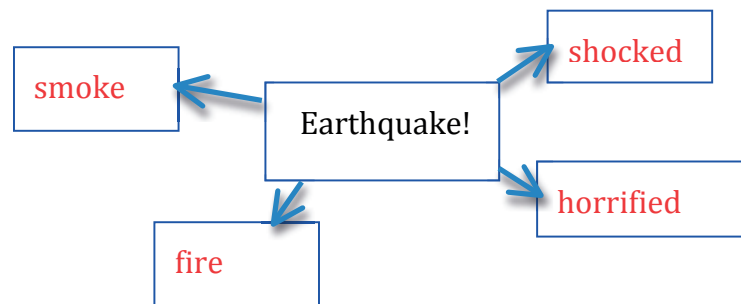
# UNIT 3

**BEFORE YOU BEGIN**

Ask the students to look at the picture and write as many short word combinations as they can for things they can see in the picture alone. For example:

Cracked ground; damaged houses; sad people;

Tell the students to make a web and write 'feeling' and 'descriptive' words for someone who has been in an earthquake.

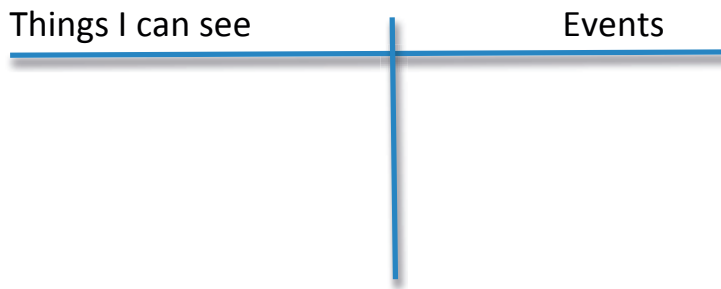


Ask the students to sit in pairs and use their web to tell each other how they felt and what they saw during an earthquake. They can pretend that they lived there or went there as journalists. Ask a few to share their 'experience' with the class

**A CONNECTING TO YOUR LIFE****1. Tuning In**

Ask the students to make a T-chart and write two headings for it like the one below.

Ask the students to listen to the CD and write down information under the headings. It is important that they write as they listen, so play the CD more than once if necessary. Remind them that they need to work alone and cannot ask questions or interrupt while the CD is playing.



Have the students work in pairs and tell each other, which picture each survivor talking about and the reasons for choosing that particular picture. Ask a few students to share their answers with the whole class.

## 2. Talking It Over

Ask the students to study each picture again and write notes of the effects of each natural disaster, and what it could do to people. Have the students tell each other the effects in pairs. Ask a few to tell the whole class. You may want to draw this chart on the board to help them.

Natural disaster	Effects	Effects on people
Earthquake	Things fall on people	Crush them
Hurricane		
Flood (pronounced 'flod')		
Wildfire		
Tornado		
Tsunami		

Ask them to read and check the sentence that tells what the unit is about. Remind them to use the “pre-reading strategy” they learned in units one and two.

**B GETTING READY TO READ**

**1. Learning New Words**

Write the following methods for finding the meaning of an unfamiliar word in a text on the board, project them on a screen, or photocopy them and hand them out to each student. Ask them to read the sentences and decide which method is most suitable for helping them find the meaning of each underlined word. Tell them that they should write the letter of the method next to the sentence. When they finish doing this, have them tell each other in pairs or groups of three the method they used for finding out the meaning. *Stress that it is more important to learn the methods than just get the meaning of the word.* Ask a few students to share their answers with the class.

Method A: I read the 'cause'. I think of the 'effect' of that cause. I ask myself: If ..... then ..... The unfamiliar word means the effect of such a cause. Answers: 1 2 3 4

Example: **If the buildings were destroyed, then demolished means destroyed.**  
**If all the buildings fell down, then debris means what is left after a building falls. [debris is pronounced deb•ry]**

Method B: When I see a new and unfamiliar word, I look for another word in another sentence that refers to the unfamiliar word. The referent word could mean the same as the unfamiliar word. Answers: 5 7

Example: **I heard a rumble ..... . The sound ..... . Then rumble means sound.**

Method C: When I see a new and unfamiliar word, I look for an example in another sentence to give me the meaning. The example sometimes comes before or after the new and unfamiliar word. Answers: 6

Example: **A normal morning. I got up ...took a shower ... ate breakfast. Things that happen all the time = normal**



## READING

Ask the students to first match the words to their meanings and then compare their answers in pairs. Ask a few to share their answers with the class both which method they used for each sentence and what the meaning of each word is.

### **Classroom tip: The word wall.**

Have some students write the new words and the examples they gave on rectangles of heavy paper and put them up on the wall. Add new words to wall as they are learned. Keep them up until the unit is completed.

### 2. Talking It Over

Explain to the students that ‘**describing an event**’ is the ability to let the listener or reader feel as if they were at the place where something happened. It is a skill they should develop every day. Tell them that the next task helps them learn to ‘**describe an event**’ in a more vivid manner.

Have each student do the following.

- Write ideas and words in the table on page 41.
- Tell each other in pairs what they wrote and copy ideas from each other if they like the other’s ideas.
- Form a different pair and use the table to describe the event. (*One student in the pair can be the journalist and the second can be the survivor. They should switch roles when they finish.*)

Ask a pair or two to demonstrate to the whole class.

## **C READING TO LEARN**

### 1. Before You Read

Ask the students to do number one alone and then tell each other in pairs their answers. Ask volunteers to add the new words to the word wall at the end of the class period. (answer: tornado = twister)

## 2. Let's Read

Tell the students that they are going to listen to someone describing an event and they are to read along silently. **But first**, they need to do the pre-reading strategy.

**Remind** the students about the “pre-reading strategy”. Encourage them to use it and make it a step that they take before they read anything.

- **Write** the title of the unit in a circle and each think of words that come to their minds for it. Ask them to write the words and then tell each other in pairs what they have written.



**Explain** to the students that there are many strategies they can use while they are reading and one of them is called ‘**visualizing**’. To help them understand ‘**visualizing**’, ask them to draw a picture for each of the following sentences from the selection. Allow them only 2 minutes per sentence. Write the sentences on the board for them.

- We looked out of the window and the sky was totally clear.
- My mom looked in the other direction and it was really black.
- I remember seeing a car up in a tree.

Ask the students to show each other their drawings in groups of three to four.

### **IMPORTANT**

Tell the students to listen and read along. As they are reading they should visualize events that happened in the selection. Tell them that a film director ‘visualizes’ events in the story he or she reads and then recreates them for filming. Tell them to pretend that they are a film director and visualize the events. Play the CD and have them read along silently.

Ask the students to each choose one of the events in the selection and draw a picture for it. Tell them to pretend that they are movie directors and the picture will help the assistants understand how to set up the scene for filming. Have the students show each other their pictures in groups of three to four. ***This step is important because the visualizing will help them find the main idea and details of the selection.***

### **Optional but strongly recommended**

Ask the students to read the description of events aloud to each other in pairs. When one student is reading the other student's book should be closed. The student who is listening should make notes of the events, feelings, what was seen, and what was heard in note form on a blank sheet of paper or in their notebooks. When one student finishes reading ask them to switch roles. *You can have each student read only half the selection if you feel that it is too long for one student to read or if you need to save time).*

*Remind them to hold onto their notes, as they are going to need them for the next task.*

### **3. Unlocking Meaning**

1. Explain to the students that one way to find the main idea in a **'description of an event'** selection is to remember all the parts they visualized and make one idea that holds all of them together.

Write on the board: What were all the events that you visualized?

Tell the students to think of answers to the above question and then do number 1 on page 43.

2. Explain to the students that visualizing also helps them find the details in a **'description of an event'** selection. Ask the students to be silent for 1 minute and remember all the events they read about and visualized. Then have them do number 2 on page 43. Have them tell each other their answers in pairs after they finish. Ask a few to share their answers with the whole class.

3. Explain to the students that winds of different speeds are given names. These names help people to know what precautions to take. These winds are listed in a table called Fujita Scale. [ F-0 Gale]

Ask the students to reread the selection quickly and underline only what damages the tornado caused.

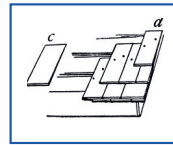
Ask them to read the Fujita Scale chart and find the wind speed that can cause the damages the tornado in the selection caused. Ask them to share their answers with each other first and then have a few tell the whole class.

Rip off: remove by force



Chimney: Where smoke can out. Usually found on the roof of a house.

Peel off: remove like a banana peel



Shingles: Tiles that cover the roof of a house.

4. Tell the students that when they are listening to find out if information is true or false, they will need to remember what details they are listening for. Ask them to read the sentences in number 4 and underline the parts of each. Remind them that each part answers **who**, **what**, **how**, **where**, **when**, and **action** (verb). If any of the underlined parts is different from what they hear as they listen to the information on the CD, then the sentence is false.

1. A tornado is a violent storm that occurs over the ocean.
2. Wind speeds are always over 500 km/h. (km/h = kilometers per hour)
3. For some reason, tornadoes only occur in the U.S.
4. A tornado begins to form when cold air meets warm air.
5. The winds of a tornado always blows from north to south.
6. Almost all tornadoes occur during the winter, when it rains a lot.

When the students finish underlining, play the CD and ask them to mark the false sentences with an x.

## D WORD WORK

### 1. Word Detective

Explain to the students that sometimes words can have similar meanings but never mean exactly the same. People choose one word over another according to what meaning they want to convey. For example they learned the words 'rip off' which means the same as 'pull off', but 'rip off' shows that there was a stronger force 'pulling off'. Words that have similar meanings are called *synonyms*.

Have the students do number 1 alone and then compare their answers in groups of three. Ask a few to share their answers with the whole class.

### 2. Word Study

Explain to the students that sometimes the sentence determines which word should be used. For example **quiet** and **silent** are synonyms. But sometimes they cannot be exchanged.

#### **For example:**

We can say: Two minutes later, all was silent/quiet. (We can say both.)

I need a quiet place to study. (We cannot replace quiet with the word silent.)

### 3. Word Play

Ask the students to do number 3 and replace the underlined word with a word that gives a more visual description to a reader or a listener. When they finish, have them share their answers with each other in groups of three or four.

Have some students write the new words and put them up on the word wall.

## E GRAMMAR

For each task below, have the students work alone first, then compare their answers with each other in pairs or groups of three. You may want ask a few to share with the whole class afterwards.

### 1. Learn the Rule

Part 1: SIMPLE PAST

Write these words on the board and ask your students to find and circle them in selection “I Survived a Tornado”.

**Heard Covered Started Looked out Decided Stopped Went**

Ask the students to read the sentences that contains the words that they circled and think about the following:

Did the action happen before Carson wrote the selection?

during the time Carson was writing the selection?

after Carson wrote the selection?

Ask the students to write **before**, **during** or **after** next to each sentence.

\*The answer is ‘before’ to all.

PART 2: PRESENT PERFECT (meaning one)

Ask the students to read the sentences below and think about the question for each.

What is more important? **What happened** or **when it happened**?

Ask them to write ‘**what happened is important**’ or ‘**when it happened is important**’ next to each sentence. Put the sentences up on the board for them.

