



United Arab Emirates  
Ministry of Education

# On Location

GRADE

12

Classroom Support Guide

Eli Ghazel

رؤية  
VISION  
2021

الإمارات العربية المتحدة  
UNITED ARAB EMIRATES

عام اليوبيل الذهبي 50 GOLDEN JUBILEE YEAR



We want to be among the best countries in the world by **2021**

5<sup>th</sup> Edition - 2013-2014

# On location

Published by McGraw-Hill ESL/ELT, a business unit of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY 10020. Copyright © 2012 by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or shared in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

© 2012, Eli Ghazel/McGraw-Hill Education



Copyright © 2012. Exclusive rights by The McGraw-Hill Companies, Inc. for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill. This Regional Edition is not available outside Europe, The Middle East and Africa.

# 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.

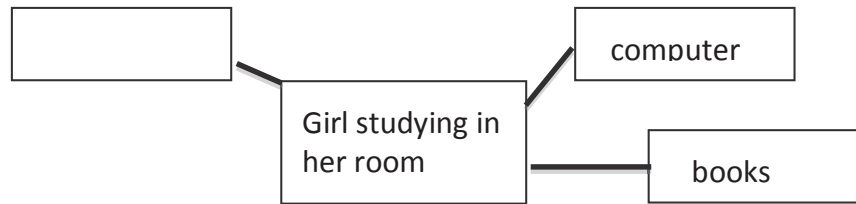
Wishing you success,

**Eli Ghazel**

# UNIT 1

## BEFORE YOU BEGIN

Ask the students to each make a web and write the most prominent part of the picture in the middle circle. Have them add details from the picture to the web. It is important that each student 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.

Tell the students to each write a sentence as a caption for the picture using their own personal experience and some of the words they wrote in the web. Have the students read their captions to each other in pairs or groups of three.

As an assignment, ask each student to find a picture from a magazine or elsewhere and write a caption for it. Tell them that they must use the same steps they did in this task. They should bring to school the picture, the web they made and the caption they wrote and put them up on the classroom walls. *First find out if they have the permission to put up any of their work on the wall.* Remind them that they will need their notes and captions for another task on page 11.

picture

Web they made  
for the picture

caption

## READING

Ask the students to sit together in groups of three to four and discuss questions numbers 2 and 3 at the bottom of the page. Ask a few students to share their answers with the whole class.

### A CONNECTING TO YOUR LIFE

#### 1. Tuning In

Ask the students to each make a web on a sheet of paper and write “David and Sultan talk about homework” in the middle circle. Tell them that as they are listening to David and Sultan on the CD, they should make notes around the web. *Inform them that they cannot talk or interrupt while the CD is playing.*

Ask the students to discuss the correct answer in pairs or groups of three and write the advice they would give David. Ask a few students to share their answers with the class.

#### 2. Talking It Over

Have the students do the survey individually. Ask them to sit in groups of three or four and count their survey results. For example: for number one, two of us said “sometimes true”, one of us said “not true”, and one said “often true”. After they have finished, ask them to discuss the number one complaint in their group and what the reason for this complaint could be. Ask a few students to share their answers with the class.

### 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 ask 'if' in the first part of the sentence and that helps me get the meaning of a word in the second part of the sentence.
- B. I use a colon (:) to help me understand the meaning of an unfamiliar word. Usually after the colon (:), I can find an example of the unfamiliar word.
- C. I look for a cause and effect relationship in the sentence. If I understand the cause, it will help me understand the unfamiliar word in the effect part of the sentence.

Have students do the completion task individually and then compare their answers in groups of two to three. Ask a few students to share their answers with the 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

Have each student write a list of five homework assignments they like the least before they sit together. When they finish, ask them to sit in groups two to three and tell each other their list.

## C READING TO LEARN

### 1. Before You Read

Ask the students to read the article and underline the actions that Molly takes. For example: gets home, heads straight, starts writing, etc. Have students add new words to the word wall.

Ask the students to individually write three reasons why children have so much homework. Have them tell each other in groups of three to four the reasons they wrote. Ask each group to write one reason on a strip of paper (10 cm x 100 cm) with a marker and put it up on the wall.

## 2. Let's Read

Ask the students to read the selection and underline any parts they find important or interesting. Tell them that at this stage they don't need to understand everything in the selection.

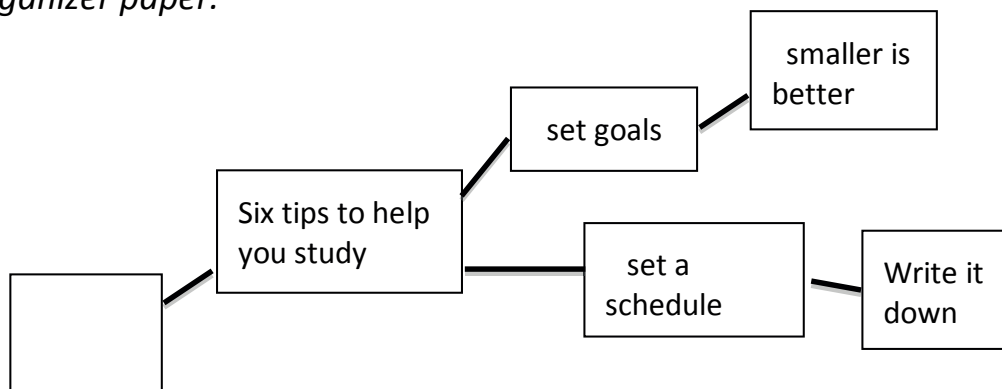
Encourage the students to use the methods they learned to try and figure out the meaning of the highlighted words while they are reading before they look at the meaning at the bottom of the page. Have them add the new words on the word wall.

Ask them to tell each other in pairs what parts they found interesting and important.

### Optional but strongly recommended

Ask the students to sit in pairs. Have one student read the selection aloud to the other but deliberately skip, or miss a word as he/she reads. The other student should follow and circle the words that the reader missed. Have them switch when the first reader finishes. *You can have each student to read only half the selection if you feel that the selection is too long for one student to read.*

Have each student read the selection again and draw a concept map of the selection (essay of advice). After they finish, have them close their books and sit in pairs. Ask each to use his/her map to 'retell' the selection to the other and switch when one finishes. *It is important that they do not show the concept map to the other while talking but rather use it as a note and organizer paper.*





Make sure they keep the maps as they will need them for “unlocking meaning” on page 9.

Page 8: SLOW MOTION (Selection)

Have the students repeat the same steps they took for the GET MOTIVATED selection on page 7. Make sure that the students can remember the steps without you having to tell them what to do. Go around and offer help to those who need it. Remember to encourage them to use the methods they learned to try and figure out the meaning of the highlighted words while they are reading before they look at the meaning at the bottom of the page. Have them add the new words on the word wall.

### 3. Unlocking Meaning

Ask the students to individually use the two maps they made for “Get Motivated” and “Slow Motion” to do tasks 1, 2, and 3. *They should NOT go back and read the selection to answer the questions.* After everyone finishes all the tasks, have them tell each other their answers. Alternatively, you can have them do so after every task. They can now refer to the selections for confirmation of their answers.

Explain to the students that a concept map helps them find the main idea and details more easily.

Have the students do task number 4 individually and then compare their answers in pairs. Play the CD for them and have them make notes as they listen. Play the CD another time if necessary.

## D WORD WORK

### 1. Word Detective

Ask the students to find the same words listed in this task in the selections on pages 6, 7 and 8 and write them on the lines. Ask them to circle or underline the extra addition to the word. Example: They see the word “write” and look for it in the selections and find it there as “written”. They copy the word “written” on the line and circle or underline ten. Ask them to tell each other which words are verbs, nouns or adjectives. Ask a few students to share their answers with the class.

## 2. Word Study

Have the students make up another sentence for each word and tell them to each other.

## 3. Word Play

Ask the students to find the missing words in the table and write them. Tell them to find them in the selections or a dictionary. Have them work in groups of two to three to work out what is usually added to a word to make it a verb, a noun or an adjective. It is recommended that they add these words to the word wall.

# E GRAMMAR

## 1. Learn the Rule

Copy the following sentences on the board, project them or photocopy them and hand them out to the students.

1. Once Samar has done her assignment, she will watch TV.
2. Khaled always fills up the car with gasoline before he goes on a long trip.
3. Even though Ahmad practiced every day for the table tennis match, he did not win.
4. Aisha walks for one hour every day because she wants to stay healthy.

Ask the students to work in pairs to:

- Divide each sentence into two parts
- Figure out which word connects the two parts
- Decide if the connecting words are CAUSE and EFFECT, TIME, CONDITION or CONTRAST and CONTRADICTION and put them in the table below.

Draw the chart on the board, project it or photocopy it and hand it out to the students. Ask a few students to share their answers with the class.

Cause and effect	Time	Condition	Contrast or contradiction

Have the students open their books to page 11 and work alone and divide each sentence in number 1 into two parts and circle the connecting word. Ask them to copy all the connecting words under the right heading in the chart.

## 2. Practice the Rule

Have the students do number 2 (the listening part) alone. Ask them to listen to the CD and mark their answers. Play the CD more than once if necessary.

Play each sentence and pause the CD. Ask the students to tell each their answers in pairs and why they said the sentence was correct or not.

Have the students do the second part of number 2 alone and compare their answers in pairs when they finish.

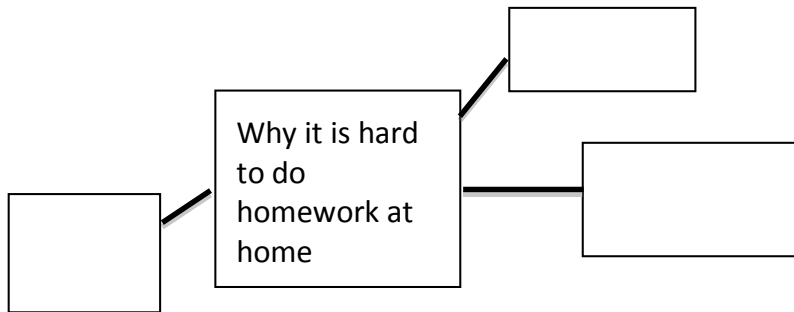
### **Recommended**

Ask the students to write one sentence at least using a clause connector for the picture on page 3. They may also write sentences for the pictures they brought and wrote captions for.

**F BRIDGE TO WRITING**

**1. Before You Read**

Ask the students to make a web and write “Why it is hard to do homework at home” in the middle circle and think of reasons. Ask them to write the reasons around the web.



Have them talk to each other in groups of three to four and add reasons to their web from other member of the groups.

**2. Words to Know**

Have the students work in pairs to do number 2. Tell them that first, they need to read and explain the definition of the words to each other. Then they need to think of examples for each definition and write the examples down.

Ask the students to work alone to complete the sentences in the second part with words they learned. When they finish have them check their answers in pairs. Ask a few students to share their answers with the class.

**3. Let’s Read**

Tell the students that they are going to do the following:

- Read the selection and make a concept map
- Use some of the methods they learned to understand the meaning of the highlighted words without checking the meaning at the bottom of the page

- Use the concept map (advice essay) to retell the selection to each other.

Have the students read the selection “Concentration” alone and make a concept map for it. Set a time limit within the abilities of your students.

Ask the students to reread the methods for finding out the meaning of unfamiliar words and try to figure out the meaning of the highlighted words using some of these methods. Remind them that it is important they get practice using the methods rather than just getting the meaning of the words.

Have the students sit in pairs and retell the selection using the concept maps they made only. The books should be closed.

## **Cramming 101**

Have the students repeat the same steps they took for the CONCENTRATION selection on page 13. Make sure that the students can remember the steps without you having to tell them what to do.

## **4. Making Connections**

Ask the students to individually think of answers to the questions and write them in the table. Have them sit in groups of three to four and tell each other their answers.

## **5. Expanding Your Vocabulary**

Write the following words in circles on the board and ask the students to tell each other in pairs what words come to their minds for each. Ask the students to write down the words that they think of for each circle. The books should be closed.

pile on	burn out	go nuts	brainy
cram	Ease the pain	take a cat nap	

Ask them to open their books to page 15, work alone to match the words to their meanings and then compare their answers in pairs.

Ask them to write 2 to 5 sentences for the picture on page 3 using some of the new slang words. Explain that slang should only be used with friends they know very well and never with someone they don't know or in a formal situation.

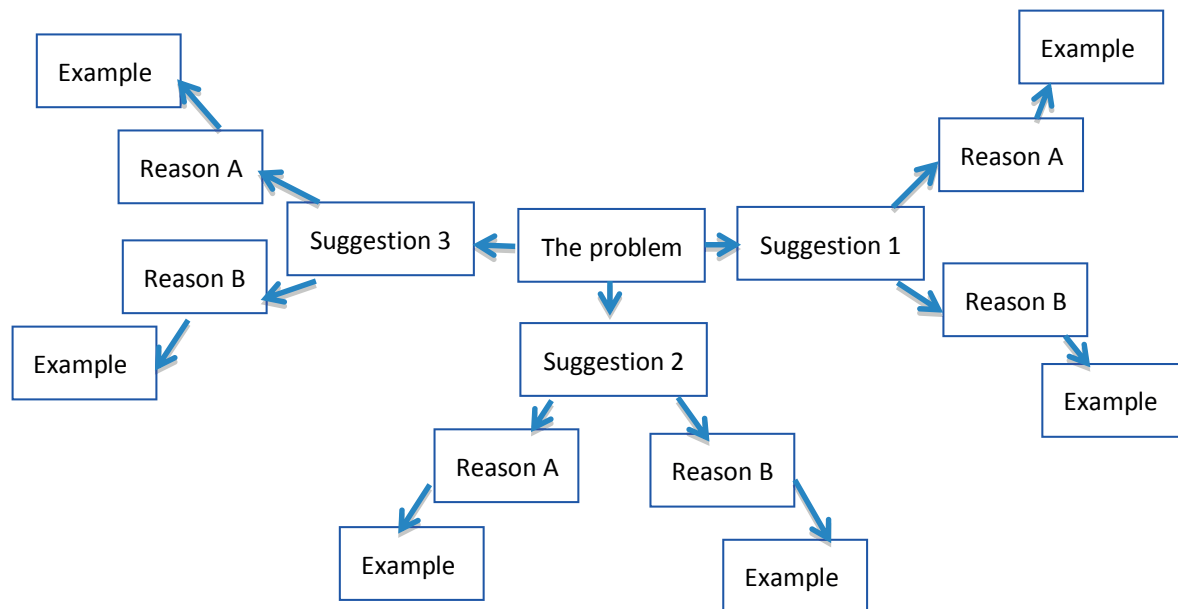
## G WRITING CLINIC

### 1. Think about It

Have the student read the three titles for articles that offer advice to readers. Have them think on their own about how these articles offer advice and write some examples. Ask them to share their ideas with each other in groups of two to three.

### 2. Focus on Organization

Make a photocopy of the concept map and outline organizer below and hand them out to the students. You could project them on a screen and ask them to copy them.



Introduction/the problem: _____	
	Suggestion 1: _____ Reason A: _____ Example: _____ Reason B: _____ Example: _____
	Suggestion 1: _____ Reason A: _____ Example: _____ Reason B: _____ Example: _____
	Suggestion 1: _____ Reason A: _____ Example: _____ Reason B: _____ Example: _____
Encourage the reader: _____	

Have the students work in pairs to read the part of the selection that has highlights in yellow, blue, green and orange and tell each other which words and sentences belong in each part of the concept map and the outline organizer. *Ask them not to write anything and that they should only concentrate on reading the selection, telling each other where the information belongs.*

### 3. Focus on Style

Write the following sentences on the board or project them on the screen and ask the students to tell each other in pairs what the similarities and differences are (books closed). Tell them to use these questions to talk about the similarities and differences: **How are they written differently?**  
**When would you use one type or the other type?**

**“I cut down on making phone calls,” said Majid.**

**Majid said he cut down on making phone calls.**

Ask the students to open their books to page 17 and read **Focus on Style** (number 1) to check the answers to the questions they asked each other. Emphasize the following to the students:

“Using someone’s actual words helps make the advice believable.”

Have the students do number 2 alone and then share their answers in groups of two to three.

Ask the students to read Yussif’s problem with his homework alone. Tell them that they will need to:

- Sit in groups of four
- One of the group will be Youssif
- One will be Sherlock Holmes the famous detective
- Two will be new characters that the group will create. Example:  
Youssif’s bother or sister; Youssif’s friend; neighbor; etc.

Ask them to read the information in the yellow box and then start to talk to each other. Each one should play his or her role.

Before you come to class, prepare about 30 sheets of paper stapled together like a book and on the cover write the words “Homework Tips for Students by Grade 12 class” and the name of the school.

Tell the students that the class is going to produce a manual for young people called “Homework Tips for Students” and show them the manual you made. Tell them that each one of them will produce a page and they can publish the manual and put it in the school library or on the school website.

## **H** WRITER’S WORKSHOP

### 1. Getting It Out

1. Ask the students to read the common complaints students have about homework (number 1) alone and choose one complaint and copy it in the middle of a sheet of paper.



2. Ask them to make a circle around the complaint they copied (see number 2 for the web idea) and think of ideas for advice for that complaint and write them down.

3. Tell the students that other persons may have good advice for complaints they chose, too. Ask them to get up, go around the classroom and ask at least four other students what their advice would be for the complaint and to write down their advice around their web. If they prefer, they could make speech bubbles like the ones on page 19.

**Important: Give the students all instructions before they get up to ask others and set a time limit. Remind them that they can only use low pair voices when they are talking to each and that when they finish, they should return to their seats immediately.**

### 2. Getting It Down

1. Ask the students to study the outline (number 1) and draw a similar one on a sheet of paper. They need to write the words in black but not the information in blue. Ask them to go back to the web they made and write the information (the complaint and advice they wrote and took from other students) in the outline.

Have them sit in pairs and use the outline to give a talk to each other about the complaint and the advice for it. Tell them that the way they talk should be as if they are giving a presentation before the whole class. This will help them shape up their thinking in preparation for writing the essay of advice. Have one or two students present before the whole class using just the notes in the outline. It should not be a written essay at this stage.

2. Have the students work alone (preferably in class, but if time won't permit, then you can have them do this as an assignment). Ask them to use their outline to write an essay of advice, which is going to be part of the manual "Homework Tips for Students by Grade 12 Class".

#### **Note to the teacher:**

The emphasis here is on the student's ability to get the right organization in an essay of advice rather than the accuracy of the spelling or grammar.

However, do insist on the correct usage of quotation marks and punctuation.

### 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 can be done better if they follow a procedure. Ask the students to work in pairs to answer these questions. 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 21 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 essay of advice 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 73 of their practice book to grade their own work.

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 students do a – d in this section. Ask them to follow the instructions for each.

## I BEYOND THE UNIT

### 1. On Assignment

Have the students sit in groups of three to four. Ask them to read the poem aloud in chorus (group voice) and discuss the answer to question 1. Ask a few students to share their answers with the whole class.

### 2. Listen and Think

Ask the students to draw a table like the one in the book (page 22) or you can have them write directly in the book.

Play the CD and have them make notes in the table as they listen. 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 three to four and tell (not show) each other their notes. They can make modifications to their notes as they listen to each other.

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

### 3. Link to Literature

Play the poem on the CD and ask the students to 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.

## UNIT 1 \_ STUDENT BOOK, PAGE 4

### ANSWER KEY

**Tuning In:** He doesn't have enough time to do his homework.

**Talking It Over:** 3.

## UNIT 1 \_ STUDENT BOOK, PAGE 5

### ANSWER KEY

**Learning New Words:** 1. goals;  
2. concentrate; 3. progress; 4. motivated;  
5. assignment; 6. schedule; 7. reward.

## UNIT 1 \_ STUDENT BOOK, PAGE 9

### ANSWER KEY

**Finding the Main Idea:** fit homework into busy schedules.

**Finding Details:** 1. GM; 2. GM; 3. GM;  
4. SM or GM; 5. SM; 6. GM; 7. SM.

## UNIT 1 \_ STUDENT BOOK, PAGE 10

### ANSWER KEY

**Word Detective:** 1. motivated, motivating, motivational; 2. written; 3. bored, boring; 4. confused, confusing; 5. interested, interesting; 6. harmed, harmful, harmless.

**Word Play: Verbs:** amaze, assign; **Adjectives:** active, tasty, tasteful; **Nouns:** boredom, writing.

**Spelling:** thirteen; reed; seed; key; Peter; peace; read; piece; thief; easy; geography.

## UNIT 1 \_ STUDENT BOOK, PAGE 11

### ANSWER KEY

**Practice the Rule 1:** Correct 2, 3, 6, 7, 10.

**Practice the Rule 2:** 1. Now that; 2. Even though; 3. Unless; 4. While; 5. As soon as.

## UNIT 1 \_ STUDENT BOOK, PAGE 12

### ANSWER KEY

**Words to Know:** 1. distraction; 2. topic; 3. priorities; 4. project; 5. reinforce; 6. absorb; 7. procrastinate.

## UNIT 1 \_ STUDENT BOOK, PAGE 15

### ANSWER KEY

**Expanding Your Vocabulary:** a, f, c, b, d, e, g.

## UNIT 1 \_ STUDENT BOOK, PAGE 17

## ANSWER KEY

**Think about It:** Possible answers: Consumer Report: Information about where to get the highest quality item at the lowest price; How-to: How to repair something; Review: Information about quality and cost of restaurants.

**Focus on Style:** Activity 2: 1. Karim said, "I make a homework schedule each week." Karim said he makes a homework schedule each week. 2. Jassim said, "I do my homework after school." Jassim said he does his homework after school. 3. Maryam said, "I catch up on my homework on the weekends." Maryam said she catches up on her homework on the weekends. 4. Ahmed said, "I set aside time each day to do homework." Ahmed said he sets aside time each day to do homework.

## UNIT 1 \_ STUDENT BOOK, PAGE 22

### ANSWER KEY

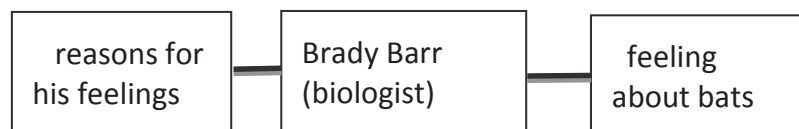
**2. Listen and Think:** Answers will vary.

# UNIT 2

## BEFORE YOU BEGIN

Ask the students to look at the picture and write words for what they see in the picture.

Draw the web below on the board and ask the students to copy it. Tell the students that they are going to listen Brady Barr, a biologist, tell a story about one of the animals that scares him most. Ask them to listen to the CD and write Brady's feelings and the reasons for his feeling in the web. Play the CD more than once if necessary.



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.

As an assignment, ask each student to find a picture of an animal that scares them most, and write their feelings and reasons for their feelings.

### Optional

Ask the students to sit together in groups of three to four and discuss questions numbers 2 and 3 at the bottom of the page. Ask a few students to share their answers with the whole class, not just tell the teacher the answer

## A CONNECTING TO YOUR LIFE

### 1. Tuning In

Ask the students to study the features of the animals in the pictures and write words that define the features such as **color, size, shape, habitat, food they eat, noise it makes, and skin**. Encourage the students to write at least one word for each feature, but if they can't they will hear the words on the CD later.

## READING

Tell the students that they are going to listen to a description of each animal. They should listen to the features and write the number of the description under the correct picture. Remind the students that they cannot interrupt or ask questions while the CD is playing. Play the CD more than once if necessary.

Tell the students to listen to the CD again, but this time it is to find and write the words that describe the features of the animals.

When they finish, have them sit together in groups of three or four and compare their lists. Go around and help them spell and explain the words, if anyone needs it.

### Optional but strongly encouraged

Ask them to work in pairs to make a chart like the one you will show them on the board. They can write the headings they want or you can put the headings that are common to most.

Animal	habitat	noise it makes	skin	etc.	etc.	etc.	etc.
elephant							

Have the students sit in pairs with a different person and use the chart to talk to each other about some of the animals. For example, one student may say to the other: An elephant has thick skin and lives in ..... .

### 2. Talking It Over

**Critical thinking:** Ask the students to study their tables again alone. Tell them that need to find features that are common to some of the animals in the list and not to the others and vice versa. Explain to them that this will help them develop **classification skills**. The chart below may help them understand **classification skills** better.

Category 1	Category 2
What do these animals have in common that the animals in category 2 don't have?	What do these animals have in common that the animals in category 1 don't have?

## 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 ask a WHAT question about the underlined word and look to see if the answer is in another sentence. The answer helps me understand the word. (Example: What is his bad habit?) (Answers 1 and 2)
- B. I ask a WHY question about the underlined word and look to see if the answer is in another sentence. The answer helps me understand the word. (Example: Why are zebras lions' favorite prey?) (Answer 3)
- C. I ask a HOW question about the underlined word, and look to see if the answer is in another sentence. The answer helps me understand the word. (Example: How does a wolf defend her babies?) (Answers 4, 5 and 6)



Have students do the completion task individually and then compare their answers in groups of two to three. Ask a few students to share their answers with the 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

Explain to the students that learning is not just by reading, but knowing what to read. Tell them that the best way to read is to have questions that they need answers for. Explain to them that this is called RESEARCH SKILLS. Tell them that the next task will help them develop their research skills.

Ask them to make three charts like the one on page 27 each on a separate sheet of paper and complete numbers 1 and 2 in chart for the following animals: The Indian Peacock; The Spotted Hyena; and The American Alligator. Tell them that they will complete 3 and 4 after they have read the next selections.

Ask the students to compare their answers in pairs after they finish.

## C READING TO LEARN

### 1. Before You Read

Ask the students to think of three reasons that animals might make loud noises and tell in other in pairs. Ask a few students to share the reasons with the whole class.

### 2. Let's Read

Tell the students to check the chart they made for the **peacock** and reread **what they already know** about a peacock and **what they want to know** about a peacock. As they read the selection, which is called a FIELD GUIDE, silently, they should do all of the following:

- Try to find answers to the questions they wrote in their charts.

## READING

- Use methods they learned to figure out the meaning of new words.
- Write notes about the features and interesting aspects of the animal.
- Write a new question about something they want to know about the animal.

Ask them to tell each other in pairs the four points above

Have the students repeat the same procedure of the Spotted Hyena and the American Alligator. *(It is strongly urged that the students read and follow the same procedure for all three selections. If you are short of time, you can give them one of the selections to do at home.)*

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

### 3. Unlocking Meaning

#### Main idea

Explain to the students that one of the ways of finding the main idea in a FIELD GUIDE is to read the animals' features and find out how they are similar. In this case they are trying to find the main idea in all three field guides. They need to find out the reason all three animals make loud noises.

Have them check the correct answer for number 1 and then tell each other what the main idea is.

#### Details

Tell the students to read each sentence and underline the parts that answer **who, what, action, how, where, when**. Give them an example on the board.

Example

The Indian peafowl screams only when leopards and tigers are near.

what

action

when

Tell them that each underlined part of the sentence is a detail and if one of the details is not like the one in the selection, then the sentence is false.

## READING

Ask them to mark each sentence as TRUE or FALSE and circle the detail that makes a sentence false. Have them compare their answers in pairs.

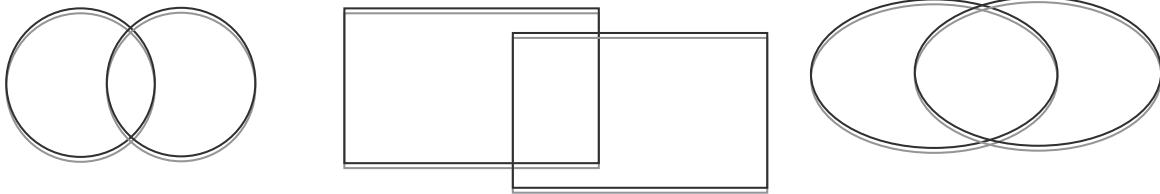
*There is no need to do number 3 because they already did it in the **Let's Read** section.*

Explain to the students that when comparing, we need to find:

- What details are similar to both of the things being compared?
- What details are different in both of the things being compare?

Explain that the best organizer for doing this is called a Venn diagram. Tell them that the shape of the diagram is not important. They can be rectangles, squares or ovals as long as they intersect.

Draw two or three models on the board to illustrate. Tell them that the intersecting section always contains the details that are similar to both.



Tell the students that they are going to listen to a teacher comparing alligators and crocodiles. Ask them to draw a Venn diagram (any model they like). Ask them to listen to the CD and write two facts in each part. Have the students compare their answers in pairs. Ask a few to share their answers with the whole class.

### **Optional but strongly recommend**

Tell the students that the Venn diagram can be used for collecting information, but it can also be used for presenting orally or in writing. Have the students sit in pairs and use the facts they wrote in their diagrams to tell each other how alligator and crocodiles are similar and different.

## D WORD WORK

### 1. Word Detective

Write the following words on the board. Ask the students to copy the words and circle the word part that makes sense.

**redo replay misread preschool blacken careful painter readable**

Ask the students to study the words in number 1. Have them write the smaller word and the extra part in the long word separately.

Example: fool *ish*

### 2. Word Study

Explain to the students that the word that is added to the end of a word to make a longer word is called a **suffix**. Tell them that we can turn many naming words (nouns) and action words (verbs) into describing words (adjectives) by just adding a suffix.

Write the following sentences on the board, project them on a screen or photocopy and them and give them to the students.

Ask the students to find and underline the suffix in one word in each sentence and then write the number of the meaning the suffix gives the word.

(Books closed)

**3 I lifted the helpless little boy in order for him to reach the kite in the tree.**

**2 The young kitten was playful. It kept trying to catch the little ball.**

**1 After Karim got off the roller coaster ride in the fun park, he looked greenish.**

**4 Put all personal items in the tray before you go through the metal detector at the airport.**

**1 like / sort of / or tending toward**

**2 full of / like**

**3 without / lacking**

**4 of / related to / or like**

## 3. Word Play

Ask the students to write the words with the correct suffix and then use that new long word to write a sentence for one of the pictures on page 26. It is recommended that they add these words to the word wall.

## E GRAMMAR

### 1. Learn the Rule

Copy the following table and words on the board, project them or photocopy them and hand them out to the students (Books closed). Ask the students to copy the words under the correct headings in the table.

American      yellowish      big      beautiful  
old              fat              wooden

Opinion	Size	Age	Shape	Color	Origin	Material

Ask the students to read the pair of words and underline the one that is more precise in description than the other. For example **red** is more precise than **large** because **large** is relative to what we think.

red large

small black                      old big                      Spanish beautiful

fat big                      paper new                      3 phones

Draw the table on the board, project it or photocopy it and hand it out to the students. Ask a few students to share their answers with the class.

Ask the students to open their books and read the table in number 1. Explain to them that the more the adjective is precise and un-debatable, the closer it is to the word it is describing except for numbers which come before all the adjectives.

## 2. Practice the Rule

Have the students do number 2 (the listening part) alone. Ask them to listen to the CD and mark their answers. Play the CD more than once if necessary.

Play each sentence and pause the CD. Ask the students to tell each their answers in pairs and why they said the sentence was correct or not.

Have the students do the second part of number 2 alone and compare their answers in pairs when they finish.

### **Recommended**

Ask the students to write one sentence at least using three adjectives in the correct order for the pictures on page 26. They may also write sentences for other pictures or things around them.

## F BRIDGE TO WRITING

### 1. Before You Read

Explain to the students that we rarely read something that is completely new, or that we usually know a little about something before we read about it. Tell them that by reading a title and looking at the picture, we can usually remember what we know about the topic before we read it.

Ask the students to read this title “The Nubian Vulture” and to look at the picture of the vulture on page 35 and write words that come to their minds about the title and words for what they can see in the picture.

Ask them to draw a K-W-L chart like the one on page 34 on a sheet of paper and write what they think they know about Nubian Vultures in the first column and to write a question about what they want to know about Nubian Vultures in the second column.

Have them do the same thing for “The Elephant” and the picture on page 36.

### 2. Words to Know

Ask the students to read the definitions alone and write an example for each. Tell them that examples from their own experiences will help them understand and remember the meaning of the words better. When they finish, have a few share their examples with the whole class.

Species: **Indian Peafowl**

Endangered: **whales**

Opponent: **Race car driver**

Inhabitant: **UAE nationals**

Carnivore: **Hyena**

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

### 3. Let's Read

Tell the students that they are going to do the following:

- Read each selection on pages 35 and 36.
- Use the information from each to complete column three of the K-W-L chart.
- Look for suffixes that turn a noun or a verb into an adjective and underline them.
- Use the methods they learned to figure out the meaning of the highlighted words.
- Add the new words to the word wall.