1. I have eaten. (What happened is more important than when it happened. Time information is not important.)
2. Have you done your homework? (What happened is more important than when it happened. Time information is not important.)

## READING

3. My father worked in Lebanon when he was younger. (Time information is important.)
4. I ate an hour ago. (Time information is important.)
5. I have bought a new car. (What happened is more important than when it happened. Time information is not important.)
6. We decided to go down to the basement. (Time information is important. The decision came after they heard the sirens and the black clouds.)
7. We have decided not to go to the party. (What happened is more important than when it happened. Time information is not important.)
8. The car has stopped working. (What happened is more important than when it happened. Time information is not important.)
9. I heard a noise and looked out of the window. (Time information is important.)

PRESENT PERFECT (meaning two)

Ask the students to read the sentences below and think about the questions for each. Put them on the board for them.

When did it start? ***Is it still true when the person wrote the sentence or said it?***

1. I have live in Dubai for three years. (up to now)
2. I have had this car since January. (up to now)
3. My Dad has traveled all over the world. (up to now)
4. My best friend saw the movie. (finished in the past)
5. I bought a new car. (finished in the past. Can only buy once)

Ask them to write '**it started in the past and continued up to now**' or '**it finished in the past**' next to each sentence. Put the sentences up on the board for them.

1. The movie was 2 hours long.
2. She looked out of the window and saw the black clouds.
3. I have heard that song a hundred times.
4. My friend has made six projects for the class this year.
5. We went to the restaurant for dinner.

## 2. Practice the Rule

1. Ask the students to listen to the sentences on the CD and make a check mark ✓ for the correct sentences and a cross ✗ mark for the wrong ones. Play the CD more than once if necessary.

Have the students sit in pairs and listen to the sentences again. Play one sentence at a time and give the students enough time to tell each other why each sentence is correct or wrong and how they could correct the wrong ones. Have the pairs rewrite the wrong ones correctly. Ask a few students to share their answers with the whole class.

2. Ask the students to complete the sentences alone and then tell each other their answers in pairs. Ask a few students to share their answers with the whole class.

### **Recommended**

Ask the students to write three sentences at least using past tenses or present perfect tenses for the pictures on pages 39 and 40. They may also write sentences for other pictures they can look for in magazines or download from the Internet. ([www.google.com/advanced\\_image\\_search](http://www.google.com/advanced_image_search))



**F BRIDGE TO WRITING**

**1. Before You Read**

Draw the T-chart below on the board or project it on the screen. Ask the students to write events they witnessed and what they saw for each column in pairs. Ask a few to share their answers with the whole class.

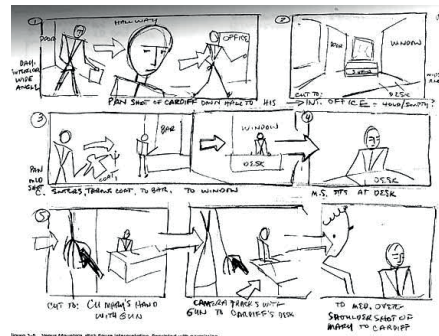
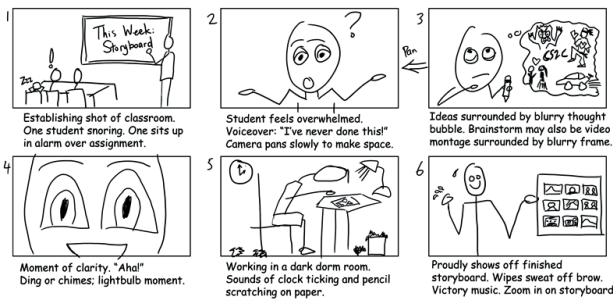
Event	What I saw

**2. Let's Read**

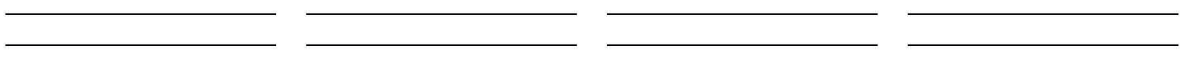
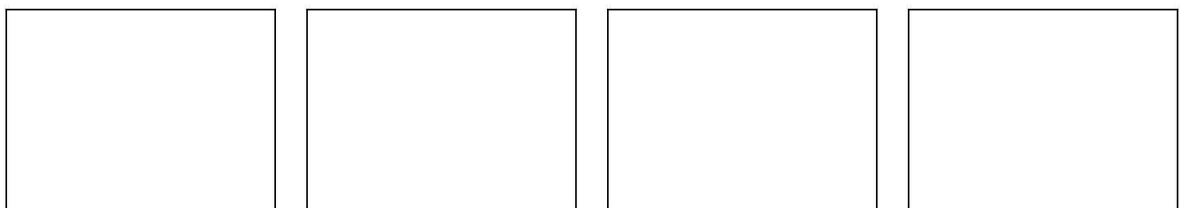
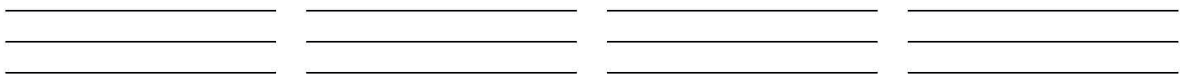
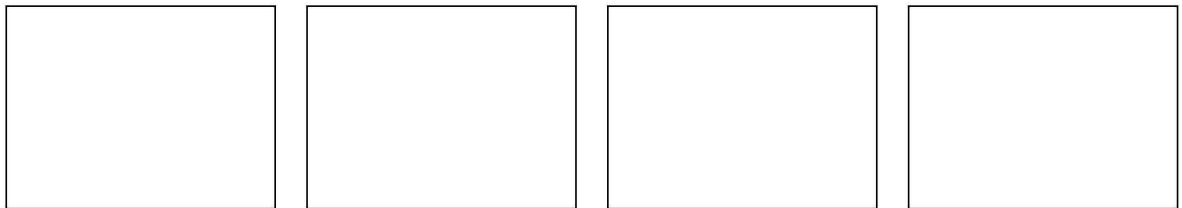
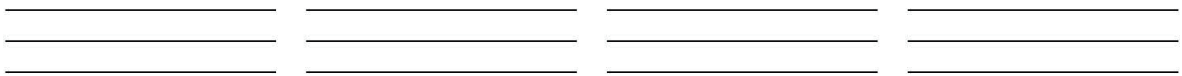
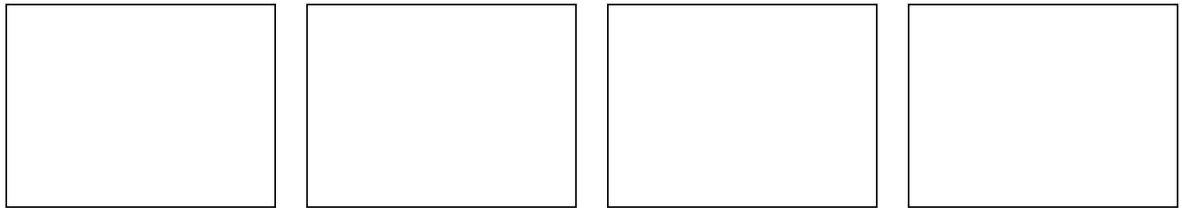
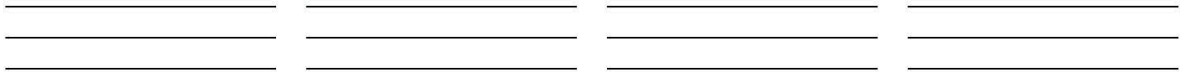
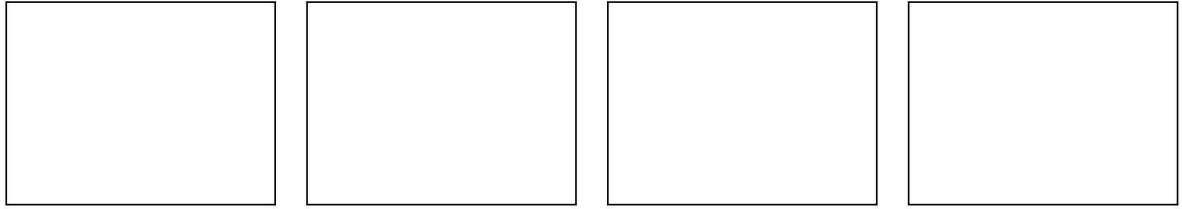
Tell the students that when anything is filmed for a movie or a documentary, the people making the film usually draw a storyboard to help them make the film. Make copies of the storyboard on the next page and give one to each student. Ask them to read the selection describing an event and to sketch the parts they visualize in the storyboard.

Examples of storyboard.

"CS2C: Fun with Storyboards" by Kenneth Chan



Storyboard for \_\_\_\_\_, page \_\_\_\_\_



### 3. Making Connections

Explain to the students that one way of collecting information in order to write a description of an event is to ask questions and then find answers for their questions. For example if they want to write a description of an event that took place in the UAE or in the world (yes, it can be a positive event too!), they should ask:

- What sights and sounds do you hear?
- What kind of damage can it cause? For positive events: What happened?
- Why is it so dangerous to people? For positive events: Why do people come to this event?

Tell the students to re-read the disasters about the tornado and the tsunami on pages 42 and 46 again and write the answers to the questions in the table. Ask them to check their answers with each other in groups of two or three. Ask a few students to share their answers with the whole class.

### 4. Expanding Your Vocabulary

Ask the students to study these sentences and tell each other in pairs which ones give a more vivid description, or which is 'action-packed'! Copy the sentences on the board, project them or photocopy them and hand them out to the students.

- Ahmed got under the table. Ahmed leaped under the table.
- The window made quick sounds in the wind. The window rattled in the wind.
- The car flipped over. The car turned over.
- The glass shattered. The glass broke.
- I climbed out of the cold river. I scrambled out of the cold river.
- We sloshed through the water that reached to our knees. We splashed through the water that reached to our knees.
- There was a nice light wind on the beach. There was a nice breeze on the beach.

Ask some students to share their answers with the whole class.

## G WRITING CLINIC

### 1. Think about It

Explain to the students that description of events have a special purpose. Ask them to do number 1 on page 48 and then tell each other the answer.

### 2. Focus on Organization

Ask the students to study the organization map on page 48. Have them tell each other in pairs (with the books closed) how 'a description of an event' map should be organized. Ask a few students to share with whole class.

Have them read the eyewitness report of the Asian tsunami and make an 'organization map' for it.

Have them sit in pairs and retell the report to each other using only the 'map'.

### 3. Focus on Style

1. Explain to the students that a good description provides details about how things look, sound, feel, taste, or smell. Ask the students to read the description of the tsunami and copy phrases for each heading in the table below. Copy the table on the board for them.

sight (how it looks)	sound	feel	taste/smell

2. Ask the students to read the sentences in number 2 on page 49 and to circle the words that are being compared in each. Tell them that this is called 'figurative language'.

Example:

The ocean sparkled like diamonds in the sun.

3. Ask the students to write their own similes and then tell each other in pairs what they have written. Ask a few to share their answers with the whole class.

### H WRITER'S WORKSHOP

#### 1. Getting It Out

1. Tell the students that they are each going to write a description of an event for an Emirati newspaper or for a school newspaper. The description that they write will inform readers about a natural disaster that occurred somewhere in the world.

Ask the students to study the 4 pictures on page 50 and write as many words as they can for each picture. Ask them to tell each other in pairs what they have written and to copy words from each other if they want.

2. Ask them to choose one picture out of the 4 and write words for each heading in the table at the bottom of page 50.
3. Ask the students to study Hussain's storyboard write words for what they see in the picture. Remind them to think of words that are sight, sound, feeling and taste/smell.
4. Ask the students to study Hussain's chart and add any words they thought of themselves to the chart.

## 2. Getting It Down

Ask the students to study the outline on page 52. Then have them write the information they wrote for the picture they chose on page 50 in the outline.

Have the students read statements 1 to 4 in number 3 at the bottom of page 52. Ask them to read Hussain's description of an event and find sentences that:

- Set the scene.
- Describe what happened during the earthquake.
- Are examples of figurative language.
- Describe what it was like right after the earthquake ended.

Note: You can ask the students to underline and circle the sentences instead of copying them.

Have the students use the notes in their outlines to write their own description of an event (an eyewitness report). Remind to keep in mind as they write to include:

- Setting the scene
- Description of events
- Use figurative language
- Describe what happened right after the disaster

## 3. Getting It Right

Remind the students of the writing process and that they need to revise and edit what they wrote. Remind them that revising and editing their description can be done better if they follow a procedure. Ask the students to work in pairs to answer these questions (books closed). Write them on the board or project them on the screen:

- What questions do I need to ask myself to check my work?
- How can I check my work?
- How do I revise my work?

Ask the students to open their books to page 53 and check the answers to the questions in the table.

Have the students read the draft they wrote and revise it using the table (books open).

Ask the students to rewrite their description of an event (eyewitness report) with the corrections and revisions they made. When they finish, ask them to use the CheckBric on page 77 of their practice book to give their eyewitness report a grade.

#### 4. Presenting It

Have the students prepare for presenting their eyewitness report to each other by reading the Presentation Checklist.

Ask them to sit in groups of four to five and read their eyewitness reports to each other. As they listen to the speaker, they should also check the boxes that apply in the Presentation Checklist.

Have the students make any necessary corrections and modifications to their columns and then collect them to make a newspaper or magazine.

## I BEYOND THE UNIT

### 1. On Assignment

Explain to the students that TV news and stories have to grab the attention of the viewer very quickly or the viewer will change the channel. Also a lot needs to be said in very little time!

Inform the students that they will each need to present an eyewitness report live from the scene of a disaster area.

- Ask them to study the picture and write as many words as they can for the sight, sound, feeling, and taste/smell (If they don't have words for each category, it's ok.)
- Ask them to use some of the words to write an attractive sentence to 'grab the attention' of the viewers.
- Have them use the outline on page 52 to write their notes.
- Ask the students to sit in groups of 4 to 5 and present their eyewitness reports to each other using only the notes in the outlines they made.

### 2. Listen and Think

Before playing the CD, explain to the students that before listening, it is a good strategy to read the questions and note what details to listen for. Ask them to read the questions and note what information they need to get.

1. Kind of disaster
2. Cause of people NOT getting hurt
3. Cause of the chainsaw and hammer sounds
4. Cause of the flat tires
5. Cause the school was very safe

Play the CD and have them take notes for the above. Encourage them to write as they are listening, but do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary.

Ask them to open their books and write the answers to the questions.



### 3. Link to Literature

Play the poem on the CD and ask the students read along (using low voices). Play it more than once if necessary. Ask the students to read it aloud in pairs to each other.

Have the students sit in groups of two to three and answer the questions in the LET'S TALK part. Ask a few students to share their answers with the whole class.

Have them add the new vocabulary words to the word wall.

## UNIT 3 \_ STUDENT BOOK, PAGE 40

### ANSWER KEY

**Tuning In:** Speaker 1: a hurricane (2); Speaker 2: an earthquake (1); Speaker 3: a flood (3).

**Talking it Over:** 2.

## UNIT 3 \_ STUDENT BOOK, PAGE 41

### ANSWER KEY

**Learning New Words:** 1. d; 2. g; 3. f; 4. e; 5. b; 6. a; 7. c.

## UNIT 3 \_ STUDENT BOOK, PAGE 43

### ANSWER KEY

**Before You Read:** twister.

**Finding the Main Idea:** 2.

**Finding Details:** 3a, 5b, 1c, 6d, 2e, 10f, 4g, 7h, 8i, 9j.

**Reading Between the Lines:** F-4

Devastating.

**Listening Between the Lines:** 1. ✗; 2. ✗;

3. ✗; 4. ✓; 5. ✗; 6. ✗.

## UNIT 3 \_ STUDENT BOOK, PAGE 44

### ANSWER KEY

**Word Detective:** 1. c 2. a 3. d 4. g 5. h 6. e 7. b 8. f.

**Word Play:** Answers will vary.

**Spelling and Phonics: found:** cloud, pound, ground, around, count, out;

**thought:** cough; **touch:** country, enough; **group:** through, youth, soup.

## UNIT 3 \_ STUDENT BOOK, PAGE 45

### ANSWER KEY

**Practice the Rule 1:** 1. ✗; 2. ✓; 3. ✓; 4. ✗; 5. ✓; 6. ✓; 7. ✓; 8. ✓; 9. ✗; 10. ✓.

**Practice the Rule 2:** 1. tried; 2. arrived; 3. Have you ever ridden; 4. have waited; 5. graduated; 6. has never traveled.

## UNIT 3 \_ STUDENT BOOK, PAGE 47

### ANSWER KEY

**Expanding Your Vocabulary:** 1. Ahmed jumped under the table. 2. The clouds swirled in the sky. 3. The winds ripped off the roof from the house. 4. The buildings swayed. 5. The skyscraper tumbled over. 6. The bridge snapped in two. 7. The car crashed into the tree. 8. The windows shattered into tiny pieces.

## UNIT 3 \_ STUDENT BOOK, PAGE 49

### ANSWER KEY

**Think about It:** feel like they are there.

**Focus on Style 1:** Possible answers:

**sight:** the ocean sparkled, palm trees swayed peacefully, an egg bounced, calm blue-green waters, stranded fish flipped around, others scrambled up, (the huge wave) leaped, (the huge wave) swallowed up, everything in the room swirled around; **feel:** a light breeze touched my face, my chair shook, shaken up from the shock, swept me off my feet, thankful to be alive; **sound:** low, distant rumble, the dishes rattled, someone screamed, (the huge wave) roared, (the wave) shattered the windows, water crashed into the room, I slogged through the debris; **taste/smell:** the air smelled of scented flowers.

## UNIT 3 \_ STUDENT BOOK, PAGE 54

### ANSWER KEY

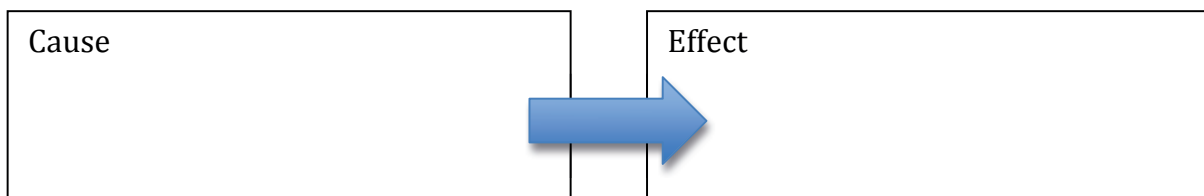
**2. Listen and Think:** Possible answers: 1. a tornado. 2. Because so many buildings were destroyed. 3. Because the people were cleaning up after the tornado. 4. Because nails and sharp objects were in the streets. 5. Because the children survived.

# UNIT 4

## BEFORE YOU BEGIN

Ask the students to write as many words as they know from the picture on page 57 in the first three columns. Then have them make cause and effect sentences about the pictures by using some of the words in the first three columns. Ask them to write their cause and effect sentences in the chart.

Names of things, people, animals, places (nouns)	Words that describe color, shapes, feelings, size, etc. (adjectives)	Actions such as walk, move, talk, and states such as seem, appear, is, be) (Verbs)



## A CONNECTING TO YOUR LIFE

### 1. Tuning In

A. Ask the students to listen to Ali and Fahd talking. Ask them to write only words that are actions (verbs) and words that answer what (nouns) that Ali and Fahd use. Have them make a chart like the one below before you play the CD.

	Action (verbs)	'What' words (nouns)
Ali		
Fahd		

B. Ask the students to listen to the CD and write down information under the headings. It is important that they write as they listen, so play the CD more than once if necessary. Remind them that they need to work alone and cannot ask questions or interrupt while the CD is playing.

C. Have the students work in pairs and tell each other what they wrote and what the answer is.

### 2. Talking It Over

A. Tell the students to take the survey alone and then have them tell each other the results of the survey in pairs. They need to tell each other **who** watches TV more according to the results of the survey.

B. Ask them to read and check the sentence that tells what the unit is about.

Remind them to use the “pre-reading strategy” they learned in units one and two.

## B GETTING READY TO READ

### 1. Learning New Words

A. Write the following methods for finding the meaning of an unfamiliar word in a text on the board, project them on a screen, or photocopy them and hand them out to each student. Ask them to read the sentences and decide which method is most suitable for helping them find the meaning of each underlined word. Tell them that they should write the letter of the method next to the sentence. When they finish doing this, have them tell each other in pairs or groups of three the method they used for finding out the meaning. *Stress that it is more important to learn the methods than just get the meaning of the word.* Ask a few students to share their answers with the class.

Method A: I read the ‘cause’. I think of the ‘effect’ of that cause. I tell myself: If ..... so ..... The unfamiliar word means the effect of such a cause. Answers: 1 4

## READING

**Example:** If I drive my car into a wall then something really bad will happen to it. So **damage** means something bad happened to it

**Method B:** When I see an unfamiliar word, I look at the next sentence and see if it is an example. An example tells me the meaning of the unfamiliar word.

Answers: 2 3 6

**Example:** They should respect the laws. So **not abuse** means respect.

**Method C:** When I see an unfamiliar word, I contrast the **part before** and the **part after** the unfamiliar word. They are usually opposites or two ends of a continuum. By contrasting, I can conclude the meaning.

Answers: 5 7

**Example:** Play sports and doing homework cannot happen to together. They both need a lot of time. Therefore **interfere** means **stops the other**.

B. Ask the students to first match the words to their meanings and then compare their answers in pairs. Ask a few to share their answers with the class, both which method they used for each sentence and what the meaning of each word is.

### Strongly recommended

C. Ask the students to read the “**cause and effects**” they wrote in in the first task on page 57 and copy them under the correct headings in the chart below. They can also write additional **cause** and **effect** sentences for the headings using some of the words they generated for the picture in the first task.