Have the students read each selection alone and set a time limit within the abilities of your students. Go around and make sure the students are on task. Provide help where necessary.

Have the students sit in pairs and retell the selection using the concept maps they made only. The books should be closed.

### 4. Making Connections

Ask the students to choose one loud animal and one unusual animal from the animals they read about. Have them work alone to find details and information about the first three items (claim to fame; already knew; and something interesting learned) in the field guides they read. Ask them to write a question for what more they would like to learn about each animal.

Have the students sit in groups of two to three and compare their answers.

### 5. Expanding Your Vocabulary

Explain to the students that some words used in English have the same sound like the original source. This is similar to how children make a sound for an object when they don't know the word for it. Tell them that the words they will learn are all action words (verbs) of the sounds that animals make. The words are called **onomatopoeic** [o no ma to pe yek] words.



Have them write the letter of the animal picture next to the sound it makes. Remind them that they have already read some of these words in the field guides then compare their answers in pairs. Ask a few to share their answers with the whole class.

Inform them that sometimes these words are used even when there are no animals. They are used for objects that make similar sounds. For example: The car engine **roared**.

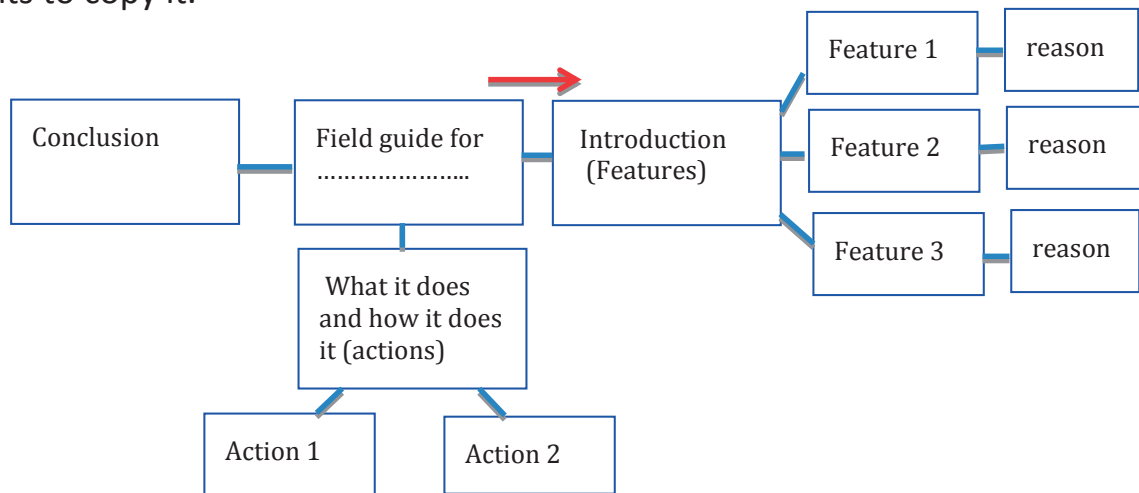
## G WRITING CLINIC

### 1. Think about It

Explain to the students that **field guides** can only be found in certain resources, but not others. Ask the students to do 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

1 Make a photocopy of the concept map and outline organizer below and hand them out to the students. You could project it on a screen and ask the students to copy it.



Tell the students that they will need the organizer for a task on page 42.

Animal: _____	
Introduction: _____	
<b>BODY</b>	Topic 1: _____ Fact A: _____ Fact B: _____
	Topic 2: _____ Fact A: _____ Fact B: _____
	Topic 3: _____ Fact A: _____ Fact B: _____
	Conclusion: _____

Have the students work in pairs to read the part of the selection called “The Indian Peafowl” and tell each other which words and sentences belong in each part of the concept map and the outline organizer. *Ask them not to write anything and that they should only concentrate on reading the selection, telling each other where the information belongs.*

2 Explain to the students that the difference between an introduction and a conclusion is not the same. The introduction tells you what you are going to read about and a conclusion sums it up, or is the result of what you have read.

Ask the students to work alone and read the sentences. Tell them to write next to each one:

*Tells me what I am going to read about, or  
Sums up information I have read about.*

Ask them to tell each other their answers and reasons in pairs when they finish.

### 3. Focus on Style

Write the following phrases on the board or project them on the screen and ask the students to write words that come to their minds for each.

- a. as if they've been run over by a truck **heavy flat squashed**
- b. like a glider **airplane silent in the sky**
- c. like a big ball of yarn with needles sticking out all over **round spikey**
- d. as long as several football fields **big huge**
- e. like big cats with colds **sound difficult to talk**
- f. a block of stone **heavy rough not smooth**

Have the students do number 2 alone and then share their answers in groups of two to three.

---

## TEACHER AID

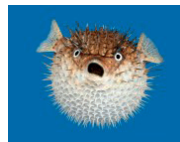
Yarn – wool

Needles – used for knitting sweaters and scarfs

Savannah - widely spaced small trees

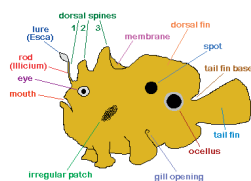
Mole – small rat-like animal that lives underground in tunnels

Pipa pipa toad



porcupine fish

Frogfish



## H WRITER'S WORKSHOP

Before you come to class, prepare about 30 sheets of paper stapled together like a book and on the cover write the words “Field Guide to the Loudest and Most Unusual Animals on Earth by Grade 12 class” and the name of the school.

Tell the students that the class is going to produce a field guide called “Field Guide to the Loudest and Most Unusual Animals on Earth” and show them the manual you made. Tell them that each one of them will produce a page and they can publish the manual and put it in the school library or on the school website.

### 1. Getting It Out

1. Ask the students to choose a loud or unusual animal from the pictures on page 40 or think of another animal they know about that is either loud or unusual. Ask them to study the picture and write down anything they know about the animal and its features.

2. Tell the students to make a chart like the one on page 41 and write what they already know about the animal and write a few questions about what they want to know about the animal. It is important that they write complete and specific questions.

Poor: What is a howler monkey?

Good: Where does a howler monkey live?

Poor: What about their food?

Good: What do they eat?

3. Tell the students to use the steps in number 3 to try and find answers to their questions and write them in the notes organizer (see the next task). They can also try using [www.uaeinteract.com](http://www.uaeinteract.com)

4. Have the students make a notes organizer like the one in number 4, page 41. If they are researching an unusual animal, then have them replace “what its sounds mean:” with “why it is unusual:”.

5. Inform the students that the field guide would be more interesting if they can add a picture of the animal they are writing about. If they have artistic abilities, encourage them to draw a picture of the animal. Otherwise they can go to ‘google images’ and download the picture of the animal they need. Caution them that they should not download a copyrighted picture.

### 2. Getting It Down

1. Ask the students to get out the outline you gave them with the concept map in the writing clinic section. Tell them to write the notes they made and the answers to the questions they got in the outline.

Have them sit in pairs and use the outline to give a talk to each other about the animal they chose. Tell them that the way they talk should be as if they are giving a presentation before the whole class. This will help them shape up their thinking in preparation for writing the field guide. Have one or two students present before the whole class using just the notes in the outline. It should not be a written at this stage.

2. Have the students work alone (preferably in class, but if time won’t permit, then you can have them do this as an assignment). Ask them to use their outline to write about the animal using the outline, which is going to be part of the manual “Field Guide to the Loudest and Most Unusual Animals on Earth”.

Remind to include the following:

- a. Figurative language to help the reader ‘paint a picture’ in his or her mind
- b. Onomatopoeic words
- c. Vocabulary they have learned
- d. Adjectives in the right order to describe the animal

#### **Note to the teacher:**

The emphasis here is on the student’s ability to get the right organization in a field guide rather than the accuracy of the spelling or grammar. However,

do insist on the correct order of adjectives, punctuation and quotation marks.

### 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 can be done better if they follow a procedure. Ask the students to work in pairs to answer these questions. Write them on the board or project them on the screen:

FOR A FIELD GUIDE:

- 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 43 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 field guide 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 grade their own work.

### 4. Presenting It

Have students do 1 – 4 in this section. Ask them to follow the instructions for each.

## | BEYOND THE UNIT

### 1. On Assignment

Ask the students to study the words in number two and tell each other in pairs what each one reminds them of (or paints a picture of). Tell them it's all right if they don't get them all right at this stage.

army	brood	cloud	colony	flutter
Herd	hive	school	swarm	flock

Explain to the students that we use these special words to describe groups of specific animals.

Ask them to each think and write what the word that describes the group of animals in each picture from a to h and then tell each other in pairs. Have a few share their answers with the whole class.

### **Recommended**

Have them put up pictures of groups of specific animals and the special word for each group.

### 2. Listen and Think

Tell the students to read each sentence and underline the parts that answer who, what, action, how, where, when like they did in the **Unlocking Meaning** section.

Play the CD and have them check to see if the sentences are true or false. Do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary.

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

### 3. Link to Literature

Explain to the students that many cultures in the world have stories that tell how something came to be. These 'how' stories are sometimes called 'folktales'. Oftentimes, these stories involve animals such as "How bear got a short stump tail", and "How owl got his feathers".

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.

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.



## 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 study the picture and read the words that label the artifacts, or objects in the picture. Explain that the objects were found in a royal mummy's tomb. Tell them to write what each item tells about life in ancient Egypt (page 47). It is important that each student work alone. Ask them to draw a chart like the one below.

<b>Object</b>	<b>What it tells us about ancient Egypt</b>
Musical instrument	
Chariot	
Pottery jars	
Oil bottle	
Jewelry	
Fishing hooks	
Game	
Throne	
Hunting equip.	

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.

Ask the students to sit together in groups of three to four and discuss the questions at the bottom of the page. Ask a few students to share their answers with the whole class.

**A CONNECTING TO YOUR LIFE**

**1. Tuning In**

Ask the students to study the pictures on page 48 and write words for each in the correct column. Ask them to draw a chart like the one below.

Site	Place	Materials	Shape/size	About its people
Al Ain				
Pyramids				
Machu Pichu				
Chichen Itza				
Great Wall				
Stonehenge				
Al Ain				

Tell the students to listen to the CD. They will hear a talk about Hiram Bingham, who is an archeologist. Ask them to make notes as they listen and write which site he discovered.

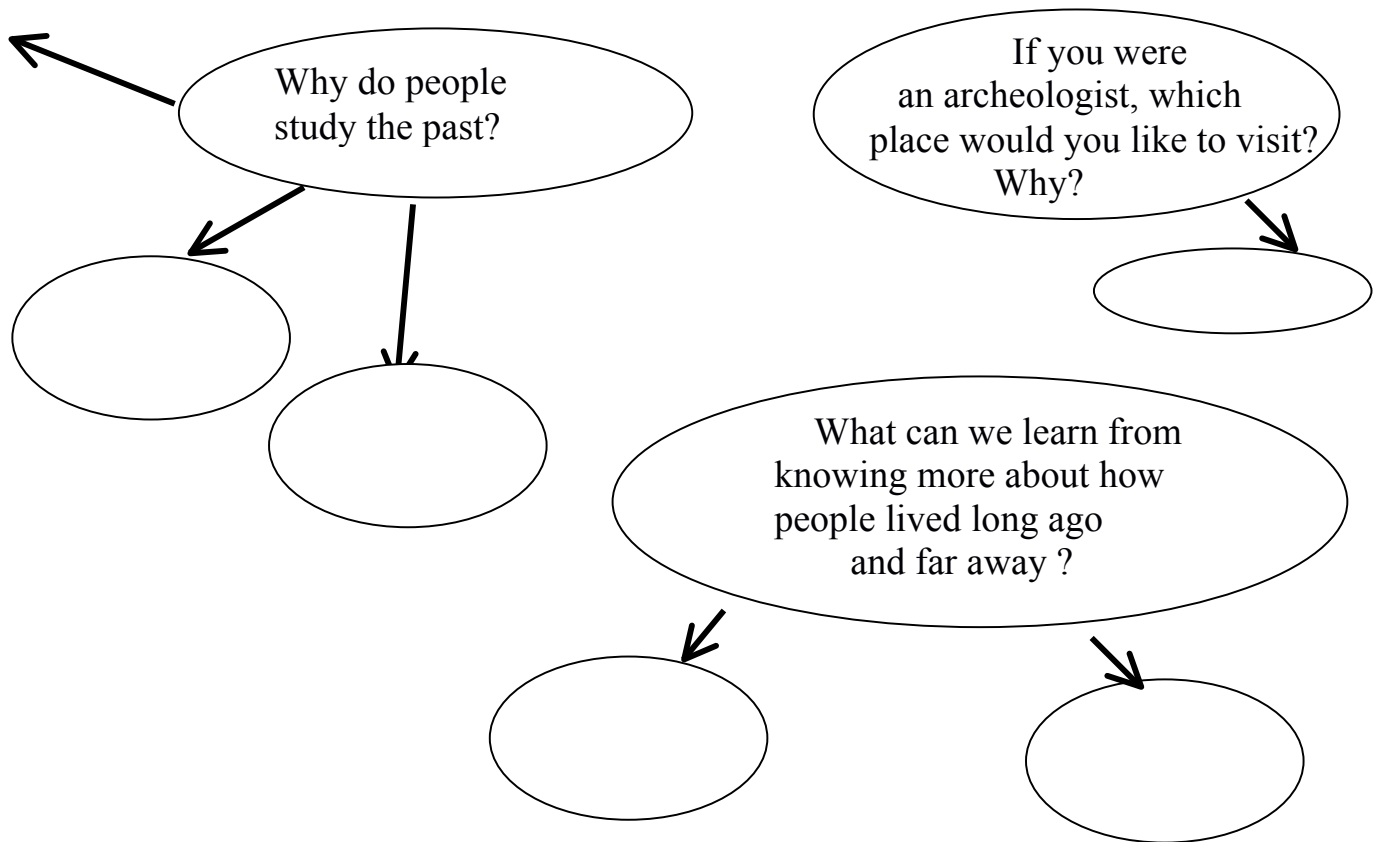
*Inform them that they cannot talk or interrupt while the CD is playing.*

Ask the students to tell each other in pairs what information in the talk helped them find out the site Hiram discovered. Ask a few students to share their answers to the class.

Tell the students to listen to part 2 of talk on the CD. Tell them that they will now hear more information that will help them decide if their answers were correct or not. Ask them to tell each other in pairs what new information helped them make sure that their answers were correct.

**2. Talking It Over**

Have the students draw 3 webs like the ones below. Draw them on the board, project them on a screen or photocopy them and hand them out to the students.



Ask them to write as many notes and ideas for the three questions as they can. It is important that they work alone. Then have them tell each other in pairs or groups of three what their notes and ideas were.

## **B** GETTING READY TO READ

### 1. Learning New Words

Draw the chart below on the board, project it on a screen, or photocopy it and hand it out to each student. Ask them to read the words and definitions (page 49). Have them write at least 2 examples from real life for each word.

Word	Example 1	Example 2
Routine		
Burial		
Essential		Water
Eliminate	Deodorant	
Formula	$(a+b)^2$	
Symbolize		
Equipped		

Have the students tell each other their examples in pairs. Ask them to copy the good examples from each other.

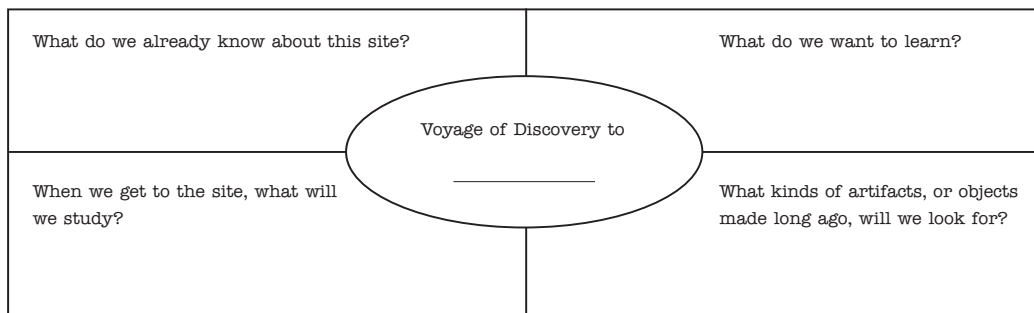
Ask the students to read each sentence on page 49. Tell them to find similarities in the sentences with the examples they wrote. Ask them to write the correct answer in the blank.