Vocabulary (page 59)	Your cause and effect phrases
Damage	
Abuse	
Overuse	
Risk	
Interfere	
Addictive	
Affects	

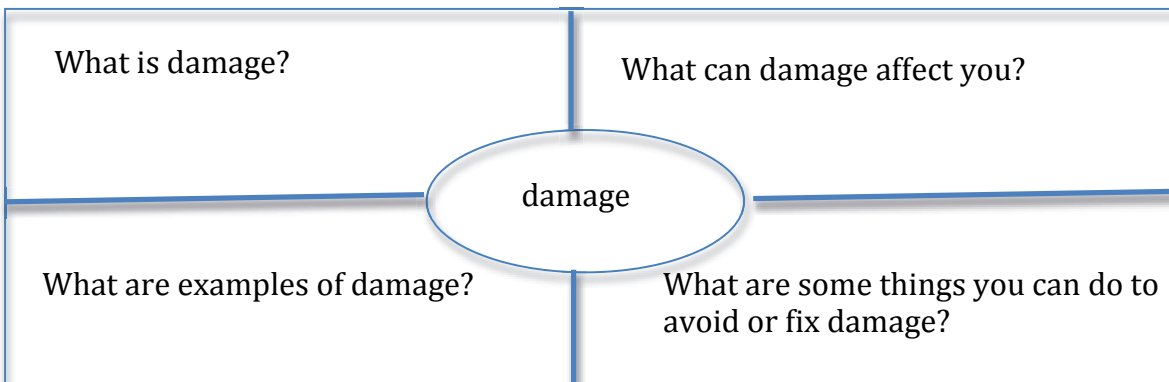
## Classroom tip: The word wall.

Have some students write the new words and the examples they gave on rectangles of heavy paper and put them up on the wall. Add new words to wall as they are learned. Keep them up until the unit is completed.

## 2. Talking It Over

Explain to the students that **'persuasive writing'** is the ability to let the listener or reader be convinced or change their minds about something. It is a skill they should develop every day. Tell them that the next task helps them learn to do **'persuasive writing'** in a better way.

Have each student write their ideas for each of the seven words they learned previously in the table on page 59 alone. When they finish, have them tell each other what they wrote in groups of three or four. Encourage them to copy words or ideas they like from each other.



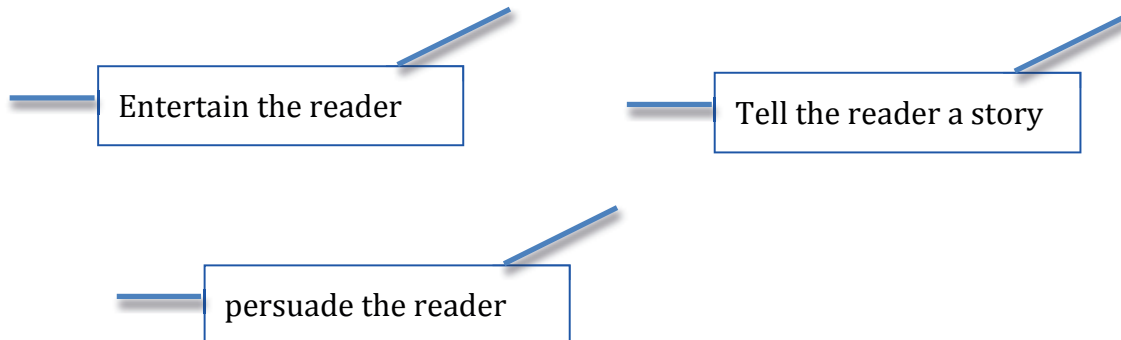
## C READING TO LEARN

### 1. Before You Read

Ask the students to read the headings in the brochure that are typed in red and use them to form a sentence that tells the main idea of the brochure. Have them tell each other their sentences and then ask a few to share with the whole class.

## 2. Let's Read

A. Ask the students to think of and write ideas and words that help them identify each of the purposes below. Ask the students to show each other their drawings in groups of three to four.



**B. After they finish, explain** to the students that there are many strategies they can use while they are reading and one of them is called **'finding text evidence'**. To help them understand **'text evidence'**, give them the following examples.

- Story text evidence: people, place and time, events that happened problem, solution ending.
- Persuasive text evidence: Cause and effect; words like because and as a result; examples of causes and effects.
- Entertainment text evidence: jokes, riddles, surprising events

C. Tell the students to listen and read along. As they are reading they should underline text evidence that helps them determine the purpose of the selection. Inform them that this will also help them understand the main idea and details.

### **VERY IMPORTANT**

D. Ask the students to read the selection aloud to each other in pairs. When one student is reading the other student's book should be closed. The student who is listening should make notes of the causes and effects in note form on a blank sheet of paper or in their notebooks. When one student finishes reading ask them to switch roles.



# READING

Remind them to hold onto their notes, as they are going to need them for the next task.

### 3. Unlocking Meaning

1. Explain to the students that one way to find the main idea in a 'persuasive writing' selection is to remember all the causes and effects and then draw a conclusion.

***What were the causes? + What were the effects?***

***= What is your conclusion?***

Tell the students to think of answers to the above questions and then do number 1 on page 61.

2. Explain to the students that if they read a statement and can identify whether it is a cause, an effect or contains both a cause and effect, that will help them find in which paragraph it is located. Ask them to read each statement in number 2 and underline the cause and circle the effect. Then have them answer **a-h**. After they finish, ask them to tell each their answers and why their answers are correct. Ask a few to share with the whole class.

3. Inform the students that they are going to produce a poster to persuade younger children not to overuse the internet. In order to do this well they need to complete a chart first, then use the information to make the poster. The poster should contain both drawings, words, phrases, and/or sentences.

Use but don't overuse the internet		
Things that can be seen, read or heard on the internet.	Causes	Effects
Time spent browsing the internet that can be used for other things.		

4. Ask the students to read the advice (tips) sentences from 1 to 7 and think of which effect they can be a solution for first. Ask the students to tell each their answers in pairs.

Have them listen to the CD and tick the sentences for the ideas they hear.

### D WORD WORK

#### 1. Word Detective

Explain to the students some words can began with an extra part that is called the prefix. Some examples of prefixes are un- = unhappy; dis- =disadvantage; non- = nonsmoker; etc. Tell them that some prefixes can form the **negative** of the word. (Don't give them examples yet.)

Ask them to circle the prefixes in each word from 1 to 5 on page 62 and then match the words to their meanings. Have the students do number 1 alone and then compare their answers in groups of three. Ask a few to share their answers with the whole class.

#### 2. Word Study

Ask the students to study the prefixes that mean NO and the examples. Have them add one more example for each prefix. If they are unable to do all, it's not a problem.

*Some more examples:*

**Non**user

**Dis**agree

**Un**known

**Il**legal

**In**valid

**Im**migration

**Ir**responsible

#### 3. Word Play

Ask the students to do number 3 and add a prefix to the word after the blank space. When they finish, have them share their answers with each other in groups of two or three. Have some students write the new

words and put them up on the word wall.

## E GRAMMAR

For each task below, have the students work alone first, then compare their answers with each other in pairs or groups of three. You may want to ask a few to share with the whole class afterwards.

### 1. Learn the Rule

#### Gerunds and Infinitives

Write these sentences on the board and ask your students to write the best question word above the underlined parts and circle the ones that end with ‘-ing’ and make a box around the ones that start with ‘to’.

- I enjoy <sup>what</sup> walking on the beach in the afternoon.
- He promised the teacher <sup>what</sup> to do better in the next exam.
- I will continue <sup>what</sup> learning no matter how old I get.
- My sister has started <sup>what</sup> to learn how to play the piano.
- My father suggested <sup>what</sup> taking the metro instead of the family car.

Explain to the students that all of the underlined verbs answer the question word ‘WHAT’ because they are performing the job of a noun.

Some words with -ing can only follow certain verbs such as:

- **Enjoy:** We can say “enjoy walking”, ✓ but we cannot say “enjoy to walk”. ✗

Some words with [to] can only follow certain verbs such as:

- **Hope:** We can say “hope to see you soon”, ✓ but we cannot say “hope seeing you soon.” ✗

Some words can be followed by both ‘to’ or ‘-ing’ such as:

Begin: We can say “begin to speak”, ✓ and we can also say “begin speaking.” ✓

## 2. Practice the Rule

1. Ask the students to listen to the sentences on the CD and make a check mark ✓ for the correct sentences and a cross ✗ mark for the wrong ones. Play the CD more than once if necessary.

Have the students sit in pairs and listen to the sentences again. Play one sentence at a time and give the students enough time to tell each other why each sentence is correct or wrong and how they could correct the wrong ones. Have the pairs rewrite the wrong ones correctly. Ask a few students to share their answers with the whole class.

2. Ask the students to complete the sentences alone and then tell each other their answers in pairs. Ask a few students to share their answers with the whole class.

### **Recommended**

Ask the students to write three sentences at least using gerunds or infinitives for the pictures on pages 87. They may also write sentences for other pictures they can look for in magazines or download from the Internet. ([www.google.com/advanced\\_image\\_search](http://www.google.com/advanced_image_search))

## F BRIDGE TO WRITING

### 1. Before You Read

Ask the students to choose one of the following in pairs and then write three reasons they like to play them.

- Online games
- Smart phone games
- Play station games

### 2. Let's Read

A. Tell the students to do the following steps:

Step 1: Read the headings in red only and write the main idea.

Step 2: Read and find the causes and effects in each part and underline them and find the examples and circle them.

Step 3: Find the tip or advice on how to deal with the problem. (There is no answer here but it will prepare them for the next task.)

Step 4: Ask them to read all the words they underlined and circled and **draw a conclusion**.

B. Ask the students to tell each other their answers in pairs or groups of three.

### 3. Making Connections

Tell the students to re-read 'OVERUSE of the INTERNET' and 'PLAYING TOO MANY COMPUTER GAMES' (pages 60 and 64) again and write the possible effects in the chart. Then have them write their own ideas or advice to others on how to deal with the problem. Ask them to tell each other their answers in groups of two or three. Ask a few students to share their answers with the whole class.

### 4. Expanding Your Vocabulary

A. Ask the students to think of the meaning of the words on page 65 and if they don't know some of them to either get their meanings from an online dictionary <http://www.merriam-webster.com/> or to use a dictionary from

the library. Encourage them to each look up all 6 words. Then have them match the CAUSE (left column) to the EFFECT (right column)

B. Ask some students to share their answers with the whole class.

## G WRITING CLINIC

### 1. Think about It

Ask the students to read the six types of texts and decide which three could be persuasive writing. They might have trouble with the word bumper sticker.

Bumper sticker: Usually a message on sticker that is put on the back bumper of car to give others a message. (see picture)



### 2. Focus on Organization

1. Ask the students to study the organization boxes on the left handside of page 66.

2. Have them re-read 'OVERUSE of the INTERNET' and 'PLAYING TOO MANY COMPUTER GAMES' pages 60 and 64 and highlight the **opinion statement** in green, the **reasons** in yellow and **the solutions or advice** in blue. Have them tell each other in pairs their answers. Ask a few students to share with whole class.

3. Ask the students complete the chart on page 67.

### 3. Focus on Style

1. Explain to the students that brochures often use subheadings to help organize the information. Sometimes the subheadings can be in question form to attract the attention of the reader. Ask the students to read the each question and draw a line to the point it is making.

## H WRITER'S WORKSHOP

### 1. Getting It Out

1. Tell the students that they are each going to produce a brochure about the problems of overusing or misusing one of the following:

- The Internet
- Cell phones
- Television
- \_\_\_\_\_ (their own idea)

2. Ask them to read the facts or find some facts by reading other sources or asking experts.

3. Ask the students to make a chart like the one on page 69 and write in it

1. the facts,
2. the reasons and
3. the opinion statement

### 2. Getting It Down

A. Ask the students to study the outline on page 70. Then have them put the information they wrote in the chart on page 69 in the outline.