**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 study the four questions in the chart on page 49. Have them each choose one of the six sites on page 48, or a site they have heard about. Ask them to write their ideas and notes for each question in the table. Encourage them to try to use some of the words they learned in the previous task. Have them share their ideas in groups of 2 to 3.



## C READING TO LEARN

### 1. Before You Read

Tell the students to suppose that they are going to write a **Short Research Report** about mummies. Explain to them that they will need to go through steps to develop a good report. Tell them that you are going to give them some steps and they should carry out each step alone.

For step one, show them pictures of mummies and ask them to write as many words and ideas as they can about mummies.

For step two, ask them to write 3 to 5 questions about what they want to know or find out about mummies.

For step three, ask them to listen to the CD and read the article “Inside The Mummies’ Tombs’”. Tell them that as they are reading and listening to the CD, they should be looking for answers to their questions.

Explain to the students that what they have done so far is called the K-W-L strategy. Tell them that in step one, they wrote what they **know**. In step two, they wrote what they **want** to know and in step three, they wrote what they **learned**. Inform them that they can use the K-W-L strategy in all their subjects at school and in real life.

### 2. Let’s Read

Inform the students that in order to find the main idea in a research report, they will need to consult their K-W-L chart. Have the students:

- Read the K and L columns in their K-W-L chart.
- Circle the most important information in the two columns. They can circle as many as they want.
- Write a sentence for all the information they circled.

Ask them to tell each other in pairs the sentences they wrote first, and then check the sentences on page 52. Finding the main idea will become easier for them. Have the students answer 1 to 4 using the chart as well.

## READING

Explain to the students that a K-W-L chart helps them find the main idea and details more easily. If they keep applying the strategy using the chart, after a while, they will be able to use a mental model without needing to write everything down.

### Optional but strongly recommended

Ask the students to sit in pairs. Have one student read the selection aloud to the other but deliberately skip, or miss a word as he/she reads. The other student should follow and circle the words that the reader missed. Have them switch when the first reader finishes. *You can have each student to read only half the selection if you feel that the selection is too long for one student to read.*

### 3. Unlocking Meaning

Ask the students to read each question and make notes about what they want to listen for. Explain to the students that using a chart, or a table like the one below can help them remember better and organize their thoughts for listening. *[On slide]*

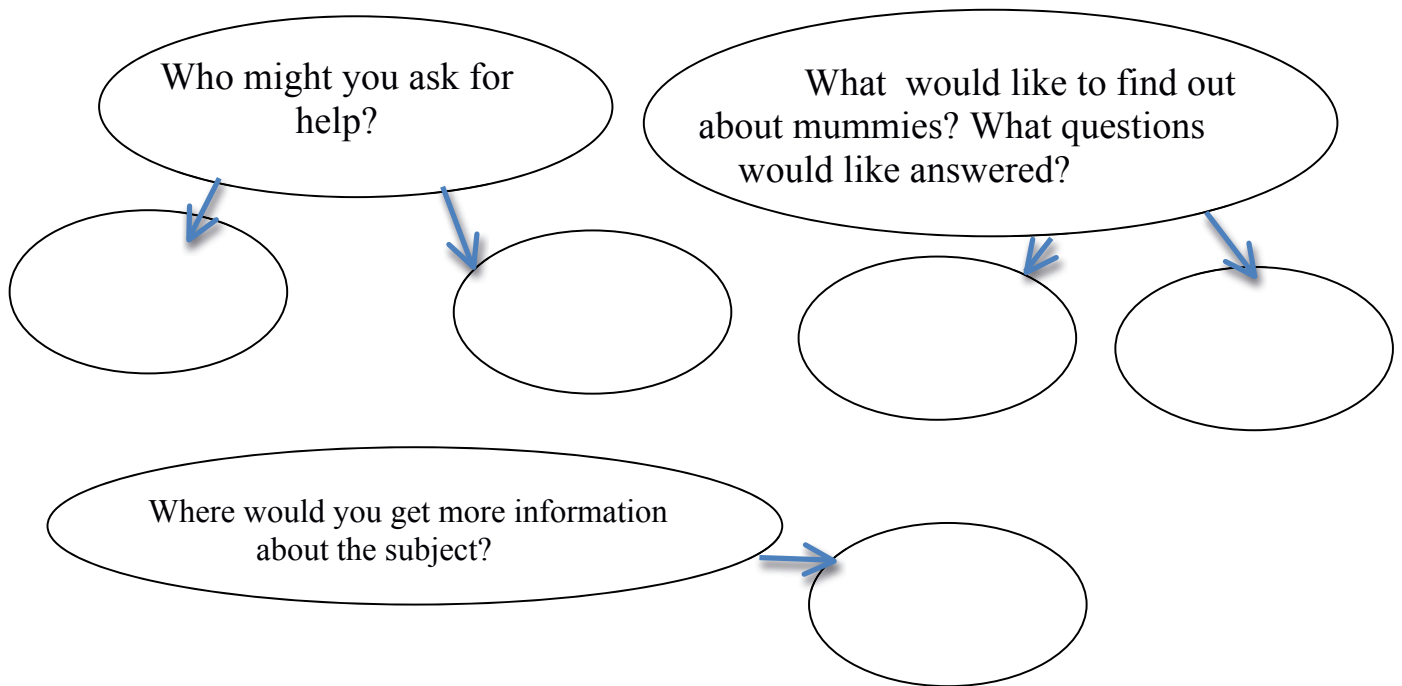
The questions	My notes before I listen	My notes while I am listening
What was the main question the professor wanted to find out	<i>The professor will ask a few questions and I need to remember the most important one.</i>	
What did the professor do to answer his question?		
How did the Egyptians remove the brain?		

Have them listen to the CD and write their notes for the questions. You may want to ask them to copy the table from the slide first. Play the CD another time if necessary. When they finish, have them tell each other their answers in pairs or groups of three.



## READING

Tell the students that they are going to prepare for writing a research report. Tell them to imagine that the report is about mummies (just as a demonstration), but later they can choose their own topics. Ask them to make a web like the one below. Ask them to write ideas and notes for each question.



Have the students sit in groups of 3-4 and tell each other their notes and ideas for each question. Encourage them to copy the good ideas from each other.

## D WORD WORK

### 1. Word Detective

Have the students copy the chart below, project it on a screen, or photocopy it and hand it out to the students. Ask them to read each verb and rewrite it as a noun or an adjective. A few have been done for them. Have them check your answers with each other when they finish. Then show the answer slide and have them check again.

Verb	Noun	Adjective
Summarize		Summary
Create		
Criticize		No adjective
Purify		Pure
Beautify	Beauty	
Immigrate		Immigrant

## 2. Word Study

Project the sentences below on the screen or photocopy them and hand them out to the students. Have the students read each sentence and decide whether the underlined word is a noun, a verb, or an adjective. Ask them to number your paper from 1 – and write **noun**, **verb**, or **adjective** next to each number.

1. I asked the teacher to clarify the meaning of the new word.
2. After getting new eyeglasses, I could see with clarity.
3. This microscope can magnify an image 100 times.
4. Sam will organize the files in A-B-C order.
5. The organization will help everyone.
6. Did you finalize the report for the teacher?
7. This car can accelerate from 0 – 100 in 6 seconds.
8. I need to duplicate this paper so I can have 2 copies.
9. The organizing committee will meet on Saturday.
10. The final score was 3-2 in favor of Al Shabab Team.

Ask the students to write a list of how all the verbs end. Then have them check page 54 in their books to confirm their answers.

## 3. Word Play

Ask the students to read each verb and write the noun or the adjective for it. Then have them work in pairs to check their answers. When they finish, project the words below for them to compare their answers with.

- |                                 |                     |
|---------------------------------|---------------------|
| 1. Simply (adj) Simplicity (n.) | 2. Electricity (n.) |
| 3. Terror (n.)                  | 4. Identity (n.)    |
| 5. Hospital (n.)                | 6. Familiar (adj.)  |
| 7. Memory (n.)                  | 8. Apology (n.)     |
| Memorial (adj.)                 | Apologetic (adj.)   |
| 9. Education (n.)               | 10. Decoration (n.) |
| Educational (adj.)              | Decorative (adj.)   |
| 11. Punctuation (n.)            | 12. Medicine (n.)   |
|                                 | Medicinal (adj.)    |

## E GRAMMAR

### 1. Learn the Rule

Copy the following sentences on the board, project them or photocopy them and hand them out to the students.

1. The microscope magnified the image 100 times.
2. The image was magnified 100 times.
3. The noise and lights terrified the little boy.
4. The little boy was terrified by the noise and lights.
5. The police identified the three criminals at the station.
6. The three criminals were identified at the station.

Ask the students to read the sentences and write the differences in the structure and meaning for each.

Have them sit in groups of three and tell each other the differences in structure and meaning.

Explain to them the structure and the purpose of the passive sentence in the past tense. See next page.

Who What	Action		Who What	How	Where
Noun word	Was were	Verb from the 3 <sup>rd</sup> column (participle)			
The little boy	was	terrified		by the noise and lights	
The criminals	were	identified			at the station

## 2. Practice the Rule

a. Have the students listen to the 10 sentences on the CD, make a check ✓ if the structure and meaning of a sentence is correct and make an ✗ if it is wrong. Play the CD more than once if necessary.

Play each sentence and pause the CD. Ask the students to tell each their answers in pairs and why they said the sentence was correct or not.

b. Have the students rewrite the sentences so that they are in the passive form. Ask them to sit in pairs and check their answers. Invite a few to share their answers with the whole class.

### Recommended

Ask the students to write three sentences at least using the passive form for the pictures on pages 47 and 48. They may also write sentences for pictures they get themselves.

## F BRIDGE TO WRITING

### 1. Before You Read

Ask the students to open their books (page 57) and read the first sentence in each paragraph of a research report called *Mystery in The Jungle*. Ask them to close their books after two minutes exactly and write one sentence that will tell them what they are going to learn about in the selection.

Have them tell their sentences to each other in pairs and look for any similarities and differences between them.

### 2. Words to Know

Have the students read the method for figuring out the meaning of an unfamiliar word in a sentence.

Method: ***If ... then ...*** logic.

I make a part of the sentence start with “if” and I think of a logical conclusion and start that conclusion with “then”. The conclusion is the meaning of the unfamiliar word.

Have them look at the two examples and work out the **if ... logic** in pairs. Ask a few to share with the whole class. [Do not explain how it works at the stage.]

Copy the following examples on the board, project them or photocopy them and hand them out to the students.

1. **If** nobody saw the criminal break out of jail, **then** no one knows how he did it. I think mystery means “no one knows”.
2. **If** Nadia divided the price ... by her weekly allowance, **then** she used a mathematical process. I think calculate means “use a mathematical process.”

Have them check whether their explanation to each other was right.

Explain to the students that their ability to write an **IF .. THEN ...** process will not only help them figure out the meaning of an unfamiliar word, it will also help them in critical thinking in English and other subjects like Math. It is important that they develop this ability.

Ask the students to write an **if ... then ...** process for the unfamiliar words in sentences 2 to 7. Have them work alone and do as many as they can. Have them sit in pairs and read each other's '**if ... then ...**' sentences. If they still need help, have them form a group of three to four.

Tell the students to read the definitions on page 56 and decide which one is the meaning of the unfamiliar word. Then have them sit in pairs and tell each other their answers.

Ask volunteers to put the words on the "word wall" in the classroom.

### 3. Let's Read

Tell the students that they are going to learn the steps for carrying out a 2 short research reports like the ones on pages 57 and 58. Remind them that before they read, they should always carry out a prereading strategy.

Have the students carry out each step one at a time.

#### Step one

Pre reading strategies

- Read the title, think of words that come to your mind for the title, and write one sentence to say what you think "Mystery in The Jungle" and "Silent Chalk Horses" will be about. Compare your sentences in pairs.

#### Step two

Pre reading strategies

- Write 2 to 5 questions that you think you will find answers for in the 2 research reports.

## Step three

Pre reading strategies

- Read the first sentence in each paragraph.

Ask the students to remind each other in pairs what the three steps are.

Have the students make a K-W-L chart like the one on the slide and write what they already know about 'Mystery in the Jungle' and 'Silent Chalk Horses' in the K column.

Ask the students to write questions about what they want to know (or find out) about 'Mystery in the Jungle' and 'Silent Chalk Horses' in the W column.

Ask the students to read 'Mystery in the Jungle' and 'Silent Chalk Horses' and write they found out in the L column.

Have the students sit in pairs and use their K-W-L chart to tell each other what they read about 'Mystery in the Jungle' and 'Silent Chalk Horses' . The books should be closed.

Have some volunteers write the words that they learned on your classroom Word Wall.

## 4. Making Connections

Ask the students to sit in pairs and write the missing information in the chart below based on the two reports they read.

## 5. Expanding Your Vocabulary

Ask the students to read the definition of each word part and study the pictures on page 59 and find which ones contain [high, top], [rock or stone], etc.

**acro-** *high, top*

**ex-** *out of*

**geo-** *earth*

**-lith** *rock or stone*

**mega-** *giant, a million*

**picto-** *like a picture*

**-graph something**      **pre-**    *before*  
*drawn*

Remind them to use ***If ... then ...*** logic to get the right words.

## G. WRITING CLINIC

### 1. Think about It

Explain to the students that everything they read has a purpose. Ask them to think of the purpose of each research report they read and make a check for the correct answer on page 60.

Have them tell each other in pairs why they think their answer is correct.

### 2. Focus on Organization

Have the students study how a research report is organized and look at the highlighted sentences in the selection.

Ask them to read ‘**Silent Chalk Horses**’ and find the **thesis statement**, **research question**, **details** and **subtopic** and highlight them in the same colors.

Have them compare their answers in pairs when they finish.

Explain to the students that **Thesis statements** in a research report have a purpose.

**Thesis statements** can:

- Provide a description of when events happened.
- Discuss causes and/or effects
- Explore a problem or question
- Explain how something is or was done

Ask the students to read each thesis statement on page 61 and think of its purpose. Tell them to draw a line from the statement to its purpose.



### 3. Focus on Style

Explain to the students that when the second sentence is an example of a word in the first sentence, they can join them and make them one. Have them study the two sentences below and tell each other in pairs how they were joined.

Stone monuments were discovered in the **rainforests** of Mexico.

**Rainforests** are **jungles**.

Stone monuments were discovered in the **rainforests, or jungles** of Mexico.

Explain that after the unfamiliar word, we put a [ , ] followed by [or] and the [word that explains the unfamiliar word].

Ask them to do the same for numbers 1 to 4 on page 61 and check their sentences in pairs when they finish.

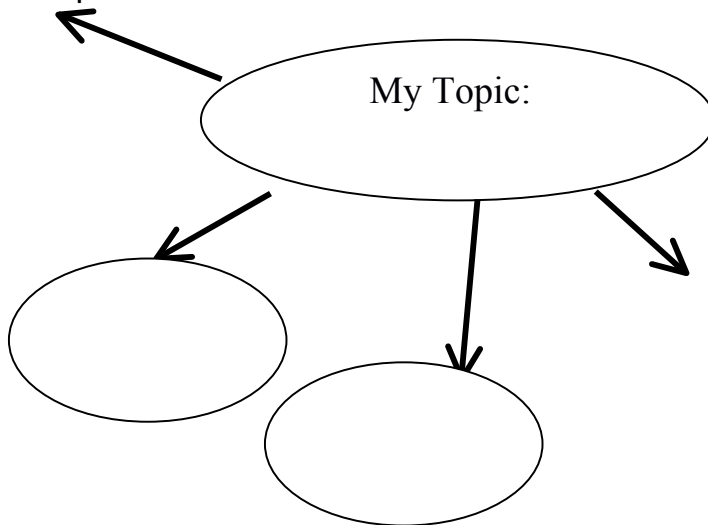
## H WRITER'S WORKSHOP

### 1. Getting It Out

Explain to the students that to write a research report about a topic, first they will need to think of a topic. Ask them to use the table to help them think of a topic alone.

My Topic:	
Why am I interested in it?	
Why will it interest my teacher and other students?	
Will I need to do some research?	

Draw the web below on the board or project on a screen. Tell the students to make a web like it and write their topic in the middle. Tell them to think of words and ideas that come to their minds and write them in the web, mind map.



Tell the students to review their mind map, decide the purpose of their research report and write their thesis statement. Remind them of the purposes.