B. Have the students use the outline to write their draft brochure.

### 3. Getting It Right

A. Remind the students of the writing process and that they need to revise and edit what they wrote. Remind them that revising and editing their description can be done better if they follow a procedure. Ask the students to work in pairs to answer these questions (books closed). Write them on the board or project them on the screen:

- Does my introduction state my opinion?
- Did I use subheadings with questions to help organize the information?
- Did I give at least two reasons to support my opinion?
- Did I provide facts and details to support each reason?

B. Ask the students to open their books to page 71 and check the answers to the questions in the chart.

C. Have the students read the draft they wrote and revise it using the chart (books open).

D. Ask the students to rewrite their brochure with the corrections and revisions they made. When they finish, ask them to use the CheckBric on page 79 of their practice book to give their brochure a grade.

#### 4. Presenting It

Ask them to sit in groups of four to five and read their brochures to each other. As they listen to the speaker, they should also make notes of the reasons, the facts and details the speaker gives.



## I BEYOND THE UNIT

### 1. On Assignment

A. Explain to the students that they are going to prepare a skit (a short play) that they can present to others in the school. The topic of the skit is “Never to let things get out of control”.

B. Have the students follow steps 1 to 5.

### 2. Listen and Think

A. Before playing the CD, explain to the students that before listening, it is a good strategy to read the questions and note what details to listen for. Ask them to read the questions and note what information they need to get.

1. Peer pressure
2. Giving in to peer pressure
3. Dealing with peer pressure

B. Play the CD and have them take notes for the above. Encourage them to write as they are listening, but do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary.

Ask them to open their books and write the answers to the questions.

### 3. Link to Literature

A. Play the story on the CD and ask the students read along (using low voices). Play it more than once if necessary. Ask the students to read it aloud in pairs to each other.

B. Have the students sit in groups of two to three and answer the questions in the LET’S TALK part. Ask a few students to share their answers with the whole class.

C. Have them make their own story.

## UNIT 4 \_ STUDENT BOOK, PAGE 58

### ANSWER KEY

**Tuning In:** 2. He's trying to persuade Fahd to go to an Internet café.

**Talking It Over 3:** 1.

## UNIT 4 \_ STUDENT BOOK, PAGE 59

### ANSWER KEY

**Learning New Words:** 1. risk; 2. addictive; 3. affects; 4. interfere; 5. damage; 6. abuse; 7. overuse.

## UNIT 4 \_ STUDENT BOOK, PAGE 61

### ANSWER KEY

**Finding the Main Idea:** 3.

**Finding Details:** 3a, 1b, 2c, 3d, 4e, 2f, 5g, 5h.

## UNIT 4 \_ STUDENT BOOK, PAGE 62

### ANSWER KEY

**Word Detective:** 1. e; 2. d; 3. a; 4. b; 5. c.

**Word Play:** 1. illegal; 2. insane; 3. nonskid; 4. illegible; 5. disagree; 6. unkind.

**Spelling and Phonics: health:** dead, ready, bread, headache; **great:** steak, break; **tea:** beneath, creature, real, cheap, increase, deal.

## UNIT 4 \_ STUDENT BOOK, PAGE 63

### ANSWER KEY

**Practice the Rule 1:** 1. ✓; 2. ✗; 3. ✗; 4. ✓; 5. ✓; 6. ✓; 7. ✓; 8. ✗; 9. ✓; 10. ✓.

**Practice the Rule 2:** 1. visiting; 2. Using; 3. to call; 4. to see; 5. being; 6. driving.

## UNIT 4 \_ STUDENT BOOK, PAGE 65

### ANSWER KEY

**Expanding Your Vocabulary:** 1. c; 2. e; 3. a; 4. f; 5. b; 6. d.

## UNIT 4 \_ STUDENT BOOK, PAGE 67

### ANSWER KEY

**Think about It:** poster, brochure, bumper sticker.

**Focus on Organization 3: Reasons teens shouldn't overuse computer games:** Teens who overuse computer games don't do as well in school as those who don't. **Facts and examples:** Teens who are addicted to computer games can't concentrate in class. They also get lower grades on tests.

**Focus on Style:** 1. b; 2. c; 3. a.

## UNIT 4 \_ STUDENT BOOK, PAGE 72

### ANSWER KEY

**2. Listen and Think:** Possible answers: 1. When others your own age try to make you do something. 2. Because they want to be popular and have others like them. 3. Any 3 of the following: trust yourself, choose friends wisely, try to feel successful, keep a sense of humor, talk to an adult you trust.

# UNIT 5

## BEFORE YOU BEGIN

Ask the students to look at the picture and read the words and sentences. Ask them to write what they think each student is doing there and how each student feels about his topic.

Have the students make two columns and write **For more homework** and **Against more homework** as headings for the columns. Have them work alone and write as many short phrases and ideas for each.

Explain to them that this is usually the first step that a person must take in order to have a debate.

## A CONNECTING TO YOUR LIFE

### 1. Tuning In

Ask the students to make a T-chart and write two headings for it like the one below.

Ask the students to listen to the CD about Eric's argument for getting a weekly allowance and his mother's conditions for getting an allowance. Have them write down information under the headings. It is important that they write as they listen, so play the CD more than once if necessary. Remind them that they need to work alone and cannot ask questions or interrupt while the CD is playing.

Erik's argument	Erik's mother's argument

## READING

Have the students work in pairs and tell each other whose side they would take. Ask a few students to share their answers with the whole class.

### 2. Talking It Over

Inform the students that one of the ways for collecting information for a debate is to conduct a survey. Ask the students to read the survey questions and mark their answers as **yes** or **no**.

Ask the students to make a chart like the one below and choose a question from the survey that interests them, or write their own survey question. Have them ask 5 students what they think and what their reasons are and write them down. Have them sit in groups of 3 to 5 and share their findings.

Survey question: _____
Student 1: Answer y/n Reason _____
Student 2: Answer ____ Reason _____
Student 3: Answer ____ Reason _____
Student 4: Answer ____ Reason _____
Student 5: Answer ____ Reason _____

Ask them to read and check the sentence that tells what the unit is about. Remind them to use the “a pre-reading strategy” they learned in units one and two.

## B GETTING READY TO READ

### 1. Learning New Words

Write the following methods for finding the meaning of an unfamiliar word in a text on the board, project them on a screen, or photocopy them and hand them out to each student. Ask them to read the sentences and decide which method is most suitable for helping them find the meaning of each underlined word. Tell them that they should write the letter of the method next to the sentence. When they finish doing this, have them tell each other in pairs or groups of three the method they used for finding out the meaning. *Stress that it is more important to learn the methods than just get the meaning of the word.* Ask a few students to share their answers with the class.

Method A: I read the sentence with the unfamiliar word. Then I read the sentence(s), which is an example of the first sentence. Usually, the subject and verb of the example are key to the meaning. The examples help me understand the unfamiliar word.  
Answers: 3 4 5 6 7

Method B: I read a sentence and I have a logical expectation. The next sentence contains a word that is my expectation. Answers: 1 2

**Example:** He tripped over the cable on the floor. He tumbled on to the floor. If he tripped, I expect, logically, that he will fall. The unfamiliar word (tumbled) means fall.

## READING

Ask the students to first match the words to their meanings and then compare their answers in pairs. Ask a few to share their answers with the class both which method they used for each sentence and what the meaning of each word is.

### **Classroom tip: The word wall.**

Have some students write the new words and the examples they gave on rectangles of heavy paper and put them up on the wall. Add new words to wall as they are learned. Keep them up until the unit is completed.

### 2. Talking It Over

Have the students do the following.

- Each should write one law they know about. (Have them write laws about traffic for example).
- Have them sit in groups of three pairs and tell each other the laws they wrote.
- Have them discuss why they need each law and write it down.

Ask a group or two to share with the whole class.

## C READING TO LEARN

### 1. Before You Read

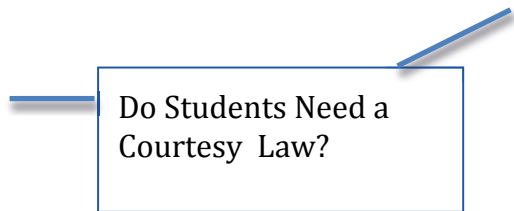
Ask the students to do number one alone and then tell each other in pairs their list.

### 2. Let's Read

Tell the students that they are going to listen to a debate on “Do students need a courtesy law?” and they are to read along silently. **But first**, they need to do the pre-reading strategy.

**Remind** the students about the “pre-reading strategy”. Encourage them to use it and make it a step that they take before they read anything.

**Have them** write the title of the unit in a circle and each think of words that come to their minds for it. Ask them to write the words and then tell each other in pairs what they have written.

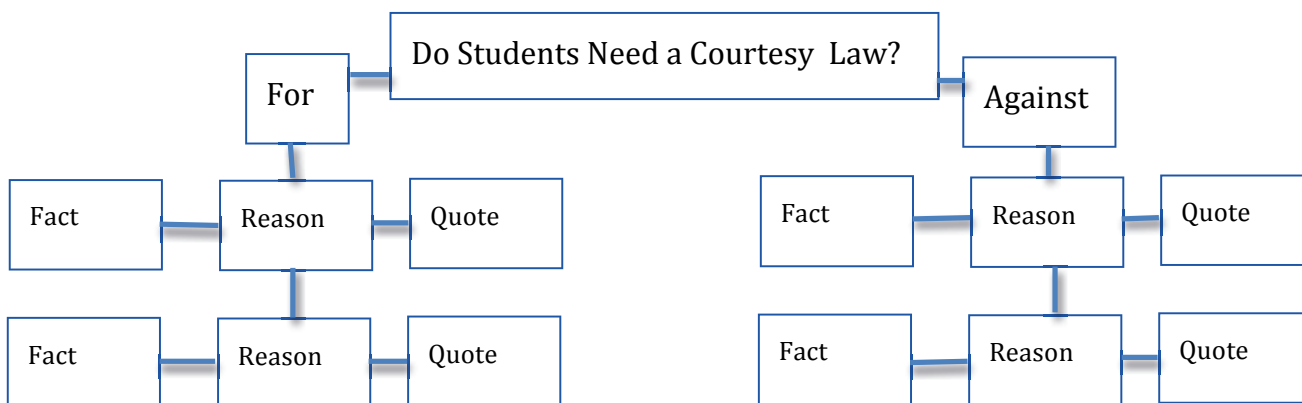


## IMPORTANT

Tell the students to listen and read along. As they are reading they should **underline** the facts and **circle** the opinions of the speakers. Explain that in a debate, facts are more important than opinions. Play the CD and have them read along silently.

## VERY IMPORTANT

Ask the students to read the debate aloud to each other in pairs. When one student is reading the other student's book should be closed. The student who is listening should complete the organizer below with as much information as he/she can. When one student finishes reading, ask them to switch roles. Then compare their organizers.