IS MY REPORT GOING TO ...

- provide a description of when events happened?
- discuss causes and/or effects?
- explore a problem or question?
- explain how something is or was done?

Have them draw a **K-W-L** chart and write what they already know about their topic in the **K** column and what they want to know (in the form of questions) in the **W** column. Remind them to write complete questions in the correct form. A correct question can help them find better answer.

Tell them to think about where they can find answers to their questions and additional information and write down a list of sources. Have them share their lists in pairs.

NOTE: Inform them that the Internet is not a source but a conduit. The source is the site and they should think of which sites can help them. For example: [www.uaeinteract.ae](http://www.uaeinteract.ae)

Give the students a day or two to find the answers to the questions and information in the sources and write them in the L column of the K-W-L chart.

Explain to them that they can also write the answers and information they found on index cards. Use the index card in the book for demonstration.

### 2. Getting It Down

1. Ask the students to study the outline on page 64 and draw a similar one on a sheet of paper. They need to write the words, but not the information about Stonehenge. Ask them to go back to the K column, or the index cards they made and write the information (the topic they researched) in the outline.

2. Have them sit in pairs and use the outline to give a talk to each other about the topic they chose. Tell them that the way they talk should be as if they are giving a presentation before the whole class. This will help them shape up their thinking in preparation for writing the research report. Have one or two students present before the whole class using just the notes in the outline. It should not be a written report at this stage.

3. Have the students work alone (preferably in class, but if time won't permit, then you can have them do this as an assignment). Ask them to use their outline to write a research report about their topic, which is going to be part of a series of documentaries "Our Research from Around the World by Grade 12 Class".

Note to the teacher:

The emphasis here is on the student's ability to get the right organization in a research report rather than the accuracy of the spelling or grammar.

### 3. Getting It Right

Remind them that revising and editing can be done better if they follow a procedure. Ask the students to work in pairs to answer these questions.

Write them on the board or project them on the screen:

1. Does my introduction attract the attention of the reader?
2. Does my introduction have a thesis statement?
3. Does each paragraph in the body explain one subtopic, or idea?
4. Does each body paragraph include information that explains the idea?
5. Does my conclusion summarize my ideas?
6. Do I cite, or say where I found the information.

Ask the students to open their books to page 65 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 research report with the corrections and revisions they made. When they finish, ask them to use the CheckBric for a research report in their practice book to grade their own work.

### 4. Presenting It

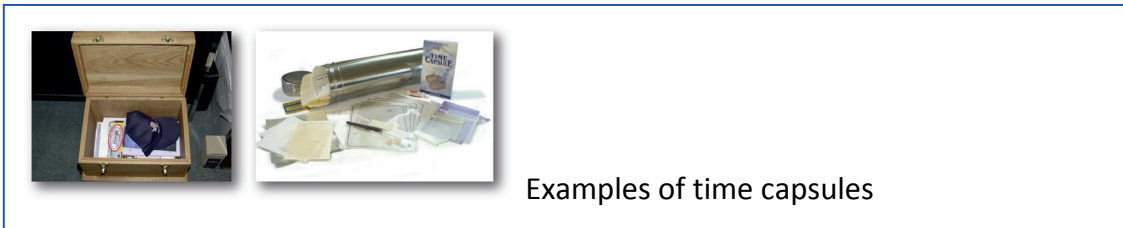
Tell the students to prepare their research report in order to present it. Encourage them to include a few pictures so that their audience can understand it better. Tell them to read the notes for presenting on page 65.

Have the students sit in groups of 4 to 6. Each one of them should present their research report to the others in the group. Tell them to imagine they are presenting a documentary on TV.

## I BEYOND THE UNIT

### 1. On Assignment

Tell the students that they are going to prepare a “time capsule”. Explain that a time capsule contains objects and information that lets future generations know what a community was like in a certain period of time. So if someone finds the time capsule after 1000 years, they will learn much



about that period. Ask the students to do the following:

- In pairs, write a list of what you want the future generations to know about you. Your culture? Your clothes? Your entertainment?
- Share your list with the class.
- Gather the objects that you want to put in your time capsule.
- Write a short paragraph for each object.
- Put the things in the time capsule and bury it in a location you have permission to do so. Write the names of the persons participating and the date on the time capsule.

### 2. Listen and Think

Ask the students to read the questions on page 67 first, and think about what information they need to listen for.

Have the students listen to CD and answer the questions alone. Play the CD more than once if necessary. Remind them they cannot interrupt or ask questions while they are listening.

Ask the students to sit in groups of three and tell each other their answers.

### 3. Link to Literature

Ask the students to study the Egyptian hieroglyphics on page 67 and use them to work out the meaning of the 'pictorial sentence' alone and write it down. Ask them to show their sentences to each other and see if they got the same answer.

Encourage the students to each write a sentence to another student using hieroglyphics, and the other student needs to reply using hieroglyphics.

Challenge the students to create their own pictorials to represent the words HAPPINESS, TOMORROW, DANGER, FRIENDS and FAR AWAY. Have the students choose the best ones and put them up on the classroom wall.

Have the students sit in groups of three to four and tell each other what their answer to each of the following questions could be:

- What are the advantages and disadvantages of using this manner of communication?
- What types of information might the ancient Egyptians have written down?
- If you were to leave an important message for future generations, what would write?

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

## UNIT 3 \_ STUDENT BOOK, PAGE 48

### ANSWER KEY

**Tuning In:** Machu Picchu.

## UNIT 3 \_ STUDENT BOOK, PAGE 49

### ANSWER KEY

**Learning New Words:** 1. essential;  
2. eliminated; 3. formula; 4. symbolizes;  
5. routine; 6. equipped; 7. burial.

## UNIT 3 \_ STUDENT BOOK, PAGE 52

### ANSWER KEY

**Finding the main ideas:** 1. 7, 8, 9, 10; 2. 11, 12; 3. 3, 4; 4. 8.

## UNIT 3 \_ STUDENT BOOK, PAGE 53

### ANSWER KEY

**Finding Details:** 1. c; 2. b; 3. d; 4. b.

## UNIT 3 \_ STUDENT BOOK, PAGE 54

### ANSWER KEY

**Word Detective:** Possible answers: summary; creation, creative; critic, critical;  
pure, purification; beautiful, beauty; immigrant, immigration.

**Word Play:** 1. simple; 2. electricity/electric; 3. terror;  
4. identity/identification; 5. hospital; 6. familiar; 7. memory;  
8. apology;  
9. education; 10. décor/decoration; 11. punctuation; 12. medicine/medication.

**Spelling:** a. enough; b. Jeff; c. autographed; d. left; e. cough;  
f. giraffe;  
g. photo; h. cliff; i. paragraph.

## UNIT 3 \_ STUDENT BOOK, PAGE 55

### ANSWER KEY

**Practice the Rule 1:** Correct sentences: 2, 3, 7, 9, 10.

**Practice the Rule 2:** 1. Several years ago, a settlement on Umm al-Nar was discovered by archaeologists. 2. Pictures of camels were found by archaeologists. 3. The basketball game was cancelled last weekend. 4. Fahd's wallet was stolen by a pickpocket yesterday. 5. Arabic is spoken in the UAE.

## UNIT 3 \_ STUDENT BOOK, PAGE 59

### ANSWER KEY

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

**Making Connections:** Possible answers:  
Research questions: Olmec monuments—*What did the monuments mean?* Chalk Horses—

*Who carved them? Why?* Similarities: *Both are carved from stone. Both are very large. Both are over 3,000 years old.* Differences: *The horses are on hillsides in England and the Olmec monuments are in a jungle in Mexico. The Olmec monuments were carved from rock in a quarry far away from where they now stand, while the white horses were carved directly into the hills. Scientists know how the chalk horses were made, but they don't know why; they know why the Olmec monuments were made, but they don't know how. The Olmec monuments honor ancient leaders while the purpose of the chalk horses remains a mystery.* Remaining questions: *Why did the Olmec abandon their communities? Who made the white horses?*

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

## UNIT 3 \_ STUDENT BOOK, PAGE 61

### ANSWER KEY

**Think about It:** to inform others.

**Focus on Organization 2:** 1. d; 2. a; 3. e;  
4. c; 5. b.

**Focus on Style 2:** 1. The tombs, or burial chambers, were under the ground.  
2. Archaeologists carried out an excavation, or organised dig, at the mysterious site in Mexico.  
3. The Olmecs probably used hieroglyphics, or picture writing. 4. The huge horses, were carved out of chalk, a type of rock.

## UNIT 3 \_ STUDENT BOOK, PAGE 61

### ANSWER KEY

**Think about It:** to inform others.

**Focus on Organization 2:** 1. d; 2. a; 3. e;  
4. c; 5. b.

**Focus on Style 2:** 1. The tombs, or burial chambers, were under the ground.  
2. Archaeologists carried out an excavation, or organised dig, at the mysterious site in Mexico.  
3. The Olmecs probably used hieroglyphics, or picture writing. 4. The huge horses, were carved out of chalk, a type of rock.

# UNIT 4



## BEFORE YOU BEGIN

Ask the students to study the 2 pictures and write as many words as they can in the table below. It is important that each student work alone. Ask them to draw a chart like the one below.

	Cat	Dog
size		
color		
food		
needs		
skin		
special abilities		

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 chart.

Ask the students to sit together in groups of three to four and discuss questions the questions at the bottom of the page. Ask a few students to share their answers with the whole class.

## A CONNECTING TO YOUR LIFE

### 1. Tuning In

Tell the students that they are going to listen to two students (Abdul Rahman and Jamal) talking and giving reasons. Ask the students to make a chart like the one below and write the reasons each one gives.

	Jamal	Abdul Rahman
Reason		

Tell the students to listen to the CD make notes as they listen. *Inform them that they cannot talk or interrupt while the CD is playing.*

Ask the students to tell each other in pairs what reasons each person gave and whether they agree with Jamal or Abdul Rahman. Ask a few to share their answers with the whole class.

### 2. Talking It Over

1. Ask the students work alone and read each question in this section and circle the answer they prefer.

Have them get up, go around the classroom and find two other students who chose the same answers. Remind them that when they talk, their voices should be just loud enough for the next person to hear. Tell them that when they find the two persons, they should sit together and:

- Talk about the reasons they had for choosing a particular answer for each question.
- Write the reason they all agree on about why they chose a particular answer.
- Have a few share their reasons with the whole class.

2. Ask the students to do the following:

- Work alone and read the title and write as many words and ideas that come to their minds as they can.
- Write sentences to predict what the unit will be about using some of the words and ideas they generated.
- Read the sentences in number 2 and decide which one is the closest to what they have written.
- Ask and tell each other in pairs what the unit is going to be about and how they decided that.

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

## 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 that doesn't have an unfamiliar word. I make that same sentence start with 'IF'. The answer to the 'IF' sentence gives me the meaning of the unfamiliar word.

Answers: 1 2 5 6

**Example:** **If I walk into a room and everyone stops talking, I decide they were talking about me. So conclude means 'decided from the information I got'.**

Method B: I read the sentences and if I find that one sentence supports an idea, then the underlined word would be 'not to support' the idea. Answers: 3 4

**Example:** **Rania argued against the ban. So Jameela supports the ban. I think in favor of means 'supports or agrees with'.**

Method C: I read the sentence that doesn't contain the unfamiliar word and I ask why. The answer I think of helps me figure out the meaning of the unfamiliar word in the next sentence.

Answers: 7

**Example:** **Why does blue make me feel clam? Because it reminds me of the sky and the ocean. I connect the color blue to the sky.**

Ask the students to draw a line from the word to its meaning and then tell their answers to each other in pairs. Have a few students share their answers with the whole class.

### Classroom 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 the wall as they are learned. Keep them up until the unit is completed.

### 2. Talking It Over

Ask the students to work alone and write as many positive and negative qualities (traits) as they can in the chart on page 71. Have them sit in groups of three and tell each other what qualities (traits) they wrote for each animal and copy words they liked. Ask them to tell each other the reasons for giving the animals these positive and negative qualities. Ask a few to share with the whole class.

## C READING TO LEARN

### 1. Before You Read

Tell the students that some cities in the world could be dangerous for a person who lives alone. So if they had to choose between a cat or a dog to keep at home, which would they choose?

First ask them to make a chart like the one below and write their ideas in it alone.

If I live in a dangerous neighborhood in a city		
Pet	advantages of owning one	Disadvantages of owning one
dog		
cat		

Have the students sit in groups of three and tell each other which pet they would own, why, and why not another pet.

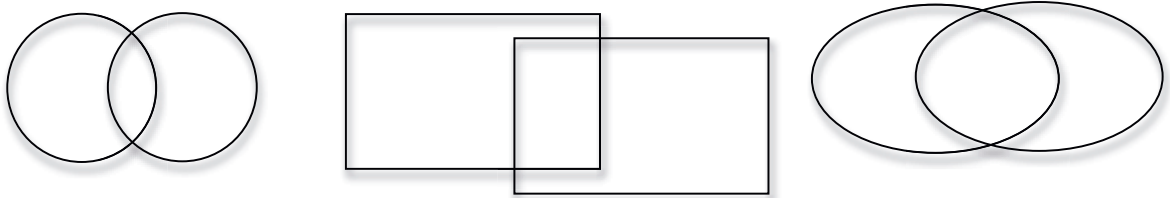
## 2. Let's Read

Inform the students that in order to find the main idea in a comparison and contrast essay, they will need to find all the details that are being used to compare and contrast in the essay. Explain to the students that when comparing and contrasting, we need to find:

- What details are similar to both of the things being compared?
- What details are different in both of the things being compare?

Explain that the best organizer for doing this is called a Venn diagram. Tell them that the shape of the diagram is not important. They can be rectangles, squares or oval as long as they intersect.

Draw two or three models on the board to illustrate. Tell them that the intersecting section always contains the details that are similar to both.



Tell the students that they are going to read about what makes dogs and cats special. Ask them to draw a Venn diagram (any model they like). Ask them to read the selection on pages 72, 73 and 74. Have the students write ways that these animals are similar and different in the diagrams. Remind them to use the methods they have learned in the previous three units and this unit to figure out the meaning of unfamiliar words. When they finish, ask them to sit in groups of three and tell each other what they wrote. Ask a few to share their answers with the whole class. [Ask volunteers to add the new words to the word wall.]

### **Optional but strongly recommended**

Ask the students to sit in pairs. Have one student read the selection aloud to the other but deliberately skip, or miss a word as he/she reads. The other student should follow and circle the words that the reader missed. Have them switch when the first reader finishes. *You can have each student*

*to read only half the selection if you feel that the selection is too long for one student to read.*

### 3. Unlocking Meaning

Explain to the students that using a Venn diagram can help them organize and remember information better. It will also help them find the main idea and details of a comparison and contrast essay faster.

1. Ask them to read the information that is the same or different about cats and dogs (in the Venn diagram they made) and decide which of the three sentences is the main idea of the essay. Have them share their answers in pairs. Ask a few to share with the whole class and explain how they reached their conclusion.

2. Ask the students to read each of the four subheadings in the selection and think of as many words that come to their mind as they can for each subheading. (Have them do this task alone.) Tell them that they will have to remember what they think of without writing it down. Inform them that they have 20 seconds per title.

After one and half minutes, ask them to do number two alone\* and then tell each other their answers.

\*Make sure they are not reading the selection to get the answers.

3. Ask the students to sit in groups of four and ask and answer the following questions. Write the questions on the board.

- a. Do you have a pet? If not, do you know anyone who has a pet?
- b. What kind of an animal is it?
- c. Do you think the pet (yours or the other person you know) is intelligent, or smart?
- d. Does the pet (yours or the other person you know) understand you or its owner?
- e. Do you think the pet (yours or the other person you know) has feelings?

4. Tell the students that they are going to listen to a talk about dolphins. Have them make an organizer like the one below first. Play the CD and have them write interesting facts as they listen. Remind them that they cannot ask questions or interrupt while the CD is playing.

Interesting facts about dolphins	
DOLPHINS	1.
	2.
	3.
	4.
	5.
	6.

Have the students tell each other in groups of three or four what interesting facts attracted their attention. Ask a few to share with the whole class.

**Project:** Ask students to choose an animal and make a display cardboard for it. Have them look for interesting facts about that animal and prepare a display like the one below.

Dolphins are playful



Dolphins are more intelligent than a 5-year-old human child.

Dolphins can sense tiny changes in the sea.

Dolphins are skilled at social and emotional understanding.

**D WORD WORK**

**1. Word Detective**

Have the students work alone and draw lines from one adjective to the one that is opposite in meaning. Ask them to do only the ones they really know. Have the students tell each other in groups of three what their answers were and only copy the correct answer if they are really sure it's the right one. Have a few students share with the whole class. After that, provide them with the correct answers.

**2. Word Study**

Explain to the students that words that are opposite in meaning are called 'antonyms'. Tell them that by adding a few letters (called prefixes) to the beginning of a word, the word can become an antonym. Ask them to make the following chart and then think of any words they know that begin with prefixes in the headings (books must be closed.) Remind that if the prefix is removed, the word will become opposite in meaning.

un -	il-	im-	ir-

Ask the students to tell each other what words they wrote and encourage them to add to their lists from each other. Have the students open their books and read the words that use a prefix to make it an antonym.



## 3. Word Play

Ask the students to work alone and write the antonym of the words using the prefixes. Inform them that only 5 words from the list can use the prefixes to become antonyms. Then have them work in pairs or groups of three to check their answers. When they finish, project the words below for them to compare their answers with.

**unlucky      irresponsible      unpopular      impolite      illegible**

Draw the following charts on the board and explain that they will help them make sentences with the words they learned.

Who	am	Words learned lucky - unlucky responsible popular polite legible
What	is	
	are	
	was were	
<p>Example:</p> <p><b>what</b> My brother's handwriting <b>is</b> illegible.</p> <p><b>who</b> My sister Jane <b>is</b> lucky.</p>		

Who	action	Who	Where	when
What		what		
<p>Example:</p> <p><b>who                      action      what                      where</b>  <b>Irresponsible people left their trash on the beach.</b></p> <p><b>what                      action      what</b>  <b>Popular songs in Arabic make a lot of money</b></p>				

**E GRAMMAR**

1. Learn the Rule

Copy the following diagram and sentences on the board, project them or photocopy them and hand them out to the students.

<i>who</i>	<i>action</i>	<i>what</i>	<i>where</i>	<i>when</i>
<i>Irresponsible people</i>	<i>left</i>	<i>their trash</i>	<i>on the beach.</i>	



**who go to the beach during the weekends**

<i>who</i>	<i>action</i>	<i>what</i>	<i>where</i>	<i>when</i>
<i>Popular songs in Arabic</i>	<i>make</i>	<i>a lot of money</i>		



**that people like so much**

Ask the students to read the sentences in the blue box on page 77 and make similar diagrams for them and then show their diagrams to each other in pairs. Tell them that after they finish, they will understand your explanation of clauses better.

## 2. Practice the Rule

a. Have the students listen to the 10 sentences on the CD, make a check ✓ if the structure and meaning of the sentences are correct and make an ✗ if they are wrong. Play the CD more than once if necessary.

Play each sentence and pause the CD. Ask the students to tell each their answers in pairs and why they said the sentence was correct or not.

b. Have the students rewrite the sentences that have incorrect clauses. Ask them to sit in pairs and check their answers. Invite a few to share their answers with the whole class.

c. Ask the students rewrite the sentences from numbers 1 to 5 using clauses.

### **Recommended**

Ask the students to write three sentences at least using clauses for the pictures they get themselves. Remind them to use the diagrams they learned.

**F BRIDGE TO WRITING**

**1. Before You Read**

Explain to students that a pre-reading strategy is “making an educated guess” about what they may read about. Tell them that one of the ways is to write questions that they think they will find answers for in the articles they will be reading. Have them follow the steps below.

Step 1: You will be reading some more articles about cats and dogs.

Read the titles.

Step 2: Think of what those articles may tell you based on the title.

Write up to three questions that you think you may find answers for in the articles.

Step 3: Read the articles and see if you found answers to the questions you asked.

Have them tell their questions to each other in pairs and look for any similarities and differences between them.

**2. Words to Know**

A. Ask the students to read the words and their definitions and write at least one example from real life for each. Encourage them to use the chart below. When they finish, ask them to tell each other their examples.

Word	Definition	Example
Predict	To guess what will happen before it happens	Stock market; weather forecast; number of tourists Dubai will get during DSS

B. Have the students complete the sentences with the words and then ask a few to share with the whole class.

### 3. Let's Read

Explain to the students that in order to compare and contrast, we need to know which details we are comparing and contrasting. In cats and dogs for example, we can compare and contrast **where they live, what they eat, what they do, what they look like** etc. If we don't think of these first, we might end up comparing the wrong things. Remind them that this is something they need to do in any comparison and contrast essay regardless of topic and the questions will change according to the topic.

Have the students read the comparison and contrast essay on pages 79 and 80. Ask them to find information and copy them in the chart below. Have them add any other heading they find.

What we are comparing	Cats	Dogs
<i>What each eats</i>		
<i>Where each can live</i>		
<i>What each can do</i>		
<i>What each looks like</i>		
<i>How smart each is</i>		

### 4. Making Connections

Have the students re-read the comparison and contrast essay, but this time have them look for information that answer the four questions in the chart on page 81 and copy them under CATS and DOGS.

### 5. Expanding Your Vocabulary

A. Remind the students about the chart below and how it can be used to find out what is common or uncommon about a group of words. Explain that by doing this, they will become more skillful in classifying, which is needed in all subjects. Have the students do this alone with each set of words. When they have completed the chart, they can decide which word doesn't belong in the set.

<b><i>Funny, hilarious, humorous, boring, amusing</i></b>				
Words and ideas about WHO/WHAT is funny...	Words and ideas about WHERE funny can happen.	Words and ideas about HOW things and situation can be funny	Words and ideas about WHEN can be funny.	Words and ideas about ACTIONS that can be funny.

B. Have the students complete the blanks. Ask a few to share with the whole class, or you can have them make the chart on strips of cardboard and put them up on the classroom walls.

## G. WRITING CLINIC

### 1. Think about It

Have the students sit in groups of two to three and make a list of what they would like to compare and contrast and then choose one or two items. Tell them that they can only choose things that can read about in newspapers, books, websites or magazines to find information about.

### 2. Focus on Organization

1, 2 & 3. Have the students in their groups make a chart and write what they are comparing and what information they will be comparing and contrasting like the example below. They can use the example about cats and dogs on page 82 or you can have them copy the example chart below.

What we are comparing	A Ferrari	A Rolls Royce
<i>Power</i>		
<i>Cost</i>		
<i>Appearance</i>		
<i>Speed</i>		
<i>Who likes to own one</i>		

4 & 5. Have the students use the outline on page 83 to write the information they collected in their charts and write a draft comparison and contrast essay.

### 3. Focus on Style

Explain to students that in most languages, short phrases, called similes, are used to help readers and listeners understand the power of an adjective by comparing it to an animal that is known to them.

For example, a peacock is a very beautiful bird. So when we say as “as pretty as a peacock”, the reader or listener understands to which degree something is pretty.

Have the students try to brainstorm the characteristic of each animal first, then draw a line from it to the most prominent adjective. Ask them to tell each other their answers and then ask a few to share with the whole class.

## H WRITER'S WORKSHOP

### 1. Getting It Out

Inform the students that they are going to write an essay called “The Truth about...”. The essay will compare the traits of two subjects by comparing them.

Have them read the list of subjects and each student should choose two. Have them look for a partner who chose one of their subjects and pair up.

Have them work together and follow the steps.

Step one: Decide the purpose of your comparison and contrast essay.

- To entertain?
- To persuade?
- To learn more?

Step two: Decide which traits you want to compare.

- Cost?
- Appearance?
- Popularity?
- Etc.

Step three: Make a list of what you already know about your subjects.

## 2. Getting It Down

A. Have the students make a chart like the one they did in “Focus on Organization”. Ask them to read and find information to put in their charts.

B. Have them make an outline like the one on page 85 and use the information to complete it. When they finish, ask them to each use the outline to write their draft comparison and contrast essay.

## 3. Getting It Right

Remind them that revising and editing can be done better if they follow a procedure. Ask the students to work in pairs to answer these questions.

Write them on the board or project them on the screen:

1. Does my introduction tell what I am comparing and why this is interesting?
2. Do I discuss each point of comparison for each subject?
3. Do I use descriptive language (similes) to ‘paint a picture’?

Ask the students to open their books to page 86 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 comparison and contrast essay with the corrections and revisions they made. When they finish, ask them to use the CheckBric on page 79 in their practice book to grade their own work.

#### 4. Presenting It

Have the students form groups of four to five. Each one in turn should read his/her essay aloud to the group. The members of the groups should be making notes of the details that are different and similar in a Venn diagram.

## I BEYOND THE UNIT

### 1. On Assignment

Explain to the students that an idiom is an expression that means different from the words it contains. Tell them sometimes a person must think hard in order to understand an idiom, that's why they are going to start an idiom dictionary.

Have the students sit groups of three to four, read each idiom and try to explain to each other.

You can demonstrate an example:

Kill two birds with one stone.

- You use only one stone
- You get two birds

Conclusion about meaning: You make less effort but get more.

### 2. Listen and Think

Have the students listen to CD and write where each idiom came from. Play the CD more than once if necessary. Remind them they cannot interrupt or ask questions while they are listening.

Ask the students to sit in groups of two and tell each other the answers.

### 3. Link to Literature

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.

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.

## UNIT 4 \_ STUDENT BOOK, PAGE 70

### ANSWER KEY

**Tuning In:** Answers will vary.

**Talking It Over:** 2.

## UNIT 4 \_ STUDENT BOOK, PAGE 71

### ANSWER KEY

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

## UNIT 4 \_ STUDENT BOOK, PAGE 75

### ANSWER KEY

**Finding the Main Idea:** 3.

**Finding Details:** 1.b; 2.a; 3.c; 4.d

## UNIT 4 \_ STUDENT BOOK, PAGE 76

### ANSWER KEY

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

**Word Play:** Possible answers: unlucky; good; unpopular; small; smooth; impolite; irresponsible; light; hate; short; narrow; illegible.

**Spelling: dragon:** forget, ugly, gold, dog, getting, tiger, give, guard, diagnose, cargo, gift; **angel:** huge, geology, danger, ages, strangely, generous, agitated.

## UNIT 4 \_ STUDENT BOOK, PAGE 77

### ANSWER KEY

**Practice the Rule 1:** Correct: 1, 4, 5, 6, 8, 9

**Practice the Rule 2:** 1. Egypt is a country that I would like to visit. 2. Do you know the boys who live next door to me? 3. I'm taking an advanced math class which is very difficult. 4. I talked to the boy who sat next to me on the bus. 5. The bus that I take to school is usually late.

## UNIT 4 \_ STUDENT BOOK, PAGE 77

### ANSWER KEY

**Practice the Rule 1:** Correct: 1, 4, 5, 6, 8, 9

**Practice the Rule 2:** 1. Egypt is a country that I would like to visit. 2. Do you know the boys who live next door to me? 3. I'm taking an advanced math class which is very difficult. 4. I talked to the boy who sat next to me on the bus. 5. The bus that I take to school is usually late.

## UNIT 4 \_ STUDENT BOOK, PAGE 81

### ANSWER KEY

**Words to Know:** 1. accompany; 2. talent; 3. predict; 4. unconscious; 5. species; 6. body language.

**Making Connections:** Answers will vary.

**Expanding Your Vocabulary 1:** boring; awkward; unskilled; slow; dull.

**Expanding Your Vocabulary 2:** Possible answers: 1. accomplished; 2. wise; 3. amusing; 4. clever; 5. fast thinking; 6. accomplished.

## UNIT 4 \_ STUDENT BOOK, PAGE 83

### ANSWER KEY

**Think about It:** Answers will vary.

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

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

# UNIT 5

**BEFORE YOU BEGIN**

Ask the students to study the picture and write words under each column in the table below (page 91). It is important that each student work alone. Ask them to draw a chart like the one below.

Naming words (nouns)	Action words (verbs)	Describing words (adjectives)

Ask the students to tell each other in pairs or groups of three what they have written. Encourage them to copy words they like from each other's chart.

Ask the students to sit together in groups of three to four and discuss the questions at the bottom of the page. Ask a few students to share their answers with the whole class.

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

Ask the students to study the pictures on page 92 and write words for pictures a – e like they did for the previous task on page 91.

## READING

Tell the students to listen to the CD. They will hear Abdullah teaching his friend Rami to make something. Ask them to make notes as they listen and then tick what Rami is learning to make.

*Inform them that they cannot talk or interrupt while the CD is playing.*

### 2. Talking It Over

Have the students draw a survey chart like the one below, or photocopy it and hand it out to the students. Ask them to get up and walk around the classroom and find out which students can tell them how to make the items in the list and write their names.

How to make ....	Who can tell you how?
Bake a cake	
Assemble a skateboard	
Make a kite	
Make an article of clothing	
Build a campfire	
Make a paper hat	

Have the students tick the right sentence that tells what the unit is going to be about.

## **B** GETTING READY TO READ

### 1. Learning New Words

Draw the chart below on the board, project it on a screen, or photocopy it and hand it out to each student. Ask them to read the words and definitions (page 93). Have them write at least 2 examples from real life for each word.

Word	Example 1	Example 2
Instrument		Stethoscope
Microscope	Crime scene investigator	
Magnify		
Cell		
Bacteria		
Stethoscope		Doctor
Prepared slide	Laboratory	

Have the students tell each other their examples in pairs. Ask them to copy the good examples from each other.

Ask the students to read each sentence on page 93. Tell them to find similarities in the sentences with the examples they wrote. Ask them to write the correct word in the blank.

**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 think of something simple they do every day and write it in the chart below (see bottom of page 93 for examples). Ask them to think of words that have to do with it and write them under the correct headings. Have them sit in pairs and tell each other how to do that particular thing.

How to .....		
Naming words (nouns)	Action words (verbs)	Describing words (adjectives)

## C READING TO LEARN

### 1. Before You Read

Tell the students to suppose that they are going to write a **How-to instructions** for making something they know. Explain to them that the purpose of this unit is to learn how to read and understand, and write **How-to instructions**.

Ask them to study pages 94 to 93 and find three things that all **How-tos** should include. (Answer: Materials; pictures; instructions)

Tell them that you are going to give them some steps and they should carry out each step alone.

### 2. Let's Read

Ask the students to read the two **How-to instructions** and underline the “**action**” (verb) and circle the “**what**” detail (object) of the instructions. Explain to them that this helps them get the main idea and details of such texts.

Copy the following set of sentences. Tell the students that when you say the sentence, you want them to carry out the action. (Alternatively, you can project / write each sentence on the board and wait for them carry it out and then write the next one).

1. With the tip of a pencil, make a small hole in a paper.
2. Wrap a paper around a pencil.
3. Ask to borrow a pen from a friend.
4. Point the pen upward.



## Optional but strongly recommended

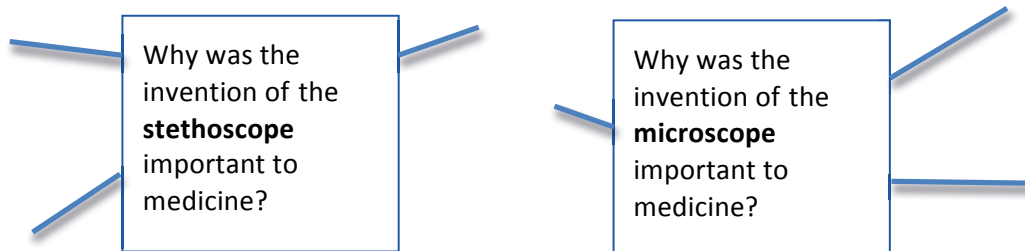
Have the students read the list of materials for Make a Microscope and/or Make Your Own Stethoscope and get the materials to class in pairs. Have the pairs work together to read the **How-to** and make the instrument or both. (You could also give this as an assignment.)

### 3. Unlocking Meaning

1. Ask the students to use the words they circled and underlined in the Let's Read section and use them to think of what the main idea of the two selections are. Have them read the four ideas and tick which one they think is the main idea.

2. Ask the students to use the words they circled and underlined in the Let's Read section and use them to think of what instructions they can give each other for making a microscope or a stethoscope (with the books closed). Have them tell each other in pairs how to make one of the instruments without looking in the book.

3. Ask the students to write these two questions in the middle of a paper and make a web with words and ideas that have to do with the answer to the questions. Then have them tell each other in pairs answers to the two questions.