## 3. Unlocking Meaning

1. Explain to the students that one way to find the main idea in a **'debate'** selection is to remember the reasons and facts that are **for** or **against**.  
Tell the students to study the debate organizer they made in the previous task. Ask them to do number 1 on page 79 alone and then explain to each other in pairs why the answer they chose is correct.
2. Explain to the students that the organizer they made also helps them find the details in a **'debate'** selection. Ask the students to be silent for 1 minute and remember all the facts that were **for** or **against** in the organizer they made.  
Then have them do number 2 on page 79. Have them tell each other their answers in pairs after they finish. Ask a few to share their answers with the whole class.
3. Have the students work alone and write one sentence **in favor of** (for) a courtesy law for students and one sentence **not in favor of** (against) such a law.
4. Tell the students that they are going to listen to a teacher give his classroom rules. As they listen to the teacher on the CD, they should mark whether the classroom rule is a courtesy rule or not. Have them check their answers with each other.

## D WORD WORK

### 1. Word Detective

Ask the students to read the following and find two or more words that look like each other but are spelled differently. They should copy these words and circle the parts that make them different.

**Some teachers require that students obey classroom rules. They write their requirements on the board or pass them out on sheets to their students. These required rules are not obeyed by some students and they**

**get into trouble with their teacher. Their argument against such rules is that they make them feel like children. They argue that they should be treated as young adults.**

**These students say that they still respect their teachers even though they do not address them as Sir, Madam, Mr. Miss etc. The decision to call a teacher by a title is up to them they say. Deciding to force rules upon students makes students want to do just the opposite they claim.**

Explain to the students that the addition they found on these words change them from nouns, to verbs, to adjectives etc.

Have the students do number 1 on page 80 but do not give them the answers yet. They will have a chance to get the answers in number 3.

### 2. Word Study

Have the students work alone to find what addition can be made to a verb to make it a noun or an adjective.

### 3. Word Play

Have the students work alone to find what other additions can be made to a verb in order to make it a noun by studying the middle column of the chart in number 3 on page 80 and how to turn a noun into an adjective by studying the last column. Ask a few to share their answers with the whole class.

Have them complete the missing words in the chart and write the new words they learned on the word wall.

## E GRAMMAR

**For each task below, have the students work alone first, then compare their answers with each other in pairs or groups of three. You may want ask a few to share with the whole class afterwards.**

## 1. Learn the Rule

Write these sentences on the board and ask your students to write whether each is

- A. Advice
- B. Strong possibility
- C. Good reason for doing something
- D. Obligation

1. You must stop at a red traffic light. \_\_\_\_\_
2. If you don't slow down when the traffic light turns amber, there is a chance you will run a red light. \_\_\_\_\_
3. You will get hurt badly in an accident if you don't wear a seatbelt. \_\_\_\_\_
4. You need to lose 10 kilos and you feel healthier. \_\_\_\_\_

Have the students use the grammar chart on page 81 to make their own sentences of **advice**, **strong possibility**, **good reason for doing something** and **obligation**. When they finish, have them tell each other their sentences in groups of three or four. Ask a few to share their answers with the whole class.

## 2. Practice the Rule

1. Ask the students to listen to the sentences on the CD and make a check mark ✓ for the correct sentences and a cross X mark for the wrong ones. Play the CD more than once if necessary.

Have the students sit in pairs and listen to the sentences again. Play one sentence at a time and give the students enough time to tell each other why each sentence is correct or wrong and how they could correct the wrong ones. Have the pairs rewrite the wrong ones correctly. Ask a few students to share their answers with the whole class.

2. Ask the students to complete the sentences alone and then tell each other their answers in pairs. Ask a few students to share their answers with the whole class.

**F BRIDGE TO WRITING**

**1. Before You Read**

Ask the students to write a list of common foods that they eat everyday. Ask them to tell each other in pairs what they wrote and decide which foods on their lists are healthy.

**2. Let's Read**

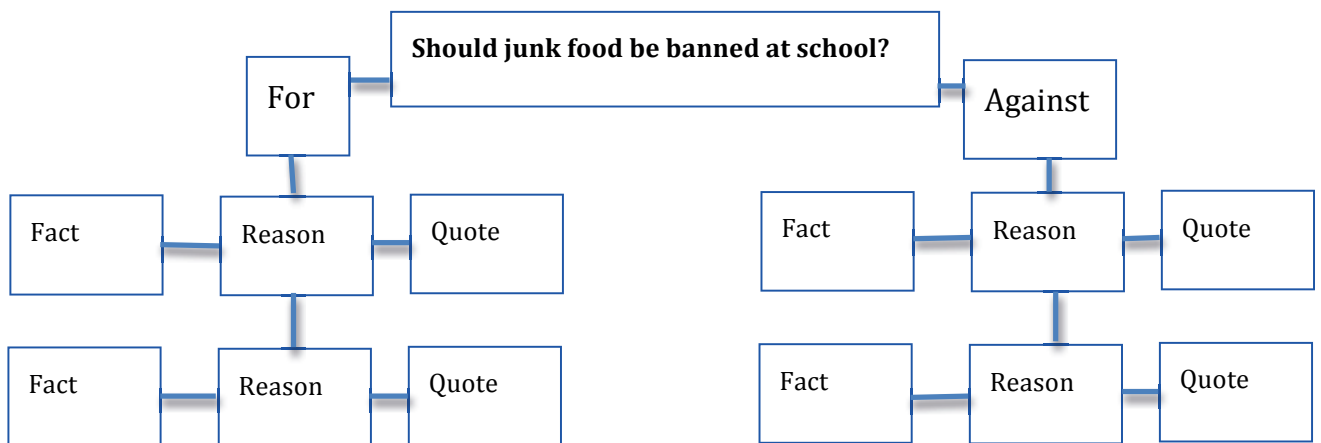
Tell the students that skimming means when you are reading quickly to find something (a word, a phrase, or a sentence) in a text, similar to when they quickly go through a list of names in a phonebook. Tell them that are not reading to understand the whole text.

Tell them to skim the selection on page 82, find food that is junk, or bad for them and underline them.

Tell them to skim the selection again, find reasons for that food being bad for them and circle them.

Have them tell each other in pairs or groups of three what they found.

Have them read the selection again, but this time they need to complete the organizer with facts, reasons and quotes. Explain that they are doing this to help them compare articles and be ready to write their own debate.



### 3. Making Connections

Explain to the students that another way of expanding their thinking and improving their English is by comparing information in multiple texts.

Tell the students to re-read "Do students need a Courtesy Law?" and "Should junk food be banned?" on pages 78 and 82 and write the answers to the questions in the table. Ask them to check their answers with each other in groups of two or three. Ask a few students to share their answers with the whole class.

### 4. Expanding Your Vocabulary

Explain to the students that when speaking or writing a debate article, it is important to:

- A. State your position**
- B. Disagree with others**
- C. Try to understand better**
- D. Find out if others agree**
- E. Try to convince others**
- F. Support your position.**

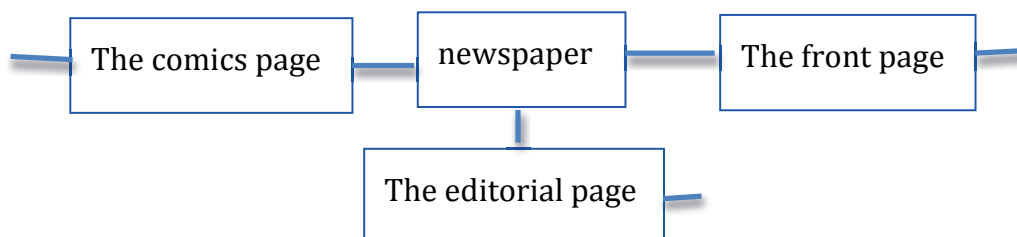
Put the above statements on the board or project them on a screen and ask the students to read the two articles on pages 78 and 82 again and find sentences and expressions that express the above. After they finish, ask them to do number 4 on page 83.

Ask some students to share their answers with the whole class.

## G WRITING CLINIC

### 1. Think about It

Draw the web below on the board or project it on the screen. Ask the students to think and write what they would usually find in each section in pairs.



## 2. Focus on Organization

Explain that a debate has arguments **for** or **against** the issue. Ask the students to read the **yes** arguments in yellow, blue and orange and to find and copy the **no arguments** in the outline on page 85. Ask them to add one argument of their own.

## 3. Focus on Style

1. Have the students read and find the quotes in the articles on pages 78, 79, 82, 84 and 85 and highlight or underline them. Ask them to work in pairs and come up with rule for punctuating quotes. Ask a few to share their answers with the whole class. Then give them rules below.

- The person’s actual words are preceded with quotation marks. (“
- There is no space between the quotation marks and the first word.  
“I think a courtesy law.....
- At the end of the quote there is a period (.), a comma (,), a question mark (?), or an exclamation mark (!) and followed by a quotation mark (“).

Example: “I think a courtesy law would help some kids show respect at home,” says Kurt Phelan.

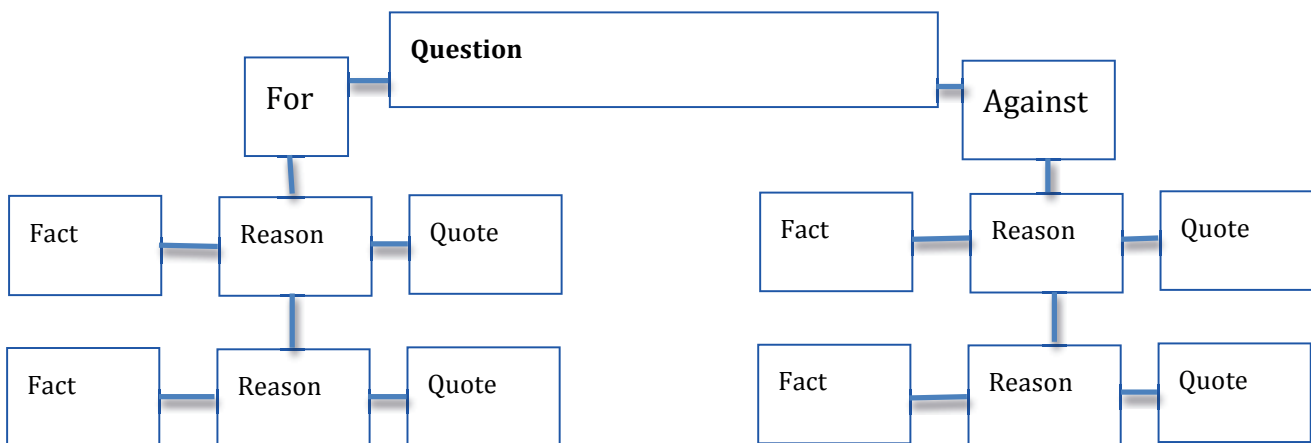
2. Have the students work alone and write the quotes and punctuate them like the example given.

## H WRITER’S WORKSHOP

### 1. Getting It Out

1. Tell the students that they are each going to write a feature article for the debate section of an Emirati newspaper or a school newspaper. Ask them to carry out the following instructions:

- Read the three debate questions or write your own question.
- Write the issue.
- Find another student who chose the same topic and work together to compare and share ideas.
- Use the survey form you made on page 76 to survey at least five other students.
- Write two to three questions that will give you students' reasons for saying yes or no and interview two to three students. Write down their exact words and names in order for you to quote them.
- Search websites for facts you need.
- Use the organizer below to write reasons, facts, and quotes for and against the issue that you collected.