4. Have them listen to the CD and read along the passage on page 94. Ask them to write the facts that they hear but which are not written in the passage. When they finish, have them tell each other their answers in pairs or groups of three.

## D WORD WORK

### 1. Word Detective

Explain to the students some words can begin 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 tell quantity. (Don't give them examples yet.)

Ask them to do number one on page 98 and see if they can figure out the meaning of the prefixes :

**Uni; bi; tri; hex; multi; mono; semi**

### 2. Word Study

Have the students read the green table and check their answers alone. When they finish, ask a few to share their answers with the whole class.

### 3. Word Play

Ask the students to read each verb and write the noun or the adjective for it. Then have them work in pairs to check their answers. When they finish, project the words below for them to compare their answers with.

## E GRAMMAR

### 1. Learn the Rule

Ask the students to read the following sentences and then decide when to use a/an/the. First ask them to work alone to answer the question next to each sentence and then tell each other their answers in pairs or groups of three.

1. Ahmad said to Ali: I am hungry. I think I will go to **the** cafeteria. *(Does Ali know which cafeteria Ahmad is talking about?)*
2. Omar said to Abdullah: I am hungry. Let's look for **a** restaurant. *(Does Abdullah know which restaurant Omar is talking about?)*
3. The teacher said to Maryam: Close **the** door behind you. *(Does Maryam know which door the teacher is talking about?)*

4. **The** president of the UAE gave a speech on National Day. (*Is there one president or more?*)
5. **A** car is for transportation, not for racing on the streets. (*Is there one car or more?*)
6. **The** tallest building in the world is Burj Khalifa. (*Why did we say **the** not **a**? Hint: It's a grammatical reason.*)
7. I need **an** umbrella. I don't want to wear **a** uniform. (*Why did we say **a** for one word and **an** for the other word? Hint: It's a 'sound' reason.*)

### 2. Practice the Rule

a. Have the students listen to the 10 sentences on the CD, make a check ✓ if the structure and meaning of the sentence are correct and make an ✗ if they are wrong. Play the CD more than once if necessary.

Play each sentence and pause the CD. Ask the students to tell each their answers in pairs and why they said the sentences was correct or not.

b. Have the students rewrite the incorrect sentences so that **a/ an/ the** are used correctly. Ask them to sit in pairs and check their answers. Invite a few to share their answers with the whole class.

c. Have the students write the correct article in the blanks alone and then check their answers with each other.

### Recommended

Ask the students to write three sentences at least using **a/ an/ the** for the picture on page 91. They may also write sentences for pictures they get themselves.

## F BRIDGE TO WRITING

### 1. Before You Read

Explain to the students that it is not the assembling of the skateboard that is important (page 100 - 101), but the ability to read and understand any **How-to instructions**. Remind them that **How-tos** usually included a labeled diagram.

Ask them to study the labeled diagram and then draw something they know very well and label it.

### 2. Words to Know

Explain to the students that there are many ways to learn vocabulary. When it is a technical matter, the best way is to have a picture for the new word. As an assignment, have them google “**google images**” and then search for a picture for each of these words:

**1. Metal file 2. Power drill 3. Awl 4. Nutdriver 5. Safety knife 6. Mounting hardware (7. Phillips screwdriver 8. Blade** are on page 101)

They can then print or draw the pictures, write the word for it and put it on the word wall or in their notebooks.

Tell the students to read the definitions on page 100 and then draw a line from the word to the correct meaning.

### 3. Let’s Read

Remind the students that the “Skateboard Assembly” passage is only an example of a **How-to instructions** passage. They can later do the same thing when reading about **putting on make-up, customizing a car, redecorating their bedroom, build a campfire, or making a new dish from a recipe**.

Remind the students of the parts and the steps of reading a How-to. Have the students carry out each step one at a time.

## Step one

Find the materials, the labeled diagrams, the headings and the instructions.

## Step two

Underline the “**action**” (verb) and circle the “**what**” detail (object) of the instructions.

Ask the students to listen to the CD with the books closed and write the actions words that they hear.

Have the students work in pairs to tell each other about assembling a skateboard using the verbs they wrote. Encourage them to tell each other and stress that it is not important to get it all perfectly done.

## 4. Making Connections

Ask the students to sit in pairs and each think of something they can make or do. (They can use the same idea that they thought of in: 2. Talking It Over page 93.) Have them write their answers in the chart on page 103.

## 5. Expanding Your Vocabulary

Explain to the students that in a How-to instructions, the verbs become more specific and explicit. Write the following examples on the board and ask them to tell each other which one is clearer.

Put the onions with the parsley to make tabouleh.✗

Mix the onions with the parsley to make tabouleh. ✓

Light the wood to make a campfire.✗

Put a lit match under the wood to make a campfire. ✓

Ask the students to read the definition of each word and draw a line from it to the specific and explicit verb. Have them tell each other their answers.

## G. WRITING CLINIC

### 1. Think about It

Ask the students to read the six examples and decide which ones can be “How-to instructions”. Ask them to tell each other their answer and why they think so.

### 2. Focus on Organization

Have the students study how a “HOW-TO” is organized and look at the highlighted sentences in the selection.

Ask them to read ‘**Make a Microscope**’ and ‘**Make Your Own Stethoscope**’ and find **the words that signal sequence, the part that tells the reader what you are going to explain, the list of materials, the signal words and the important tips** and highlight them.

Have them compare their answers in pairs when they finish.

### 3. Focus on Style

Explain to the students that one of the mistakes they make when they are writing is that they are only focused on the teacher as a reader. When they write, they need to think about their audience rather than the teacher who will correct it. This way their words will match their audience. Sometimes their words would be casual and sometimes formal.

Ask them to do number one on page 105. Ask them to look for the word clues that tell them who the writer’s audience is and then tell each other in pairs why they chose one of the answers.

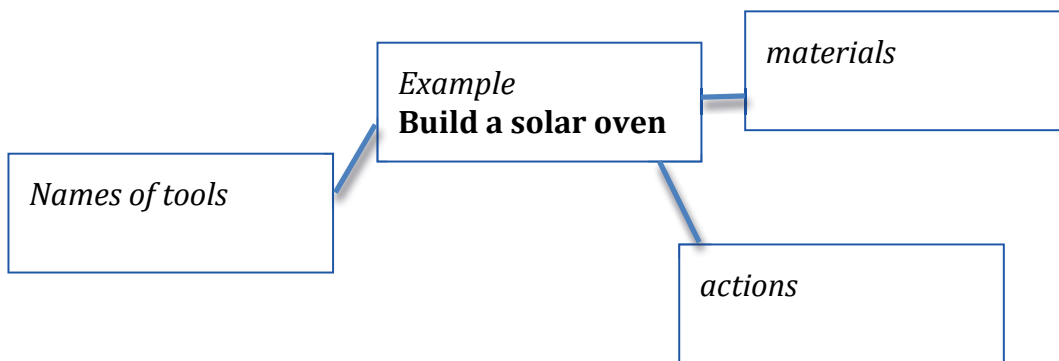
Ask them to do number two on page 105 for more practice in finding formal and informal words, phrases and casual tone and then tell each other their answers.

## H WRITER'S WORKSHOP

### 1. Getting It Out

Explain to the students that to write a **How-To** passage, first they will need to decide what they will explain. Ask them to choose something from the list on page 106 or think of something on their own.

Tell the students to make a web like the one below and think of words and ideas for it. Draw the web for them or project it on a screen.



Tell the students to think of five people who will be interested in reading their “HOW-TO”. Remind them that this is important because it will help them write for an audience.

Have the students use the chart in number 4 page 107 to:

- Write the instructions (steps)
- Write the things that could go wrong.
- Write words that will need explaining or providing a picture for the audience.

## 2. Getting It Down

1. Ask the students to study the outline on page 108 and draw a similar one on a sheet of paper. They need to write the words and sentences in the outline.

Note to the teacher:

The emphasis here is on the student's ability to get the right organization in a HOW-TO rather than the accuracy of the spelling or grammar.

## 3. Getting It Right

Remind them that revising and editing can be done better if they follow a procedure. Ask the students to work in pairs to answer these questions.

Write them on the board or project them on the screen:

1. Does my introduction identify what I am going to explain?
2. Do I list the materials that the reader will need?
3. Do I list each step? Are the steps in time order?
4. Do I include at least one visual that helps the reader understand my explanation?
5. Overall, are my instructions easy to follow?

Ask the students to open their books to page 109 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 HOW-TO with the corrections and revisions they made. When they finish, ask them to use the CheckBric on page 81 in their practice book to grade their own work.

## 4. Presenting It

Tell the students to prepare their HOW-TO in order to present it. Encourage them to include a few diagrams so that their audience can understand it better. Tell them to read the notes for presenting on page 109.

Have the students sit in groups of 4 to 6. Each one of them should present their research report to the others in the group. Tell them to imagine they are presenting it on TV.



## I BEYOND THE UNIT

### 1. On Assignment

Tell the students that they are going to prepare a “diagram”. Explain that a diagram can be two-dimensional or three-dimensional. Ask the students to do the following:

- Read 1 – 3 on page 110
- Choose or think of an object that can help their readers understand the HOW-TO they wrote better.
- Draw a two- or three-dimensional diagram for it.

### 2. Listen and Think

Have the students listen to CD and write the action words and words that answer what to use as notes. Play the CD more than once if necessary. Remind them they cannot interrupt or ask questions while they are listening.

Ask the students to sit in groups of three and tell each other the instructions using the their notes.

### 3. Link to Literature

Ask the students to listen to the two poems and read along.

Have them sit in groups of three to four and do the three tasks in the LET’S TALK part.

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

## UNIT 5 \_ STUDENT BOOK, PAGE 92

### ANSWER KEY

**Tuning In:** a paper airplane.

**Talking It Over:** 2.

## UNIT 5 \_ STUDENT BOOK, PAGE 93

### ANSWER KEY

**Learning New Words:** 1. stethoscope;  
2. magnify; 3. instrument; 4. bacteria;  
5. microscope; 6. prepared slides; 7. cells.

## UNIT 5 \_ STUDENT BOOK, PAGE 97

### ANSWER KEY

**Identifying the Purpose:** 3.

## UNIT 5 \_ STUDENT BOOK, PAGE 98

### ANSWER KEY

**Word Detective:** 1. g; 2. b; 3. a; 4. e; 5. f; 6. c; 7. d.  
**Word Play:** 1. bi; 2. semi; 3. bi; 4. multi; 5. inter; 6. bi.  
**Spelling:** a. edited; b. committed; c. worshipped; d.  
opened; e. focused; f.  
offered; g. preferred; h. occurred.

## UNIT 5 \_ STUDENT BOOK, PAGE 99

### ANSWER KEY

**Practice the Rule 1:** Correct: 2, 4.

**Practice the Rule 2:** a Campfire, the best  
spot, a safe distance, the tents, the right fuel,  
The three main types, a stick, the main fuel, a  
pyramid, the tinder, a/the fire.

## UNIT 5 \_ STUDENT BOOK, PAGE 103

### ANSWER KEY

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

**Expanding Your Vocabulary:** 1. f; 2. e;  
3. a, d; 4. h; 5. b, e; 6. d, f; 7. c, g; 8. g.

## UNIT 5 \_ STUDENT BOOK, PAGE 103

### ANSWER KEY

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

**Expanding Your Vocabulary:** 1. f; 2. e;  
3. a, d; 4. h; 5. b, e; 6. d, f; 7. c, g; 8. g.

## UNIT 5 \_ STUDENT BOOK, PAGE 105

### ANSWER KEY

**Focus on Style 1:** teenagers.

**Focus on Style 2:** Possible answers: no-brainer,  
gritty stuff, grab, ready to roll, plastering  
that puppy.

# UNIT 6

**BEFORE YOU BEGIN**

A. Ask the students to study the picture and write words under each column in the table below (page 113). It is important that each student work alone. Ask them to draw a chart like the one below.

Naming words (nouns)	Action words (verbs)	Describing words (adjectives)	How words (adverbs)

B. Ask the students to tell each other in pairs or groups of three what they have written. Encourage them to copy words they like from each other's chart.

C. Have them make a caption (1 to 5 words) for the picture.

D. Ask the students to sit together in groups of three to four and discuss the questions at the bottom of the page. Ask a few students to share their answers with the whole class.

**A CONNECTING TO YOUR LIFE**

**1. Tuning In**

A. Explain to the students that they get report cards that tell how well they are doing in school. Tell them what if we give report cards to parents to show how well they are parenting. (Do NOT ask any students to give feedback at this stage.) Ask the students to copy the web below and write ideas for the agreement (good idea) and the disagreement (crazy idea) with the question in the middle. Have them share their ideas in pairs or groups of three after they finish.



B. Tell the students to listen to the CD. They will hear a conversation between a mother and her son about the idea. Ask them to make notes of the main points each person makes.

*Remind them that they cannot talk or interrupt while the CD is playing.*

**2. Talking It Over**

A. Ask the students to read each question in the survey and then tick what they think. Make sure they do this alone, but they may ask each other about the meaning of words, or the explanation of a question.

B. Ask the students to make a web for each question (from 1 to 6) and work in pairs to brainstorm REASONS for or against it. Ask a few to share with the whole class.



C. Have the students read the title of the unit and (alone) tick the sentence that tells what the unit is most probably about.

## B GETTING READY TO READ

### 1. Learning New Words

A. Draw the chart below on the board, project it on a screen, or photocopy it and hand it out to each student. Ask them to read the words and definitions (page 115). Have them write at least 2 examples from real life for each word. Have the students tell each other their examples in pairs. Ask them to copy the good examples from each other.

Word	Example 1	Example 2
Argument		
Position (po•zi•shun)		
Issue (ishu)		
Valid		
Independent		
Susceptible(su•sep•ti•bul)		
Confiscate (kon•fis•kayt)		

B. Ask the students to read each sentence on page 115. Tell them to find similarities in the sentences with the examples they wrote. Ask them to write the correct word in the blank.

#### **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

A. Ask the students to each think of a rule they have at school and write it down. Have them sit in groups of three and write the three rules in the chart on page 115.

Ask them to think of reasons why each rule is important and write them next to the rule. Have a few share their answers with the whole class.

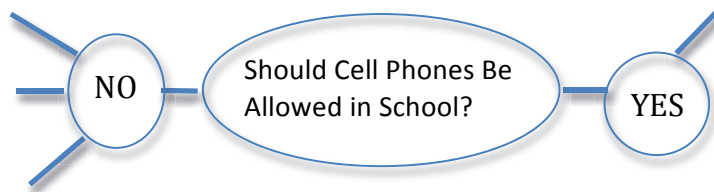
## C READING TO LEARN

### 1. Before You Read

Tell the students to each think of two reasons why cell phones (mobiles) are so popular and then tell each other in pairs or in groups of three.

### 2. Let's Read

Ask the students to read the selection "Should Cell Phones Be Allowed in School?" and find reasons for YES and NO and write those reasons in the web below. Tell them to mark or underline examples of the reasons. Explain to them that this helps them get the main idea and details of such texts and helps them remember it better.



### Optional but strongly recommended

Have the students read the whole selection or parts of it aloud to each other.

### 3. Unlocking Meaning

1. Tell the students that the selection they just read is called a "persuasive essay". The writer or speaker tries to persuade, or convince others of their position. **Nadia's** position is YES and **Ismail's** position is NO and each has written 4 paragraphs.

Ask the students to read (alone) Nadia's position again and decide which paragraph each of the three main ideas belongs to. Ask them to write the number of the paragraph next to the main idea. Have them read the four ideas and tick which one they think is the main idea. Ask them to do the

same for Ismail's position. Ask a few to share their answers with the whole class.

2. Ask the students to read the web they made and do numbers 1 to 6 alone. Ask them to tell each other their answers in pairs.

3. Ask the students to think of things that annoy them about people using their cell phones and tell each other in pairs. For example, during a conversation between two persons, one of them keeps taking out the cell phone to check for messages.

Have them listen to the CD and make notes about cellphone rules people should follow and add one more rule of their own. Have them tell each other what they wrote.

4. Ask the students to work in pairs or groups of three and think of YES arguments (PRO) and NO arguments (CON) for each of the 5 rules they heard.

### D WORD WORK

#### 1. Word Detective

Explain to the students some words can end with an extra part that is called the **suffix**. Some examples of suffixes are: **-less**; **-ly**; etc. Tell them that some **suffixes** can change some **verbs** to **nouns** or **adjectives**. Some **suffixes** can change **nouns** to **verbs** or **adjectives**. (Don't give them examples yet.)

Ask them to do number one on page 120 and see if they can figure out the **suffix** that makes a **verb** a **noun**.

#### 2. Word Study

Have the students read the green table and find the suffixes that make words:

- A noun (-tion)
- An Adjective (-ing)

Have a few students tell the whole class.



## 3. Word Play

A. Ask the students to work alone and complete the table. Have them tell each other what the suffixes are.

- A noun (-tion)
- A verb (-ize)
- An Adjective (-al; -tory; -ing; -ive)

B. Project the sentences below on a screen or photocopy and hand them out to the students. Ask them to write the correct form of the word at the end of each sentence.

1. Because the price of gasoline is going up, I think I will buy an \_\_\_\_\_ car. (economy)
2. This so \_\_\_\_\_. I left the keys in the house and slammed the door shut. (embarrass)
3. The \_\_\_\_\_ of the UAE will grow over the next 5 years. (economy)
4. Space \_\_\_\_\_ on started a few years ago. (explore)
5. Tokyo, Dubai and New York are \_\_\_\_\_ to live in. (expense)

## E GRAMMAR

### 1. Learn the Rule

Ask the students to read the following pairs of sentences and then decide which meaning is the most suitable for each. Project them on a screen or photocopy and hand them out to the students. Have them work alone first. When they finish, have them tell and explain their answers to each other in pairs. Ask a few to share their answers with the whole class.

1. a. If Rima gets an A on her test, she will shout for joy.  
b. If Rima got an A on her test, she would should for joy.

In which sentence does the speaker think Rima is likely to get an A and in which sentence does the speaker think that it is unlikely?

- a. **likely** b. **unlikely**

2. a. If we reach planet mars in the next few years, we will be able to study the planet in more detail.  
b. If it were up to me, I would not invite them to the wedding.  
c. If Jimmy had more money, he could afford to buy a new car.  
d. If my brother goes to university in the USA, he will study engineering.

In which sentence does the speaker think that something is unlikely to happen and in which does the speaker think it is likely?

- a. **unlikely** b. **unlikely** c. **unlikely** d. **likely**

3. a. If I had studied harder, I could have gotten an A in my test.  
b. If my phone rings, please answer.  
c. If you had bought those stores when the price was low, you could have made a lot of money.  
d. If I had more time, I would study another language.

In which sentence does the speaker know that there is no chance of any change? In which sentence does the speaker think something is likely and in which does the speaker think it's unlikely?

- a. **no chance of change** b. **no chance of change** c. **unlikely** d. **unlikely**

## 2. Practice the Rule

- a. Have the students listen to the 10 sentences on the CD, make a check ✓ if the structure and meaning of the sentence are correct and make an X if they are wrong. Play the CD more than once if necessary.

Play each sentence and pause the CD. Ask the students to tell each other their answers in pairs and why they said the sentence was correct or not.

- b. Have the students rewrite the incorrect sentences so that they use the correct form of **IF**. Ask them to sit in pairs and check their answers. Invite a few to share their answers with the whole class.

c. Have the students write the correct form in the blanks alone and then check their answers with each other.

### **Recommended**

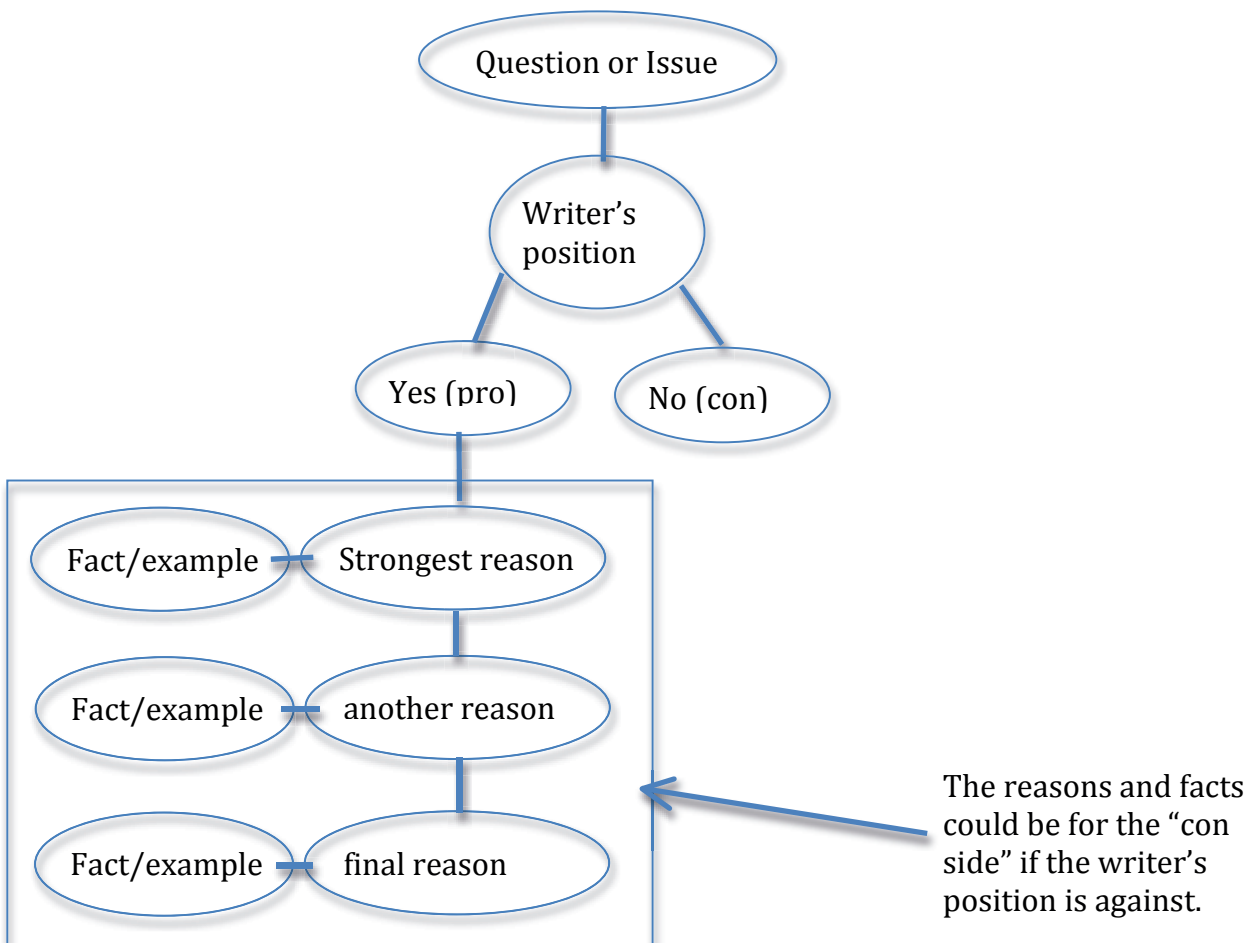
Ask the students to write three sentences at least using for the picture on page 113. They may also write sentences for pictures they get themselves.

**F BRIDGE TO WRITING**

1. Before You Read

A. Explain to the students that in a persuasive essay, a writer tries to convince others about his/her position on an issue. Sometimes a position can be for (pro) or against (con). To convince an audience, the writer gives reasons and examples that are facts.

B. Project the organizer below on a screen or photocopy it and hand it out to your students. Ask them to study it, read the paragraph, take a position of FOR or AGAINST the issue “IS IT A GOOD IDEA FOR HUMANS TO GO INTO SPACE?” and then use the organizer below to collect reasons and examples. Have the students sit in groups of three and then tell each other their position and the reasons for it with examples.



## 2. Words to Know

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 sentence that has the unfamiliar word. Then I read the second sentence and think if it is an example of the unfamiliar word. The example can come before or after the unfamiliar word. Answers: a b d e f

Example: **Ali never wastes time. Efficiently means not waste time.**

Method B: I read the sentence before or after the unfamiliar words and then draw a conclusion. Answers: c f g

Example: **My computer is always crashing. That means I cannot use it all the time. Reliable means cannot be used all the time.**

**If computers caused something in how we live, and a cause has an effect, that means for every cause there is change. So revolution means change.**

B. Have the students draw a line from the word to its meaning.

## 3. Let's Read

Explain to the students that when a person writes a persuasive essay, he/she should expect the audience to challenge their position by asking questions about reasons, facts, sources and/or examples.

Have the students carry out each step one at a time and then share their answers in pairs or groups of three.

## Step one

Read the two position papers about “Should the U.S. Halt Human Space Flight” and make two organizers like the one you made before. (One organizer for the PROS and one for the CONS.)

## Step two

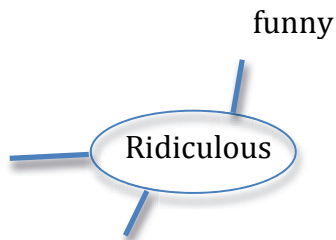
Write three questions that you would ask each writer. The questions should challenge the writer’s position.

### 4. Making Connections

Explain to the students that human beings have the ability to compare and that is a powerful thinking tool. Ask them to compare the two articles they read about “Cell Phones” and “Humans in Space” by answering the questions in the chart on page 125. Have them write their answers in the chart alone first and then tell each other their answers in pairs.

### 5. Expanding Your Vocabulary

1. 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.



Therefore ingenious doesn’t belong in the group.

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

## G. WRITING CLINIC

### 1. Think about It

Ask the students to decide which of the three explanations given in number 1 on page 126 mean ***persuade*** and tick it. Read the six examples and decide which ones can be “How-to instructions”.

## 2. Focus on Organization

1. Ask the students to read the boxes on the left hand side of the page and then look for the examples in Ismail’s essay on cell phones. Have the students read the articles on pages 123 and 124 and highlight in color the position of each writer as well as other information such as appealing to audience and summarizing their arguments.

2. Have the students make a chart like the one below and then write ideas under each heading. Have them read the example that Alia and Noor made. When they complete their charts, have them tell each other in pairs.

Should students be allowed to use cell phones in school?		
Write a sentence that states your position.	Think of one reason for your position.	Provide support for your reason.

## 3. Focus on Style

1. Explain to the students that a conclusion wraps up, or brings the ideas together of the persuasive essay. Ask the students to reread Nadia’s conclusion, or final paragraph and decide how it strengthens her essay. Have them read the three statements and select best one.

- It gives the reader good advice.
- It attempts once more to convince the reader.
- It shows the reader how smart she is.

<b>New idea for conclusion</b>	<b>In your own words</b>
Restate Ismail’s position and summarize the reasons he gives.	
Try one more time in a new way to convince the reader.	
Restate his ideas in a different way, using synonyms.	
Encourage the reader to take action.	
Leave your reader with an idea that makes him/her think	

2. Ask the students to reread Ismail’s essay except for the conclusion, or last paragraph. Ask them to rewrite the conclusion in multiple ways using the chart below and then share with each other in pairs.

## H WRITER’S WORKSHOP

### 1. Getting It Out

2. Inform the students that a local newspaper is inviting them to write a PRO or a CON essay and it will appear in the paper. Ask them to read and choose one of the two issues or think of one.

Tell the students to make a chart like the one below and think of words and ideas for it. Draw the chart for them or project it on a screen.

ISSUE: Should students .....	
PRO (for)	CON (against)

3. Ask the students choose a position (Whether they are FOR or AGAINST the issue.) and write three reasons for their position. Inform them they can get ideas for their position by:

- Thinking of their own experiences
- Talking to other students or adults to get their ideas
- Learning more about issue from other sources such as books, websites etc.



Have them make a chart like the one below to help them.

My position:	
Reason 1	
Reason 2	
Reason 3	

## 2. Getting It Down

1. Ask the students to study the outline on page 130 and draw a similar one on a sheet of paper. They need to write the words and sentences in the outline.

2. Ask the students to write a draft of their essay and then switch papers with another student and read it.

Note to the teacher:

The emphasis here is on the student's ability to get the right organization in a persuasive essay rather than the accuracy of the spelling or grammar.

## 3. Getting It Right

Remind them that revising and editing can be done better if they follow a procedure. Ask the students to work in pairs to answer these questions.

Write them on the board or project them on the screen:

1. Does my introduction grab the attention of the reader?
2. Does my introduction identify the issue and state my position?
3. Do I provide at least three reasons and do I support each reason?
4. Does my conclusion summarize my argument?

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

Ask the students to rewrite their persuasive essay with the corrections and revisions they made. When they finish, ask them to use the CheckBric on page 83 in their practice book to grade their own work.

#### 4. Presenting It

Tell the students to prepare their ideas and reasons on note cards. Each card has a different heading. Introduction; Reason 1, 2, 3; Conclusion. Tell them to read the notes for presenting on page 131. Have the students sit in groups of 4 to 6. Each one of them should present their persuasive speech to the others in the group using only their note cards. Tell to imagine they are presenting it on TV.

## I BEYOND THE UNIT

### 1. On Assignment

A. Tell the students that they are going to have a talking project. Have them sit in groups of four and together decide on an issue that would be interesting to debate, or they could choose one of the three issues below:

- There should be specific jobs for boys and girls.
- Students shouldn't have to wear uniforms to school.
- Junk food should be banned at cafes near schools.

B. Have the group write the issue on a quarter sheet of paper and fold it. When everyone finishes, put the folded papers in a bowl or box and then have a student draw one. Write the issue to debate on the board.

C. Ask the students to think of how they feel about the issue (alone) and think of reasons why they feel that way.

D. Put up four signs (one in each corner of the room) that say:

- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE

E. Tell the students to go and stand next to the sign that tells how they feel about the issue. Have them tell each other the reasons that made them feel that way. Have them choose one person in the group to take notes and then tell the whole class how they feel about the issue.

F. Ask the students to go back to their seats. Have the representative of each group come up to the front of the class in turn and talk about the reasons his/her group gave.

## 2. Listen and Think

A. Have the students listen to CD and write the reasons each teacher gives about the issues. Play the CD more than once if necessary. Remind them they cannot interrupt or ask questions while they are listening.

B. Ask the students to sit in groups of three and tell each other the reasons using the their notes.

## 3. Link to Literature

A. Ask the students to listen to an extract of a speech given by H.H. Sheikh Mohammed Bin Rashid Al Maktoum and read along.

B. Have them sit in groups of three to four and do the three tasks in the LET'S TALK part.

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

## UNIT 6 \_ STUDENT BOOK, PAGE 114

### ANSWER KEY

**Talking It Over:** 2.

## UNIT 6 \_ STUDENT BOOK, PAGE 115

### ANSWER KEY

**Learning New Words:** 1. issue;  
2. position; 3. arguments; 4. prohibit;  
5. confiscates; 6. independent; 7. susceptible;  
8. valid.

## UNIT 6 \_ STUDENT BOOK, PAGE 119

### ANSWER KEY

**Finding the Main Idea: Nadia:** 1. 2, 4; 2. 2, 4;  
3. –; 4. 3. **Ismail:** 1. 3, 4; 2. 1, 4; 3. 2, 4.  
**Finding Details:** 1. b; 2. a; 3. a; 4. b; 5. b;  
6. c.

## UNIT 6 \_ STUDENT BOOK, PAGE 120

### ANSWER KEY

**Word Detective:** 1. educate; 2. predict; 3. permit; 4. communicate;  
5. satisfy; 6. distract.  
**Word Play:** economize; expensive; explore; legalize; embarrassment.  
**Spelling:** a. attendant; b. observant; c. different; d. permanent;  
e. persistent; f. argument, relevant.

## UNIT 6 \_ STUDENT BOOK, PAGE 121

### ANSWER KEY

**Practice the Rule 1:** Correct sentences: 1, 3, 7.

**Practice the Rule 2:** 1. will get; 2. will get;  
3. would have gotten; 4. had told; 5. would know; 6. rang.

## UNIT 6 \_ STUDENT BOOK, PAGE 125

### ANSWER KEY

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

**Making Connections:** Answers will vary.

**Expanding Your Vocabulary:** ingenious, stupid, reasonable, laughable, foolproof.

## UNIT 6 \_ STUDENT BOOK, PAGE 125

### ANSWER KEY

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

**Making Connections:** Answers will vary.

**Expanding Your Vocabulary:** ingenious, stupid, reasonable, laughable, foolproof.

## UNIT 6 \_ STUDENT BOOK, PAGE 127

### ANSWER KEY

**Think about It:** have the same opinion as you do.

**Focus on Style 1:** It attempts once more to convince the reader.