## 2. Getting It Down

Have the pairs of students who worked together study the outline on page 88 and make a similar one on a blank sheet of paper. Ask them to write the information they collected in the outline.

Have each student use the outline alone to write the draft article for the debate section of the newspaper. Remind them to use words and grammar structures they learned in this unit.

## 3. Getting It Right

Remind the students of the writing process and that they need to revise and edit what they wrote. Remind them that revising and editing their article can be done better if they follow a procedure. Ask the students to work in pairs to answer these questions while reading their draft article (books closed). Write them on the board or project them on the screen:

- Does the title of my article use a good question?
- Does my introduction give the reader background information?
- Did I give at least three arguments **for** and **against**?
- Did I provide both facts and opinions? Did I use quotes?

Have the students read the draft they wrote and revise it using the table (books open) on page 89.

Ask the students to rewrite their article of debate with the corrections and revisions they made. When they finish, ask them to use the CheckBric on page 81 of their practice book to give their eyewitness report a grade.

## 4. Presenting It

Have the students sit in groups of 4 to 6 and each one read his/her presentation aloud to the rest in turns.

Have the students make any necessary corrections and modifications to their articles and then collect them to submit the school newspaper or an Emirati newspaper.



## I BEYOND THE UNIT

### 1. On Assignment

Inform the students that they will be having a class debate! Ask them to read the four questions alone. Then read each question aloud to the students and have them raise their hands if they would like to work on it. Count the number of hands and write the number on the board. The question that gets the most votes will be the debate topic.

Ask the students to choose a role as a student, a parent, a teacher or a principal. Another way of doing this is to count the number of students you have and divide by four.

For example if you have 24 students, then you have four groups of six students. Write six slips of paper for each role, fold them and put them in a bowl. Then have the students draw the slips of paper in order to find out which role they will take.

Have the students sit in groups according to their roles and discuss with each other what the person whose role they will be playing will say about the issue.

Ask the different groups to:

- Write a position statement – for or against.
- Write one or more arguments that the person whose role they are playing might use.

Have the students sit in groups of four and have a debate about the issue. Remind them that each person is playing a role and should argue accordingly.

### 2. Listen and Think

Before playing the CD, explain to the students that before listening, it is a good strategy to read the questions and note what details to listen for. Ask them to read the questions and note what information they need to get.

Play the CD and have them take notes for the above. Encourage them to write as they are listening, but do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary. Ask them to open their books and write the answers to the questions.

### 3. Link to Literature

Play the poem on the CD and ask the students read along (using low voices). Play it more than once if necessary. Ask the students to read it aloud in pairs to each other.

Have the students sit in groups of two to three and answer the questions in the LET'S TALK part. Ask a few students to share their answers with the whole class.

Have them add the new vocabulary words to the word wall.

## UNIT 5 \_ STUDENT BOOK, PAGE 76

### ANSWER KEY

**Talking It Over:** 2.

## UNIT 5 \_ STUDENT BOOK, PAGE 77

### ANSWER KEY

**Learning New Words:** 1. c; 2. e; 3. a; 4. f; 5. g; 6. d; 7. b.

## UNIT 5 \_ STUDENT BOOK, PAGE 79

### ANSWER KEY

**Finding the Main Idea:** 1.

**Finding Details:** 1. ✓; 2. ✗; 3. ✓; 4. ✗; 5. ✓.

**Reading Between the Lines:** Answers will vary.

**Listening Between the Lines:** Courtesy rules: Rule 5 and Rule 6.

## UNIT 5 \_ STUDENT BOOK, PAGE 80

### ANSWER KEY

**Word Detective:** 1. requirement; 2. argument; 3. respect; 4. learning; 5. creation; 6. decision.

**Word Play:** creation, decide, write, respected/respectful, painting, harm.

**Spelling and Phonics:** a. course b. blackboard c. poor d. door e. wore f. popcorn g. York h. roar i. pour.

## UNIT 5 \_ STUDENT BOOK, PAGE 81

### ANSWER KEY

**Practice the Rule 1:** 1. ✓; 2. ✗; 3. ✓; 4. ✓; 5. ✓; 6. ✗; 7. ✓; 8. ✗; 9. ✓; 10. ✗.

**Practice the Rule 2:** Answers will vary.

## UNIT 5 \_ STUDENT BOOK, PAGE 83

### ANSWER KEY

**Making Connections:** Possible answers:

**Courtesy Law:** 1. Should there be a law that requires students to be polite? 2. It will help students and teachers work together. Teachers can spend more time teaching and less time disciplining students. It may help some children show respect at home. 3. Manners should be taught at home, not at school. It only takes attention away from the real problems that schools face. 4. Answers will vary. **Ban Junk**

**Food:** 1. Should junk food be banned from school cafeterias? 2. Junk food is harmful to growing children. Healthy food makes you work better. Students will be healthier. 3. Students should be responsible for making their own decisions. Students have the right to choose. 4. Answers will vary.

**Expanding Young Vocabulary:** 1. c; 2. a; 3. e; 4. d; 5. f; 6. b.

## UNIT 5 \_ STUDENT BOOK, PAGE 85

### ANSWER KEY

**Think about It:** on the editorial page.

**Focus on Organization 2:** Argument 2: These kinds of laws take attention away from the real problems. Argument 3: It doesn't get to the root of the problem. Your own argument: Answers will vary.

**Focus on Style 2:** 1. Miss Dalal says, "Everyone should read for an hour every day." 2. Jassim says, "Sports stars make too much money!" 3. "Students should have a lot of homework," says Miss Alyaa 4. "Gym should not be required!" says Ali. 5. Nadia says, "College should be free for everyone."

## UNIT 5 \_ STUDENT BOOK, PAGE 90

### ANSWER KEY

**Listen and Think:** Possible answers: 1. We should honor students for academic achievement and not only for athletics. 2. Only one valedictorian is chosen and this creates bitter feelings and competition among students. 3. High schools should honor large groups of students who graduate with excellent marks. 4. Answers will vary.

# UNIT 6

## BEFORE YOU BEGIN

A. Ask the students to look at the picture and write words and short phrases in the chart below. Draw the chart on the board or project it on a screen. Have them work alone and write as many short phrases and ideas for each.

Describing phrases	Time phrases	Action phrases

B. Ask the students to work in pairs and answer the questions on page 93.

## A CONNECTING TO YOUR LIFE

### 1. Tuning In

A. Tell the students that they are going to hear a story told by a man who remembers something that happened to him as a teenager. Inform the students that whenever they are listening to a story, they need to remember some key information. Ask them to draw a story chart like the one below. Explain that as they listen, they should write notes – rather than try to answer the questions. Explain that if they do this, they will be able to remember stories better.

Who is in the story?	Speaker, younger brother, mother
Where did the story happen? When did it happen?	Bedroom Speaker was in the 8 <sup>th</sup> grade
What were the events in the story?	Granny made sandwiches Boys were playing a game Forgot the sandwiches Etc.
How did the story end?	

B. Ask the students to listen to the CD and write down information next to the questions. It is important that they write as they listen, so play the CD more than once if necessary. Remind them that they need to work alone and cannot ask questions or interrupt while the CD is playing. (Play the CD more than once if necessary.)

C. Have the students work in pairs and tell each other the story using only the chart. Ask a few students to share their answers with the whole class.

## 2. Talking It Over

A. Inform the students that the same organizer that they used to collect information about the story they heard can be used to tell their own story.

B. Ask the students to make a similar blank chart and remember something that happened to them. Ask them to choose one of the following and write it in the heading. Have them write notes next to each question.

### ***Something that happened that ...***

- made you laugh really hard
- was embarrassing
- made you feel proud
- made you angry
- filled you with delight
- made you scared

Example: <b>Something that made me laugh really hard</b>	
Who is in the story?	
Where did the story happen?	
When did it happen?	
What were the events in the story?	
How did the story end?	

C. Ask them to use the chart to tell each other their stories. Have them sit in groups of three to four. Ask a few to share their answers with the whole class.

D. Have the students tick the sentence that tells what the unit is about.

## B GETTING READY TO READ

### 1. Learning New Words

A. Write the following method for finding the meaning of an unfamiliar word in a text on the board, project them on a screen, or photocopy them and hand them out to each student.

B. Ask the students to read the sentences and write the way they found the meaning of the word using the method. When they finish doing this, have them tell each other how they found the meanings. *Stress that it is more important to use the method than just get the meaning of the word.* Ask a few students to share their answers with the class.

Method: I read the sentence that comes before or after the sentence with the unfamiliar word. I look for the whole idea of that sentence. Usually, the unfamiliar word expresses the same **idea, opposite idea or result** of that idea.

Answers: ALL

Example 1: Hellen Keller was blind and deaf.... (The idea is: She is unable to do some things that everyone else can do, but she went to college. So that means she didn't let her conditions stop her. So overcame means 'not let certain conditions stop you'.)

Example 2: Ali broke his arm....and he screamed. (The idea is that there is a lot pain. So excruciating means 'a lot of pain'.)

Example 3: ...not a penny. (The idea is that there is no money – not even a penny. So literally means 'exactly what was said'.)

Example 4: After several tests at the hospital. (The idea is that a test at a hospital is used to find out what is wrong. So diagnosed means 'found out what was wrong as a result of tests'.)

C. Ask the students to first match the words to their meanings and then compare their answers in pairs. Ask a few to share their answers with the class both they used the method for each sentence and what the meaning of each word is.

**Classroom tip: The word wall.**

Have some students write the new words and the examples they gave on rectangles of heavy paper and put them up on the wall. Add new words to wall as they are learned. Keep them up until the unit is completed.

**2. Talking It Over**

Have the students do the following.

- Each should draw the chart at the bottom of page 95 on a sheet of paper.
- Write words and ideas for each question in the chart.
- Sit in pairs and use the chart to ask each other questions (As if interviewing each other) and make notes of each other's answers.

## C READING TO LEARN

**1. Before You Read**

Ask the students to copy this chart and write a problem or issue they have had in their lives and what they did to overcome it.

A problem or issue I had	How I overcame it
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>



# READING

## 2. Let's Read

Tell the students that they are going to listen to a person talking about a problem he had and how he overcame it. **But first**, they need to do the pre-reading strategy.

**Remind** the students about the “pre-reading strategy”. Encourage them to use it and make it a step that they take before they read anything.

**Have them** write the title of the unit in a circle and each think of words that come to their minds for it. Ask them to write the words and then tell each other in pairs what they have written.



Facing 'growing pains'  
and overcoming them

### IMPORTANT

Tell the students to listen and read along. As they are reading they should **underline** the problems and **circle** ways the speaker overcame them. Play the CD and have them read along silently.

### VERY IMPORTANT

Ask the students to read Henry's autobiographical reflection aloud to each other in pairs. When one student is reading the other student's book should be closed. The student who is listening should complete the organizer below with as much information as he/she can. When one student finishes reading, ask them to switch roles. Then compare their organizers.

A problem or issue Henry had	How he overcame it
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>

## 3. Unlocking Meaning

1. Explain to the students that one way to find the main idea in a **'autobiographical reflection'** is to remember the problem or issue. Tell the students to study the organizer they made in the previous task and then use it to do number 1 on page 98 alone. Have them explain to each other in pairs why the answer they chose is correct.
2. Explain to the students that the organizer they made also helps them find the details in a **'autobiographical reflection'** selection. Ask the students to be silent for 1 minute and remember all the ways Henry used to overcome his problem. (Ask them not to look at the organizer they made). Then have them do number 2 on page 98. Have them tell each other their answers in pairs after they finish. Ask a few to share their answers with the whole class.
3. Have the students do number 3 on page 98.
4. Tell the students that they are going to listen to a talk about Paralympics, but first they should read the questions to know what they are going to listen for. As they listen to the CD, they should make notes that will help them answer the questions. Have them check their answers with each other.

## D WORD WORK

### 1. Word Detective

Ask the students to read the words and circle the word that makes sense in the bigger word and underline the part that is added to it.

Example:

Clean lines

## 2. Word Study

Explain to the students that the addition they found on these words are called **suffixes** and each one helps them understand new and unfamiliar words. Have them read the explanation in the green chart and look for words that end with -ness; -ance; -ence; -ity; -tion in the selections on pages 96, 97, and 101.

## 3. Word Play

Have the students work alone and do the task on page 99 and then tell each other their answers. Ask a few to share their answers with the whole class.

## E GRAMMAR

### 1. Learn the Rule

A. Write these sentences on the board and ask your students to make a timeline like the ones in the example for each.

1. By the time Sultan arrived for the meeting, everyone **had left**.
2. The ship **had left** before Omar arrived at the port.
3. I **had** never **seen** such a beautiful beach before I went to Kauai.
4. I did not have any money because I **had lost** my wallet.
5. Tony knew Istanbul so well because he **had visited** the city several times.
6. **Had** Susan ever **studied** Thai before she moved to Thailand?
7. She only understood the movie because she **had read** the book.
8. Kristine **had** never **been** to an opera before last night.



## READING

Never saw a  
beach so beautiful

Went to Kauai and  
saw this beautiful beach

The speaker  
told you



Susan studied in  
Thailand?

Susan moved to  
Thailand

The speaker asked



B. Have the students use the grammar chart on page 100 to write their own sentences. When they finish, have them tell each other their sentences in groups of three or four. Ask a few to share their answers with the whole class. Remind them to make a timeline of their ideas before they make their sentences

### 2. Practice the Rule

1. Ask the students to listen to the sentences on the CD and make a check mark ✓ for the correct sentences and a cross X mark for the wrong ones. Play the CD more than once if necessary.

Have the students sit in pairs and listen to the sentences again. Play one sentence at a time and give the students enough time to tell each other why each sentence is correct or wrong and how they could correct the wrong ones. Have the pairs rewrite the wrong ones correctly. Ask a few students to share their answers with the whole class.

2. Ask the students to complete the sentences alone and then tell each other their answers in pairs. Ask a few students to share their answers with the whole class.

**F BRIDGE TO WRITING**

**1. Before You Read**

Ask the students to think about a person that they had an opinion about, but when they got to know him/her, they changed their opinion. Ask them to read the questions and write answers in note form.

- Who was the person?
- What opinion did you have about him/her at first?
- How did you get to know him/her?
- What did you find out about him/her?
- How did your opinion change?

**2. Let's Read**

A. Tell the students that skimming means when you are reading quickly to find something (a word, a phrase, or a sentence) in a text, similar to when they quickly go through a list of names in a phonebook. Tell them that they are not reading to understand the whole text.

- Tell them to skim the selection on page 101, and find Ali Salim's problem, or issue.
- Tell them to skim the selection again, and find how he overcame them.
- Have them tell each other in pairs or groups of three what they found.

B. Have them read the selection again, but this time they need to complete the organizer with the correct information. Explain that they are doing this to help them compare articles and be ready to write their own autobiographical reflection.

A problem or issue Ali Salim had	How he overcame it
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

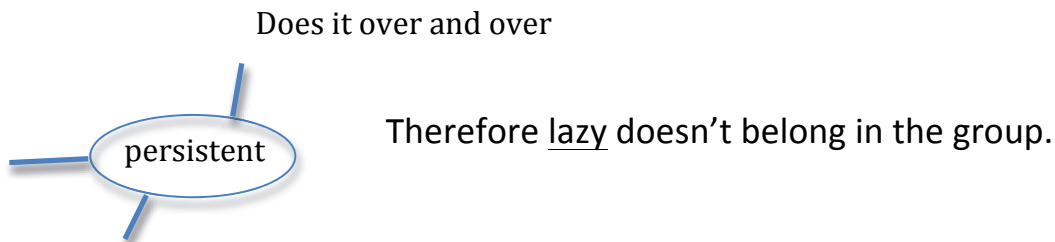
### 3. Making Connections

Explain to the students that another way of expanding their thinking and improving their English is by examining a selection *closely*.

Tell the students to re-read "Growing Pains" or "A Lesson Learned?" on pages 96, 97 and 101 and write the answers to the questions in the table on page 108. Ask them to check their answers with each other in groups of two or three. Ask a few students to share their answers with the whole class.

### 4. Expanding Your Vocabulary

1. Ask the students to find the words PERSISTENT, SPIRITED, COURAGEOUS, and HEROIC in the selections. Ask the students to brainstorm each word, tell each other in pairs what they wrote and then decide which word does not belong among the set of four words.



2. Ask the students to select a word from each row and write a sentence for it. Have them tell each other their sentences.

3. Ask some students to share their answers with the whole class.

## G WRITING CLINIC

### 1. Think about It

Ask the students to think and write what an autobiographical reflection tells and choose the best answer.

## 2. Focus on Organization

Explain that an autobiographical reflection has a certain organization. Ask the students to read the boxes and find the highlighted words in yellow, blue and orange. Have them reread “Growing Pains” and find the parts that

- Provide background information
- Describe using details and dialog
- Show events in time order
- Show writer’s own feeling

## 3. Focus on Style

1. Explain to the students that GOOD WRITING “**shows not tells**”. Ask them to read the two examples of ‘show’ and ‘tell’ and find the style the writer uses to ‘show’. Ask them to tell each other. Ask a few to share their answers with the whole class.

2. Ask the students to read the 4 ‘**telling**’ sentences and rewrite them in a way that ‘**shows**’ the readers

## H WRITER’S WORKSHOP

### 1. Getting It Out

1. Tell the students that they are each going to write a autobiographical reflection for the VOICES section of an Emirati newspaper. Ask them to follow steps 1 to 6 on page 105

### 2. Getting It Down

Have the students study the outline on page 106 and make a similar one on a blank sheet of paper. Ask them to write the information they collected in the outline.

Have each student use the outline alone to write the draft autobiographical reflection for the VOICES section of the newspaper. Remind to use words and grammar structures they learned in this unit.

### 3. Getting It Right

Remind the students of the writing process and that they need to revise and edit what they wrote. Remind them that revising and editing their article can be done better if they follow a procedure. Ask the students to work in pairs to answer these questions while reading their draft article (books closed). Write them on the board or project them on the screen:

- Does my introduction hook the reader?
- Does it describe a single important event or incident?
- For the important parts, did I 'show, not tell'?
- Does my ending reveal how I felt about the incident or experience?

Have the students read the draft they wrote and revise it using the table (books open) on page 107.

Ask the students to rewrite their autobiographical reflection with the corrections and revisions they made. When they finish, ask them to use the CheckBric on page 83 of their practice book to give their eyewitness report a grade.

### 4. Presenting It

Have the students read the presentation ideas and then sit in groups of 4 to 6 and each one read his/her presentation aloud to the rest in turns.

Have the students make any necessary corrections and modifications to their articles and then collect them to submit the Emirati newspaper.



## I BEYOND THE UNIT

### 1. On Assignment

Inform the students that one of the ways to write an autobiographical reflection is to keep a journal. Ask them to read the five steps on how to keep a journal alone. As an assignment, ask them to keep a journal for a few weeks during the summer holiday.

### 2. Listen and Think


Before playing the CD, explain to the students that before listening, it is a good strategy to know whether what they are listening to is a story or another form of text. If it is a story, then they should make notes in a story organizer like the one below.

Who is in the story?	
Where did the story happen? When did it happen?	
What were the events in the story?	
How did the story end?	

Play the CD and have them take notes for the above. Encourage them to write as they are listening, but do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary. Ask them to open their books and write the answers to the questions.

### 3. Link to Literature

Play the poem on the CD and ask the students read along (using low voices). Play it more than once if necessary. Ask the students to read it aloud in pairs to each other.



Have the students sit in groups of two to three and answer the questions in the LET'S TALK part. Ask a few students to share their answers with the whole class.

Have them add the new vocabulary words to the word wall.

## UNIT 6 \_ STUDENT BOOK, PAGE 94

### ANSWER KEY

**Talking It Over:** 3.

## UNIT 6 \_ STUDENT BOOK, PAGE 95

### ANSWER KEY

**Learning New Words:** 1. b; 2. e; 3. f; 4. a; 5. c; 6. d.

## UNIT 6 \_ STUDENT BOOK, PAGE 98

### ANSWER KEY

**Finding the Main Idea:** b.

**Finding Details:** 1. ✓; 2. ✗; 3. ✓; 4. ✗; 5. ✗.

**Reading Between the Lines:** Answers will vary.

**Listening Between the Lines:** 1. Athletes from all over the world compete in summer and winter sports events. These athletes are disabled. 2. Two teams of five players move around in wheelchairs and try to score baskets. 3. Players sit on a special sled (on blades) and use round poles for sticks.

## UNIT 6 \_ STUDENT BOOK, PAGE 99

### ANSWER KEY

**Word Detective:** 1. clean; 2. accept; 3. electric; 4. imitate.

**Word Study:** tough = difficult, toughness = difficulty; capable = skilled, capability = skill; assist = help, assistance = help; communicate = send a message, communication = a message.

**Word Play:** 1. reliance; 2. reality; 3. acquaintance; 4. attendance; 5. loudness; 6. graduation; 7. preference; 8. avoidance; 9. action; 10. cooperation; 11. publicity;

12. illness.

**Spelling:** a. attendance; b. conference; c. experience; d. clearance; e. audience; f. acquaintance.

## UNIT 6 \_ STUDENT BOOK, PAGE 100

### ANSWER KEY

**Practice the Rule 1:** 1. ✗; 2. ✓; 3. ✓; 4. ✗; 5. ✓; 6. ✗; 7. ✗; 8. ✓; 9. ✓; 10. ✗.

**Practice the Rule 2:** 1. got; had marked 2. had never ridden; moved 3. visited; had not seen 4. returned; had eaten 5. had not gone 6. had not heard; had left.

## UNIT 6 \_ STUDENT BOOK, PAGE 102

### ANSWER KEY

**Expanding Your Vocabulary:** PERSISTENT: lazy; SPIRITED: lethargic; COURAGEOUS: fearful; HEROIC: cowardly.

## UNIT 6 \_ STUDENT BOOK, PAGE 104

### ANSWER KEY

**Think about It:** something that happened to the writer.

**Focus on Style 2:** Answers will vary.

## UNIT 6 \_ STUDENT BOOK, PAGE 108

### ANSWER KEY

**2. Listen and Think:** Answers will vary.

## UNIT 6 \_ STUDENT BOOK, PAGE 109

### ANSWER KEY

**Listen and Think:** Answers will vary.